



2004-2005 catalog

VOL. XLII

Summer, 2004

NO. 1

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|---|----------------|
| PHONE NUMBERS (Campus Switchboard) | (910) 521-6000 |
| Academic Records and Transcripts | 521-6788 |
| Admissions | 521-6262 |
| Advisement and Retention | 521-6625 |
| Bookstore | 521-6222 |
| Career Services Center | 521-6270 |
| College of Arts and Sciences | 521-6198 |
| Continuing Education and Distance Education | 521-6367 |
| Counseling and Testing Center | 521-6202 |
| Financial Aid (Scholarships, Grants, Loans, Work-Study) | 521-6255 |
| Graduate Programs in Business Administration | 521-6637 |
| Graduate Programs in Education | 521-6221 |
| Graduate Programs in School and Service Agency Counseling | 521-6240 |
| Housing | 521-6228 |
| Police and Public Safety | 521-6235 |
| Registration | 521-6298 |
| School of Business | 521-6214 |
| School of Education | 521-6221 |
| School of Graduate Studies | 521-6271 |
| Student Activities | 521-6207 |
| Student Affairs | 521-6226 |
| Summer School | 521-6224 |
| Tuition, Fees, and Student Accounts | 521-6329 |
| University Computing | 521-6260 |

For additional phone numbers and Web addresses, visit
www.uncp.edu/

THE UNIVERSITY OF NORTH CAROLINA AT PEMBROKE

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This catalog provides the basic information you will need about The University of North Carolina at Pembroke. It includes our history and current goals, admissions standards and requirements, tuition and other costs, sources of financial aid, and rules and regulations that govern student life. This catalog also describes our student organizations and other activities on the campus, lists courses and programs by department, and contains the name, rank, and educational background of each faculty member.

UNC Pembroke is one of sixteen universities in North Carolina that comprise The University of North Carolina. UNCP has a thirteen-member Board of Trustees and, like the other institutions of The University of North Carolina, is subject to the governing regulations of The Board of Governors of The University of North Carolina.

UNC Pembroke supports the protections available to members of its community under all applicable Federal laws, including Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 799A and 845 of the Public Health Service Act, the Equal Pay and Age Discrimination Acts, the Rehabilitation Act of 1973, and Executive Order 11246.

UNC Pembroke is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, sex, age, or disability or because of the individual's honorable service in the Armed Services of the United States. Moreover, UNCP is open to people of all races and actively seeks to promote diversity by recruiting and enrolling American Indian, Black, Asian, and Hispanic students.

UNC Pembroke reserves the right to change without notice any fee, provision, offering, or requirement in this catalog, and to determine whether a student has satisfactorily met the requirements for admission or graduation.

The University of North Carolina at Pembroke is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; telephone 404-679-4501) to award Baccalaureate and Master's level degrees.

UNC Pembroke is also accredited by or is a member of:

- The North Carolina Association of Colleges and Universities
- The National Council for Accreditation of Teacher Education
- The National Association of Schools of Music
- The American Association of Colleges for Teacher Education
- The American Council on Education
- The North Carolina Criminal Justice Education and Training Standards Commission
- The North Carolina State Board of Education
- The American Association of State Colleges and Universities
- The Council on Social Work Education
- The National Association of Schools of Public Affairs and Administration
- The American Chemical Society
- The Commission on Collegiate Nursing Education

This Catalog was prepared by the UNC Pembroke Offices of Academic Affairs and University and Community Relations: Sara Oswald, Editor. Pages were prepared using Adobe PageMaker 6.5. Text is set in Adobe Garamond, headings in Myriad Bold and Semibold.

7,500 copies of this catalog were produced by the UNC Pembroke Office of University and Community Relations at an approximate cost of \$?? per catalog.

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Welcome from the Chancellor

We are delighted that you are taking the time to review our academic Catalog. The University of North Carolina at Pembroke has a long and distinguished history of providing a high quality education with the personal touch. This Catalog acquaints you with the many excellent academic programs available at the University. However, I should note that this University is much more than academic programs.

Our out-of-class experiences, including social clubs, athletics, intramural sports, cultural events, community service, student government, and countless other activities bring the entire college experience to life. We encourage you to explore all the opportunities that The University of North Carolina at Pembroke has to offer.

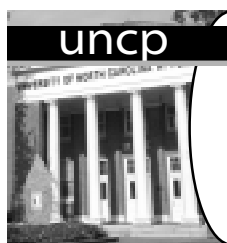
If you have any questions, please give the appropriate office a call. I encourage you to visit our Website at www.uncp.edu.

Sincerely,

Allen C. Meadors, Ph.D., FACHE
Chancellor



AN EQUAL OPPORTUNITY EMPLOYER



general information

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MISSION OF THE UNIVERSITY

The University of North Carolina at Pembroke is a comprehensive University committed to academic excellence in a balanced program of teaching, research, and service. It offers a broad range of degrees and nationally accredited professional programs at the bachelor’s level and selected programs at the master’s level. Combining the opportunities available in a large university with the personal attention characteristic of a small college, the University provides an intellectually challenging environment created by a faculty dedicated to effective teaching, interaction with students, and scholarship. Graduates are academically and personally prepared for rewarding careers, postgraduate education, and community leadership.

Founded in 1887 to educate American Indians, the University now serves a student body reflective of the rich cultural diversity of American society. As it stimulates interaction within and among its cultural groups, the University enables its students to become informed, principled, and tolerant citizens with a global perspective.

The university encourages the pursuit of education as a lifelong experience so that its graduates will be equipped to meet the challenges of the twenty-first century. Drawing strength from its heritage, The University of North Carolina at Pembroke continues to expand its leadership role in enriching the intellectual, economic, social, and cultural life of the region and beyond.

In support of this mission, The University of North Carolina at Pembroke is committed: (1.) to promote excellence in teaching and learning as a primary focus in an environment of free inquiry and dynamic exchange between students and faculty; (2.) to ensure quality academic programs and learning opportunities for the liberal arts, in preparation for diverse professions and for service to the region; (3.) to encourage and support meaningful faculty research and development; (4.) to recruit and retain students capable of achieving academic and professional success and of enriching the intellectual, cultural, and social community of the University; (5.) to provide and support extra-curricular and student life activities and facilities designed to enrich the educational experience of residential and commuter students, enhance the image of the University, and serve the region; (6.) to provide ways by which the life of the region can benefit the educational experience of the University and be enhanced by the University; (7.) to instill in University of North Carolina at Pembroke students a continuing appreciation for diverse cultures and an active concern for the well-being of others; (8.) to promote academic and scholarly excellence, the University’s rich heritage, and the enhancement of the immediate and larger region.

HISTORY OF THE UNIVERSITY OF NORTH CAROLINA AT PEMBROKE

On March 7, 1887 the General Assembly of North Carolina enacted legislation sponsored by Representative Hamilton McMillan of Robeson County creating the Croatan Normal School. The law, which was in response to a petition from the Indian people of the area, established a Board of Trustees and appropriated five hundred dollars to be used only for salaries. A building was constructed by the local people at a site about one mile west of the present location, and the school opened with fifteen students and one teacher in the fall of 1887. For many years the instruction was at the elementary and secondary level, and the first diploma was awarded in 1905.

The school was moved to its present location in Pembroke, the center of the Indian community, in 1909. The General Assembly changed the name of the institution in 1911 to the Indian Normal School of Robeson County, and again in 1913 to the Cherokee Indian Normal School of Robeson County. In 1926 the Board of Trustees added a two-year normal program beyond high school and phased out

elementary instruction. The first ten diplomas were awarded in 1928, when the state accredited the school as a “standard normal school.”

Additional college classes were offered beginning in 1931, and in 1939 a fourth year was added with the first degrees conferred in 1940. In recognition of its new status, the General Assembly changed the name of the school in 1941 to Pembroke State College for Indians. Until 1953 it was the only state-supported four-year college for Indians in the nation. The scope of the institution was widened in 1942 when non-teaching baccalaureate degrees were added, and in 1945 when enrollment, previously limited to the Indians of Robeson County, was opened to people from all federally-recognized Indian groups. A few years later, in 1949, the General Assembly shortened the name to Pembroke State College.

The Board of Trustees approved the admission of White students up to forty percent of the total enrollment in 1953 and, following the Supreme Court’s school desegregation decision, opened the College to all qualified applicants without regard to race in 1954. Growth of over five hundred percent followed during the next eight years. In 1969 the General Assembly changed the name again to Pembroke State University and made the institution a regional university. Such universities were authorized “to provide undergraduate and graduate instruction in liberal arts, fine arts, and science, and in the learned professions, including teaching” and to “provide other graduate and undergraduate programs of instruction as are deemed necessary to meet the needs of their constituencies and of the State.”

Three years later, in 1972, the General Assembly established the sixteen-campus University of North Carolina with Pembroke State University as one of the constituent institutions. The new structure was under the control of the Board of Governors, which was to coordinate the system of higher education, improve its quality, and encourage economical use of the state’s resources. The Board of Governors approved the implementation of master’s programs in professional education by Pembroke State University in 1978, as well as several new undergraduate programs. Since that time additional baccalaureate programs were added, including nursing, and master’s level programs have been implemented in Business Administration, Public Administration, School Counseling, and Service Agency Counseling.

The University of North Carolina at Pembroke celebrated its centennial in 1987. On July 1, 1996, Pembroke State University officially became The University of North Carolina at Pembroke.

In 2000, a major in applied physics and four new master of arts programs were added. An office of International Programs and a University Honors College were also instituted to enhance scholarship. Since then, the University has added new baccalaureate programs, including Spanish and environmental science, as well as new graduate degrees, including the Master of School Administration (M.S.A.) and the Master of Arts in Teaching (M.A.T.). Many classes at the undergraduate and graduate levels are available through distance learning, including the Internet.

THE CAMPUS

The University of North Carolina at Pembroke occupies 126 acres along the western edge of the town of Pembroke in Robeson County, North Carolina. It is easily accessible by automobile, ten miles from Interstate 95 and two miles from U.S. 74. Commercial airline service is available at the Fayetteville Municipal Airport, Grannis Field, and at the Southern Pines/Pinehurst Airport, each 40 miles from the campus. A **map of the University campus** is on pages 414-15 of this catalog.



The main entrance is on Odum Road, which runs north from NC 711. Here **Lumbee Hall** (1995) houses the Chancellor’s Office and the Offices of Academic Affairs, Graduate Studies, Business Affairs, Student Affairs, Enrollment Management, and Advancement, as well as Admissions (undergraduate and graduate), the Registrar, Financial Aid, the Controller, Institutional Research, Legal Services (University Attorney), and Alumni Relations.

Also on the north end of campus are the **Walter J. Pinchbeck Maintenance Building** (2004), named for a UNCP superintendent of buildings and grounds, which houses offices and garage facilities for university vehicles, and the **Adolph L. Dial Humanities Building** (1980), named for a professor of American Indian history, which houses the Departments of English, Theatre, and Languages; History; and Political Science and Public Administration as well as the University Writing Center, a computer lab, an oral language lab, a lecture theatre, the English Resource Center, and the office of the *Indianhead* yearbook. The **English E. Jones Health and Physical Education Center** (1972), named for a UNCP Chancellor, houses the Department of Health, Physical Education, and Recreation and has two gymnasiums, a natatorium with a swimming pool and diving tank, a wellness center, a physiology laboratory, and a small lecture hall. The **Givens Performing Arts Center** (1975), named for UNCP Chancellor Paul R. Givens, houses the Theatre Arts program and provides an amphitheater-style auditorium for an audience of 1700.

In the center of campus, the **Business Administration Building** (1969) houses the School of Business and the Department of Sociology, Social



Work, and Criminal Justice as well as the College Opportunity Program, a computer lab, and the Interactive Video Facility. The **Education Center** (1976) houses the School of Education, the Office of Teacher Education and its curriculum and computer labs, the Teaching Fellows program, and the Departments of Psychology and Counseling and Philosophy and Religion. The Nursing Program is housed in the **Nursing Building** (1965, 1987).

Also centrally located are university facilities. In the **James B. Chavis University Center** (1987), named for a Vice Chancellor of Student Affairs, the lower level houses the Information Booth, cafeteria, snack bar, Post Office boxes, a bowling alley, TV/games areas, and student and faculty lounges; on the second floor are a Commuter Lounge, the Counseling and Testing Center, Career Services Center, Student Activities Office, and Student Government offices. The **D. E. Lowry Building** (1965), named after the first graduate of the Indian Normal School, contains the University Bookstore, Continuing Education and Distance Education, Upward Bound, Student Support Programs, Center for Adult Learners, Freshman Seminar, Disability Support Services, Police and Public Safety, and a study room. **Student Health Services** (1967) has examination and treatment rooms and 22 inpatient beds. The **Business Services Building** (1977) receives deliveries and houses the Campus Post Office, the Print Shop, and the Office of Purchasing Services, as well as Receiving and Central Stores. The **Irwin Belk Track and Soccer Complex** (2002) includes a stadium for soccer and track and field and other athletic facilities. The **West Office Building** (2001) houses the Office of International Programs; adjacent to it, in the **Dogwood Office Building**, are the Center for Sponsored Research and Programs and the Family Life Center.

The south of campus is a quadrangle with a pond and amphitheater, a bell tower, and a gazebo. **Locklear Hall** (1950), named for Robeson County educator Anderson Locklear, houses classrooms and studios of the Art Department. **Moore Hall** (1951), named for Rev. W. L. Moore, the first teacher at the Indian Normal School, contains the Music Department classrooms,



auditorium, library, and studios, as well as an annex with practice rooms and facilities for the university band and chorus. **Jacobs Hall** (1961), named for Board of Trustees chair Rev. L. W. Jacobs, houses the



Media Center and Braves Card office, ROTC, the office of University and Community Relations, and other offices. The **Herbert G. Oxendine Science Building** (1967, 2004), named for an Academic Dean, provides classrooms, laboratories, computer labs, and offices for the departments of Biology, Chemistry and Physics, and Mathematics and Computer Science. An addition houses the Office of University Computing and Information Services.

To the south of the quadrangle, on NC 711, is the **Sampson-Livermore Library** (1967, 1997), named after Oscar R. Sampson, a Chair of the UNCP Board of Trustees, and Mary Livermore, a religion professor. The library houses approximately 300,000

volumes, 1,500 periodical titles, the University Archives, and a depository for U.S. government documents; it provides access to extensive electronic resources. Next door is historic **Old Main** (1923, restored 1979). Its first floor houses the Multicultural Center, the television station (WNCP-TV), and the Native American Resource Center. On the second floor are the offices of the College of Arts and Sciences; the Departments of American Indian Studies and Mass Communications; Geology and Geography; the Teaching and Learning Center; the University Honors College; and the student newspaper, *The Pine Needle*.



Most residence halls for students are located near the center of campus. In addition to **Pine Hall** (2000), a coeducational dormitory, there are two women's dormitories, **Mary Irwin Belk Hall** (1970)

and **North Hall** (1972), and two men's dormitories: **Wellons Hall** (1965), named for university President Ralph D. Wellons; and **West Hall** (1965). The **University Village Apartments** (2003) are at the north end of the campus. The **Chancellor's Residence** (1952, 1999) is located on the western edge of the campus.



The Regional Center for Economic, Community, and Professional Development is located off campus at the Carolina Commerce and Technology Center (COMTech) on Livermore Drive.

ACADEMIC CALENDAR 2004-2005**FALL SEMESTER 2004**

| | |
|----------------------------|---|
| August 17, Tuesday | 5 p.m. - Course registrations will be canceled for undergraduate students who registered early and have not paid. |
| August 19, Thursday | 8 a.m. - Undergraduate and graduate registration for all students. Testing and family orientation |
| August 20, Friday | 8 a.m. - Undergraduate and graduate registration for all students. 5 p.m. - Payment for course registration due |
| August 20-22, Fri.-Sun. | Orientation for all new freshmen |
| August 22, Sunday | 1-5 p.m. - Residence halls open for upperclassmen |
| August 23, Monday | 8 a.m. - Undergraduate classes begin 8 a.m. - Late registration fee applies 6:30 p.m. - Graduate classes begin Drop/Add begins (No Charge) |
| August 25, Wednesday | Makeup for placement testing |
| August 27, Friday | 4 p.m. - Last day for undergraduates to register or add a class Last day to reduce course load and receive a refund |
| September 3, Friday | Census date |
| September 6, Monday | Holiday (Labor Day) |
| September 20, Monday | Last day for undergraduates to drop a first eight-week course with a "W" grade |
| September 21, Tuesday | Deadline for immunizations |
| October 14-15, Thur.-Fri. | Mid-Semester break |
| October 15, Friday | Last day for prorated tuition/fee refund for students withdrawing from the university. |
| October 18, Monday | Second eight-week courses begin 12 noon - Mid-semester undergraduate grades due |
| October 25, Monday | Last day for undergraduates to drop a course with a "W" grade |
| October 27, Wednesday | Department Majors Meeting |
| October 29, Friday | Deadline for applying for Spring 2005 graduation |
| November 1-12, Mon.-Fri. | Undergraduate and graduate advisement and online registration for Spring 2005 semester |
| November 15, Monday | Last day for undergraduates to drop a second eight-week course with a "W" grade |
| November 24, Wednesday | Last day for undergraduates to withdraw from the University. |
| November 25-26, Thur.-Fri. | Holidays (Thanksgiving) |
| December 3, Friday | Classes end |
| December 6-10, Mon. -Fri. | Final examinations |
| December 10, Friday | 5 p.m. - All residence halls close |
| December 11, Saturday | 10 a.m. - Winter commencement |
| December 13, Monday | 12 noon - Final grades due |

SPRING SEMESTER 2005

| | |
|-----------------------------|---|
| January 5, Wednesday | 5 p.m. - Course registrations will be canceled for all students who registered early and have not paid |
| January 6-7, Thur. - Fri. | 8 a.m. - 6 p.m. - Undergraduate and graduate registration for all students |
| January 7, Friday | 5 p.m. - Payment for course registration due |
| January 9, Sunday | 8 a.m. - All residence halls open |
| January 10, Monday | 8 a.m. - Undergraduate classes begin 6:30 p.m. - Graduate classes begin |
| January 10-11, Mon. - Tues. | Drop-Add (Online) |
| January 12, Wednesday | 8 a.m. - Late registration fee applies |
| January 14, Friday | 5 p.m. - Last day to reduce course load and receive a refund 5 p.m. - Last day for undergraduates to register or add a class |
| January 17, Monday | Holiday (Martin Luther King, Jr. Day) |
| February 8, Tuesday | Deadline for immunizations |
| February 11, Friday | Last day for undergraduates to drop a first eight week course with a "W" grade |
| March 7, Monday | 12 noon - Mid-semester undergraduates grades due |
| March 7-11, Mon. - Fri. | Spring break |
| March 13, Sunday | 1 p.m. - All residence halls open |
| March 14, Monday | 8 a.m. - Classes resume |
| March 16, Wednesday | Second eight week courses begin |
| March 21, Monday | Last day for undergraduates to drop a class with a "W" grade |
| March 25, Friday | Holiday (Good Friday) |
| March 30, Wednesday | Department Majors Meeting |
| April 1, Friday | Deadline for applying for Fall 2005 graduation |
| April 1-14, Fri. - Thurs. | Undergraduate and graduate advisement and online registration for 2005 Summer and Fall semester |
| April 8, Friday | Last day for undergraduates to drop a second eight week course with a "W" grade |
| April 18, Monday | Last day for undergraduates to withdraw from the university with documentation |
| April 29, Friday | Classes end |
| May 2-6, Mon. - Fri. | Final examinations |
| May 6, Friday | 5 p.m. - All residence halls close |
| May 7, Saturday | 10 a.m. - Spring commencement |
| May 9, Monday | 12 noon - Final grades due |

2005 SUMMER SESSION

Each summer, the University offers one three-week intense pre-session (Maymester), two five-week regular sessions, and two three-week intrasessions. A detailed calendar for the 2005 summer session was not yet final when this catalog went to press.

NOTE: The University reserves the right to make any necessary changes in the academic calendar. Updated information on the academic calendar is available through the Registrar's Office on the University Website:

www.uncp.edu/registrar/acad_info



ACADEMIC SERVICES AND FACILITIES

Summer School

Through the Office of Academic Affairs in Lumbee Hall, the University offers a three-week MayMester, two five-week terms, and a three-week intra-session. Special workshops and institutes enrich the regular summer program, and visiting specialists augment the regular faculty when the need arises.

Through many curricular and extra-curricular activities, the summer session provides special opportunities for teachers and others who are free for summer study. Many courses and workshops are open to individuals not seeking a university degree but interested in gaining personal or professional knowledge.

A student entering the University of North Carolina at Pembroke for the first time as a beginning freshman, a transfer student, or a student who is returning to the University after an absence of one semester or more must meet all requirements for admission.

Transient students—students who are regularly enrolled at another institution of higher education and who wish to take courses at UNC Pembroke during the Summer Session for transfer to their home institution—must submit a form available from the Academic Affairs Office. This form must show that they are in good standing at their home institution and have their Dean's or Registrar's permission to enroll at UNCP. Admission to the Summer Session does not constitute admission to the University.

In-service teachers who wish to attend the Summer Session for license renewal or other purposes must submit an application. The application form and Summer Session Catalog may be obtained from the Academic Affairs Office.

Continuing Education

Evening Classes: Through the Office of Continuing Education and Distance Education in the D.F. Lowry Building, UNCP offers a number of evening classes for individuals who wish to earn degrees as full-time or part-time students.* Degree-seeking students should contact the department chair for assistance in working out plans to fulfill degree requirements.

**All requirements for the B.S. degree in Business Administration, with a concentration in Management may be completed while attending only evening classes. (See School of Business.)*

Students admitted for degree-credit course work in the evening must meet minimum University requirements for admission. Applicants meeting minimum University requirements will be admitted as special, part-time, or regular students (see Admissions).

Extension Courses: Extension instruction leads to earned credit toward a degree offered at UNCP but is offered outside the regular session.

Distance Education Programs*: UNCP offers one graduate and four undergraduate degree programs at Richmond Community College in Hamlet, N.C.; two graduate and two undergraduate programs at Sandhills Community College in Pinehurst, N.C.; and one undergraduate program at Fayetteville Technical Community College in Fayetteville, N.C. All formal education requirements, including residence requirements, may be fulfilled at each campus. Internet-based programs include the B. S. in Business Administration with a concentration in Management for graduates of accredited two-year institutions or those with 60 hours of undergraduate credit. The Master's in Public Administration (MPA) is also available in an on-line format. Both programs can be completed entirely through the Internet under the auspices of the respective faculties. Contact the department chairs for current information about these programs.

Distance Education Courses*: Distance Education Courses lead to earned credit at the university. Courses are offered in a number of off-campus locations, including Sandhills Community College in Pinehurst, Richmond Community College in Hamlet, Fayetteville Technical Community College in Fayetteville, Robeson Community College in Lumberton, South Piedmont Community College in Monroe, Southeastern Community College in Whiteville, and Bladen Community College in Elizabethtown. A number of courses in the School of Education, the School of Business, and the College of Arts and Sciences are also available via the Internet. Contact the respective department chairs or

call the office of Continuing Education and Distance Education (910-521-6352) for further information.

** All students seeking degree credit through distance education must meet the minimum requirements for university admission.*

Short Courses, Institutes, and Conferences: In addition to helping students meet licensure requirements, the University meets special needs of students through this program and continues the tradition of providing education to all segments of the population.

The University awards Continuing Education Units (CEUs) to participants in qualified programs. Continuing Education Units are a part of a nationwide recording system to provide a uniform measure of attainment in non-credit educational programs. One CEU at UNC Pembroke is defined as “ten contact hours of participation in an organized continuing education experience under responsible, capable direction, and qualified instruction.”

Sampson-Livermore and Other Library Services

Named for a former chair of the UNCP Board of Trustees (Oscar Sampson) and a former UNCP Dean of Women and Professor of Religious Education (Mary Livermore), the Sampson-Livermore Library serves as the chief information resource center for the Pembroke campus and also as a link with other libraries within The University of North Carolina and the world.

Currently containing approximately 300,000 volumes and 1,500 periodical subscriptions, the Sampson-Livermore Library serves as a depository for selected state and federal documents and houses local history materials, including the Charlie Rose Archival Collection. Library patrons are offered services which include reference and information consultation and assistance, assistance with computerized database searching, interlibrary loan, orientation tours, and library use instruction.

Resources available to patrons include print materials for research and recreational reading; print and on-line databases; a computerized catalog; Internet access; microform and photo copiers; typing and study facilities; a computer laboratory; and multimedia equipment and materials.

The resources are available to patrons 91 hours a week during academic sessions and on a reduced schedule during summer, holiday, and between-session time periods. For information concerning services and hours, please phone the circulation desk at (910) 521-6516.

Specialized libraries, featuring resources appropriate to particular programs and departments, are found in several locations. In the Educational Center, the Department of Education maintains a Curriculum Laboratory and a Test Review Resource Center. In Dial Humanities Building, the Department of English, Theatre, and Languages maintains a resource center of books, journals, and media resources for English Education and foreign languages. Moore Hall houses a Music Library featuring recordings, scores, and listening facilities.

University Computing and Information Services

The Office of University Computing and Information Services provides the technical resources necessary to meet the University's mission of teaching, research, and service. The office operates a campus-wide network with a 2Gb fiber backbone and a 45Mb connection to the North Carolina Research and Education Network (NC-REN). NC-REN provides access to the Internet and Internet2. All buildings have LAN access and dedicated 10 or 100Mb desktop connections. ResNet connections are available in each dorm room, and CommuterNet is available in selected areas of the Chavis University Center and the Sampson-Livermore Library. The office also supports the campus voice network with dual Cisco MCS 7835 call managers and an Octel 250 voice mail system.

To facilitate campus computing, UCIS operates a Sun e450 Enterprise server, four Sun e250 Enterprise servers, a Compaq Alphaserver 2100, and a Compaq Alphaserver 2000. Administrative computing applications are supported by mirrored Compaq Alphaserver DS20s, a Compaq Alphaserver 800 and a cluster of Sun 280s. Additional resources include Novell Netware 5.1 file and print servers as well as several Windows 2000 and Linux application servers.

The office provides traditional and computer-based training for faculty, staff, and students. Individual support is available to faculty or staff, and faculty may request workshops tailored to the needs of specific classes. University Computing provides technical support for over 35 microcomputer labs and

directly supervises the Sampson-Livermore Library lab. Help Desk assistance is available during normal business hours at (910) 521-6260 or helpdesk@uncp.edu.

UCIS also manages the Interactive Video Facility, which provides MPEG2 and H.323 videoconferencing and well as C-Band and Ku-Band satellite uplink/downlink capabilities. These allow UNCP to participate in live, two-way video classes and conferences with other sites connected to NC-REN and the North Carolina Information Highway (NCIH).

Academic Computing Resources

UNC Pembroke recognizes the importance of computer skills. Although no specific computer courses are required, students have many opportunities to gain computer proficiency. Freshman Orientation classes include sections on computing. In freshman composition, most students learn how to use a word processor and use it for writing papers. All Teacher Education programs require the development of basic computer skills and students majoring in Business Administration are required to take BUS 109, Business Uses of the Computer. Most departments expect students to use computer software in some courses. In addition, UCIS offers free training for students and faculty throughout the year.

UNC Pembroke provides its students with a wealth of computer resources. Each classroom building houses one or more microcomputer laboratories that are available during normal business hours. In addition, the D. F. Lowry Building laboratory is available 24 hours a day; the Sampson-Livermore Library laboratory is available for evening and weekend use and the Pine Hall lab is available to residents of that dorm at any time. Most campus lab computers run Windows 2000 and provide a variety of software including Microsoft Office, Netscape Navigator, SAS, CRT, AbsoluteFTP, UltimateZIP and McAfee Antivirus. Some labs also offer Microsoft Visual Studio, WordPerfect, PageMaker, SPSS, DreamWeaver MX and Photoshop LE. Specialized labs include the Foreign Language Lab, the Cartography Lab and the Education Technology Center in the School of Education. The Digital Art Studio houses Macintosh G4s running OS X, with Adobe Photoshop, Illustrator, InDesign and Acrobat. The Media Integration Lab operates Macintosh G4s running OS X with Photoshop, DVD Studio Pro and Final Cut Pro.

All permanent faculty members have a Pentium 4 or Macintosh G4 microcomputer with access to the campus LAN, the Internet and Internet2 from their office. Each classroom has a LAN connection and many have computers and digital projectors. Blackboard is used to support class web sites. UCIS offers laptops and digital projectors for faculty checkout for short periods. A Compaq 2100 and a Sun e250 provide minicomputer support for academics.

Faculty and students have access to email, web hosting and network file storage. Students may access the campus LAN from any computer lab or their dorm room. Student accounts can be created online at <http://www.uncp.edu/ucis/accounts>. Online access to grades and registration is available at <http://braveweb.uncp.edu>.

Media Center

The Media Center, located in Jacobs Hall, provides media services to academic departments, the testing center, the library, and other University units. In addition, the center provides services to the community and to students, as directed by the Associate Vice Chancellor for Academic Affairs.

University Writing Center

The University Writing Center, Dial Humanities Building 131, assists UNCP students at any stage in the writing process, from conception and organization to revision and publication. The Writing Center staff works with students on any writing task, helping students focus, select, organize, and develop ideas in early drafts of writing and helping them review, improve, and strengthen later drafts before submission. Writing Center users have access to networked computers and printers and an extensive collection of writing reference materials. The Writing Center also provides assistance in computer-assisted writing and research, in cooperation with faculty and other campus support areas.

The University Writing Center staff includes a full-time director and a group of upperclassmen and graduate students from across the disciplines, chosen by the director, who have extensive training in the writing process, tutoring, and their Writing Center responsibilities. The director of the Writing

Center communicates frequently with faculty to determine both the general needs of classes and the particular needs of individual students who use the center's services.

The University Writing Center opened at UNCP in May 1994 as a Title III-funded student support program and was granted permanent institutional support by the Office of Academic Affairs and the Department of English, Theatre, and Languages in August 1998.

Office of Advisement and Retention

The Office of Advisement and Retention, located in the D.F. Lowry Building, is designed to provide a support system for students through numerous programs and activities: academic advisement, career/major counseling, major declaration, and Early Alert consultation. Through the Early Alert Program, a professor or staff member may recommend that a student seek help for a problem that threatens the student's academic success. Continued absence from class is usually the first and most significant indication that a student should be referred. Academic advisors from the office work with the student to determine appropriate help and draws on existing programs and offices to find a workable solution. In addition, FRS 100 (Freshman Seminar) is coordinated through this office.

Office of International Programs

The Office of International Programs, located in the West Office Building, is established to promote the internationalization of the university community. This office, working with other units of the university, attracts high-quality international graduate and undergraduate students to the campus. It also promotes student study-abroad and exchange programs with universities throughout the world. In addition, this office handles faculty teaching and research exchange programs and other related international endeavors.

The Office of International Programs, working with the University Attorney, is also responsible for international contracts; in the past few years, many new contracts have been signed between UNCP and other universities throughout the world. This office, working with the Office of Outreach, the School of Graduate Studies, and various schools and academic departments, offers degree and non-degree programs abroad. Moreover, this office, working with the Office of Sponsored Research and Programs, coordinates and applies for federal and private international grants; numerous international grants have been awarded recently.

Center for Adult Learners

The Center for Adult Learners' goal is to help meet the needs of the adult learner who attends UNCP by providing resource and referral information about campus and community resources. The center is designed to be a comprehensive resource and referral area for nontraditional students. It offers extended evening hours, a special freshman seminar class, readiness workshops, academic advising, orientation programs, a Peer Mentoring Program, and a Single Parent Support Group. The Center for Adult Learners is located in the D.F. Lowry Building.

TRIO Programs

TRIO Programs at UNCP are designed to help meet the academic, cultural, and financial needs of participants in order that they may achieve a high success rate while in school. The two projects included are Upward Bound and Student Support Services.

Upward Bound is funded to serve seventy-five Robeson and Hoke County high school students who have the academic potential to become first-generation college students but lack certain skills or motivation to demonstrate that talent. The program consists of an academic and a summer phase. During the academic phase, students are encouraged to achieve their educational potential with the help of weekly tutoring sessions in their high school courses. Assistance is also provided for seniors in completing college and financial-aid applications. During the summer phase, participants live on campus for six weeks and attend a daily schedule of classes in the mornings and afternoons. This summer component familiarizes students with college life, motivating students and developing and enriching their basic skills. Recreational and human development activities are also incorporated into the schedule.

TRIO Programs is funded to serve two hundred college students at UNCP. The program offers the following services:

- * instruction in Freshman Seminar
- * tutoring on a one-to-one or a small group basis in all majors offered at the University
- * reading skills instruction in increasing vocabulary, comprehension, and rate
- * study skills assistance in developing techniques of note-taking and test-taking
- * assistance in applying for financial aid and scholarship programs
- * guidance in academic, vocational, and personal/social concerns
- * opportunities to participate in cultural activities
- * access to reference and resource materials, which include magazines, paperbacks, and a file on current events.

Disability Support Services

The office of Disability Support Services, located in the D.F. Lowry Building, provides services to students who are protected by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. The mission of Disability Support Services is to create an accessible community where people are judged on their ability, not their disability. Disability Support Services strives to provide individuals with the tools by which they can better accomplish their educational goals.

Disability Support Services may be reached by calling (910) 521-6695 or by email at dss@uncp.edu. Office hours are Monday through Friday from 8:00am - 5:00pm. Appointments are requested.

Any student requesting services must register with the office, provide documentation of a disability, and agree to follow the policies and procedures of Disability Support Services. An opportunity to register as a student with a disability is provided in the acceptance package from UNCP's Admissions Office. A student may register with Disability Support Services anytime by making an appointment and providing necessary information to the Director. Accommodations for students with disabilities are not retroactive.

Students with disabilities have Assistive Technology available to them in the office of Disability Support Services and in the Sampson-Livermore Library. Students will receive training on software packages from Disability Support Services staff. Students may access these services by registering with the office of Disability Support Services.

North Carolina Health Careers Access Program at UNCP (NC-HCAP)

The North Carolina Health Careers Access Program (NC-HCAP) at The University of North Carolina at Pembroke is one of three centers of the North Carolina Health Careers Access Program (NC-HCAP). This interinstitutional program of the University of North Carolina was established in 1971 to address the serious shortage of health professionals in North Carolina, especially among underrepresented minorities (African American and Native American) and disadvantaged population groups. Interested students should contact the HCAP office at (910) 521-6673 or (910) 521-6493.

The purpose of NC-HCAP is to provide recruitment, counseling, and enrichment services and activities to increase the number of underrepresented minority and disadvantaged persons being trained for and employed in the health professions of medicine, optometry, dentistry, veterinary medicine, osteopathic medicine, pharmacy, podiatry, public health, and allied health fields of study.

The NC-HCAP at The University of North Carolina at Pembroke serves the Southeast region of North Carolina and offers the following services and activities:

- * provides information on over 200 different health careers and on a broad range of health professions programs available in North Carolina and elsewhere;
- * provides counseling for individuals seeking careers in the health professions for which training is available in the constituent institutions of The University of North Carolina and in the North Carolina technical institutes and community colleges;
- * provides retention and enrichment services for minority students enrolled in pre-profession health programs;
- * provides professional study guides and review materials to assist students in preparing for health professions schools admissions tests (i.e., MCAT, DAT, PCAT, etc.);

- * provides assistance with AMCAS applications;
- * provides assistance with individual student mock interviews;
- * coordinates seminars on admission procedures, entrance exams, curriculum requirements, and financial aid for health professions schools and graduate biomedical science programs;
- * provides educational field trips to medical centers and health professions schools in North Carolina, and interaction with health professions schools' faculties, administrators, and students and with practicing health professionals;
- * assists minority and disadvantaged students interested in health professions programs in identifying adequate financial aid resources;
- * conducts health careers workshops for minority high school students and health careers clubs;
- * sponsors a **Health Careers Club at UNCP** for enrolled health science majors and others interested in pursuing careers in the health professions.

NC-HCAP also conducts a **Clinical Health Summer Program (CHSP)**, a seven-week educational work/learning clinical health experience held each year during May through June. The 40-hour-a-week salaried positions consist of both clinical experiences in health care agencies and academic enrichment experiences for underrepresented minority and disadvantaged health science majors interested in health-related careers.

Health Careers Opportunity Program at UNCP (HCOP)

Mission: The mission of the HCOP program is to increase the number of students applying to and completing health professions curricula, especially students who have aspirations of returning to rural Southeastern North Carolina to practice their profession. For information about the program contact the HCOP coordinator at (910) 521-6590.

Purpose: The purpose of HCOP is to increase student awareness of health careers and health training programs in Medicine, Optometry, Dentistry, Veterinary Medicine, Osteopathic Medicine, Podiatry, Pharmacy, and Public Health.

UNCP Academic Year Activities:

- * Support and counseling provided daily by Health Careers office staff.
- * Resources available with information and statistics on various health professions.
- * A Health Professions Leadership Series designed to address pertinent concerns and issues for health career students.
- * Assistance with AMCAS and financial aid packets.
- * Special workshops for the development of communication skills, test-taking skills, science/mathematics problem-solving workshops.
- * Health Profession Examination Review Courses to assist pre-health students with profession examinations, writing professional essays, and planning course curriculum.
- * Interview techniques to enhance admission to health professions institutions.
- * Monthly seminars pertaining to professional development and admissions advocacy with health profession schools.
- * Field trips to recruitment fairs, health profession schools, hospitals, and clinics.
- * Information on financial aid, research fellowships, summer programs, and grant opportunities for pre-health students.

Summer Science Enrichment Program:

This six-week summer program, held on the campus at UNCP, is designed to expose graduating high school seniors to a university-level pre-health curriculum.

This program includes courses in mathematics, biology, chemistry, physics, computer science, master student/study skills, and oral/written communications.

The Summer Science Enrichment Program was made possible through a grant from the *U.S. Dept. of Health and Human Services, Public Health Service, Health Service and Resource Administration, Bureau of Health Professions, Division of Disadvantage Assistance, Rockville, MD 20857.*

Native American Resource Center

The Native American Resource Center, on the first floor of Old Main, offers a rich collection of authentic American Indian artifacts, handicrafts, art, books, cassettes, record albums, and filmstrips about the Native Americans, with emphasis on the Lumbee Indians of Robeson County. An exciting variety of exhibits is on display, including prehistoric tools and weapons, 19th century Lumbee household and farm equipment, and contemporary Indian art. Indian cultures from all sections of the United States, Canada, Central America, and South America are represented by characteristic artifacts.

WNCP Television Station

WNCP-TV is the University's cable television station. The station is operated by the students, staff, and faculty of the Department of Mass Communications and supports the academic program in Broadcasting by providing its students with a strong practical working environment to gain needed production experience.

WNCP-TV also supports both the university and the surrounding communities by broadcasting its signal throughout the local area, and worldwide through its webcasting efforts.

The shows produced for WNCP-TV cover a wide range of topics including, news, sports, public affairs, entertainment, and special programs such as live events around the campus.

WNCP-TV facilities include a three-camera studio, control room, video editing suites, audio production room, and Media Integration Mac Lab.

The Teaching and Learning Center

The Teaching and Learning Center, in Old Main building, fulfills the 1993 mandate of the UNC General Administration designed to stimulate teaching excellence at system schools. The office sponsors faculty development workshops facilitated by both on- and off-campus experts; coordinates the annual Faculty Development Day, which offers faculty development in teaching and related areas; disseminates *TLC@UNCP* each semester to reach the faculty with information designed to help faculty with teaching (including providing information on web sites); distributes faculty development funds to faculty traveling to both discipline-based conferences and teaching workshops; houses a library of resources on teaching-related topics such as syllabus and test construction, student motivation, and teaching technology; oversees a mentoring program for new faculty members; and writes grants to stimulate instructional improvement.

Center for Sponsored Research and Programs

The Center for Sponsored Research and Programs manages the University's sponsored research, grant, contract, and cooperative agreement program. The director provides direction and assistance to faculty and staff in developing grant proposals, maintaining an external sponsored program database, alerting faculty and staff to potential grant programs, and reporting institutional grant activity to the UNC Office of the President. Grant programs include research grants, national research service awards, research career programs, instructional and training projects in most academic disciplines, public service awards, minority programs, economic development projects, partnerships, and cooperative agreement projects. The office conducts grant writing workshops and assists recipients of awards in applying Federal grant policies.

Institutional Research and Planning

The Office of Institutional Research and Planning collects and analyzes data regarding students, faculty and staff, facilities, and institutional programs, services and operations. Reports generated from this data are used internally to support institutional decision making and planning, and are also disseminated to the University of North Carolina's Office of the President and other external agencies. Selected information is compiled annually in the *Fact Book*, which is distributed on campus and is available at the Institutional Research and Planning website (<http://uncp.edu/ir>). In addition, the Office is a resource for survey and questionnaire research concerning the university.

Regional Center for Economic, Community, and Professional Development

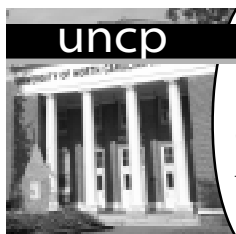
The Regional Center for Economic, Community, and Professional Development is located off campus at the Carolina Commerce and Technology Center (COMTech) on Livermore Drive. The Regional Center provides outreach services to the citizens, businesses, governments, and nonprofit organizations throughout the region. These outreach services are executed in cooperation with organizations to provide management development programs, health care initiatives, customized training, consulting, grants development, planning and technical assistance, conference designing and implementation, and economic and social research.

Professional Development: The center offers over 30 non-credit workshops leading to a certificate in Management Development with concentrated study in group dynamics, communications, quality, change, and strategic planning. These programs can also be tailored to meet an organization's specific needs, instruction can be arranged on-site, and courses may qualify for Continuing Education Units of credit (CEUs).

Small Business and Technology Development Center: Operated as an inter-institutional program of The University of North Carolina, SBTDC provides information and individualized counseling services to citizens who are starting a business or existing businesses interested in expansion.

Community Services: The center supports community agencies and the nonprofit sector through services such as grants assistance, community organizing, and leadership development. Healthy Start, a national infant mortality initiative, is administered by the Regional Center under Community Health Alliance, as is the Youth Start Program, with comprehensive services for in-school youth aged 14-18.





undergraduate academic programs

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BACCALAUREATE DEGREE PROGRAMS AND AREAS OF STUDY

| | |
|--|--|
| <p>American Indian Studies, B.A.</p> <p>American Studies, B.A. (see History)</p> <p>Art, B.A.</p> <ul style="list-style-type: none"> Studio Art (Ceramics, Digital Arts, Painting, Printmaking, or Sculpture) Art Education Licensure (K-12) <p>Biology</p> <ul style="list-style-type: none"> Biology, B.S. Botany Molecular Biology Zoology Biomedical Emphasis Medical Technology Emphasis Biology Education Licensure Environmental Biology Environmental Science, B.S. Science Education, B.S. <p>Business</p> <ul style="list-style-type: none"> Business Administration, B.S. Finance International Business Management Marketing Economics Accounting, B.S. <p>Chemistry and Physics</p> <ul style="list-style-type: none"> Chemistry, B.S. Professional Molecular Biotechnology Biomedical Emphasis Medical Technology Forensic Chemistry Environmental Chemistry Pre-Pharmacy Applied Physics, B.S. Science Education, B.S. <p>Education</p> <ul style="list-style-type: none"> Elementary Education, B.S. Middle Grades Education, B.S. Language Arts, Mathematics, Science, Social Studies Special Education, B.S. Birth - Kindergarten Education, B.S. <p>English, Theatre, and Languages</p> <ul style="list-style-type: none"> English, B.A. English English Education Licensure Theatre Arts Spanish, B.A. | <p>Health, Physical Education, and Recreation</p> <ul style="list-style-type: none"> Physical Education, B.S. Athletic Training Exercise and Sport Science Physical Education Licensure (K-12) Recreation Management/ Administration Health Promotion, B.S. <p>History</p> <ul style="list-style-type: none"> History, B.A. History Social Studies Education Licensure American Studies, B.A. <p>Mass Communications, B.S.</p> <ul style="list-style-type: none"> Broadcasting Journalism Public Relations <p>Mathematics and Computer Science</p> <ul style="list-style-type: none"> Mathematics, B.S. Mathematics Mathematics Education Licensure Computer Science, B.S. <p>Music</p> <ul style="list-style-type: none"> Music, B.M. (with Licensure K-12) Vocal Emphasis Instrumental Emphasis Keyboard Emphasis/Vocal Keyboard Emphasis/Instrumental Music, B.M. Musical Theatre Music, B.A. Music Music: Emphasis in Music Industry <p>Nursing, B.S.N. (for Registered Nurses)</p> <p>Philosophy and Religion, B.A.</p> <p>Political Science and Public Administration</p> <ul style="list-style-type: none"> Political Science, B.A. Political Science Pre-Law Public Administration International Studies <p>Psychology and Counseling</p> <ul style="list-style-type: none"> Psychology, B.S. <p>Science Education, B.S. (see Biology, Chemistry & Physics)</p> <p>Sociology, Social Work, & Criminal Justice</p> <ul style="list-style-type: none"> Sociology, B.A. Sociology Medical Sociology Criminal Justice, B.A. Social Work, B.S.W. |
|--|--|

REQUIREMENTS AND OPTIONS FOR A BACCALAUREATE DEGREE

To earn a baccalaureate degree from the University of North Carolina at Pembroke, students must earn between 120 and 128 hours of course credit in a program of study that includes a Freshman Seminar (FRS 100), required of all freshmen during their first 15 hours, a General Education program of 44 hours, and at least one academic major.

UNC Pembroke operates on the traditional two-semester system and offers an extensive summer program designed to permit the academic acceleration of regular university students and to serve the needs of public school teachers. Summer Session is divided into two terms.

REQUIREMENTS FOR A MAJOR

A major is a planned program of study of between 30-50 semester hours of course credit, exclusive of courses applied to satisfy General Education requirements. At least 15 hours of credit must be in courses numbered above 299.

Detailed requirements for majors have been established by each department and can be found in the sections of this catalog describing undergraduate programs of study in the College of Arts and Sciences, the School of Business, the School of Education, and the Nursing Program.

REQUIREMENTS FOR A DOUBLE MAJOR

A student may elect to earn majors in two separate disciplines on the condition that the student meets all requirements for each major. The student who completes requirements for more than one major will receive only one degree, but at the time of initial graduation, the record will indicate both majors.

REQUIREMENTS FOR A SECOND BACCALAUREATE DEGREE

A student with a bachelor's degree may receive a second baccalaureate degree if it is a different degree and a different major by fulfilling the following requirements:

- (1) The student must meet all the requirements for the second degree and major.
- (2) The student must complete a minimum of 30 hours in residence beyond the requirement for the first degree.
- (3) The student must meet with the major department chair to determine an individual education plan. This plan must be forwarded to the Registrar.

A student without a bachelor's degree may receive two different baccalaureate degrees by fulfilling the following requirements:

- (1) The student must meet all the requirements for one degree (primary major).
- (2) The student must complete a minimum of 30 unduplicated hours in a different major and a different degree (secondary major).
- (3) The student must meet with both major department chairs to determine an individual education plan. This plan must be forwarded to the Registrar.

NOTE: Students may be assessed a 25% tuition surcharge once they have attempted 140 degree credit hours.

SPECIAL PROGRAMS AND INTERDISCIPLINARY PROGRAMS

Students earning a baccalaureate degree may take advantage of one or more special programs. Teacher Education and Health Professions Programs are described below. The Evening and Distance Programs are described under the School of Business. Aerospace Studies (Air Force ROTC) and Military Science (Army ROTC) are described under the School of Education. The following programs are described in the Special Programs and Interdisciplinary Majors and Minors section of this catalog.

| SPECIAL PROGRAMS and INTERDISCIPLINARY MAJORS and MINORS | |
|--|--|
| University Honors College Program Teaching Fellows Program College Opportunity Program Career Development Program American Studies Major and Minor African American Studies Minor | Applied Gerontology Minor Gender Studies Minor Personnel and Organizational Leadership Minor Substance Abuse Minor World Studies Minor |

ACADEMIC AND PROFESSIONAL CONCENTRATIONS

In addition to majors and minors, a number of departments offer academic or professional concentrations. Any concentration requires at least 18 semester hours, depending on departmental requirements. Teacher Education majors subject to The University of North Carolina requirement for completion of a concentration in a basic academic discipline may select one of these academic or professional concentrations to fulfill that requirement or may choose to earn a second major of 30 hours in Philosophy and Religion. Any student may elect to complete an academic or professional concentration in addition to a major. Students considering academic or professional concentrations should consult the appropriate academic department in the College of Arts and Sciences and School of Education sections.

| ACADEMIC/PROFESSIONAL CONCENTRATIONS (for Education majors and all students) | |
|---|---|
| American Indian Studies American Studies Art Biology English Exercise and Sport Science Geography Geology History | Mathematics Music Physics Political Science Psychology Reading Sociology Spanish |

REQUIREMENTS FOR A MINOR

A recognized minor ordinarily consists of 18 to 21 semester hours of courses. With the approval of the department granting the minor, up to six hours of the courses counted toward a minor may be used to satisfy General Education, major requirements, or requirements of an additional minor. The award of a minor requires a minimum cumulative QPA of 2.0 in the minor and the formal approval of the department concerned. Successful completion of a minor will be noted on the student's official transcript. Student participation in minor programs will be optional. For more information see departments in undergraduate programs sections or, for *interdisciplinary minors, see Special Programs.

| ACADEMIC MINORS | | |
|---|---|---|
| *African American Studies American Indian Studies *American Studies *Applied Gerontology Art Athletic Coaching Broadcasting Business Administration Community Development Computer Science Criminal Justice Economics *Gender Studies Geography Geology Health Promotion | History International Sociology Jazz Studies Journalism Language Legal Studies Literature Marketing Mathematics Medical Sociology Music *Personnel & Organizational Leadership Philosophy Physical Education Physics | Political Science Psychology Public Policy & Administration Public Relations Recreation Religion Sacred Music Social Welfare Sociology Spanish Speech *Substance Abuse Theatre *World Studies Writing |

FRESHMAN SEMINAR

Coordinator: TBA

A university education requires attitudes and skills that go far beyond what students have needed previously. One of its most distinctive features is its direct confrontation with the limitations of human knowledge. In high school we relied on teachers and textbook writers to decide difficult issues; at the University we move into a domain where experts routinely disagree and many issues have no simple answers. Out of this experience, we learn a new respect for skepticism, open-mindedness, and our own creativity.

The University also introduces us to much greater personal freedom and independence. We move away from the security of our families into the world of college life. This change forces us to budget our own time and to sustain our own motivation for achievement.

Finally, the content of a university curriculum is more difficult to comprehend and retain than anything we have faced before. We read technical, specialized material and learn words we have never seen. We are asked to identify key ideas on our own and to review for comprehensive examinations.

All of these considerations suggest that new students should receive special instruction preparing them for the unique challenges of university life. Accordingly, The University of North Carolina at Pembroke has developed a course entitled Freshman Seminar (FRS 100). This course is a regular academic endeavor, with lectures, examinations, and academic credit. Its content is summarized in the description presented below. Students are encouraged to participate actively in this course and to prepare carefully for its examinations. Such effort may prove more valuable than any other activity undertaken during one's first months at the University.

A grade of "C" (2.0) or better must be earned in order to satisfy the Freshman Seminar requirement.

COURSE (FRS)

FRS 100. Freshman Seminar

General introduction to the academic substance, study methods, and special adjustment problems of university life. Conducted by faculty and staff from various departments. Required of all incoming freshmen during their first fifteen credit hours of course work at the University. Fall, Spring. Credit, 1 semester hour.



GENERAL EDUCATION PROGRAM

Graduation from The University of North Carolina at Pembroke is based on successful completion of General Education, which is required for all baccalaureate degrees, and upon successful completion of a specialized program for a major.

OBJECTIVES FOR GENERAL EDUCATION

The University of North Carolina at Pembroke seeks to graduate students with broad vision, who are sensitive to values, who recognize the complexity of social problems, and who will be contributing citizens with an international perspective and an appreciation for achievements of diverse civilizations. In addition to meeting all major program requirements, students awarded baccalaureate degrees by The University of North Carolina at Pembroke are required to complete a 44-hour General Education program. The General Education program has been designed to provide students with an understanding of the fundamental principles and contributions of a variety of disciplines and to foster the ability to analyze and weigh evidence, exercise quantitative and scientific skills, make informed decisions, write and speak clearly, and think critically and creatively. The specific areas of student learning are:

I. Academic Skills

Communication—The UNCP graduate should communicate effectively in writing and in speaking.

Critical Thinking—The UNCP graduate should read analytically and think critically.

Problem Solving—The UNCP graduate should, using technology where appropriate, be able to

- * identify and define a problem,
- * collect and organize information necessary to solve a problem,
- * select and conduct appropriate analysis to solve a problem, and
- * make decisions based on evidence and reasoning.

II. Knowledge and Applications

Arts, Literature, History, and Ideas—The UNCP graduate should demonstrate knowledge of, appreciation for, and understanding of contributions to society of:

- * the fine and performing arts,
- * the major literary works,
- * major world civilizations and their histories, and
- * major philosophic and religious belief systems.

Individual and Society—The UNCP graduate should demonstrate knowledge of:

- * human behavior, cultures, and societies,
- * social, political and economic institutions and relationships, and
- * geographical concepts.

Mathematics, Science, and Technology—The UNCP graduate should:

- * apply mathematical principles, concepts, and skills to meet personal and career demands,
- * demonstrate knowledge of the purpose, methods and principles of scientific inquiry,
- * better understand self and environment through knowledge of scientific principles and concepts, and
- * demonstrate knowledge of the effects of technology upon the physical and human environment.

III. Education for Life

Lifelong Learning—The UNCP graduate should demonstrate an appreciation of the need for the lifelong pursuit of additional skills and knowledge as an educated and informed citizen and demonstrate a sensitivity to the arts as essential to a full life.

Wellness—The UNCP graduate should demonstrate a knowledge and appreciation of the basic principles of wellness.

Cultural Diversity—The UNCP graduate should demonstrate a sensitivity to rights and views of others, an appreciation of various cultures, and an active concern for the well-being of others.

Values—The UNCP graduate should demonstrate knowledge of how values are formed and how they influence personal and societal actions.

GENERAL EDUCATION REQUIREMENTS (44 Hours Total)

For some majors, certain courses may count toward both General Education and Major requirements. Some courses have prerequisites. **Ask your advisor for assistance** in selecting appropriate courses.

I. Communication Skills (6 or 9 hours)

ENG 105 Composition I ENG 106 Composition II

A full-time student must enroll in ENG 105, Composition I, immediately and must earn a “C” (2.0) grade or better before enrolling in ENG 106, Composition II. A student must remain continuously enrolled in ENG 105 and 106 until he or she has earned a “C” (2.0) grade or better in ENG 106.

All entering freshmen and all freshmen transfers must complete the ENG 105 and 106 sequence successfully before they earn a total of 60 credit hours. All students who transfer with 30 credits or more must complete ENG 106 during their first 30 semester hours at UNCP. Students who have not completed their composition courses at the end of the allotted time will no longer be permitted to register for 300 or 400 level courses. If they attempt to do so, the registrar’s office will cancel their registration and require them to register only for courses below the 300 level until they receive a “C” (2.0) in ENG 106. (The Enrollment Management Subcommittee of the Faculty Senate, or in emergencies the Assistant Vice Chancellor for Academic Affairs, will consider exceptional cases.)

SPE 102 Fundamentals of Voice and Diction.

All entering freshmen are required to take this course unless they test out of it. Upon earning 60 hours, a student must either have satisfied the speech requirement through testing, have taken SPE 102, or be registered for SPE 102 in the following semester.

II. Academic Content and Skills

A. Arts and Humanities Division (12 hours): Choose one course from each of these four areas:

(1) Fine Arts

| | | |
|-----|-----|------------------------------------|
| ART | 202 | Introduction to Digital Arts |
| ART | 205 | Art Appreciation |
| ART | 208 | Survey of Art History I |
| ART | 209 | Survey of Art History II |
| THE | 250 | Introduction to Theatre |
| MUS | 102 | Introduction to Music Appreciation |
| MUS | 104 | Introduction to Jazz Appreciation |
| MUS | 295 | Music History and Literature I |
| MUS | 298 | History of Musical Theatre |

(2) Literature (completion of ENG 105 and 106 with a 2.0 is prerequisite for these courses)

| | | |
|----------|-----|---------------------------------|
| ENG | 201 | Southern Literature |
| ENG | 202 | Contemporary Literature |
| ENG | 203 | Literary Genres |
| ENG | 205 | World Literature Before 1660 |
| ENG | 206 | World Literature After 1660 |
| ENG | 208 | Women’s Literature |
| ENG | 209 | Literature and Film |
| ENG | 210 | African American Literature |
| ENG(AIS) | 220 | Native American Literature |
| ENG | 223 | American Literature Before 1865 |
| ENG | 224 | American Literature After 1865 |
| ENG | 247 | British Literature Before 1790 |
| ENG | 248 | British Literature After 1790 |

(3) History

| | | |
|----------|-----|---|
| HST | 101 | American Civilization to 1877 |
| HST | 102 | American Civilization since 1877 |
| HST(AIS) | 110 | History of the American Indian to 1865 |
| HST(AIS) | 111 | History of the American Indian since 1865 |
| HST | 114 | World Civilizations to 1500 |
| HST | 115 | World Civilizations since 1500 |

(4) Philosophy and Religion

| | | |
|-----|-----|----------------------------|
| PHI | 100 | Introduction to Philosophy |
| PHI | 101 | Introduction to Logic |
| PHI | 204 | Introduction to Ethics |
| REL | 130 | Introduction to Religion |

B. Social Science Division (9 hours): Choose one course from each of **three** of five areas:**(1) Economics**

| | | |
|-----|-----|------------------------------|
| ECN | 100 | Economic Perspectives |
| ECN | 202 | Principles of Microeconomics |
| ECN | 203 | Principles of Macroeconomics |

(2) Geography

| | | |
|----------|-----|--------------------------|
| GGY | 101 | Principles of Geography |
| GGY | 102 | World Regional Geography |
| GGY | 200 | Cultural Geography |
| GGY(ECN) | 206 | Economic Geography |

(3) Political Science

| | | |
|------|-----|--|
| PSPA | 100 | Introduction to Political Science |
| PSPA | 101 | Introduction to American National Government |

(4) Psychology

| | | |
|-----|-----|-------------------------|
| PSY | 101 | Introductory Psychology |
|-----|-----|-------------------------|

(5) Sociology

| | | |
|-----------|-----|---------------------------------------|
| SOC | 101 | Introduction to Modern Sociology |
| SOC (AIS) | 105 | Introduction to Cultural Anthropology |
| SOC | 201 | Sociological Concepts |

University Honors College students only may substitute for courses in two disciplines:

| | | |
|-----|-----|----------------------------|
| HON | 100 | Contemporary Public Issues |
| HON | 275 | The Individual in Society |

C. Natural Sciences and Mathematics Division (9 hours)

Natural Science (6 hours); choose one course from two (2) of the four (4) areas. Students selecting Physical Science 110 must select the other course from either Biology/Env. Science or Earth Science.

(1) Biology and Environmental Science

| | | |
|-----|-----|-----------------------|
| BIO | 100 | Principles of Biology |
| BIO | 103 | Basic Human Biology |
| ENV | 210 | Environmental Science |

(2) Chemistry

| | | |
|-----|-----|---------------------------------|
| CHM | 130 | General Chemistry I |
| CHM | 140 | Chemistry for Health Sciences I |

(3) Earth Science

| | | |
|--------------|-----|---------------------|
| GLY(GGY) | 115 | Earth Science |
| GLY(GGY,PHS) | 246 | Weather and Climate |

(4) Physical Science

| | | |
|-----|-----|----------------------|
| PHS | 110 | Physical Science I |
| PHS | 156 | Astronomy |
| PHY | 100 | Elementary Physics I |
| PHY | 150 | College Physics I |
| PHY | 200 | University Physics I |

University Honors College students only may fulfill one natural science course requirement with:

| | | |
|-----|-----|---|
| HON | 151 | Contemporary Issues in Science and Technology |
|-----|-----|---|

Mathematics (3 hours); choose one course from those listed below

| | | |
|-----|-----|-------------------------------------|
| MAT | 105 | Introduction to College Mathematics |
| MAT | 107 | College Algebra |
| MAT | 108 | Plane Trigonometry |
| MAT | 109 | College Algebra and Trigonometry |

Mathematics (cont. from previous page)

| | | |
|-----|-----|----------------------------|
| MAT | 215 | Calculus with Applications |
| MAT | 221 | Calculus I |

III. Physical Education and Wellness (2 hours)

Choose two of the following courses:

| | | | |
|---------|----------------------|---------------|---|
| PED 101 | Wellness and Fitness | PED 141 | Physical Conditioning |
| PED 130 | Fitness Walking | PED 145 | Volleyball |
| PED 131 | Archery | PED 146 | Weight Training |
| PED 132 | Badminton | PED 177 | Advanced Physical Conditioning (Aimed at Varsity Athletes) |
| PED 133 | Golf | | |
| PED 134 | Swimming | PED 179 | Aerobic Dance |
| PED 135 | Tennis | PED (MSC) 180 | Military Physical Training |
| PED 136 | Soccer | PED (THE) 181 | Stage Dance I |
| PED 137 | Bowling | PED (THE) 182 | Stage Dance II |
| PED 138 | Rhythms & Dance | PED 190 | Outdoor Fitness |
| PED 139 | Racquetball | PED 195 | Water Aerobics |

IV. General Education Program Electives (6 hours, or 3 hours if SPE 102 required)

Choose **two** additional courses from those listed below. These two courses must be from different divisions except for the foreign language option. Students who take SPE 102 for Basic Skills take 3 hours of electives, which may not be SPE 200 or SPE 201.

Foreign Language Option

Students electing the foreign language option **MUST** complete two courses of the **same** foreign language to satisfy the Program Electives area of General Education.

| | | | |
|--------------|--|--------------|--|
| FRH 131, 132 | Elementary French | FRH 231, 232 | Intermediate French |
| GER 131, 132 | Elementary German | GER 231, 232 | Intermediate German |
| ITL 131, 132 | Elementary Italian | | |
| SPN 131, 132 | Elementary Spanish | SPN 231, 232 | Intermediate Spanish |
| XXX 131, 132 | Introductory Foreign Language Study | XXX 231, 232 | Intermediate Foreign Language Study |

Arts and Humanities Division Elective**Fine Arts**

| | | |
|------|-----|------------------------------------|
| ART | 101 | Elements of Design |
| ART | 202 | Introduction to Digital Arts |
| ART | 205 | Art Appreciation |
| ART | 208 | Survey of Art History I |
| ART | 209 | Survey of Art History II |
| ART | 256 | Web Design |
| ARTS | 1xx | Special Topics in Art |
| THE | 201 | Elements of Acting |
| THE | 250 | Introduction to Theater |
| MUS | 102 | Introduction to Music Appreciation |
| MUS | 104 | Introduction to Jazz Appreciation |
| MUS | 296 | Music History & Literature II |
| MUS | 298 | History of Musical Theatre |

Literature and Speech (a 2.0 in ENG 105 and 106 is prerequisite for the ENG courses)

| | | |
|-----|-----|------------------------------|
| ENG | 201 | Southern Literature |
| ENG | 202 | Contemporary Literature |
| ENG | 203 | Literary Genres |
| ENG | 204 | Mythology of All Peoples |
| ENG | 205 | World Literature Before 1660 |
| ENG | 206 | World Literature After 1660 |
| ENG | 208 | Women's Literature |

| | | |
|--|-----|--|
| ENG | 209 | Literature and Film |
| ENG | 210 | African American Literature |
| ENG(AIS) | 220 | Native American Literature |
| ENG | 223 | American Literature Before 1865 |
| ENG | 224 | American Literature After 1865 |
| ENG | 247 | British Literature Before 1790 |
| ENG | 248 | British Literature After 1790 |
| ENGS | 2xx | Studies in Literature |
| SPE | 200 | Interpersonal Communication |
| SPE | 201 | Fundamentals of Speech |
| History | | |
| HST | 101 | American Civilization to 1877 |
| HST | 102 | American Civilization since 1877 |
| HST (AIS) | 110 | History of the American Indian to 1865 |
| HST (AIS) | 111 | History of the American Indian since 1865 |
| HST | 114 | World Civilizations to 1500 |
| HST | 115 | World Civilizations since 1500 |
| Philosophy and Religion | | |
| AIS | 201 | American Indian Culture |
| PHI | 100 | Introduction to Philosophy |
| PHI | 101 | Introduction to Logic |
| PHI (REL) | 102 | Perspectives on Humanity |
| PHI (REL) | 202 | Philosophy of Religion |
| PHI | 204 | Introduction to Ethics |
| PHI | 205 | Social and Political Philosophy |
| PHI | 211 | American Philosophy |
| REL | 105 | Introduction to the Old Testament |
| REL | 106 | Introduction to the New Testament |
| REL | 130 | Introduction to Religion |
| REL | 209 | Religion in America |
| REL (AIS) | 213 | American Indian Religious Traditions |
| REL | 214 | Introduction to Religious Ethics |
| REL | 216 | Religions of the Far East |
| REL | 218 | Religions of the Near East |
| University Honors College students only may take 1 as a Humanities Division Elective: | | |
| HON | 200 | The Humanistic Tradition I: Pre-History to the Baroque Era |
| HON | 201 | The Humanistic Tradition II: From Baroque to the Present |
| Social Science Division Elective | | |
| Economics | | |
| ECN | 100 | Economic Perspectives |
| ECN | 202 | Principles of Microeconomics |
| ECN | 203 | Principles of Macroeconomics |
| FIN | 205 | Personal Finance |
| Geography | | |
| GGY | 101 | Principles of Geography |
| GGY | 102 | World Regional Geography |
| GGY | 200 | Cultural Geography |
| GGY (ECN) | 206 | Economic Geography |
| Political Science | | |
| PSPA | 100 | Introduction to Political Science |
| PSPA | 101 | Introduction to American National Government |
| Psychology | | |
| PSY | 101 | Introductory Psychology |
| Sociology | | |
| SOC | 101 | Introduction to Modern Sociology |
| SOC (AIS) | 105 | Introduction to Cultural Anthropology |
| SOC | 201 | Sociological Concepts |

Natural Science and Mathematics Division Elective**Natural Science**

| | | |
|---------------|-----|----------------------------------|
| BIO | 100 | Principles of Biology |
| BIO | 101 | General Botany |
| BIO | 102 | General Zoology |
| BIO | 103 | Basic Human Biology |
| ENV | 210 | Environmental Science |
| CHM | 130 | General Chemistry I |
| CHM | 131 | General Chemistry II |
| CHM | 140 | Chemistry for Health Sciences I |
| CHM | 141 | Chemistry for Health Sciences II |
| GLY | 100 | Physical Geology |
| GLY (GGY) | 115 | Earth Science |
| GLY (GGY) | 125 | Earth History |
| GLY | 226 | Physical Oceanography |
| GLY (GGY,PHS) | 246 | Weather and Climate |
| GLY (GGY) | 262 | Environmental Geology |
| PHS | 110 | Physical Science I |
| PHS | 111 | Physical Science II |
| PHS | 156 | Astronomy |
| PHY | 100 | Elementary Physics I |
| PHY | 101 | Elementary Physics I |
| PHY | 150 | College Physics I |
| PHY | 151 | College Physics II |
| PHY | 200 | University Physics I |
| PHY | 201 | University Physics II |

University Honors College students only may take the following as a Divisional Elective

| | | |
|-----|-----|---------------------------------------|
| HON | 251 | Horizons in Math and Computer Science |
|-----|-----|---------------------------------------|

Mathematics and Computer Science

| | | |
|-----|-----|-------------------------------------|
| CSC | 202 | Microcomputer Programming |
| MAT | 105 | Introduction to College Mathematics |
| MAT | 107 | College Algebra |
| MAT | 108 | Plane Trigonometry |
| MAT | 109 | College Algebra and Trigonometry |
| MAT | 118 | Finite Mathematics |
| MAT | 210 | Introduction to Statistics |
| MAT | 215 | Calculus with Applications |
| MAT | 221 | Calculus I |
| MAT | 222 | Calculus II |

UNIVERSITY HONORS COLLEGE

Director: Carolyn R. Thompson

HONORS COUNCIL

| | | |
|------------------------|--------------------|---------------------------|
| Robert W. Brown, Chair | Elizabeth Normandy | Irene P. Aiken |
| Howard Ling | Preston Swiney | Elizabeth W. Maisonpierre |
| Thomas A. Dooling | Joseph W. Goldston | Abdul Ghaffar |
| William Gash | Bruce Blackmon | Susan Edkins |
| John McMillan | Diane Jones | Monika Brown |

The University Honors College at UNC Pembroke recognizes and promotes the scholarly and personal growth of outstanding students. University Honors College students are provided interdisciplinary educational opportunities that enhance the general curriculum. These opportunities are developed around a learning community of honors students and include selected general education courses, small interdisciplinary seminars, cultural and service programs, and shared residential facilities with other honors students. The University Honors College offers an intellectually stimulating social environment; greater curricular flexibility; more personal contact and scholarly discussion with students and faculty from the various disciplines; and closer interaction with individual faculty members in the College. Each University Honors College student will prepare a senior project under the supervision of a faculty mentor.

University Honors College students are selected on the basis of class rank, high school grades, Scholastic Aptitude Test (SAT) scores or American College Testing (ACT) scores, and extra-curricular and community achievements. Students already enrolled at UNC Pembroke and transfer students are also eligible to apply for admission to the University Honors College. University Honors College students are appointed by the Director of the University Honors College upon the recommendation of the Honors Council.

To remain in the University Honors College, students are required to maintain a minimum overall quality-point average of 3.0 upon completion of the freshman year, 3.25 upon completion of the sophomore year, and 3.5 upon completion of the junior year. University Honors College students will receive a University Honors College diploma and will be recognized at commencement. To graduate with the University Honors College designation, the student must complete the University Honors College program.

University Honors College students will take several courses together during the freshman year prior to beginning their major course work. These courses include Honors English, Honors Biology, and one interdisciplinary seminar. University Honors College students will be required to take three additional interdisciplinary honors seminars during the freshman and sophomore years. During the junior and senior years, University Honors College students design, complete, and present their University Honors College Thesis/Project. All University Honors College students are advised by the Director of the University Honors College until they declare a major field of study.

The six HON seminars are usually offered according to the following schedule:

Fall: HON 100, 150, 200; Spring: HON 151, 201, 275

Transfer students and students entering the University Honors College as other than freshmen will also be expected to take the four honors seminars, so long as they can be fitted into the student's program of study. The number of honors courses that transfer students or non-freshmen will be required to take will be determined by the Director of the University Honors College, after consultation with the student and the Honors Council.

Honors Thesis/Project: All University Honors College students must complete HON 400 (Research Methods and Prospectus [one semester hour]) and HON 450 (Honors Thesis/Project [three semester hours]) prior to graduation. University Honors College students who elect to complete a senior Thesis/Project in their major department may substitute an equivalent departmental course for HON 450. The departmental Thesis/Project must meet the standards for the Honors Thesis/Project established by the Honors Council. The Honors Council and the Director of the University Honors

College recommend that HON 400 should be taken during the fall semester of the junior year. Students failing to complete the HON 400 course by the end of the junior year will not be continued on their academic scholarship. University Honors College students should plan on presenting their Thesis/Project at the end of the fall semester of the senior year. Requirements and procedures for the University Honors College Thesis/Project are outlined in The Preparation of the University Honors College Thesis/Project. Copies of this guide are available from the Director of the University Honors College or the Chair of the Honors Council.

The University Honors College is currently undergoing revision and restructuring. University Honors College students should therefore consult with the Director of the University Honors College or the Chair of the Honors Council concerning these revisions.

COURSES (HON)

HON 100. Contemporary Public Issues

Analysis of selected contemporary events from the points of view of history, political science, psychology, geography, economics, philosophy, religion, and sociology, in the light of weekly world developments. Emphasis upon the appreciation and development of logic and style in critical thought in considering international and domestic conflicts, human rights and institutional effectiveness, freedom and responsibility, and resources, technology, and the environment. Fall. Credit, 3 semester hours. Honors students receive General Education credit for a course in the Social Sciences Division.

HON 151. Contemporary Issues in Science and Technology

An interdisciplinary examination of scientific and technological issues of current global significance. The scientific principles relating to each topic will be examined, followed by analysis of management possibilities and problems, technological applications, and implications for society. Where appropriate, laboratory experiences (both on and off campus) will be involved which expose the student to relevant techniques and methodology. Spring. Credit, 3 semester hours. Honors students receive General Education credit for a course in the Physical Science area of the Natural Sciences and Mathematics Division.

HON 200. The Humanistic Tradition I: Pre-History to the Baroque Era

Interdisciplinary examination of cultures in selected epochs from prehistory to the Baroque Era. Illustrative works and ideas from literature, art, music, religion, and philosophy, studied to characterize each period and its contribution to humanity's self-understanding. Fall. Credit, 3 semester hours. Honors students receive General Education credit for a course in the Divisional Electives area of Humanities.

HON 201. The Humanistic Tradition II: From Baroque to the Present

Interdisciplinary examination of cultures in selected epochs from the Baroque to the present. Antecedents and consequences of some focal cultural themes chosen for the semester, e.g. naturalism in European literature, the experience of the American frontier, the philosophy of the Age of Enlightenment, and political and social upheaval in the French Revolution. Spring. Credit, 3 semester hours. Honors students receive General Education credit for a course in the Divisional Electives area of Humanities.

HON 251. Horizons in Math and Computer Science

Current approaches to mathematical modeling, data acquisition, and data analysis with respect to natural systems, emphasizing microcomputer applications to scientific problems. Students will gain experience in the use of available computational resources, including commercial software, microcomputers, and mainframe facilities. Fall. Credit, 3 semester hours. Honors students receive General Education credit for a course in the Divisional Electives area of Natural Sciences and Mathematics.

HON 275. The Individual in Society

Recent topics concerning advances in the study of human behavior are examined within a seminar format. Relevant readings are assigned on brain/behavior connections, social roles, and theories of personality. Class presentations and discussion form a major portion of the course. Honors students receive General Education credit for a course in the Social Sciences Division.

HON 400. Research Methods and Prospectus

Preparation of a prospectus for the thesis or project, in consultation with an advisor. Group discussion on the methodology, standards, and experience of research and criticism. Pass/Fail grading. Fall. Credit, 1 semester hour.

HON 450. Honors Thesis/Project

Preparation of a thesis or project in consultation with a faculty committee chosen by the student; presentation of the work in seminar. Independent study in the student's major is encouraged. Spring. Credit, 3 semester hours.

TEACHER EDUCATION PROGRAMS

The University offers teacher licensure programs through the School of Education and secondary licensure programs through departments in the College of Arts and Sciences.

For a description of the Teacher Education program and its requirements and policies, see the School of Education section.

The Teacher Education Program at UNCP is a cross-disciplinary program, governed by the Teacher Education Committee and administered by the Dean of the School of Education. General information about admission to the Teacher Education Program, policies and procedures, licensure and testing requirements, special programs, and resources appears in the School of Education section of this catalog. Please note that some licensure areas or majors are housed in the School of Education and some are housed in their respective academic departments in the College of Arts and Sciences. If you are looking for information about a specific program area, refer to the chart below to find out where it is housed and the name of the program coordinator.

| Undergraduate Licensure Program Area | Location | Program Coordinator |
|---|---|----------------------------|
| Biology Education (secondary 9-12) | Dept. of Biology | Ms. Rachel McBroom |
| English Education(secondary 9-12) | Dept. of English, Theatre, and Languages | Dr. Virginia P. Jones |
| Mathematics Education (secondary 9-12) | Dept.of Mathematics and Computer Science | Dr. Mary Klinikowski |
| Science Education (secondary 9-12) | Depts. of Biology and Chemistry and Physics | Ms. Rachel McBroom |
| Social Studies Education(secondary 9-12) | Dept. of History | Dr. Julie L. Smith |
| Art Education (K-12) | Dept. of Art | Dr. Tulla Lightfoot |
| Music Education (K-12) | Dept. of Music | Dr. Janita K. Byars |
| Physical Education (K-12) | Dept. of Health, Physical Education, and Recreation | Dr. Tommy Thompson |
| Exceptional Children(K-12)–General Curriculum (Mild Disabilities) | Dept. of Education | Dr. Larry Schultz |
| Birth to Kindergarten(B-K) | Dept. of Education | Dr. Karen Stanley |
| Elementary Education(K-6) | Dept. of Education | Dr. Swanee Dickson |
| Middle Grades Education(6-9) | Dept. of Education | Dr. Janet Fortune |

SPECIAL PROGRAMS AND INTERDISCIPLINARY PROGRAMS

TEACHING FELLOWS PROGRAM

Director: Karen Granger

The University of North Carolina at Pembroke is one of the fourteen institutions participating in the North Carolina Teaching Fellows Program. See the School of Education for a description of this program.

COLLEGE OPPORTUNITY PROGRAM

Director: Sandra M. Stratil
Deana Johnson

The College Opportunity Program is designed to admit a limited number of students who meet most, but not all, of the University's regular admission standards. Students are selected on the basis of high school academic record, scholastic standing in the high school graduating class, and SAT or ACT scores. The application for admission should be filed as early as possible.

Students enter the College Opportunity Program in the summer for a five-week session, which includes freshman testing and courses designed to develop academic skills which will be necessary for the Fall Semester. Students who successfully complete these summer courses are then eligible to continue in the Fall Semester. In the Fall and Spring Semesters, the student is allowed to register for 15 hours of academic courses. In addition, students meet regularly with the COP advisor for academic counseling. Students who meet the University's academic eligibility requirements and have successfully completed the College Opportunity Program (made a "C" or better in both ENG 105 and ENG 106) then continue at the University as other regularly admitted students.

CAREER DEVELOPMENT PROGRAM

Director: Denisha Sanders

This program, offered by the Career Services Center, is designed for students at all academic levels and in all majors. The purpose of the program is to assist students in developing the skills required for successful, lifelong career planning.

COURSE (CAR)

CAR 101. Introduction to Career Development

Students are exposed to all aspects of the career planning process, including self-assessment, decision-making related to choosing a major and identifying related career options, goal setting, career and job research, and job search tools and strategies. Spring. Credit, 2 semester hours.

INTERDISCIPLINARY MAJORS AND MINORS

AMERICAN STUDIES MAJOR and MINOR

Coordinator: Stephen W. Berry

American Studies is an academic discipline concerned with the diversity of the American experience; it is a liberal arts program designed to provide students with an opportunity for multidisciplinary study of the culture of the United States through a variety of perspectives, including history, art, music, literature, film, ethnic studies, and gender studies. Having a cultural studies focus, the program examines America through forms of expression and through its major social, economic, and political structures, both in the past and the present.

See the Department of History for a complete description of this program.

SCIENCE EDUCATION MAJOR

Coordinator: Rachel McBroom

See the Department of Biology or Chemistry and Physics for a description of this interdisciplinary program for teacher preparation, which offers teaching concentrations in Biology, Chemistry, Earth Science, or Physics.

AFRICAN AMERICAN STUDIES MINOR

Coordinator: Frederick H. Stephens

The Departments of Sociology, Social Work, and Criminal Justice; English, Theatre, and Languages; Chemistry and Physics (Geography); History; and Political Science offer a multidisciplinary minor in African American Studies. This program is designed to introduce the student to the knowledge base of African American contributions to American society and to provide a theoretical approach to understanding African American culture. The student interested in this multidisciplinary minor will have the opportunity to conduct research in areas of African American Studies.

Requirements for an African American Studies Minor

Sem Hrs.

Guided Electives: Students must take 18 hours from the courses below, selecting courses from at least three different areas (i.e., SWK, ENG, GGY, HST, PSPA).*

Area 1: Sociology, Social Work, and Criminal Justice

SWK 382/SOC 382 African American Populations

Area 2: Literature

ENG 210 African American Literature

ENGS 2xx (relevant topics only);

ENGS 4xx as AASS 4xx (relevant topics only)

Area 3: Geography

GGY 450 as AAS 450 (relevant topic only)

Area 4: History

HST 361 as AAS 361; HST 362 as AAS 362; HST 375 as AAS 375

HST 402 as AAS 402 (relevant topics only); HSTS 4xx as AASS 4xx (relevant topics only)

Area 5: Political Science

PSPA 275 as AAS 275; PSPA 355 as AAS 355 (relevant topics only),

PSPA 370 as AAS 370 (relevant topics only),

PSPA 398 as AAS 398 (relevant topics only),

PSPA 420 as AAS 420 (relevant topics only), PSPA 430 as AAS 430

Total: 18

*Permission of the African American Studies Coordinator is required before any topics course may be used to meet the requirements for the minor in African American Studies.

APPLIED GERONTOLOGY MINOR

Coordinators: Stephen M. Marson and Fran Fuller

The Programs in Biology, Nursing, Recreation, Sociology, and Social Work offer an interdisciplinary Minor in Applied Gerontology. The Minor is designed to enhance the student's knowledge base in gerontology for both personal growth and professional advancement. The Minor offers the student understanding of causal linkages between the changes in biological functioning and their psychosocial adaptations. The minor also addresses the manner in which one can effectively deal with the changes of aging while still maintaining a productive life.

In order to successfully complete the Minor in Applied Gerontology, the student is required to enroll in a field practicum within his/her major. The internship must be completed under the auspices of an institution or agency whose primary function is related to the elderly population.

Requirements for an Applied Gerontology Minor

| | |
|--|------------------|
| | Sem. Hrs. |
| Select 17 hours from the following: BIO 103 or PED 349 (3), SOC 270 (2), | |
| NUR 330 (3), PSY 305 (3), REC 425 (3), SOC 375 (3), CRJ 451, SWK 384 (3) | |
| Complete a field practicum in an agency that serves the elderly population | Total: 17 |

PERSONNEL AND ORGANIZATIONAL LEADERSHIP MINOR

Coordinator: Ed Powers

The Departments of Psychology and Counseling and Political Science and Public Administration and the School of Business offer an interdepartmental minor in Personnel and Organizational Leadership. This program is designed to provide the following competencies: 1) a theoretical understanding of the basic psychological processes that operate in work settings; 2) skill in establishing rapport with co-workers; 3) skill in assessing the qualifications and performance of others; 4) skill in managing and training others; and 5) a theoretical understanding of organizational structure and the forces that influence it.

Students majoring in any subject are eligible to participate in the Personnel and Organizational Leadership minor. Those who are interested should consult with the department chair from Psychology and Counseling or Political Science and Public Administration or the dean of the School of Business. Since many courses in the minor have prerequisites that can be taken to meet General Education requirements, early planning will be to the student's advantage.

Requirements for a Minor in Personnel and Organizational Leadership

| | |
|---|------------------|
| | Sem Hrs. |
| Psychology: select 3 courses from the following | 9 |
| PSY 216, 316, 317, 403, 415 | |
| Management/Administration: select 3 courses from the following | 9 |
| MGT 306, 309, 408, 466; ECN 407; PSPA 210, 319, 360 | |
| | Total: 18 |

A particular course cannot be used to satisfy the requirements of both a major and a minor at the same time.

GENDER STUDIES MINOR

Coordinator: Leslie Hossfeld

See the Department of Sociology, Social Work, and Criminal Justice for a description of this interdisciplinary program.

SUBSTANCE ABUSE MINOR

Coordinators: Norman Layne and Sherry Edwards

A 19-20 semester hour undergraduate minor in substance abuse is available to undergraduate students from any major. Students interested in obtaining jobs in substance abuse will find that completion of this minor will enhance their marketability with regard to entry-level jobs. Further, for those students interested in working toward North Carolina Substance Abuse Certification, the Coordinators will provide guidance and assistance that will facilitate the achievement of Certification in North Carolina.

| Requirements for A Minor in Substance Abuse | Semester Hours |
|--|---------------------|
| Required Courses: SAB/CRJ 283, SAB 377, SAB 455, SAB 461 or SAB 465 | 12 |
| Elective Courses: Select 8-9 hours from the following: | |
| CRJ/SOC 367, CRJ/SWK 350, SAB/SWK 270, SOC 209, | |
| SOC 303, SOC/SWK 245 | 8-9 |
| | Total: 20-21 |

COURSES (SAB)

SAB 270. Medical Terminology (SWK 270)

Students are introduced to the most frequently used medical terms and abbreviations. Intended primarily for students in social behavioral science curricula who seek careers in medical organizations. As announced. Credit, 2 semester hours.

SAB 283. Interviewing Skills (CRJ 283)

This course teaches practical skills and the theories behind them for interviewing and recording of interviews in legally and emotionally sensitive areas, such as knowledge about criminal conduct and victimization, child, domestic and substance abuse. Systems theory is applied to the selection of techniques to be used in different interviewing circumstances, recognizing such critical status distinctions as victim, witness, or suspect. The course employs lecture, discussion, readings, interviewing assignments, simulations, role-playing, audio-visual taping, and documentation exercises. As announced. Credit, 3 semester hours.

SAB 377. Drug Use and Abuse (HLTH 377, SOC 377)

A study of the types and functions of pharmaceutical treatments. Drug addiction is analyzed as a social, psychological, and biological process. Fall. Credit, 3 semester hours. Prerequisite: SOC 201 or permission of instructor.

SAB 455. Treatment of Alcohol and Drug Addiction (SWK 455)

Substance abuse treatment and rehabilitation involving individual clients, families, and groups is addressed. Modalities of treatment, treatment planning, case management, and managed care in addictions are also addressed. Spring. Credit, 3 semester hours.

SAB 461. Addiction and Women (SOC 461)

An analysis of women's experiences of addiction, the societal response to female addiction, and the treatment resources and services that are needed to prevent and treat female addiction. Topics covered include the centrality of relationships in women's lives, sexual abuse and addiction, addiction and traditional gender roles, and parenting issues for substance abusing women. Fall, odd-numbered years. Credit, 3 semester hours.

SAB 465. Addiction and Community (SOC 465)

An analysis of the response of communities to substance abuse, the extent to which communities are supportive of recovery, and the community resources and services that are needed to respond to addiction and facilitate recovery. Topics include the role of support groups, health professionals, and the family in the recovery process. Fall, even-numbered years. Credit, 3 semester hours.

WORLD STUDIES MINOR

Coordinator: Elizabeth Normandy

Eighteen semester hours are required for the satisfactory completion of the minor in World Studies. Courses that fulfill the requirements of the student's major area of study cannot be applied toward this minor. The minor is divided into specified and elective courses.

Requirements for a Minor in World Studies

World Studies: select two courses from WLS 200, 251, and 450

Elective Courses: select four with coordinator (see below)

Sem. Hrs.

Total: 18

COURSES (WLS)

WLS 100, 101, 102, 103. University Convocation Program

The World Studies Committee offers four one-hour courses to encourage student attendance at campus lectures and cultural events. Each course is given on a Pass/Fail basis. To receive credit, students must attend ten events which have been approved by the World Studies Committee. Fall, Spring. Credit, 1 semester hour.

WLS 200. World Cultural Geography (GGY 200)

Concept of culture applied to the human environment. Geographical variations and evolution resulting from the interaction between cultural and physical processes. Culture and technological change. Population and migration. Cultural effects on perception of the environment. Spring. Credit, 3 semester hours.

WLS 210. Multicultural Center Internship

This internship will provide students with a deeper understanding of cultural relations and the administration of a cultural center. Students may be assigned research on a cultural topic and will be required to submit papers as well as prepare a related exhibit for public display. Credit, 3 semester hours, PREREQ: Approval of World Studies Minor Coordinator and the Director of the Multicultural Center.

WLS 251. Introduction to World Politics (PSPA 251)

Analysis of politics and relations among nations: (1) sovereignty, (2) domestic jurisdiction, (3) status quo, (4) colonialism, (5) balance of power, (6) alliance and neutrality, (7) peaceful adjustment of disputes, (8) disarmament, (9) standards of international conduct, (10) economic development and political advancement of the developing countries. Fall, Spring. Credit, 3 semester hours. PREREQ: PSPA 100 or 101.

WLS 320. Service Internship

This internship is designed to provide credit for those students (especially volunteers) who provide service to other cultures abroad, but could also be applied to service to groups of foreigners domestically. Students will be required to submit a substantive report regarding this experience. Credit, 1 to 3 semester hours PREREQ: Approval of World Studies Minor Coordinator and the Director of the Multicultural Center.

WLS 330. Study Abroad

Students who successfully study abroad for a trip lasting a minimum of one week and a maximum of two semesters in a University-approved program will be required to prepare a substantive report regarding their experiences while abroad or report on a particular point of interest they may have researched while in a foreign country. Credit, 1 to 7 semester hours, PREREQ: Approval of World Studies Minor Coordinator and the Director of the Multicultural Center.

WLS 450. Seminar in International and Intercultural Relations

Research seminar to gain experience in formulating, designing, and implementing meaningful research projects in international and intercultural relations. A substantial paper will be prepared by the student and presented to the Seminar and World Studies faculty. Fall, Spring. Credit, 3 semester hours. PREREQ: Approval of World Studies Minor Coordinator.

ELECTIVE COURSES (Select four)

Courses must be selected by the student, approved by the Coordinator, and noted in the minor advisement file of the student. A minimum of 12 unduplicated semester hours will be chosen. Participating departments include:

| | |
|-----------------------------------|--|
| Biology | History |
| Business Administration | Philosophy and Religion |
| Chemistry and Physics (Geography) | Political Science and Public Administration |
| English, Theatre, and Languages | Sociology, Social Work, and Criminal Justice |

HEALTH PROFESSIONS PROGRAMS

In addition to the Bachelor of Science in Nursing, described in the Undergraduate Programs of Study section, the Departments of Biology and Chemistry and Physics provide curricula which meet the requirements for admission into most schools of medicine, dentistry, veterinary science and medical technology. In addition, students wishing to pursue a degree in a variety of other health related professions such as pharmacy, optometry, physical therapy, etc., can obtain some of the required college preparation (generally two years) at UNC Pembroke prior to transfer to the appropriate professional school. In each case, admission to the professional school is competitive and completion of the prescribed curriculum at UNCP does not guarantee such admission. Because entrance requirements vary with the profession and with individual schools, it is the responsibility of the student to be familiar with the requirements of the specific school to which he or she plans to apply. Advice or assistance can be obtained from the Health Careers Counselor, or from any biology or chemistry faculty member.

PRE-HEALTH CURRICULA AND DEGREE PROGRAMS THAT LEAD TO THE HEALTH PROFESSIONS

| Curricula | Degree Programs |
|--------------------------------------|----------------------|
| Pre-Medical | B.S. Biology |
| Pre-Dental | B.S. Chemistry |
| Pre-Pharmacy | B.S. Applied Physics |
| Pre-Medical Research | B.S. Psychology |
| Pre-Veterinary Medicine | B.S. Mathematics |
| Pre-Medical Technology | B.S. Nursing |
| Pre-Optometry | |
| Pre-Nursing | |
| Pre-Public Health, Pre-Allied Health | |

PREPROFESSIONAL CURRICULA IN MEDICINE, DENTISTRY, AND VETERINARY SCIENCE

Although a B.S. degree is technically not a prerequisite for these programs, the large majority of students who apply and are accepted do hold an undergraduate degree. It is therefore recommended that students interested in these areas pursue a B.S. degree. The Departments of Biology and Chemistry and Physics offer B.S. programs with biomedical emphasis that enable a student to meet requirements for most professional schools. These programs are detailed in the program descriptions of the Departments of Biology and Chemistry and Physics.

ACCELERATED PROGRAM IN MEDICAL TECHNOLOGY

UNCP offers a program to its biology and chemistry majors in affiliation with hospitals approved by the Council on Medical Education of the American Medical Association which gives, by the board of registry of Medical Technologists, a medical technology certificate. In this program the students complete six semesters of on-campus study and one year of study and training in an affiliated hospital. After satisfactory completion of the fourth year (hospital training), UNCP will award the B.S. degree in biology or chemistry to the students. Undergraduate students enrolled in the fourth year of the accelerated program in medical technology must pay tuition to both UNCP (not including fees) and to the affiliated hospital. Details of the medical technology programs appear in the program descriptions of the Departments of Biology and Chemistry and Physics.

Currently, the Biology Department and the Chemistry and Physics Department have formal affiliations with McLeod Regional Medical Center in Florence, S.C. Dr. Vera C. Hyman, M.D., and Ms. Vicki Anderson, M.T., the program director and the education director at McLeod Medical Center, are regarded as adjunct professor and lecturer respectively at the University of North Carolina at Pembroke. Although the affiliation agreement does provide UNCP students some preference in the admissions process, it should be noted that admission to the hospital program is competitive and that the admissions process is a function of the hospital program.

It should be noted that this is an accelerated program which allows the student to complete in four years a program that often requires five years. Students may elect the alternate route in which a B.S. degree in biology or chemistry (biomedical emphasis) is obtained before application to a hospital program. Students electing this route are eligible to apply to any school of medical technology and are not limited to programs affiliated with The University of North Carolina at Pembroke.





academic policies

| | |
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REQUIREMENTS FOR BACCALAUREATE GRADUATION

Though appropriate UNCP faculty and staff make every effort to insure that students register for the courses required by their chosen degree program, the ultimate responsibility for meeting graduation requirements lies with the individual student. Each candidate for graduation must meet all of the following requirements:

1. Have a minimum of 120 to 128 semester hours of course work in accordance with specific degree requirements excluding ENG 104, MAT 104, EDN 104;
2. Have successfully completed the General Education Program;
3. Earn a grade of “C” (2.0) or better in both English composition courses, ENG 105 and ENG 106;
4. Have successfully completed a program for an academic major;
5. Have a minimum overall cumulative quality point average of 2.0 and have a minimum cumulative quality point average of 2.0 in all work attempted at the University of North Carolina at Pembroke;
6. Have a minimum overall cumulative quality point average of 2.0 in the major field of study;
7. Complete a minimum of 9 semester hours above the General Education Program level in the major field of study at UNC Pembroke if the student transferred here;
8. Be registered during the academic year in which the student’s graduation occurs;
9. Complete the last 25 percent of course work in residence at UNC Pembroke;
10. Count no more than 3 semester hours of activity courses toward the credit hours required for graduation. Activity courses are defined as having: no regularly scheduled class meeting time, no well defined instructional format, and no graded (A, B, C, D) work required. Excluded from this definition are FRS 100 (Freshman Seminar) and supervised internship courses.
11. Count no more than 24 semester hours of correspondence and/or extension credit (with no more than 12 hours of correspondence from regionally accredited institutions toward a degree, provided that such correspondence credit is approved by the Office of the Registrar and will not be applied to satisfy specifically stated course requirements in major programs) (NOTE: Any student needing to take correspondence work after admission to study at UNC Pembroke may be permitted to do so only after obtaining formal approval from the student’s academic advisor, from the Office of Academic Affairs, and from the Office of the Registrar.);
12. Meet the requirements of one catalog which were current at the time the student entered this institution or a subsequent catalog. Students will not be allowed to meet some of the requirements of one catalog and some of the requirements of another catalog;
13. Meet the requirements of the catalog in effect at time of readmission or those of a subsequent catalog if attendance is interrupted for more than one semester;
14. Have the recommendation of the faculty;
15. Make application for the degree by November 1st for the following spring or summer commencement and April 1st for the following winter commencement when earned hours reach 75 (end of first semester of junior year).
 - a. Complete (including all required signatures) a Degree Application Form (available in the Office of the Registrar);
 - b. Pay a non-refundable graduation fee of \$40 by the required date or an additional \$25 late filing fee will be charged;
 - c. If a candidate fails to qualify by the time of commencement, but does qualify at a later time, the student must submit another application and a \$25 diploma fee;
 - d. If the candidate fails to meet this requirement as specified, the student must wait until the next commencement to receive his or her degree;
16. Satisfy all financial obligations to the University.

All candidates are encouraged to complete a file in the Career Services Center.

COMMENCEMENT

A student may complete graduation requirements at the end of fall, spring or summer session. A student who completes requirements in fall or spring is required to attend commencement at that time. A student who completes graduation at the close of the summer sessions will have the option of returning to participate in the winter commencement or of receiving the diploma in absentia. If the student elects to receive the diploma in absentia, the student must submit to the Registrar one month prior to commencement a written request which indicates the address to which the diploma will be mailed. The diploma will be mailed after commencement.

A student may participate in commencement exercises if he or she has met all the requirements for graduation. When commencement takes place before final grades are processed, a student may participate in commencement if the Registrar has not been notified that the student will not meet all the requirements by the last day of exams.

PERMISSION TO TAKE A COURSE AS A VISITOR AT ANOTHER UNIVERSITY

Students who wish to enroll in courses at other institutions to apply toward a degree at UNCP must adhere to the following policies:

1. Have written approval from their UNCP advisor.
2. Have written approval from their UNCP Department Chair if the course is part of their major curriculum.
3. Have written approval from the UNCP Registrar.
4. Have a minimum QPA of 2.0.
5. Be in good social standing.
6. Have an official transcript submitted to the UNCP Office of the Registrar immediately upon completion of the course.
7. After attaining junior standing (60 hours), no student may take or transfer courses from any two-year college.
8. After completing 75% of course work, no student may take or transfer courses from any other academic institution.
9. Courses accepted for transfer credit will be evaluated in terms of UNCP's academic policies, curriculum and the student's proposed program at UNCP. Fractional credit will not be granted for partial completion of any course.
10. Credit hours will transfer for courses in which the student earns a "C" or better. Grades earned at other institutions are **not** used to compute UNCP's quality point average.
11. Permission will not be granted to repeat a course at another institution. Students may elect to repeat any course if the original course and the repeat course are taken at UNCP.

COURSE LOAD AND PROGRESS TOWARD GRADUATION

Students are expected to enroll in at least 15-16 semester hours credit per term so that it is possible for them to graduate in four years (eight semesters). Full-time students must carry at least 12 semester hours each semester. The maximum load is 18 semester hours except as follows. Students who are on the Honors List may take up to 19 semester hours; students who are on the Chancellor's List may take up to 21 semester hours. Summer session students may carry no more than 7 semester hours each summer session term. All course work counts toward student load whether the student is enrolled for credit or as an auditor at this or another institution.

All undergraduate degree programs at UNCP require between 120-128 semester hours for graduation. In order to graduate in 4 years (8 semesters), it is necessary to take (and pass) 15-16 semester hours for 8 semesters. Students must work with their advisors and their major departments to ensure that they follow the scheduling sequence of required courses for their majors.

Students entering as of fall 1994 who take more than 140 hours to complete a baccalaureate degree must pay a tuition surcharge of 25%. (See Tuition and Fees.)

ACADEMIC PROCEDURES AND POLICIES

Students are expected to learn the University requirements and regulations which are applicable to them, and are individually responsible for meeting all such requirements and regulations. *Before the close of each semester, the student is expected to discharge all financial obligations to the University.* A student may not register for a new semester nor receive a degree, certificate, or transcript until all University bills are paid.

UNDERGRADUATE GRADING AND ACADEMIC ELIGIBILITY

Regulations concerning academic eligibility are subject to constant revision and change. In the event of a change all students will conform to the newer regulations.

Classification of Students

Regular students at UNCP are classified according to the number of semester hours they have earned in keeping with the following table:

| | |
|-----------------------------|-------------------------------|
| Less than 30 hours-Freshman | 60 to 89 hours-Junior |
| 30 to 59 hours-Sophomore | 90 hours to graduation-Senior |

Grading System (Undergraduate)

Students may view their midterm and final grades on BraveWeb. Students needing a copy of their grades may print them from BraveWeb or request a transcript.

A letter grade and plus-minus system for evaluating academic performance is used for evaluating all undergraduate students. Each letter grade has a quality point value for each semester hour it represents. The hour and quality points are used in determining a student's grade point average for a semester's work and in averaging grades for all work completed to find a student's cumulative quality point average.

Academic eligibility for a student shall be determined by current regulations.

The letter grades and quality points represented by each, as of 1 January 1989, are as follows:

| | | | |
|----------|----------|----------|---------------|
| A = 4.0 | B = 2.7 | D+ = 1.3 | P = 0.0 |
| A- = 3.7 | C+ = 2.3 | D = 1.0 | I = 0.0 |
| B+ = 3.3 | C = 2.0 | D- = 0.7 | T = 0.0 |
| B = 3.0 | C- = 1.7 | F = 0.0 | W or AU = 0.0 |

The "P" grade is earned in designated courses and carries semester hours credit. However, the hours are not counted in quality hours. Quality hours are the hours used in figuring quality point averages.

The "I," or incomplete grade, is given when a student is unable to complete required work because of an unavoidable circumstance such as illness. It is not to be given to enable a student to do additional work to improve a grade. Assigning the "I" grade is at the discretion of the individual instructor. It is the student's responsibility to request the "I" grade. Generally, the student will have completed most of the work required for the course before the "I" grade is requested. An incomplete must be removed within one semester (excluding summer term) or it will automatically be converted to a grade of "F" by the University Registrar. In determination of quality hours and quality point averages, an "I" is counted as an "F" until it is removed. An "I" grade does not fulfill prerequisite requirements.

The "I," grade pending, is given only for University Honors College courses until the thesis or project is completed.

The "W" grade is assigned when a student withdraws from a course during the designated drop-add period or when special permission is granted to withdraw (see below, for withdrawal process). When a student receives a "W" grade, the grade is recorded, but the semester hours attempted are not counted as quality hours.

Audited classes are listed on the permanent record. They are designated by the letters "AU." The AU's and W's will be listed as attempted hours, but not as quality hours for figuring quality point averages.

Quality Point Average and Scholastic Standing

Scholastic standing at UNC Pembroke is based on the quality point average. To figure quality point average, multiply the number of quality hours (attempted hours minus P credits, AU's and W's) assigned to each course by the number of quality points received, add the quality points received for all courses, and divide by the number of quality hours.

Example:

| Course | Final Course Grade | Quality Hours | x | Quality Points | = | Quality Points Earned |
|-----------------------|--------------------|---------------|---|-------------------------|---|-----------------------|
| Course A | C+ | 3 | x | 2.3 | = | 6.9 |
| Course B | B- | 3 | x | 2.7 | = | 8.1 |
| Course C | A | 1 | x | 4.0 | = | 4.0 |
| Course D | P | 0* | x | 0.0 | = | 0.0 |
| Course E | F | 1 | x | 0.0 | = | 0.0 |
| Course F | B | 3 | x | 3.0 | = | 9.0 |
| Course G | A- | 3 | x | 3.7 | = | 11.1 |
| Course H | I | 2 | x | 0.0 | = | 0.0 |
| Total Quality Hrs. 16 | | | | Total Quality Pts. 39.1 | | |

Quality Point Average = 39.1 divided by 16 = 2.44

*A grade of P counts as hours earned but not as quality hours and is computed as 0 hours in figuring quality point averages.

A cumulative quality point average is obtained by including in the quality point average calculation the quality hours and quality points received from UNCP only.

Minimum Scholastic Requirements

To indicate to a student his/her scholastic standing, four categories have been established: good standing, warning, probation, and suspension. Suspension means a minimum of two semesters separation from the University to allow more maturation in those attributes that enhance the student's academic ability.

Required levels of academic achievement increase progressively over the approximately four years leading to graduation. This is in recognition of the adjustment period of transition from high school to college level, which is sometimes difficult. The total semester hours from all colleges attended will be the basis for determining the required minimum cumulative Quality Point Average (QPA). However only those grades earned at the University will be used to compute the student's cumulative quality point average. The cumulative quality point averages required are as follows:

| Semester Hours | Quality Point Average |
|----------------|-----------------------|
| 1-29 | 1.375 |
| 30-44 | 1.500 |
| 45-59 | 1.625 |
| 60-74 | 1.750 |
| 75-89 | 1.875 |
| 90 or more | 2.000 |

Academic Warning and Probation Policy

A student who falls below the specified cumulative grade point average for the number of quality hours attempted (including transfer hours) will be placed on warning (1-18 attempted hours) or probation (19 or more attempted hours) and restricted to enrollment of not more than 13 semester hours.

The following policies will apply to students who are placed on warning/probation:

1. In order to be taken off warning/probation, the student with 1-18 attempted hours must reach the required grade point average in two (2) semesters; the student with 19 or more attempted hours must reach the required grade point average in one (1) semester.
2. If the required cumulative minimum grade point average is not reached in the specified time, the student may continue on warning/probation if a grade point average of 2.0 or higher is earned for the probationary semester[s].

3. If either of the above requirements is not satisfied, the student will be suspended for two (2) semesters.
4. Any new student (first-semester freshman or new transfer student) who receives all “F”s in academic (three-semester-hour) courses will be placed on academic probation. In order to continue in the second semester, an academic contract must be completed in the Office of Advisement and Retention, and the student must enroll in a 6-week, non-credit Academic Success Seminar. One of the following conditions must be met to avoid a two (2) semester suspension at the conclusion of the second semester: (a) a second semester quality point average (QPA) of 2.0 or higher, and/or (b) an overall quality point average (QPA) above, or equal to, the University minimum for the number of earned semester hours.

a. Suspension and Readmission

After at least two semesters of academic suspension for failure to meet the Minimum Scholastic Requirements outlined above, a student may apply for readmission. Before registering for classes, the student must meet with the Director of Retention Activities and complete an “Academic Success Contract” that specifies the actions the student will take to improve his/her academic standing. The Academic Success Contract will specify the following, all at the discretion of the Director of Retention Activities: 1) the number of semester hours (6-13) for which the student can register, 2) a schedule of regular meetings with the Retention Officer, 3) class attendance policies, and 4) other appropriate intervention strategies.

Only after the Academic Success Contract is signed by the student and the Director of Retention Activities will the student be allowed to register for courses. Copies of the Academic Success Contract will be kept on file in the Office of Advisement and Retention and the Academic Affairs Office. The student’s advisor and the student will also receive copies.

b. Suspension and Early Readmission

A student may appeal his or her two-semester suspension by complying with the following procedure:

1. Meet with the Director of Retention Activities and complete an Academic Success Contract, as defined above.
2. Enroll in a 6-week, non-credit seminar on academic success.
3. Present a written appeal to the Readmission Appeals Committee at least four days prior to registration for classes that contains the following items:
 - A) justification for the student’s early readmittance;
 - B) written proof of health, personal, or other problems that may have affected the student’s academic performance in the past, with an explanation of how these problems will be remedied
 - C) a signed copy of the Academic Success Contract.

If the required cumulative minimum grade point average is not reached by the end of the semester, the student may continue on warning/probation if a grade point average of 2.3 or higher is earned for the probationary semester.

c. Special Readmission Policy (See Admissions section of the catalog.)

ACADEMIC HONORS

Graduation with Honors

Graduating seniors may be considered for honors if they have earned a Quality Point Average (QPA) of at least 3.4 for 45 semester hours of course work in residence at UNCP. All course work attempted (including quality hours from other institutions and repeated hours) will be included in the calculation of the cumulative QPA for determining the particular honors designation awarded. Students who attain a cumulative QPA of 3.85 or higher are graduated *summa cum laude*. Those who achieve a minimum cumulative QPA of 3.7 are graduated *magna cum laude* and students whose cumulative QPA is at least 3.4 are graduated *cum laude*.

Students who achieve the hours and the QPA requirement at the beginning of the last semester of their senior year will be recognized at commencement. The final assessment is done after graduation and honors are pending for all students until this is completed. The honors designation will appear on the student’s diploma and transcript.

Honors/Chancellor's List

Students are eligible for Honors List if they achieve a minimum semester quality point average of 3.2 while passing at least 15 semester hours of course work, of which at least 12 hours must not be Pass/Fail.

Students are eligible for Chancellor's List if they achieve a minimum semester quality point average of 3.7 while passing at least 15 semester hours of course work, of which at least 12 hours must not be Pass/Fail.

ORIENTATION AND ADVISEMENT

Freshman Orientation and Testing

A summer orientation program is sponsored by the University for all new freshmen. The program is designed to acquaint students with the academic, co-curricular, and social life of the University. A battery of required University-administered tests is given to all students during the orientation session.

Each freshman will take a battery of University-administered tests prior to the student's first registration. No student will be allowed to register without being tested. The tests will be administered during the Freshman Orientation sessions held in the summer. The tests are not entrance examinations and will not deny admission to any student. The purpose of the test is to provide information to assist in advising every student and in planning the student's program.

Students who score below acceptable standards on the University-administered test in Composition will be placed in CMA 104. Students who score below acceptable standards on the University-administered mathematics test will be placed in MAT 104. Students who score below acceptable standards on the reading test will be placed in EDN 104 (College Reading). Students placing in one or more of these courses will be advised to limit their course loads to 12 semester hours in the fall semester and to seek tutorial aid. CMA 104, MAT 104, and EDN 104 do not count toward graduation.

Academic Advisement

New freshmen are advised by the staff of the Office of Advisement and Retention when registering for first semester courses, after which time they will be assigned faculty advisors. In most cases, Freshman Seminar instructors become their students' advisors. When a student declares a major, he or she will be assigned an advisor in the appropriate academic department. The advisor's role is to assist the student in planning a suitable academic program and to maintain a record of progress during the student's college career. However, the final responsibility for meeting all academic program requirements lies with the student. The Office of Advisement and Retention also serves as a resource center for students who may wish to seek additional academic help. In addition, faculty members may refer students to the Office of Advisement and Retention for academic counseling.

REGISTRATION PROCEDURES AND POLICIES

Registration

Each student must complete registration online. No student is considered to be officially registered until the student has completed registration as outlined below. Students who fail to complete registration as prescribed will have their names dropped from all class rolls. If these students subsequently request to register, they must follow registration procedures just as if they had not started registration before.

The advisor's role is to assist the student in planning a suitable academic program. However, the student is responsible for following all applicable academic regulations. This includes general education requirements, prerequisites, and major/minor requirements. Students are individually responsible for all course registrations and for completing the requirements for graduation. The Office of the Registrar will drop students who register for courses without following departmental or University regulations. Each student must register online prior to the first day of class. After classes begin, each student must register in person in the Office of the Registrar.

The University has a two-phase registration system: the early registration phase and the regular registration phase.

Students currently enrolled at the University of North Carolina at Pembroke may complete their registration by: (1) consulting with their advisor during the designated early registration period, (2)

obtaining the registration material (Permit to Register Card) from the advisor and preparing their class schedule for the next semester, (3) registering for the approved course work online, and (4) paying tuition and fees to the Cashier's Office.

Students entering UNCP for the first time or returning after an absence of one semester or more may complete their registration by: (1) consulting with their advisor during the designated registration period, (2) obtaining a Permit to Register Card and preparing their class schedule for the semester, (3) registering for the approved course work online, and (4) paying tuition and fees at the Cashier's Office.

Adding, Dropping, and Withdrawing from Courses

After a student has completed registration the only way the student's schedule can be changed is through the drop-add procedure. To add a course a student must obtain a Drop-Add Form from an academic department, complete the form, have it approved by his or her advisor, obtain the signature of the gaining professor, and present the form to the Office of the Registrar. To drop a course a student must obtain a Drop-Add Form from an academic department, complete the form, have it approved by his or her advisor, and present the form to the Office of the Registrar.

A student may withdraw from a course after the drop-add period but prior to and including the last day of the first week of classes after midterm grades are reported, with a grade of W, if the student obtains the signature of her or his advisor.

Withdrawal without penalty from a course or courses after the deadline for withdrawal but before the last two weeks of classes in the semester, may be approved only for appropriate cause such as serious illness. Appropriate documentation is required. Unsatisfactory academic performance does not by itself constitute sufficient reason to grant a late withdrawal.

The student should secure a course withdrawal form from the Registrar's office, obtain the instructor's signature and the advisor's signature, and return the form to the Academic Affairs Office for review. Approved requests receive W in the course. A copy of the completed form and any required documentation must be on file with the Academic Affairs Office before a late course withdrawal will be considered. A second copy of the completed withdrawal form will be forwarded to the Registrar's Office for entry of the assigned grade.

Withdrawal from the University

Up to the last day to receive a W in a course, a student may complete a "Request for Withdrawal" form, available from the Office of the Registrar. The student should get the required signatures, take the I.D. card to the Student Accounts Office, and return the form to the Office of the Registrar. The University makes applicable refunds only after the withdrawal procedure is completed.

After the last day to receive a W in a course, the Office for Academic Affairs approves withdrawal from the University without academic penalty only when unusual and documentable circumstances warrant. Unsatisfactory academic performance does not by itself meet the requirement. As soon as possible, and no later than before the beginning of the last two weeks of classes in the semester, the student petitioning to withdraw from the University must meet with the Assistant Vice-Chancellor for Academic Affairs, present the required documentation, and complete the necessary forms. Approved requests receive W in all courses. Students who stop attending classes without completing the withdrawal procedure ordinarily receive an F in courses for which they are registered.

Repetition of Courses

a. Students Entering UNCP Prior to Fall 1994

Undergraduate students who entered UNC Pembroke before the fall of 1994 and who repeat a course will adhere to the following policy: Any course may be repeated. Semester hours and quality points in courses repeated are counted only once, and the most recent grade and the quality points corresponding to the most recent grade are used in computing the quality point average and meeting graduation requirements.

b. Students Entering UNCP for Fall 1994 and Thereafter

Beginning with the fall semester of 1994, undergraduate students who enter UNC Pembroke will have all enrollments in courses graded A, B, C, D (plus or minus), F and I included in the computations

of their overall grade point average and hours attempted.

Students may, for a variety of reasons, elect to repeat any course. The original course and the repeat course must be taken at UNCP. The following policies will govern the credit awarded and the computation of quality point averages:

1. Credit hours earned in a particular course will not be awarded more than one time.

2. When a course is repeated, the grade earned in an earlier attempt can be replaced in the calculation of the quality point average by a higher grade earned in a repeat of the class. Students entering UNCP as freshmen will have the option of replacing a maximum of 15 credit hours with improved grades earned by repeating courses. Students transferring or readmitted to UNCP may replace grades for courses taken at UNCP for a maximum number of hours as determined by the scale below, which is based on the number of hours accepted for transfer or readmission.

| Transfer or Readmission Hours Accepted as of Fall 1994 | Maximum Hours for Replacement |
|--|-------------------------------|
| 0-23 hours | 15 |
| 24-51 hours | 12 |
| 52-89 hours | 9 |
| 90 or more hours | 6 |
| Candidate for Second Bachelor's degree | 6 |

3. The student must secure a form from the Registrar's office and indicate in writing which course grades are to be replaced for computation of the quality point average. The form designating specific course grade replacements will be maintained on permanent file in the Registrar's office. Decisions for course grade replacement are irrevocable.

INTERNSHIPS, PRACTICA, AND INDEPENDENT LEARNING

Internships, practica, and other external learning experiences provide opportunities for students to earn academic credit for approved work or research programs in cooperating business-government, or education organizations. The internships, which are of one-term duration, are open to qualified junior or senior students with the approval of the department chairman.

All internships, practica, and other external learning experiences are supervised by UNC Pembroke faculty, who also assign grades in the courses.

Experiential Learning and Cooperative Education

Practical work experience is very important in today's world. Students at UNC Pembroke may elect to get some practical work experience which is related to their program major (or minor) through several practical work experiences.

a. Experiential Learning Program: Experiential Learning is a working-and-learning arrangement. The student negotiates a proposal in some area of interest to the student. Negotiation involves the student, the University, and an organization (business, agency, etc.) where the student plans to work. Experiential Learning is available through academic departments and requires approval of the chairman.

The following regulations govern the offerings of Experiential Learning:

1. The Experiential Learning Program consists largely of Experiential Learning I and Experiential Learning II. A student must take the courses in numerical order. They cannot be taken concurrently.
2. The amount of credit that can be earned in Experiential Learning I and II varies from one to three semester hours in each course, and is jointly determined by the student and the student's major advisor on the basis of what the student contracts to do.
3. To be eligible for enrollment in Experiential Learning I or II, a student must:
 - * have declared for a major program in a department which provides its students with practical work experience through Experiential Learning I and II;
 - * be classified as a junior or senior;
 - * have an overall cumulative quality point average of at least 2.0;
 - * have the written recommendation and approval of the major department chairman and the major advisor.

4. Each eligible student who registers for Experiential Learning I or II is required to sign and carry out a written work-learning contract jointly developed by the student, the student's advisor, and the organization providing the practical work experience which states:
 - * what the student is to do, what the major advisor is to do, and what the organization is to do;
 - * the number of semester hours the students will earn in completing the contract;
 - * that credit will be earned only if all of the contracted work is completed with a contract period of one-semester or term of summer session;
5. Eligible students are allowed to use not more than a total of six semester hours credit in Experiential Learning I and II in meeting the 128 semester hours minimum requirement for the degree.

b. Cooperative Education Program: Cooperative Education is an arrangement whereby UNC Pembroke cooperates with an outside business or agency to help a student directly explore a career-related field as an integral part of the educational program. The program allows participating students to alternate full-time work and on-campus study as complementary educational experiences while pursuing an academic degree program. To be eligible, a student must have completed a minimum of 30 semester hours and normally must have earned a cumulative QPA of 2.0 or above. Participants typically receive pay, and academic credit may be awarded if approved by the department chair, the Academic Affairs office, and the Registrar. Cooperative Education is coordinated by the Career Services Center.

Independent Study

A student who wishes to enroll in an Independent Study Course in any department must: (1) meet the requirements established by the department for Independent Study and (2) submit a written Request for Independent Study to the department chair. The Request for Independent Study must include a complete description of the Independent Study Project and a schedule for submission of the Project. The Request must be approved by (1) the professor supervising the Independent Study Project and (2) the department chair. A student may elect to work for one, two, or three semester hours of credit.

Upon completion of the Independent Study Project, the student must submit the Project to the supervising professor. The supervising professor will evaluate the Project and assign a grade. A copy of the Project will be submitted to the department chair, who will keep it on file.

Departments permitting Independent Study Projects will have written guidelines setting out the requirements for Independent Study. Supervision of Independent Study Projects by faculty is voluntary.

CLASS ATTENDANCE POLICIES

Regular class attendance is important to the educational experience of each student and to the academic integrity of the university curriculum. Students are expected to attend every class beginning with the first session. The University reserves the right to administratively withdraw students who have never attended any classes for the semester. Regular class attendance is a student responsibility. A student is responsible for all the work, including tests and written work, of all class meetings. No right or privilege exists that permits a student to be absent from any given number of class meetings.

For all general education classes, instructors will keep attendance records. If a student misses three consecutive class meetings, or misses more classes than the instructor deems advisable, the instructor will notify the Office of Freshman Seminar and Academic Advisement (administrator of the Early Alert program) for appropriate follow-up. Departments may also develop and distribute attendance policies and procedures to be followed for students who miss an excessive number of classes.

For all classes, instructors have the discretion to determine how the attendance policy will be implemented, the circumstances under which make-up work may be allowed, and whether attendance will be used as a criterion in determining the final grade. Excessive absences may result in failure. Faculty will distribute a written statement of their attendance policy as part of the course syllabus. Students should not enroll in a course if participation in University-sponsored activities causes them to miss an excessive number of classes, as determined by the instructor.

When the University is officially closed, no student can be counted absent, even if the instructor holds class. Any course-related material will be made available in some form by the instructor.

NOTICE CONCERNING THE INSPECTION AND RELEASE OF STUDENT RECORDS

The University of North Carolina at Pembroke complies with all provisions of the Family Educational Rights and Privacy Act of 1974. The full statement of the University's policy is available in the Office of the Registrar located in Lumbee Hall. With some exceptions, students have the right to inspect and to challenge the contents of their education records. Access to academic records is coordinated through the Registrar's Office. Students wishing to inspect their records should contact the Registrar in Lumbee Hall between the hours of 8:00 a.m. and 5:00 p.m. Monday - Friday, while the University is in session.

The University routinely releases to the public so-called Directory Information, as follows: the student's name, address, telephone listing, electronic mail address, major field of study, participation in officially recognized activities and sports, weight and height of athletic teams, dates of attendance, degrees and awards received, and previous educational agency or institution attended by the student. Any student who wishes to have the above Directory Information withheld must complete and sign a request in the Registrar's Office. This request must be renewed at the beginning of each semester.

FEDERAL FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA):

Certain personally identifiable information about students ("education records") may be maintained at The University of North Carolina General Administration, which serves the Board of Governors of the University system. This student information may be the same as, or derivative of, information maintained by a constituent institution of the University; or it may be additional information. Whatever their origins, education records maintained at General Administration are subject to the Federal Family Educational Rights and Privacy Act of 1974 (FERPA).

FERPA provides that a student may inspect his or her education records. If the student finds the records to be inaccurate, misleading, or otherwise in violation of the student's privacy rights, the student may request amendment to the record. FERPA also provides that a student's personally identifiable information may not be released to someone else unless (1) the student has given a proper consent for disclosure or (2) provisions of FERPA or federal regulations issued pursuant to FERPA permit the information to be released without the student's consent.

A student may file with the U.S. Department of Education a complaint concerning failure of General Administration or an institution to comply with FERPA.

The policies of The University of North Carolina General Administration concerning FERPA may be inspected in the office at each constituent institution designated to maintain the FERPA policies of the institution. Policies of General Administration may also be accessed in the Office of the Secretary of The University of North Carolina, General Administration, 910 Raleigh Road, Chapel Hill, NC.

Further details about FERPA and FERPA procedures at General Administration are to be found in the referenced policies. Questions about the policies may be directed to Legal Section, Office of the President, The University of North Carolina, General Administration, Annex Building, 910 Raleigh Road, Chapel Hill, NC (mailing address P.O. Box 2688, Chapel Hill, NC 27515-2688; tel: 919-962-4588). Edition 5/97

THE UNIVERSITY OF NORTH CAROLINA AT PEMBROKE ACADEMIC HONOR CODE

I. OVERVIEW

The University of North Carolina at Pembroke Academic Honor Code sets forth the standards of academic honesty and integrity for students at UNCP and describes attendant faculty responsibilities. Students and faculty are expected to be familiar with its provisions. This Code defines student behavior which violates the standards (Section III), and enumerates the penalties for violations and the circumstances under which such penalties may be imposed (Section IV).

Section V sets forth the procedures for dealing with cases where a violation of the Academic Honor Code is alleged. Those procedures permit a faculty member to address a student's first violation through discussion with the student. If the student freely admits the offense and accepts the penalty assigned by the faculty member, an agreement settling the matter is signed by both, the faculty member imposes the penalty, and the matter ends (Section V.A.). If UNCP records show that the student has previously committed an Academic Honor Code violation, or if the student decides not to admit guilt or accept the penalty, or if the faculty member believes that the seriousness of the offense warrants a more severe penalty than those which may be imposed in the settlement process, the matter must be referred to the Campus hearing Board (Section V.B.) if any penalty is to be imposed. The Campus Hearing Board hears the evidence from the faculty member and student and determines whether the student did commit a violation. If no violation is found, the matter ends and no penalty may be imposed. If the Campus Hearing Board finds that the student did commit a violation, it determines the appropriate penalty (Section V.C.). A student found guilty may appeal the Campus Hearing Board's decision to the Campus Appeal Board (Section V.D.).

II. STATEMENT OF PRINCIPLES

Academic honor and integrity are essential to the existence of a university community. Without maintenance of high standards of honesty, members of the instructional faculty are defrauded, students are unfairly treated, and society itself is poorly served. Maintaining the academic standards of honesty and integrity is ultimately the formal responsibility of the instructional faculty. To meet their responsibilities when academic dishonesty is suspected, individual faculty members must follow the policies and procedures stated in this Code.

Students are also members of the academic community. As responsible members of the University, students are obligated not to violate the basic standards of honor, and they are expected to take an active role in encouraging other members to respect those standards. Should a student suspect a violation of the Academic Honor Code, he/she should make the suspicion known to a member of the faculty or University administration.

Commitment to maintaining and encouraging high standards of academic honesty and integrity is demonstrated in many ways. One manifestation is the policies and procedures governing violation of the standards. Herein contained are the provisions of the UNCP Academic Honor Code.

III. DEFINITIONS OF VIOLATIONS

Definitions and/or examples of violations of the Academic Honor Code are as follows.

A. CHEATING:

Intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices in any academic exercise. This definition includes unauthorized communication (oral and/or written) or receipt of such information during an academic exercise.

B. PLAGIARISM:

Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source).

C. FABRICATION AND FALSIFICATION:

Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of altering information while fabrication is a matter of inventing or counterfeiting information for use in any academic exercise.

D. ABUSE OF ACADEMIC MATERIALS:

Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic material.

E. COMPLICITY IN ACADEMIC DISHONESTY:

Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

IV. PENALTIES

All acts of academic dishonesty violate standards essential to the existence of any academic community. Some first offenses are properly handled and remedied by the faculty member teaching the specific course in which they occur. The faculty member must use the settlement procedure described in Section V to handle such an offense. The penalties which may be assessed are limited to the following: (a) a formal warning/reprimand, (b) a reduced grade (including F) for the assignment, (c) a reduced grade (including F) for the entire course. Whatever the penalty, a signed form regarding the settlement will be kept for five years (or until the student graduates) in the Office for Student Affairs. The purpose of this record-keeping is to be sure students who violate the Academic Honor Code a second time are dealt with appropriately. A second purpose is to deter students from repeating offenses.

All second offenses and some first offenses have import beyond the specific course in which the violation occurred. The Campus Hearing Board handles such violations, and the possible penalties are greater. In these cases the Campus Hearing Board may impose any of the penalties listed above (a,b,c) and/or the following: (d) disciplinary suspension from the University for a designated period of time (one semester, one year, etc.); or (e) dismissal from University for an indefinite period of time.

In all determinations of penalty, the following factors should be considered:

1. The nature and seriousness of the offense.
2. The injury or damage resulting from the misconduct.
3. The student's motivation and state of mind at the time of the incident.
4. The student's prior disciplinary record.
5. The student's attitude and demeanor subsequent to the violation.

V. PROCEDURES FOR HANDLING CASES

A faculty member responsible for assigning final grades in a course may acquire evidence directly, or through information supplied by others, that a student violation of the Academic Honor Code may have occurred. After collecting the evidence available, the faculty member should determine whether it warrants proceeding to the next level of inquiry.

If the faculty member determines that the evidence is sufficient, he/she should contact the Vice Chancellor for Student Affairs, who will determine from his records whether the student has previously admitted to or been found guilty of an Academic Honor Code violation. If the suspected violation would be a second offense, the faculty member must take the case of the Chairperson of the Campus Hearing Board. If the suspected violation would constitute a first offense but one which the faculty member considers the appropriate penalty to be more severe than an F in the course, the case must be brought to the Chairperson of the Campus Hearing Board. If the faculty member believes, however, that the suspected violation would be remedied by a penalty no greater than F in the course, the settlement procedure may be used to conclude the matter and provide a record (see Section IV. Penalties).

Once a student has received notice that he/she is charged with an Academic Honor Code offense, the student is not permitted to withdraw from the course in order to avoid the appropriate penalty.

A. Settlement Procedure: The faculty member meets with the student and presents the evidence of an Academic Honor Code violation, then request an explanation from the student. After hearing the explanation, if the faculty member determines that a violation has occurred, he/she fills out and signs the approved form distributed to all faculty members, noting the penalty to be applied, and gives the form to the student. The student has three school days to consider and seek advice on whether to admit guilt and accept the penalty by signing the form. If the student agrees to sign, he/she does so in the presence of the faculty member who then implements the penalty. The faculty member forwards the settlement form to the Vice Chancellor for Student Affairs, who keeps a record of first offenses for five years (or until the student graduates), and thus the matter is ended. If the student decides not to admit guilt or not accept the penalty, the faculty member must take the case to the Chairperson of the Campus Hearing Board, if any penalty is to be imposed.

B. Campus Hearing Board: The Campus Hearing Board is made up of three faculty members and one administrative member appointed by the Chancellor of the University, and three students appointed by the President of the Student Government Association. The conduct of Hearings is outlined in Article IV, Section C.2 of the University of North Carolina at Pembroke Student Constitution.

Where a student is not found in violation of the Academic Honor Code, a written report is prepared and sent to the Vice Chancellor for Student Affairs, who will maintain a confidential file of materials related to the case. No part of that file becomes part of the student's disciplinary record. The case is closed, and no penalty may be imposed.

Where a student is found guilty of violating the Academic Honor Code, the Campus Hearing Board determines the appropriate penalty. Both student and faculty may submit evidence and make statements concerning the appropriate sanctions to be imposed. The Vice Chancellor for Student Affairs will supply the Student's previous Academic Honor Code disciplinary record.

At the conclusion of the evidence of the appropriate penalty, the Campus Hearing Board determines the penalty, and prepares a written report to the student and the Provost and Vice Chancellor for Academic Affairs, who notified the faculty member and the Vice Chancellor for Academic Affairs of its contents. If a penalty of a grade of F in the course or less is to be assigned, the faculty member imposes that penalty determined by the Campus Hearing Board and no other penalty. If a greater penalty is deemed appropriate, the Vice Chancellor for Student Affairs implements the penalty indicated in the report. The student will be notified within five days of the Campus Hearing Board's determination of penalty.

C. Campus Appeal Board

A student found guilty has the right of appeal, and is permitted five school days from the date the student receives notice of the report of the Campus Hearing Board to file a written notice of appeal with the Vice Chancellor for Student Affairs. Failure to do so will render the decision on the Campus Hearing Board final and conclusive.

If the request for appeal has been timely filed, the Vice Chancellor for Student Affairs shall deliver this request as well as materials related to this case to the Campus Appeal Board.

The composition of the Campus Appeal Board and its adjudicatory powers are described in Article V, Section C.1 of the University Student Constitution. For Academic Honor Code violations and their appeals, the Provost and Vice Chancellor for Academic Affairs or his designate will represent the Chancellor of the University.

VI. ADVICE TO THE FACULTY

1. Faculty members should outline their expectations pertaining to the Academic Honor Code at the beginning of each course. In doing so they might authorize or prohibit specific forms of student conduct which are unique to their courses of disciplines. They should refer students to this Academic Honor Code. It is recommended that the following statement be included in all course syllabi: *Student Academic Honor Code: Students have the responsibility to know and observe the UNCP Academic Honor Code.* This code forbids cheating, plagiarism, abuse of academic materials, fabrication, or falsification of information, and complicity in academic dishonesty. Any special requirements or permission regarding academic honesty in this course will be provided to the students in writing at the beginning of the course, and are binding on the students. Students who violate the code can be dismissed from the University. The normal penalty for a first offense is an F in the course. Students are expected to report cases of academic dishonesty to the instructor.

2. Faculty members should take preventive measures to avoid cases of academic dishonesty (e.g., examinations should be carefully protected).



undergraduate admissions

The University of North Carolina at Pembroke is committed to the recruitment of a diverse, achievement-oriented, and socially responsible student body that will enrich the intellectual, cultural, and social community of the University and the community at large. UNC Pembroke welcomes applications from persons who have earned a high school diploma, or its equivalent, and whose academic preparation and aptitude predict success in higher education. No single consideration dictates admission decisions; instead, numerous factors and their relationships to one another enter into such decisions. All applicants demonstrating that they can profit from and succeed in undergraduate studies qualify for admission to the University.

Any student who supplies false or misleading information or conceals pertinent facts in order to secure admission to UNC Pembroke may be denied admission or, if admitted, may be immediately dismissed from the University. Such a student may be ineligible to receive any credit from the University.

Qualified applicants are admitted in the following categories:

1. New Freshmen
2. Transfer Students
3. Re-Enrolling Students
4. Special Readmission Students
5. International Students
6. Special Students
 - a. Enrichment (Non-degree)
 - b. Teacher Licensure/Renewal
 - c. Second Degree
 - d. Transient
 - e. Joint Enrolled
 - f. Audit

Students may enter at the beginning of any semester or summer term. The application priority deadlines for undergraduate admissions are as follows: the fall semester is July 15; the spring semester is December 1; summer terms I and II are May 15 and June 15 respectively. Applications are processed on a rolling basis; however, students who apply early will receive priority in scholarships, financial aid, and housing.

Requests for general information, brochures, catalogs, admissions CDs and DVDs, and application forms should be addressed to the Office of Admissions. Completed application forms and all supporting documents such as test scores, official high school transcripts and/or college and university transcripts, and a non-refundable \$40.00 application fee, should be forwarded to the Office of Admissions, PO Box 1510, The University of North Carolina at Pembroke, Pembroke, NC 28372. The office may be reached by phone at (800) 949-UNCP or 910-521-6262. Students may contact the Office of Admissions through email at admissions@uncp.edu, and www.uncp.edu is the address for the UNC Pembroke home page. The fax number for the Office of Admissions is (910) 521-6497.

All new students, and all re-enrolling students who have been out of UNCP for one year, who plan to take 5 or more credit hours during their initial semester are required to complete a medical history form. This form may be obtained from the Office of Admissions and returned to Student Health Services prior to registering for classes.

NEW FRESHMEN

Applicants for the freshman class must be graduates of an approved or accredited high school or home school. Non-graduates must possess a high school equivalency certificate and present evidence of maturity and the potential to achieve success in a university environment.

An application for admission, a \$40 application fee, an official high school transcript, and SAT or ACT scores must be received before an application is considered complete, and the file must be com-

plete before an admission decision can be made. Students who are dual-enrolled at community colleges must also submit official transcripts of any college work. A predicted grade point average is computed on the basis of the high school class rank, GPA, and SAT or ACT scores for each applicant. The Admissions Policy requires one of three possible decisions for each applicant:

- * Applicants who have satisfactory high school records, appropriate SAT or ACT test scores, and who meet the minimum course requirements, including course selection and class rank, will be accepted for admission.
- * Applicants whose records and test scores do not meet the minimum requirements will be denied admission.
- * Applicants whose records and/or test scores meet many, but not all, of UNC Pembroke's regular admission standards may be offered admission to the University's summer College Opportunity Program. (A detailed description of this program is in the Special Programs section of this catalog.)

MINIMUM COURSE REQUIREMENTS (MCR) AT THE 16 UNIVERSITY OF NORTH CAROLINA CAMPUSES

The following courses will be required for admission, in addition to each UNC institution's specific requirements:

- * In *English*, four course units emphasizing grammar, composition, and literature;
- * In *foreign language*, two course units of language other than English (required of Dec. 2003 and later high school graduates);
- * In *mathematics*, three course units including algebra I, algebra II, and geometry, or a higher level mathematics course for which algebra II is a prerequisite; or successful completion of three Integrated Mathematics courses (or a course for which Integrated Mathematics 3 is a prerequisite):
- * In *science*, three course units including:
 - ** at least one unit in a life or biological science (for example, biology),
 - ** at least one unit in a physical science (for example, physical science, chemistry and physics) and
 - ** at least one laboratory course; and
- * In *social studies*, two course units including one unit in *U.S. history*, but an applicant who does not have the unit in *U.S. history* may be admitted on the condition that at least three semester hours in that subject be passed by the end of the sophomore year.

In addition, it is recommended that prospective students take one *foreign language course unit* and one *mathematics* course unit in the twelfth grade. The University of North Carolina will require a fourth unit of mathematics beginning with graduates of the class of 2006. Course units as defined in these requirements may include those high school level courses taken and passed by an applicant while enrolled as a high school student with all courses reflected on the high school transcript.

EXCEPTION POLICIES FOR NORMAL ADMISSIONS REQUESTS:

The Chancellor, with the recommendation of the Director of Admissions and the Vice Chancellor for Enrollment Management, may allow a Special Talent Waiver to a student who does not meet the UNC Minimum Course Requirements but has otherwise demonstrated promise for academic success, as measured by grades, class rank, SAT or ACT scores, when compared with other students admitted to the University.

TRANSFER STUDENTS

- * Students must submit a completed application for admission.
- * Students seeking to transfer from other collegiate institutions must furnish an official transcript from each institution attended. The transcripts must indicate a cumulative "C" (2.0) average on all work attempted prior to admission to UNC Pembroke. Courses satisfactorily completed at regionally accredited institutions are evaluated in terms of courses offered and academic programs available at UNCP.

- * An official high school transcript and a nonrefundable \$40 application fee are required.
- * The student must attain at least a grade of “C” (2.0) in a course in order for that course to be allowed for transfer credit. Grades from transferred courses will not count toward the student’s cumulative quality point average at UNC Pembroke, except for honors designation upon graduation.
- * Transfer applicants must submit a University Questionnaire completed by the last institution they attended which states they are immediately eligible to return to the previous institution.
- * Transfer applicants who graduated from high school in the year 1990 and beyond must meet the minimum course requirements outlined in the previous section (See Minimum Course Requirements—MCR). For those students who do not meet these requirements, six (6) college transferable semester hours must be earned at an accredited college or university in the following areas—English, Math, Science, Social Science, Foreign Language—before admission is granted. Applicants 24 years old or older may be admitted as non-traditional freshmen or transfer students without meeting MCR.
- * Each transfer applicant must submit a completed health record before registering for classes.
- * All transfer students entering UNC Pembroke must attend a transfer orientation designed to acquaint the student with the academic, co-curricular, and social life of the University and to gather information to assist in the student’s academic advancement.

Because of differing admission requirements, transfer applicants who are candidates for teacher licensure degrees should refer to the admission requirements stipulated for the Teacher Education Program.

The classification of transfer students (freshman, sophomore, junior or senior) is determined by the number of transfer credit hours accepted by UNC Pembroke. The maximum transfer credit hours accepted from a two-year institution ranges from 60–64 semester hours. However, students who have attained junior status (60 semester hours) at a four-year institution will not be allowed to transfer additional credit completed after that time at a two-year institution. Students attending a four-year institution prior to attending a two-year institution may be limited in the total number of transferable credits allowed (See Graduation Requirements). Although there is no limit on credit hours accepted for a student who transfers from a four-year institution, a 30-hour residency is required to graduate from the University of North Carolina at Pembroke, and students must satisfy all UNC Pembroke degree requirements for their chosen major.

The Comprehensive Articulation Agreement, a statewide agreement governing the transfer of credits between N.C. community colleges and public universities in North Carolina, defines a 44-semester credit hour general education core and 20 semester credit hour pre-major in the AA or AS degree which is fully transferable to UNC Pembroke in courses with a minimum 2.0 GPA.

RE-ENROLLING STUDENTS

Students who have interrupted their course of study for at least one semester must apply for readmission through the Registrar’s Office. Students who are seeking readmission to UNC Pembroke after completing additional work at another institution must reapply through the Office of Admissions. Transcripts of any academic work completed in the interim at any other institution must be provided prior to approval for readmission, along with an application, \$40 application fee, and university questionnaire from the last school attended. Students who complete classes at another institution while they are suspended from UNCP will not be allowed to transfer any credit earned while under suspension.

SPECIAL READMISSION POLICY

Any former UNCP student who was academically suspended or placed on academic probation at the end of his/her final semester and has not attended any institution of higher education for a period of four (4) academic years may apply for readmittance under the Special Readmission Policy. All students admitted under this policy return on probationary status and must follow the policies and procedures outlined under “Suspension and Readmittance” in the Academic Policies section of the UNCP catalog. In order to qualify for the Special Readmission Policy, students must earn a 2.0 or higher in their first 12 hours after being readmitted. Students may apply for readmittance under this policy one time. Once approved, the decision will not be reversed.

Upon meeting the requirements for this policy, the student's QPA will be computed excluding all previous grades below C (2.0). All grades will remain on the student's transcript, but only those previous courses in which a grade of C or better was earned will count toward graduation. All course work, however, will count toward attempted hours, and all grades, including those from the student's previous QPA, will be calculated for honors purposes.

Students admitted under the Special Readmission Policy may not make use of the grade replacement policy and must continue to maintain a minimum QPA of 2.00. Failure to maintain this minimum QPA will result in a two-semester suspension.

Departments with more rigorous QPA standards than the general University requirement of 2.0 have the right to deny admission to a program. Any student under this policy must complete a minimum of 30 semester hours at UNCP after readmission in order to qualify for graduation.

Students must apply for the Special Readmission Policy through the Registrar's Office.

INTERNATIONAL STUDENTS

Applicants from non-English-speaking countries must provide evidence of proficiency in the English language with their applications for admission to UNC Pembroke. Scores on the Test of English as a Foreign Language (TOEFL) or the Michigan Test are required. For students born in non-English-speaking nations but educated in senior high schools in the United States, scores on the SAT or ACT can substitute for scores on the TOEFL or the Michigan Test. Each student must submit official verification of financial resources sufficient to cover educational expenses. Certified translations by a licensed or professional translator must accompany academic documents not written in English. For transfer students, the Admissions Office requires that all international college transcripts be evaluated by an accredited transcript evaluation agency. The courses will need to be translated into the U.S. equivalencies. The international undergraduate admissions application and other information relevant to prospective international students may be accessed at www.uncp.edu/admissions/undergraduate/international.asp. It is preferred that all documents be sent to the Admissions Office six months prior to date of entry. All documents must be received and evaluated before an I-20 can be issued.

SPECIAL STUDENTS

Persons applying for admission as Special Students should meet the qualifications described in one of the following categories: Enrichment, Teacher Licensure/Renewal, Second Degree, Transient, Joint Enrolled, and Audit. A \$40 application fee may be required.

Enrichment: Applicants not enrolled in a degree program at another institution who wish to complete courses at UNC Pembroke for personal or professional enrichment may qualify for admission as special students. Such applicants must submit an application for admission, a \$40 application fee, and a final high school or college transcript. Students in this category cannot earn more than 15 semester hours. Continuation of enrollment in additional courses will require the approval of the Director of Admissions. These students enroll without entering degree programs, and they may not later become degree candidates unless they have been admitted as regular students. Students under academic suspension from any university are not eligible to enroll as special students.

Teacher Licensure/Renewal: Individuals who have a baccalaureate degree may be admitted to earn teacher licensure or take courses for renewal purposes. An application for admission, \$40 application fee, and a copy of the transcript reflecting the baccalaureate degree awarded must be submitted prior to admission to the University. In addition to applying to UNC Pembroke through the Admissions Office, individuals must also contact the Director of Teacher Education (and submit any additional required documentation) to design an individualized education plan. All licensure candidates must meet the admission and retention standards of the Teacher Education Program and the National Teachers Examination requirements established by the State Board of Education. (See Teacher Education Program.)

Second Degree: Applicants who wish to enroll at the University to complete a second undergraduate degree must submit the application for admissions, a \$40 application fee, and transcripts from all colleges attended. (See Requirements for a Second Baccalaureate Degree.)

Transient Students: Transient students are students enrolled in a degree program at another college or university who qualify to study for one semester or summer session at UNC Pembroke and plan to transfer credits earned back to the institution at which they are pursuing a degree. To gain admission as transient students, applicants must be in good academic standing and be eligible to return to their parent institution. They must also have permission from their institution to study at UNC Pembroke. Transient students are not required to pay an application fee.

Joint Enrolled: The Joint Enrollment Program is designed for high school students who have excelled academically in high school and prove ready for college-level work. Students may register for no more than one course per semester while completing their high school curriculum, and they cannot take courses that are offered at their high school. Interested students must submit a special Joint Enrollment Application, an official high school transcript, SAT/ACT scores, and class rank. Permission must be granted from the student's high school principal or guidance counselor and the Director of Admissions, prior to admission as a Joint Enrolled student. An application fee is not required.

Audit: New students who plan to audit a course must submit an application for admission and a form from the Office of Academic Affairs with the approval of the appropriate professor(s) and the Associate Vice Chancellor for Academic Affairs.

AUDITING

All persons, whether regularly enrolled in the University or not, who desire to audit a course must secure the permission of the instructor and the Office for Academic Affairs. Audits may not be added to a student's schedule after the last day to add a class. The fee charged for auditing a course will be the same as if the course were taken for credit. Students who are regularly enrolled at the University must file a copy of the permission letter from the Office for Academic Affairs with the instructor at the beginning of the course. Audited classes are listed on the permanent record and are designated by the letters "AU." Class participation by and requirements of auditors are at the discretion of the instructor.

GRADUATE ADMISSIONS

Inquiries concerning graduate admissions should be directed to the Dean of Graduate Studies. Admissions requirements are stated in the School of Graduate Studies section of this catalog.

DEGREE COMPLETION PROGRAM FOR MILITARY PERSONNEL

UNC Pembroke provides educational programs for veterans, active military personnel, and retired military personnel who wish to continue their career development in higher education and to complete an educational program leading to a college degree. The University is a CONAP participant and SOC member.

In recognition of the educational experience gained by military personnel in their regular training, in service school courses, in USAFI or DANTE courses, and through the College Level Examination Program (CLEP), UNC Pembroke will accept transfer credit toward a Bachelor of Arts or Bachelor of Science degree.

- * Men or women who have served one or more years in the armed services will be awarded two semester hours credit for each year of service, up to 12 semester hours of credit, as elective credit. In addition, military members will receive credit for physical education courses. A copy of the student's DD-214 form must be submitted with the application in order to receive credit.
- * Credit may be awarded for service school courses comparable to those offered by UNC Pembroke. The amount of credit granted will be according to the recommendations of the American Council on Education as listed in the most recent edition of *A Guide to the Evaluation of Educational Experiences in the Armed Services*. These recommendations are evaluated in terms of courses offered and curriculum accepted at UNC Pembroke.
- * Credit may be granted for work completed with an acceptable rating in USAFI courses that are parallel to courses offered at the University, provided a transcript of the work is sent directly to the Director of Admissions.
- * Credit may be earned through the College Level Examination Program (CLEP).

In addition to the special provision for granting credit to military personnel for their educational experience, the University will accept transfer credit toward a Bachelor's degree:

- 1.) All transferable work completed in residence at accredited senior institutions of higher education provided the student has an overall cumulative quality point average of 2.0;
- 2.) Up to 64 semester hours of work completed in a two-year college provided the student has an overall cumulative quality point average of 2.0;
- 3.) Up to 24 semester hours of work completed through correspondence and/or extension courses from regionally accredited institutions (with no more than 12 semester hours by correspondence). Work completed in courses offered by UNC Pembroke's Continuing Education Division at cooperating technical institutes is not counted as extension work.

INTERNATIONAL BACCALAUREATE COURSE EQUIVALENCIES

The University of North Carolina at Pembroke awards college-level credit for acceptable completion of the following International Baccalaureate courses:

| IB Area | Level | IB Grade | UNCP Course Equiv. | Sem. Hrs. |
|--------------------------------|-------|----------|------------------------|-----------|
| Chemistry | HL | 5+ | CHM 130, 131, 110, 111 | 8 |
| Computer Science | SL | 5+ | CSC 155 | 3 |
| Computer Science | HL | 5+ | CSC 155, 215 | 6 |
| Cultural Anthro. | SL/HL | 5+ | SOC/AIS 105 | 3 |
| Economics | HL | 5+ | ECN 202, 203 | 6 |
| Economics A1: Resource Mkt. | HL | 5+ | ECN 100 | 3 |
| History | | | | |
| 20 th Century World | HL | 5+ | Elective Credit | 3 |
| Islamic History | HL | 5+ | Elective Credit | 3 |
| Language A1 | HL | 5+ | ENG 105, 206 | 6 |
| Geography | HL | 5+ | GGY 101 | 3 |
| Mathematical Studies: | | | | |
| Pt. I core + Pt. II Opt. 7 | SL | 5+ | MAT 118 | 3 |
| Pt. I core + Pt. II Opt. 8 | SL | 5+ | MAT 210 | 3 |
| Pt. I core + Pt. II Opt. 9 | SL | 5+ | MAT 215 | 4 |
| Mathematics | HL | 5+ | MAT 109, 221 | 8 |
| Further Mathematics | SL | 5+ | MAT 220 | 3 |
| Music | SL | 5+ | MUS 102 | 3 |
| Music | HL | 5+ | MUS 114, MUSL 114 | 4 |
| Physics | HL | 5+ | PHY 150, 151, 156, 157 | 8 |

COLLEGE LEVEL EXAMINATION PROGRAM

UNC Pembroke participates in the College Level Examination Program (CLEP) and accepts CLEP examinations which measure mastery of college-level, introductory course content in a variety of subject areas. Students meeting the credit-granting score on CLEP General Examinations and/or Subject Examinations may earn up to 30 semester hours of college level credit. Transfer students may earn credit through prior CLEP exams provided the following criteria are met: 1) their scores must meet UNCP's credit-granting standards, 2) their scores must be sent to the UNCP Admissions Office, and 3) their exams must be among those listed below. CLEP credit will not be granted for previously failed courses.

UNCP awards General Education CLEP credit towards General Education for successful completion of any of the four **CLEP General Examinations** as outlined below. Successful completion is defined as earning a score of 50 or above (500 or above prior to 7/01). These examinations may be taken prior to entering UNCP, but no later than the first semester in residence.

| CLEP General Examination | Semester Hours | UNCP Course Equivalent |
|--------------------------|----------------|------------------------|
| English Composition | 3 | ENG 105* |
| Humanities | 6 | ART 205 and MUS 230 |
| Mathematics | 3 or 6 | MAT 105 and MAT 107* |
| Natural Sciences | 6 | BIO 100 and PHS 110 |

* Departmental exam also required.

CLEP Subject Examinations may be taken prior to or during the student's enrollment with the following exception: no CLEP examination credit will be accepted during the final 25 percent of a student's course work. Successful completion of each subject examination earns three to eight semester hours of credit and may exempt the student from certain General Education (as defined below) or major requirements. In some cases, only general elective credit will be awarded. Effective July 2001, the minimum credit-granting score for all CLEP Subject examinations will be 50.

| CLEP Subject Area Examinations | Min. Score (Prior to 7/01) | Sem. Hrs | UNCP Course Equiv. | Gen. Ed. |
|---|-------------------------------|----------|--------------------|----------|
| American Literature | 46 | 3 | ENG 224 | yes |
| Analyzing and Interpreting Literature | 47 | 3 | ENG 203 | yes |
| Chemistry, General | 47 | 8 | CHM 130/131 | yes |
| College Algebra | 46 | 3 | MAT 107 | yes |
| English Literature | 46 | 3 | ENG 247 | no |
| French, Level I | 41 | 6 | FRH 131/132 | yes |
| History of U.S. I, Early Colonizations to 1877 | 47 | 3 | HST 101 | yes |
| History of U.S. II, 1865 to present | 46 | 3 | HST 102 | yes |
| Human Growth and Development | 45 | 3 | PSY 205 | no |
| German, Level I | 40 | 6 | GER 131/132 | yes |
| Psychology, Introductory | 47 | 3 | PSY 101 | yes |
| Sociology, Introductory | 47 | 3 | SOC 101 | yes |
| Spanish, Level I | 41 | 6 | SPN 131/132 | yes |
| Western Civilization I: Ancient Near East to 1648 | 46 | 3 | elective | no |
| Western Civilization II: 1648 to Present | 47 | 3 | elective | no |

Students interested in information regarding CLEP testing centers should contact the College Board by:

phone: (800) 257-9558;
 mail: CLEP, P.O. Box 6600, Princeton, NJ 08541-6600;
 email: clep@info.collegeboard.org; or
 the net: <http://www.collegeboard.com/student/testing/clep/scores.html>

Incoming freshmen may also obtain this information from their high school counselors.

ADVANCED PLACEMENT

The University of North Carolina at Pembroke participates in the Advanced Placement program of the College Entrance Examination Board. Credit may be earned in various subject matter areas. UNC Pembroke especially welcomes applicants with preparation in Advanced Placement courses. It awards University credit for such preparation according to the following table. For general information about Advanced Placement programs call 609-771-7300.

| Subject | Req. Score | Hours Granted | Course Equivalent |
|------------------------------------|------------|---------------|--|
| Art: History | 3 | 3 | Art 205 |
| Art: Studio Art: Drawing | 3 | 3 | Art 132 |
| Biology | 3 | 4 | Biology 100, 100L |
| Chemistry | 3 | 4 | Chemistry 130, 110 |
| Computer Science AB | 3 | 3 | Computer Science 155 |
| English Language/Comp. | 3 | 3 | English 105 |
| English Literature/Comp. | 3 | 3 | English 105 |
| French Language | 3 | 3 | French 231 |
| French Language | 4 | 6 | French 231, 232 |
| French Literature | 3 | 3 | French 321 |
| French Literature | 4 | 6 | French 321, 322 |
| History: American | 3 | 3 | History 101 |
| History: European | 3 | 3 | Gen. University Elective |
| History: World | 3 | 3 | History 114 |
| Mathematics: Calculus AB | 3 | 4 | Mathematics 221 |
| Mathematics: Calculus BC | 3 | 4 | Mathematics 222 |
| Music: Theory | 4 | 4 | Music 114, 114L |
| Physics: B | 3 | 6 | Physics 150, 151 |
| Physics C: Mechanics | 3 | 3 | Physics 200 |
| Physics C: Electricity & Magnetism | 3 | 3 | Physics 201 |
| Psychology | 3 | 3 | Psychology 101 |
| Spanish Language | 3 | 3 | Spanish 231 |
| Spanish Language | 4 | 6 | Spanish 231, 232 |
| Spanish Literature | 3 | 3 | Spanish 321 |
| Spanish Literature | 4 | 6 | Spanish 321, 322 |
| Statistics | 3 | 3 | Sociology/Social Work/ Criminal Justice 360 or Mathematics 210 |

*Laboratory notebooks from AP courses will be examined to determine amount of credit.

PART-TIME STUDENTS

A part-time student is a student who is regularly admitted to UNC Pembroke and is registered for less than 12 semester hours of course work in a Fall or Spring Semester.

Students in a part-time status taking seven or more semester hours are charged all fees; activity and tuition charge is based on the number of semester hours taken. Part-time students taking four to six semester hours will pay a reduced student activity fee.

UNIVERSITY HONORS COLLEGE

The University Honors College is designed to recognize outstanding students and to promote the scholarly growth of the students selected for the program by providing interdisciplinary educational opportunities that enhance the general curriculum. These opportunities are developed around a learning community of honors students and include selected general education courses, small interdisciplinary seminars, cultural and service programs, and shared residential facilities with other honors students. The University Honors College offers an intellectually stimulating social environment; greater curricular flexibility; more personal contact and scholarly discussion with students and faculty from the various disciplines; and closer interaction with individual faculty members in the College. Each University Honors College student prepares a senior project under the supervision of a faculty mentor. For program description, see Special Programs.

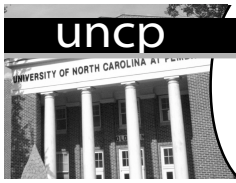
Program participants are selected on the basis of class rank, high school grades, Scholastic Aptitude Test (SAT) scores or American College Testing (ACT) scores, and extra-curricular and community achievements. University Honors College students are appointed by the Director of the University Honors College upon the recommendation of the Honors Council.

COLLEGE OPPORTUNITY PROGRAM

The College Opportunity Program is designed to admit a limited number of students who meet most, but not all, of The University of North Carolina at Pembroke's regular admission standards. Students are selected on the basis of high school academic record, scholastic standing in the high school graduating class, and SAT or ACT scores. The application for admission should be filed as early as possible.

Students enter the College Opportunity Program in the summer for a five-week session, which includes freshman testing and courses designed to develop academic skills which will be necessary for the Fall Semester. Students who successfully complete these summer courses are then eligible to continue in the Fall Semester. In the Fall and Spring Semesters, the student is allowed to register for 15 hours of academic courses. In addition, students meet regularly with the COP advisor for academic counseling. Students who meet the University's academic eligibility requirements and have successfully completed the College Opportunity Program (made a "C" or better in both ENG 105 and ENG 106) then continue at the University as other regularly admitted students.





student finances for undergraduate programs

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EXPENSES

(Payment must be in U.S. dollars. Expenses are subject to change without notice.)

TUITION AND FEES

Tuition and all fees are due and payable in full by registration day for each semester or summer term. Please make checks or money orders payable to the University of North Carolina at Pembroke. A returned check charge of \$25 will be levied on each returned check.

It is the policy of the administration and trustees to keep the cost of a college education as low as possible. Since UNC Pembroke is maintained by the people of North Carolina for the education of residents of the State, it is available to them at less cost than to nonresidents. The residency status of each student is determined at the time of original admission. (See below for further information on residency status.) Registration for any semester or session may not be completed until all special or extra fees, fines, payments for lost or damaged articles, etc., incurred in the previous semester or session, have been paid; no transcript nor record will be issued until all fees/fines owed have been paid.

Tuition Surcharge on Undergraduates

The North Carolina Legislature directed the Board of Governors to impose a twenty-five percent tuition surcharge on students who take more than 140 credit hours to complete a baccalaureate degree in a four-year program or more than one hundred ten percent (110%) of the credit hours necessary to complete a baccalaureate degree in any program officially designated by the Board of Governors as a five-year program. The calculation of these credit hours taken at a constituent institution or accepted for transfer shall exclude hours earned through the College Board's Advanced Placement or CLEP examinations, through institutional advanced placement or course validation, or through summer term or extension programs.

No surcharge shall be imposed on any student who exceeds the degree credit hour limits within the equivalent of four academic years of regular term enrollment, or within five academic years of regular term enrollment in a degree program officially designated by the Board of Governors as a five-year program.

The undergraduate credit hours to be counted for calculation in the surcharge requirement include:

- * all regular session degree-creditable courses taken at this institution including repeated courses, failed courses and those dropped after your official census date (normally the last date to add a course); and
- * all transfer credit hours accepted by this institution.

The hours excluded from the calculation include:

- 1) those earned through the College Board's Advanced Placement (AP) and College Level Examination Program (CLEP) or similar programs;
- 2) those earned through institutional advanced placement, course validation, or any similar procedure for awarding course credit, and
- 3) those earned through the summer session or degree-credit extension division on this campus or at another UNC institution.

SCHEDULE OF UNDERGRADUATE EXPENSES: REGULAR SESSION

(Subject to change without notice.)

| Sem. Hrs. | In-State | Out-of-State | Fees | Ins. | In-State | Out-of-State |
|-----------|----------|--------------|----------|-------|------------|--------------|
| | Tuition | Tuition | | | Total | Total |
| 12+ | \$844.50 | \$5,564.50 | \$568.00 | \$190 | \$1,602.50 | \$6,322.50 |
| 9-11 | \$633.38 | \$4,173.38 | \$426.00 | \$190 | \$1,249.38 | \$4,789.38 |
| 6-8 | \$422.25 | \$2,782.25 | \$284.00 | | \$706.25 | \$3,066.25 |
| 1-5 | \$211.13 | \$1,391.13 | \$142.00 | | \$353.13 | \$1,533.13 |

ROOM AND BOARD EXPENSES

| | Dorm | Meal Plan | Total | Total | Meal Plan Options | |
|--|------------|-----------|------------|---------|-------------------|-------------|
| | Rate | Rate | Semester | Year | Meals | Semester |
| Pine Hall | | | | | Per Week | Bonus Money |
| Double | \$1,363.00 | \$975.00 | \$2,338.00 | \$4,676 | 5 | 125.00 |
| Private Single | \$1,643.00 | \$975.00 | \$2,618.00 | \$5,236 | 9 | 100.00 |
| Private Double | \$1,712.00 | \$975.00 | \$2,687.00 | \$5,374 | 14 | 50.00 |
| West, Wellons, Belk, and North Hall | | | | | 19 | 0.00 |
| Double | \$1,305.00 | \$975.00 | \$2,280.00 | \$4,560 | | |
| Single | \$1,655.00 | \$975.00 | \$2,630.00 | \$5,260 | | |
| University Village Apartments | | | | | | |
| Double | \$1,725.00 | optional | \$1,725.00 | \$3,450 | | |
| Private | \$2,775.00 | optional | \$2,775.00 | \$5,550 | | |

DETAILED EXPLANATION OF CHARGES: TUITION, FEES, AND INSURANCE**TUITION: FULL-TIME STUDENT** (per semester)

| | |
|---|------------|
| North Carolina Residents - Undergraduates | \$844.50 |
| Out-of-State Residents - Undergraduates | \$5,564.50 |

GENERAL FEES (Per Semester)

| | |
|--|----------|
| Educational and Technology Fee | \$66.00 |
| Health Services | \$62.50 |
| This fee is used to operate Student Health Services. | |
| Other Required Fees | \$439.50 |

This fee is used to support various University programs such as Athletics, Band and Chorus, Dramatics, Debt Service, Student Center, Student Government, Braves One Card, Intramurals, Yearbook, Newspaper, and the Performing Arts Series.

INSURANCE

Students taking 9 or more credit hours will be charged \$190 per semester for health insurance.

If you wish to waive this insurance, you must complete and return the insurance waiver form to the Student Accounts Office no later than the published cut-off date. The Student Health Services Office can answer any questions you may have about the coverage or waiver process.

MISCELLANEOUS FEES

| | |
|---|-------|
| Application Fee | \$40 |
| This fee, paid at the time of initial application, is non-refundable and cannot be applied to meet any other charges. | |
| Undergraduate Graduation Fee | \$40 |
| Graduate Graduation Fee | \$70 |
| This fee must be paid at the time the student makes application for graduation. It is used to pay for the cap, gown, and diploma. This is a non-refundable fee. | |
| Late Payment/Registration Fees | \$25 |
| Students who register and/or pay for classes after the scheduled registration date has passed must pay this fee. | |
| Dormitory Deposit Fee (refundable) | \$125 |
| Vehicle Registration Fee: | |
| Commuter (Day) | \$60 |
| Commuter (night) | \$40 |
| Dormitory Resident | \$60 |
| Permits sold after April 30 will be half price. A vehicle registration permit is valid for one full year, commencing August 15. | |
| Transcript Fee | |
| Mailed | \$3 |
| Faxed | \$5 |
| Walk-in | \$10 |
| Returned Check Charge | \$25 |

REFUND POLICY (This Policy Is Subject to Change)**A. TUITION AND FEES****Withdrawals**

Tuition and fees, including room and board will be refunded per the following schedules, provided a student officially withdraws from the University.

Fall and Spring Semesters

| | |
|-----------------------------------|-------------------|
| Prior to the first day of classes | 100% of fees paid |
| 1 through 12 calendar days | 90% of fees paid |
| 13 through 30 calendar days | 50% of fees paid |
| 31 through 60 calendar days | 25% of fees paid |
| after 60 calendar days | no refund |

First, Second, and Special Five-Week Summer Sessions

| | |
|-------------------------------|-------------------|
| Prior to first day of classes | 100% of fees paid |
| 1 through 9 calendar days | 50% of fees paid |
| after 9 calendar days | no refund |

Intra Session

| | |
|-------------------------------|-------------------|
| Prior to first day of classes | 100% of fees paid |
| 1 through 6 calendar days | 50% of fees paid |
| after 6 calendar days | no refund |

The University counts calendar days beginning with the first official day of classes (not the first day of particular classes). A completed withdrawal form must be filed with Student Accounts Office in the Controller's Office. Forms for withdrawal during the first six weeks of the semester, the first 9 calendar days of first, second, and special five-week summer sessions, and the first 6 calendar days of intra sessions may be obtained from the Registrar's Office. After these times, forms may be obtained from the Office for Academic Affairs.

Reducing Hours

Students who officially drop from full-time to part-time status or those who drop to a lower block of credit hours will receive a refund equal to the difference between the amount paid and the charge for the block of hours for which the student is officially registered at the end of the registration (drop/add) period.

Refunds for withdrawing or reducing hours will be processed after the registration period. Please allow two weeks for processing of any refund. Students receiving financial aid will not receive a refund until the Financial Aid Office determines if any funds from an awarding agency must be returned. If a return is required, withdrawal may result in a student liability to the University.

B. ROOM DEPOSIT

The University will refund all but \$25 of the room deposit to incoming new students if written cancellation is received by August 1 preceding the fall semester and December 1 preceding the spring semester. The room deposit is non-refundable after these deadlines.

The \$125 room deposit (less damages and /or any other financial obligations owed The University of North Carolina at Pembroke) will be refunded to established residents provided the resident submits written cancellation by November 15 preceding the spring semester and by April 15 preceding the fall semester. Established residents must follow check-out procedures as detailed in the Student handbook to ensure an appropriate refund of the room deposit.

If a student withdraws from the University prior to mid-semester, the room deposit will be forfeited. If a student withdraws after mid-semester, the room deposit (less damages if any) will be refunded, provided checkout procedures have been followed.

RESIDENCE STATUS FOR TUITION PURPOSES

The basis for determining the appropriate tuition charge rests upon whether a student is a resident or a nonresident for tuition purposes. Each student must make a statement as to the length of his or her residence in North Carolina, with assessment by the institution of that statement to be conditioned by the following.

Residence

To qualify as a resident for tuition purposes, a person must become a legal resident and remain a legal resident for at least twelve month immediately prior to classification. Thus there is a distinction between legal residence and residence for tuition purposes. Furthermore, twelve months legal residence means more than simple abode in North Carolina. In particular it means maintaining a domicile (permanent home of indefinite duration) as opposed to “maintaining a mere temporary residence or abode incident to enrollment in an institution of higher education.” The burden of establishing facts which justify classification of a student as a resident entitled to in-state tuition rates is on the applicant for such classification, who must show his or her entitlement by the preponderance (the greater part) of the residuary information.

Initiative. Being classified a resident for tuition purposes is contingent on the student’s seeking such status and providing all information that the institution may require in making the determination.

Parent’s Domicile

If an individual, irrespective of age, has living parent(s) or a court-appointed guardian of the person, the domicile of such parent(s) or guardian is, prima facie, the domicile of the individual; but this prima facie evidence of the individual’s domicile may or may not be sustained by other information. Further, nondomiciliary status of parents is not deemed prima facie evidence of the applicant child’s status if the applicant has lived (though not necessarily legally resided) in North Carolina for the five years preceding enrollment or re-registration.

Effect of Marriage

Marriage alone does not prevent a person from becoming or continuing to be a resident for tuition purposes, nor does marriage in any circumstance insure that a person will become or continue to be a resident for tuition purposes. Marriage and legal residence of one’s spouse are, however, relevant infor-

mation in determining residency intent. Furthermore, if both husband and his wife are legal residents of North Carolina and if one of them has been a legal resident longer than the other, then the longer duration may be claimed by either spouse in meeting the twelve-month requirement for in-state tuition status.

Military Personnel

A North Carolinian who serves outside the State in the armed forces does not lose North Carolina domicile simply by reason of such service. Students from the military may prove retention or establishment of residence by reference, as in other cases, to residency acts accompanied by residency intent. In addition, North Carolina affords tuition rate benefits to certain military personnel and their dependents even though qualifying for the in-state tuition rate by reason for twelve months legal residence in North Carolina. Members of the armed services, while stationed in and currently living in North Carolina, may be charged a tuition rate lower than the out-of-state tuition rate to the extent that the total of entitlement for applicable tuition costs available from the federal government, plus certain amounts based under a statutory formula upon the in-state tuition rate, is a sum less than the out-of-state tuition rate for the pertinent enrollment. A dependent relative of a service member stationed in the state is eligible to be charged the in-state tuition rate while the dependent relative is living in North Carolina with the service member and if the dependent relative has met any requirement of the Selective Service System applicable to the dependent relative. These tuition benefits may be enjoyed only if the applicable admission requirements have been met; these benefits alone do not provide the basis for receiving those derivative benefits under the provisions of the residence classification statute reviewed elsewhere in this summary. To be considered, the student must submit a military residency application.

Grace Period

If a person (1) has been bona fide legal resident, (2) has consequently been classified a resident for tuition purposes, and (3) has subsequently lost North Carolina legal residence while enrolled at a public institution of higher education, that person may continue to enjoy the in-state rate for a grace period of twelve months measured from the date on which North Carolina legal residence was lost. If the twelve months end during an academic term for which the person is enrolled at a State institution of higher education, the grace period extends to the end of that term. The fact of marriage to one who continues domiciled outside North Carolina does not by itself cause loss of legal residence, marking the beginning of the grace period.

Minors

Minors (persons under 18 years of age) usually have the domicile of their parents, but certain special cases are recognized by the residence classification statute in determining residence for tuition purposes.

If a minor's parents live apart, the minor's domicile is deemed to be North Carolina for the time period(s) that either parent, as a North Carolina legal resident, may claim and does claim the minor as a tax dependent, even if other law or judicial act assigns the minor's domicile outside North Carolina. A minor thus deemed to be a legal resident will not, upon achieving majority before enrolling at an institution of higher education, lose North Carolina legal residence if that person (1) upon becoming an adult "acts, to the extent that the person's degree of actual emancipation permits, in a manner consistent with bona fide legal residence in North Carolina" and (2) "begins enrollment at an institution of higher education not later than the fall academic term next following completion of education prerequisite to admission at such institution."

If a minor has lived for five or more consecutive years with relatives (other than parents) who are domiciled in North Carolina and if relatives have functioned during this time as if they were personal guardians, the minor will be deemed a resident for tuition purposes for an enrolled term commencing immediately after at least five years in which these circumstances have existed. If under this consideration a minor has deemed to be a resident for tuition purposes immediately prior to his or her eighteenth birthday, that person on achieving majority will be deemed a legal resident of North Carolina of at least 12 month's duration. This provision acts to confer in-state tuition status even in the face of other provisions of law to the contrary; however, a person deemed a resident of 12 months duration pursuant

to this provision continues to be a legal resident of the State only so long as he or she does not abandon North Carolina domicile.

Lost, but Regained Domicile

If a student ceases enrollment at or graduates from an institution of higher education while classified a resident for tuition purposes and then both abandons and reacquires North Carolina domicile within a 12-month period, if he or she continues to maintain the reacquired domicile into re-enrollment at an institution of higher education, may re-enroll at the in-state tuition rate without having to meet the usual 12-month durational requirement. However, any one person may receive the benefit of this provision only once.

Change of Status

A student admitted to initial enrollment in an institution (or permitted to re-enroll following an absence from the institutional program which involved a formal withdrawal from enrollment) must be classified by the admitting institution either as a resident or as a nonresident for tuition purposes prior to actual enrollment. A residence status classification once assigned (and finalized pursuant to any appeal properly taken) may be changed thereafter (with corresponding change in billing rates) only at intervals corresponding with the established primary divisions of the academic year.

Transfer Students

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

FINANCIAL AID

The primary role of the Financial Aid Office, located on the second floor of Lumbee Hall, is to provide financial aid as well as financial counseling to students requesting these services. This office coordinates a variety of State, Federal, private and institutionally funded aid programs, each with different regulations and requirements. While most of these programs require students to demonstrate financial need, there are loan funds available to help students and parents which are not need based. All students requesting consideration for any type of financial aid, including loans, must apply each year. The application, "Free Application for Federal Student Aid," should be completed, listing the University of North Carolina at Pembroke as the school of choice, and mailed in the envelope attached to the application. These applications are available in all high school guidance offices and the Financial Aid Office. The application should be mailed by March 15 to allow time for processing so awards can be made before Fall Registration.

To be eligible for financial assistance a student must have a high school diploma or GED; be enrolled as a regular student in an eligible program; be a U.S. Citizen or eligible non-citizen; generally, have a social security number; make satisfactory academic progress; register with the Selective Service, if required; and, not be in default on any federal loan or owe a refund on a federal grant. In addition, a transfer student must submit to the Financial Aid Office a completed Financial Aid Transcript from each institution previously attended. Financial aid is awarded on the basis of academic achievement and demonstrated financial need. The first responsibility of financing a student's education rests with the student and the student's family. A student's parents are expected to contribute towards his or her expenses insofar as they are able from income and assets. A student is expected to provide funds for his or her own education through savings, summer work, and other resources. Each student is individually considered on the basis of the family financial situation.

A Financial Aid Brochure which explains in detail the financial aid programs at UNC Pembroke is available in the Financial Aid Office.

SCHOLARSHIPS, AWARDS, GRANTS, LOANS

SCHOLARSHIPS

Scholarships, including endowed scholarships, are provided by donors to the University: Friends, alumni, corporations and foundations have provided funds to aid students in the pursuit of academic achievement. A wide range of scholarships is available, some with specific restrictions. Scholarships and endowed scholarships are available in these categories:

| | |
|-------------------------------|---------------------------|
| Alumni Sponsored Scholarships | Departmental Scholarships |
| General Scholarships | Specialized Scholarships |

For application information, a student is encouraged to contact the Office of Financial Aid or the Chair of the Department in his or her major field.

For a complete listing of scholarships and awards, see Appendix B.

For further information about specific scholarships, their donors, and their honorees, please consult the Office of Advancement.

AWARDS

Special awards are presented to recognize outstanding graduating seniors. Currently there are awards in the Social Work Program and the Teaching Fellows Program.

GRANTS

Grants are provided by state and national agencies.

North Carolina Grants

Funds for grants allocated by the North Carolina Legislature are made available on an annual basis to residents of North Carolina in attendance at UNC Pembroke. These grants vary in amount according to students' demonstrated need.

Federal Pell Grants

This program is for students who have financial need. The U.S. Government fixes the amount of financial assistance a student may receive under the Pell Grant Program on the basis of need. These grants are awarded upon enrollment in good standing in an institution of higher education. Applications are available in the University's Financial Aid Office and any high school guidance counselor's office. To apply for a Pell Grant a student must complete the Free Application for Federal Student Aid. A Student Aid Report will be sent to the student's home address.

Federal Supplemental Educational Opportunity Grants

The purpose of this program is to provide Supplemental Educational Opportunity Grants to students who have demonstrated exceptional need and who would be unable to enter or remain in college without such assistance. Recipients must show academic or creative promise. The grant may be renewed for each year of undergraduate study for a period of up to four years if the student continues to qualify for assistance. Students must reapply each year.

North Carolina Student Incentive Grant Program

This program is administered by College Foundation, Inc. Funds are provided to the Foundation by the North Carolina State Education Assistance Authority under the 1965 Higher Education Act, as amended, from state and federal appropriations. To qualify for a North Carolina Student Incentive Grant (NCSIG), a student must be a legal resident of North Carolina, be accepted for enrollment as a regular student or be enrolled full-time in good standing in an undergraduate program, and must demonstrate a substantial financial need. Grants are based on an individual student's demonstrated need in relation to resources and the cost of education, but may not exceed \$1,500 per academic year.

To apply for NCSIG, the student's parents and/or the student and spouse must complete the Free Application for Federal Student Aid, and mail it to the processor no later than March 1. All North Carolina residents are encouraged to apply for this grant.

All students applying for the NC Student Incentive Grant must also apply for the Pell Grant.

Vocational Rehabilitation Scholarships

Students who have disabilities which constitute vocational handicaps are eligible for scholarships from the North Carolina Vocational Rehabilitation Department. For information, qualified students should write to the Department of Vocational Rehabilitation, Raleigh, NC.

Minority Presence Grant Program

The Minority Presence General Grant Program: Part I - provides funds for grants to white students at predominately black institutions and to black students at predominately white institutions who are residents of North Carolina, are enrolled for at least three hours of degree credit course work, and demonstrate financial need; Part II - provides funds for grants to Native Americans and other minority students at the constituent institutions of the University of North Carolina who are residents of North Carolina, are enrolled for at least three hours of degree credit course work, and demonstrated financial need.

American Indian Student Legislative Grant Program

Established by the NC General Assembly, this program provides assistance for resident North Carolina Indians who demonstrate financial need according to federal guidelines. Recipients must be enrolled at least half time in a regular degree-seeking program and maintaining satisfactory academic progress.

LOANS

Loans are available through federal and state programs as well as through private donors.

Federal Perkins Loan

Assistance is available in the form of loans which bear no interest while the student is enrolled at least half-time in an institution of higher education. Interest begins to accrue at the rate of five (5) percent and payment begins nine months after the borrower ceases to be enrolled in at least a half-time course of study. Repayment may be extended over a period of ten years as long as a minimum repayment of \$40 per month or \$120 per quarter is made.

Loans are made to entering freshmen and transfer students who are enrolled as regular students and to returning students who are in good academic standing and who can demonstrate financial need. The Perkins Loan program is funded by the federal government.

Federal Stafford Loan Program

Subsidized: Based on financial need, these are low-interest loans made by lenders such as banks, credit unions or savings and loan associations and insured by state guaranty agencies. Loan limits are based on need and grade level.

Non-Subsidized: These loans are not based on need. Interest accrues to the borrower beginning on the date of disbursement by the lender. The borrower is responsible for the interest during in-school and deferment periods.

N.C. State Scholarship Loan Fund for Prospective Teachers

Students desiring loans of this type should make applications to the North Carolina State Department of Public Instruction, Raleigh, North Carolina. This fund provides as much as \$2500 per year in financial aid for a prospective teacher. Repayment of the loan is canceled for recipients who teach four years in North Carolina public schools.

Student Loan Funds Provided by Donors

A student with special financial needs may approach the Financial Aid office for information about loan services provided by donors to the university. The Office of Advancement has additional information about the donors of these loans and their honorees.

EMPLOYMENT AND VETERANS' BENEFITS

STUDENT EMPLOYMENT

The student employment programs help eligible students pay University expenses while attending classes full time. Students participating in the programs are employed with the Maintenance Department, Library, Cafeteria, Switchboard, Administrative and Departmental Offices, and Laboratories.

The student employment programs consist of the University Self-Help Program and the Federal Work-Study Program, which is a federal assistance program. To participate in the programs, a student must have a completed application for aid on file in the Financial Aid Office. To participate in the Federal Work Study Program, a student must demonstrate financial need.

A student's work schedule will depend upon class schedules and can be arranged by the student and the student's work supervisor. These jobs provide learning opportunities as well as financial aid.

VETERANS' BENEFITS

Vocational Rehabilitation

Veterans who enter the University under Chapter 31, Title 38, U.S. Code, Vocational Rehabilitation for Disabled Veterans, and have the approval of the Veterans Administration will have their University fees paid directly to the University by the U.S. Government.

GI Bill

Veterans eligible for the G.I. Bill, Chapter 30, Title 38, U.S. Code effective October 19, 1984, and Chapter 32, Title 38, United States Code, effective January 1, 1977, must make application for their benefits. For information regarding eligibility, or application forms, contact the Veterans Administration, Regional Office, 251 North Main Street, Winston-Salem, N.C. or the Financial Aid Office, University of North Carolina at Pembroke. Transfer students on the G.I. Bill should complete VA Form 21E-1955, Request for Change of Program or Place of Training, prior to the time they plan to transfer.

Once the veteran is enrolled, he/she must attend classes regularly to continue receiving benefits.

NC National Guard, Chapter 106

Upon enlistment in the North Carolina National Guard, students will be eligible to apply for up to \$1000 per year tuition assistance. The Tuition Assistance program was established by the North Carolina Legislature to provide educational assistance for members of the North Carolina National Guard. For further information students can write to:

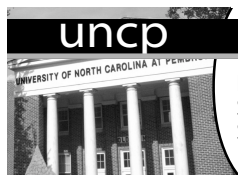
NORTH CAROLINA ARMY NATIONAL GUARD,
Educational Opportunities, Att: AGRR
4105 Reedy Creek Road
Raleigh, NC 27607

Veteran Dependents

Children of disabled or deceased veterans may receive financial assistance in the payment of tuition, room, meals, and other required University fees. For information and application forms, students should write to the North Carolina Department of Veterans Affairs, Raleigh, N.C.

Chapter 35, Title 38, U.S. Code provides for the training of sons, daughters, spouses, and widows of veterans who died in service; who died as a result of a service-connected disability; who became permanently and totally disabled as a result of a service-connected disability; or who have been listed as missing in action, captured, detained, or interned in line of duty by a foreign government or power.

Students enrolling under provisions of Chapters 30, 32, 35 and 106 will pay fees at the time of registration and receive a monthly education and training allowance from the Veterans Administration. Since the first check is usually delayed, a veteran or dependent should make arrangements as early as possible.



student affairs and student services

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The Office for Student Affairs is responsible for the management and coordination of all co-curricular activities, non-academic support programs and services, and student life policies and procedures. It also retains budgetary approval over fees which support student activities.

University Housing, Career Services, Counseling and Testing, Health Services, Student Activities, Chavis University Center, Multicultural Center, Intramurals, the Givens Performing Arts Center, Multicultural and Minority Affairs, and Judicial Affairs all report to the Vice Chancellor for Student Affairs, whose office is located in Suite 242 on the second floor of Lumbee Hall.

Every effort is made to provide an environment which is pleasant and conducive to intellectual growth and well-being. Through the services and activities affiliated with campus life, the students at The University of North Carolina at Pembroke may acquire experience in individual and group leadership and personal development to supplement and enrich the academic component of their education.

ROOM AND BOARD

STUDENT HOUSING

At UNCP, housing is an integral part of the educational program. Residence halls are considered to be more than merely places to sleep; they are “home” for many students. The University’s aim is to provide residence halls that offer an environment conducive to studying and to provide an opportunity for each student to develop socially and academically. Especially mature, well-qualified students are employed as Resident Advisors. RAs have many duties; however, one of their primary duties is to extend the services of the Counseling and Testing Center into each room.

Residence halls are located within walking distance of all campus facilities including classrooms, library, cafeteria, snack bar, student center, bookstore, post office, and recreational facilities. A wide selection of campus recreational facilities and programs is available to all students. Students are encouraged to become involved in the different activities and student organizations on campus.

A Housing Agreement/Application must be completed by all students entering UNCP who request to live on campus. An application can be obtained from the Housing Office which is located in Student Affairs, Suite 242, on the second floor of Lumbee Hall or by writing to the Housing Office, The University of North Carolina at Pembroke, P.O. Box 1510, Pembroke, NC 28372-1510. This application and a \$125 deposit must be on file before a room assignment can be considered. All students moving into a residence hall must have paid room and board fees before keys can be issued to rooms. Neither returning students nor new students will be guaranteed a specific roommate, a specific room, or a specific hall assignment.

SUMMER HOUSING

Room and Board are available during both terms of the Summer Session. An application and a \$125 deposit must be on file before an assignment can be made.

SODEXHO FOOD SERVICE

Customer meal plans are not transferable under any circumstances, and each student must present his/her UNCP Braves One Card each time of entry into the cafeteria. No one but the owner can use the Braves One Card.

Braves One Cards are made in the UNCP Braves Card Office, located in Suite H, Jacobs Hall. Meal blocks for Braves One Cards must be paid for in advance of their issuance. Payment will be made to the University Cashier. Students who lose their Braves One Card must pay a \$20 replacement fee for

reissuance of cards.

Munch Money may be added to the Braves One Card at the University Cashier's Office or the Braves Card Office. The Braves One Card may then be used for Debit Card purchases in Bert's Cafe or in the cafeteria.

All meal plans are valid seven days a week, except summer session.

STUDENT SERVICES AND POLICIES

UNIVERSITY COUNSELING AND TESTING SERVICES

Counseling services are provided for UNCP students without cost. A variety of assessment instruments are used to explore personality type and patterns of behavior. Students who are experiencing personal difficulties are encouraged to utilize these services.

The Counseling and Testing Center, telephone # 910-521-6202, is located on the second floor, Room 243, of the Chavis University Center. The Center is staffed by two professional counselors. Counseling is typically done by appointment, but emergency situations are addressed immediately. Counseling relationships are confidential unless harm to self or others is indicated.

STUDENT HEALTH SERVICES

The Student Health Services Center is staffed Sunday 5 p.m. - Friday 4 p.m. during the academic year. This office provides counseling, diagnoses, and treatment for all registered students. A physician or nurse practitioner is available during selected hours. Seriously ill students and emergencies are referred to local medical facilities as necessary. Students should be aware that student health fees do not cover off-campus treatment. A current, validated, student ID card is required for all visits. Students are required to have health insurance that is available through the school.

MEDICAL HISTORY AND IMMUNIZATIONS

N.C. Law requires that each student provide proof of immunizations. Any student who does not have the mandated immunizations and/or does not furnish the required medical statement within thirty (30) days of the first day of class will be withdrawn from classes. The University has no authority to waive these requirements and/or give extension on the thirty (30) day time limit. A medical history form, which includes the required immunization documentation, should be returned as part of the admission requirement prior to registration. This form must be completed by the student and on file with Student Health Services. This requirement applies to all students enrolled for nine (9) or more semester hours. All students enrolled in one (1) to eight (8) semester hours are required to complete a medical history form and immunizations as indicated on the immunization form. The director and nurse on duty are available to assist students in completing the necessary immunizations.

CAREER SERVICES

The Career Services Center is located in the Chavis University Center, Room 210. The Center's purpose is to assist students and alumni with career planning and the job search. Career consultants are available to assist students in deciding their major, assessing their skills and interests, exploring job information, writing résumés and cover letters, polishing interviewing skills, and developing job search strategies.

The Career Library maintains resources related to college majors, careers, employers, graduate schools, internships/co-ops, and the job market. Web services are available for students to post résumés and references, view job listings, and network with employers.

Workshops are offered throughout the year on a wide range of career planning topics. The following events are scheduled annually: Freshman Seminar tours, Senior Orientation, Graduate & Professional School Day, Career Fair, Teacher Education Fair, and the Volunteer/Internship Fair.

Representatives from business, industry, government, healthcare agencies, and public schools visit the Career Center during the fall and spring semesters to interview students and alumni for job and

internship vacancies. The UNCP Alumni Career Connection is a network of graduates willing to contribute information and/or time to students exploring careers, graduate schools, internships, etc.

For more information, view the Career Center's website and online newsletter at www.uncp.edu/cs or call to make an appointment. Office hours are 8:00 am - 5:00 pm, Monday - Friday. In addition, the Career Center is open until 7:00 pm at least one evening per week.

MULTICULTURAL AND MINORITY AFFAIRS

The Office of Multicultural and Minority Affairs (OMMA) provides leadership and advocacy to support cultural diversity and to prepare students to interact in a diverse world. The OMMA strives to provide programs and services that support the academic mission of the University by enhancing the educational, personal, cultural, and social development of diverse and ethnic minority student populations. International Student Services falls within OMMA. As an agent of change, OMMA seeks to value cultural diversity in order to promote an empowered society. The OMMA is in the business of ensuring that every UNCP minority and international student is equipped and linked to the right resources and services that the University and community at large have to offer. The OMMA is located on the 1st floor of Old Main, in the Multicultural Center, Room 132. The staff of MMA welcomes all students to participate in the programs, resources, and services offered.

MULTICULTURAL CENTER

The Multicultural Center is open to the entire campus community and exists to promote opportunities that will educate, embrace, and celebrate global diversity awareness. The Center offers changing exhibits showcasing the unique qualities of a variety of cultures. Exhibits will represent a vast array of various cultures from different communities of interests. A computer lab resides in the center for students to utilize. The Center serves as a resource for international and minority students by providing assistance with academic and personal advisement, as well as cultural and social programs/activities designed to facilitate adjustment to student life at The University of North Carolina at Pembroke. Additional services include orientation programs, regional travel, and social opportunities. The Center is also available for scheduled meetings of student, faculty, and staff groups.

DISCIPLINE

The University of North Carolina at Pembroke is an institution for the education of men and women who expect to take their places as responsible, trustworthy citizens of their country. It takes for granted that students will not be guilty of improper conduct.

The aim of all discipline is two-fold: first, to develop self-control in the individual; and second, to protect the welfare of society. Students who cannot or will not comply with the few and simple rules governing the student body are subject to dismissal. The institution reserves the right to decline to register students whose past record is such as to indicate moral, scholastic, or general conduct unfitness. In addition to any costs for repair or replacement, penalties for vandalism will include a \$50 fine, social or residence life probation, or suspension from the University.

All students are expected to observe the rules and live by the general codes of conduct as stated above and enumerated in the *Student Handbook*. Students living on campus are expected to observe special rules applicable to resident students. Conduct unbecoming a student at The University of North Carolina at Pembroke will not be tolerated.

THE UNIVERSITY OF NORTH CAROLINA AT PEMBROKE DRUG POLICY

I. Introduction

The University is dedicated to providing a work, study, and recreational environment that does not include illegal drugs, abuse of prescription medications, or excessive use of alcohol. All students, staff, faculty, and guests are viewed by the University as individually responsible and legally accountable for their actions. The illegal possession, sale or use of drugs, including alcohol, adversely affects the academic community. Toward that end, the University notifies in writing, the parents of students under the age of 21 of such offenses.

The University has developed drug education, prevention, and intervention programs. Members of the University community are encouraged to become familiar with the programs and are invited to take advantage of the services provided.

II. Alcohol/Drug Education Programs

A. Alcohol Drug Abuse Prevention Team (ADAPT)

ADAPT was initiated in 1988 to provide all members of the University community with coordinated drug-related education, prevention, and intervention services. The term “drugs” includes both legal drugs (i.e., alcohol, prescription medications, over-the-counter medications, nicotine, caffeine, etc.) and illegal drugs as covered by the Controlled Substance Act (N.C.G.S. 90-88 et. seq.). ADAPT defines its mission as prevention, intervention, and education concerning the use and/or abuse of alcohol and other drugs.

A staff member of the Counseling and Testing Center serves as chairman of ADAPT. The team represents a cross-section of the University and local community. The chairman prepares an annual report for the Chancellor.

ADAPT activities encourage individuals to:

- Value and maintain sound health.
- Respect state/federal laws and University regulations.
- Recognize and resist pressure to use drugs.
- Promote drug-free activities.
- Promote the use of rehabilitation resources.
- Recognize the incompatibility of drug abuse and achievement of personal goals.

B. Educational Activities and Counseling Services

1. **Division of Student Affairs** provides the following:

- a. Annual notification to all enrolled students of the consequences of drug use and/or abuse.
- b. Administration of an annual, anonymous, freshman *wellness* survey.
- c. Educational programs in a variety of formats.
- d. A multimedia library on drug related topics.
- e. Alternative programming promoting drug-free fun.
- f. *Living/Learning* programs in the residence halls.
- g. Observance of *National Collegiate Alcohol Awareness Week*.
- h. Peer-educators to encourage informed choices concerning alcohol consumption and to discourage the use of illegal drugs.
- i. Twelve-step meeting schedules, e.g., AA, NA, etc.
- j. Referral information for students and employees.
- k. Drug assessment and/or counseling for students and employees.
- l. Support groups and drug awareness workshops.
- m. Drug education for student violators of this Drug Policy.

2. **Division of Academic Affairs** provides the following:

- a. Alcohol/drug modules in all Freshman Seminar classes.
- b. Academic credit courses in drug abuse prevention and chemical dependency.
- c. Academic credit courses in wellness and fitness.
- d. A *Wellness Committee* to promote healthy choices.

3. **Division of Business Affairs** provides the following:

- a. An Employee Assistance Program (EAP) which includes consultation, assessment, and referral.

- b. Annual written notification of all employees of this Drug Policy, the consequences of drug use/abuse, and available resources, including EAP, for counseling and rehabilitation.

III. Institutional Policy on Drugs

The illegal possession, sale, or use of drugs, including alcohol, will not be tolerated at the University. Violation will result in sanctions which may include dismissal from employment or the termination of student status. The University may impose sanctions if it is proven by a *preponderance of evidence* that a violation has occurred. Employees and students are subject to federal, state, and local laws as well as University rules and regulations. Members of the University community are not entitled to greater immunities or privileges before the law than those enjoyed by other citizens generally. Although the University reserves the right to impose more severe sanctions for any violation of its Drug Policy as circumstances may warrant, the following are the minimum penalties that may be imposed for particular offenses.

A. Abuse of Prescription and/or Over-the-counter Medications

The abuse of legal medications can lead to serious health complications for the user. Abuse of some medications can also lead the individual to exhibit behavior which is dangerous to self and others. The University strongly supports efforts of individuals to change maladaptive behavior and offers services through both the Counseling & Testing Center and the Student Health Services. Continued abuse and disruptive behavior may result in disciplinary action.

B. Alcohol Possession and/or Consumption Regulations

1. Programs exist on campus to assist persons of legal age in making informed choices concerning alcohol.
2. Students of legal age are permitted to possess and consume beer, unfortified wine, fortified wine, spirituous liquor, and mixed beverages only within the confines of their residence hall rooms.
3. A student, age 21 or older, is permitted to carry in and consume beer (limit 72 oz.), unfortified wine (limit 30 oz.), or wine coolers (limit 60 oz.) with 17% or less alcohol content at the annual semi-formal Homecoming Dance. The sharing of alcoholic beverages during the dance is prohibited. Violators will be dismissed from the Homecoming Dance and will be subject to disciplinary action. Spirituous liquor and fortified wine (more than 17% alcohol, e.g., sherry or brandy) are prohibited at the Homecoming Dance. Individuals may be prohibited from bringing in alcohol, if it appears that they have consumed alcoholic beverages prior to the dance.
4. Student possession and/or consumption of any alcoholic beverage is prohibited at any location except as indicated in Section III, Subsection B, 2 and 3 of this Drug Policy.
5. Alcoholic beverages may be used only as a complement to an event, not as a main focus. Event sponsors must provide a proportionate amount of non-alcoholic beverages.
6. Student fees cannot be used to purchase alcohol.
7. Kegs are not permitted on campus. Kegs brought onto campus will be seized as contraband by the Campus Police and the contents destroyed. Kegs may be retrieved with proof of ownership when the student is prepared to remove them from campus. The Chancellor of The University of North Carolina at Pembroke reserves the right to approve the use of alcoholic beverages (including kegs or beer) at special functions, provided appropriate permits are obtained from the North Carolina Alcoholic Beverage Control Commission.
8. For offenses involving the illegal possession, consumption or excessive use of alcohol requiring the involvement of Campus Police and the Office of Student Affairs, sanctions shall be determined on a case-by-case basis. Offenders shall be required to participate in a drug education and/or counseling program at their cost (currently \$50). Failure to comply with the terms of sanctions imposed and/or the drug education required may result in suspension from the University.
9. Repeat offenders will be required, at their own cost (currently \$100), to participate in additional education and counseling, and progressively more severe sanctions will be imposed. Repeat offenders risk being suspended from the University.

10. Campus mandatory drug education/counseling must be completed within 40 days of the initial referral; if not, the student must complete an approved off-campus drug education/counseling program at his/her expense BEFORE being permitted to register for future classes or graduate. Failure to keep campus drug education/counseling appointments will result in a \$25 fee for each missed appointment.
11. Guests in violation of this Drug Policy shall be required to leave campus and could face additional sanctions, including arrest. Students who have guests on campus are responsible for their guests at all times and will be held accountable for each guest's actions.

C. Illegal Possession of Drugs and/or Paraphernalia

1. For a first offense involving the illegal possession or use of any controlled substance identified in Schedule I, N.C. General Statutes 90-89, or Schedule II, N.C. General Statutes 90-90, the minimum penalty shall be suspension from enrollment or from employment for a period of at least one semester or its equivalent.
2. For a first offense involving the illegal possession or use of any controlled substance identified in Schedules III through IV, N.C. General Statutes 90-91 through 90-94, (including, but not limited to, marijuana, rohypnol, phenobarbital, codeine) and/or the possession of drug paraphernalia, the minimum penalty shall be probation, for a period to be determined on a case-by-case basis and mandatory participation in a drug education/counseling program. Refusal or failure to abide by the terms of probation shall result in suspension from enrollment or from employment for any unexpired balance of the prescribed period of probation. In addition, a person on probation must agree to participation in a drug education and counseling program, at the cost of the offender (currently \$100), consent to regular drug testing at his or her cost, and accept such other conditions and restrictions, including a program of community service, as the Chancellor or the Chancellor's designee deems appropriate. This does not preclude criminal action from being initiated.
3. Campus mandatory drug education/counseling must be completed within 40 days of the initial referral; if not, the student must complete an approved off-campus drug education/counseling program at his/her expense BEFORE being permitted to register for future classes, transfer, or graduate. Failure to keep campus drug education/counseling appointments will result in a \$25 fee for each missed appointment.
4. For second or other subsequent offenses involving controlled substances, the minimum penalty shall be suspension for a period to be determined on a case-by-case basis; more severe penalties may be imposed, including expulsion of students and discharge of employees. To be readmitted after a suspension, the student (at his/her own expense) must submit documentation of multiple negative drug tests over a period of time.
5. Section 483 of the Federal Higher Education Amendments of 1998 states: "A student who has been convicted of any offense under Federal or State law involving the possession or sale of a controlled substance SHALL NOT BE ELIGIBLE TO RECEIVE ANY GRANT, LOAN, OR WORK ASSISTANCE under this title during the period beginning on the date of such conviction" and lasting for one year, two years, or indefinitely, depending on the offense.

D. Trafficking in Illegal Drugs

1. For the illegal manufacture, sale or delivery, or possession with intent to manufacture, sale or deliver, any controlled substance identified in Schedule I, N.C. General Statutes 90-89 or Schedule II, N.C. General Statutes 90-90 (including, but not limited to, heroin, mescaline, lysergic acid diethylamide, opium, cocaine, amphetamine, methaqualone) any student shall be expelled and any employee shall be discharged.
2. For a first offense involving the illegal manufacture, sale or delivery, or possession with intent to manufacture, sale or deliver, any controlled substance identified in Schedules III through IV, N.C. General Statutes 90-91 through 90-94, (including, but not limited to, marijuana, rohypnol, phenobarbital, codeine) the minimum penalty shall be suspension from enrollment or from employment for a period of at least one semester or its equivalent. For a second offense, any student shall be expelled and any employee shall be discharged.

E. Suspension Pending Final Disposition

A student, faculty member, administrator, or other employee charged with a Drug Policy violation may be suspended from enrollment or employment before initiation or completion of regular disciplinary proceedings if, assuming the truth of the charges, the Chancellor or his designee concludes that the person's continued presence would constitute a clear and immediate danger to the health or welfare of any member of the University community. When a suspension is imposed, an appropriate hearing of the charges against the person suspended shall be held as promptly as possible.

F. Penalties

Students, faculty, and staff are subject to all local, state, and federal laws relating to drug use and possession. Action on the part of the University is based upon its right to carry out its appropriate mission and is not designed to be merely punitive. University action is not dependent upon and does not preclude criminal or civil action in the courts.

Penalties will be imposed by the University in accordance with procedural safeguards applicable to disciplinary actions against students, faculty members, administrators, and other employees, as required by Section 502 D(3) and Section 603 of the University Code; by the Board of Governors policies applicable to other employees exempt from the State Personnel Act; and by regulations of the State Personnel Commission. Faculty should refer to Section 3-4, "Due Process Before Discharge or The Imposition of Serious Sanctions" and Appendix H in the *Faculty Handbook*. State Personnel Act employees should refer to the *NC Personnel Manual* (located in Human Resources Office), Section 9, "Disciplinary Action, Suspension and Dismissal." Students should refer to the "Student Government Association Constitution" in the *Student Handbook*, Article IV, "The University Hearing and Appeal System."

IV. Annual Report

The Chancellor will submit an annual report to the Board of Trustees and the President of The University of North Carolina.

V. Health Risks of Psychoactive Drugs

All psychoactive drugs (including alcohol) can produce negative health risks associated with long-term chronic use. Some, but not all, related health risks are listed below.

Alcohol: (medically classified as a depressant) Central nervous system depression, impaired judgment, liver damage, malnutrition, pancreatitis, lowered immunities, and severe birth defects in babies whose mothers used alcohol during pregnancy. An overdose may result in a coma and death.

Cocaine: Anxiety, insomnia, paranoia, perforation of the nasal septum, seizures, cardiac arrest.

Depressants: (e.g., Librium, Xanax, Valium) Central nervous system depression, staggering gait, visual disturbances, lethargy, dizziness, and nausea or death.

Hallucinogens: (e.g., LSD, PCP, and hallucinogenic mushrooms) Visual distortions, increased heart rate and blood pressure, psychotic episodes, panic disorders, and flashbacks.

Inhalants: Nausea, headaches and perceptual distortions. Permanent damage to bone marrow, lungs, liver and kidneys and a risk of lung or cardiac arrest with initial or repeated use.

Marijuana: Increased heart rate, lowered body temperature, impaired coordination, appetite stimulation, weakened immune system, increased risk of throat/lung cancer, and speech/memory/learning distortions. Long term use may result in short term memory loss, amotivational syndrome, and reproductive system abnormalities.

Narcotics: (e.g., codeine, heroin, morphine) Shallow breathing, reduced sex drive, apathy, anxiety, mood swings, nausea, and respiratory depression. An overdose may induce a coma, convulsions, respiratory arrest or death.

Rohypnol: (flunitrazepam, commonly called the *date rape* drug) Drowsiness, impaired motor skills, and inability to recall events. Combined with alcohol or other drugs may lead to respiratory depression, aspiration, and death.

Stimulants: (amphetamines) Anxiety, agitation, malnutrition, irregular heartbeat, chronic sleeplessness, and amphetamine psychosis.

PARKING AND VEHICLE REGISTRATION

Each motor vehicle, including two-wheeled vehicles, driven or parked on campus by students, faculty, or staff must be registered with the Cashier's Office and must display a valid parking permit. Fees are established annually and appropriate notification is provided.

North Carolina Senate Bill 627 requires all students to submit proof of motor vehicle insurance prior to purchasing a parking permit. In order to comply with this legislation, students must provide the following: 1) Name of Insurance Company; 2) Policy Number of Insured; and 3) Certification that the insurance meets the minimum needs established by North Carolina: \$30,000 for bodily injury to one person, \$60,000 for bodily injury to two persons or more, \$25,000 for property damage.

All students, faculty, and staff members are subject to traffic rules and regulations. It is each individual's responsibility to obtain a copy of the Traffic Rules and Regulations when registering a vehicle. These regulations are strictly enforced by the campus police. Fines must be paid before any records will be released from the University. Conviction of a violation of the traffic laws while operating a vehicle on campus has the same effect on your driver's license as a conviction for the same offense on the public highways. The speed limit on campus is 20 mph and is enforced.

It is a privilege and not a right for a person to keep or operate a motor vehicle on campus. Each student, faculty, or staff member must agree to comply with the traffic rules and regulations before keeping or operating a vehicle at The University of North Carolina at Pembroke. The University reserves the right to withdraw motor vehicle privileges from any person at any time.

Parking facilities on campus are limited and on occasions there will not be sufficient parking spaces available to accommodate all vehicles in their respective legal parking zones. In such instances, the driver concerned IS NOT PERMITTED to park in an illegal or restricted zone.

All parking fines are due to be paid within fifteen (15) days of the issuance date, unless they are appealed within those fifteen days. If appealed, payment of assessments will not become due until notification of the Traffic Appeal Board to the person being assessed of its decision not to reverse the citation, at which time payment must be made within fifteen (15) days. Information regarding the Traffic Appeal Board is contained in the *Traffic Rules and Regulations Handbook*.

STUDENT ACTIVITIES AND ORGANIZATIONS

The Student Activities/Chavis University Center is a major component of the Division of Student Affairs serving the university community. The mission of the Student Activities Office is to complement the University's academic curriculum and to enhance the overall educational experiences of students through the development of leadership opportunities, orientation programs and exposure to social, cultural, recreational and governance programs. Through providing a wide range of co-curricular opportunities the department supports the University in its mission to enrich educational experiences of students.

The Chavis University Center serves as the hub of campus activities. Located in the center of campus, the Chavis University Center houses offices for Student Activities, Student Government Association, Career Services Center, Counseling and Testing Center, a computer lab, Information Booth/Student Supply Store, one darkroom for the school yearbook staff, cafeteria, Bert's Cafe, game room, student lounges, three conference rooms, a meditation room, and the campus post office boxes.

Center for Leadership and Service

The Center for Leadership and Service is located within the Student Activities Office in University Center Room 220. The Leadership Library is housed within the Center for Leadership and Service and includes a number of leadership resources for both student organizations and individual students. The Director of Leadership and Community Service oversees the Leadership and Service Opportunities Program (LSOP). The LSOP provides opportunities through educational workshops and programs, community service projects, and service-learning for students to recognize and develop their leadership potential. The LSOP includes a recognition program in which students that complete a series of workshops and participate in service will be awarded at an annual Awards Brunch. Freshmen students are recognized as Horizon Leaders. Sophomores, juniors, and seniors are recognized as Distinguished Lead-

ers. Seniors may also be recognized as Leadership Fellows. The Leadership Transcript is developed for Leadership Fellows to detail their participation in the LSOP. It includes information about LSOP workshop attendance, along with detailed information about each community and campus service project completed by a student. The transcript is designed to be an addition to the student's resume and academic transcript.

The Center for Leadership and Service is instrumental in facilitating service-learning development at UNCP. Service-learning is an experiential learning method of instruction. It integrates academic curriculum or personal development with service to meet a community need. Reflection is an integral component to service-learning.

STUDENT GOVERNMENT

Student Government Association

The purpose of the Student Government Association (SGA) is to represent and safeguard interests of the students. It is basically a political organization providing students with an avenue for actions in matters pertaining to student rights and welfare.

Although discipline is the legal responsibility of the administration, the principle of Student Government is fully supported by the administration and faculty. All students attending UNCP automatically become members of the Student Government Association. Student Government functions through its elected representatives and its sponsor, the Vice Chancellor for Student Affairs. Officers of the Student Government are elected by the student body each spring according to the constitution and bylaws of the organization.

Student Senate

The Legislative Branch of the Student Government Association, the Student Senate, functions as the policy-making body of the SGA. Also, the Senate recommends policies and regulations necessary and proper to promote the general welfare of the student body. The Senate is empowered to schedule the time and place of its meetings, provided that there are regular meetings at least once every two weeks. Composition of the Senate is one representative for every 150 students, based upon the previous September enrollment. The President of the Senate is the Vice President of the Student Government Association.

Campus Activities Board

The Campus Activities Board (CAB) is the student programming organization on campus and receives its funding through the Student Government Association. The CAB Chair is appointed by the SGA President. CAB works cooperatively with the Office of Student Activities to provide entertainment, activities and special events such as comedians, singers, bands, dances, movies, Homecoming Week Activities, Premiere Week and Spring Fling.

ATHLETICS

Intercollegiate Athletics

The University of North Carolina at Pembroke excels in athletics in both men's and women's competition. Recognition is achieved through competition in the Peach Belt Athletic Conference, and the National Collegiate Athletic Association (NCAA Division II). Seven men's sports and seven women's sports give UNC Pembroke recognition at the local, state, and national levels. Men's varsity sports are sponsored in baseball, basketball, cross country, golf, soccer, track, and wrestling while women's sports include basketball, softball, volleyball, cross country, track, tennis, and soccer.

The purposes of the intercollegiate athletic program at The University of North Carolina at Pembroke are to promote the roles of athletics in support of the stated mission of the University and to promote the education and development of students through participation in intercollegiate athletics. Such participation is seen as a direct contributor to "education as a lifelong experience," an experience

which enhances and enriches the social and physical lives of students. The athletic program encourages broad student involvement and is committed to protecting and developing the physical and educational welfare of the student-athletes who participate as players as well as the students who participate as spectators.

Student-athletes are expected to strive toward becoming effective, contributing members of society, to be positive role models both on campus and in the university community, and to carry out their academic responsibilities as they follow a normal progression toward meeting requirements for a degree.

The Peach Belt Athletic Conference begins its thirteenth year as an all-sports conference this fall. In 1991, the conference held championships in men's and women's basketball, but now conducts championships in twelve sports. As a conference, the Peach Belt has been very successful at the national level with seven National Championships. UNC Pembroke has been very competitive in the Peach Belt Conference. UNC Pembroke's history is steeped with a very rich tradition, while the University's programs have seen success at the conference level and have advanced to compete at the national level.

Athletic grants-in-aid, as established by the NCAA, are offered in all of UNCP's intercollegiate sports programs for both men and women upon recommendation of the head coach and approval of the Director of Athletics.

Intramurals

The Intramurals Program believes that leisure physical activity and enjoyment are vital to a person's total well-being. Based upon this belief, the intramural program provides a broad and diversified program of recreational sport activities for the University's students, faculty, and staff. The University of North Carolina at Pembroke student has opportunities for participation in over a dozen intramural activities, and if that is not sufficient recreational opportunity, there are also recreational swimming, weight lifting, and fitness activities.

CULTURAL PROGRAMS AND SPECIAL EVENTS

Cultural Programs

There are many opportunities for cultural enrichment at UNCP. The University Theatre produces two mainstage plays each year, plus numerous studio theatre productions. The Givens Performing Arts Center's Broadway and More, Nostalgia Concert, and On Stage for Youth Series provide twelve to eighteen professional touring groups each year. The Distinguished Speaker Series presents four to five nationally recognized personalities each year.

The Department of Music provides a significant number of programs throughout the academic year including the Moore Hall Recital Series, a UNCP Ensemble Series, as well as student and faculty recitals. The Moore Hall Series involves three to four programs each semester featuring solo artists, chamber groups, instrumental and vocal jazz ensembles, and even small operatic/musical theatre productions. These performing artists are known throughout the state, region, and beyond. The Ensemble Series involves an array of varied performances by the Concert Choir, Pembroke Chamber Singers, University Band, University Jazz Choir, University Jazz Ensemble, UNCP Orchestra, Guitar Ensemble, etc. These ensembles are open to all students regardless of major.

Each year the Student Activities staff sponsors "A Taste of Culture," a celebration of UNCP's cultural diversity. This is a program that consists of various displays presented by UNCP students, faculty, and staff which represents their respective cultural backgrounds. Displays often include food items to be sampled, hence the name "A Taste of Culture." Entertainment typically includes Native American dancers, African American dancers, Latin American dancers, Japanese dancers, singers, etc.

Miss UNCP and Mr. and Miss Homecoming

The Miss University of North Carolina at Pembroke Scholarship Pageant is held on campus during each spring semester. It is a precursor to the Miss North Carolina Pageant, in which Miss UNCP competes annually.

Mr. and Miss Homecoming are selected each spring by popular vote and are crowned at halftime during the men's homecoming basketball game. Miss UNCP and Mr. and Miss Homecoming represent the University at various functions, including parades and local pageants.

CLUBS AND ORGANIZATIONS

The UNCP community encourages participation in a variety of campus clubs and organizations. Most departments have clubs for their majors. Other clubs encourage contact among diverse students, including the Native American Student Organization, the African American Student Organization, and the International Student Organization.

Honorary Organizations

Outstanding students at UNC Pembroke may become members of the Alpha Chi National Honor Society and of the following national honor societies: Alpha Phi Sigma (criminal justice), Alpha Psi Omega (drama), Phi Alpha (social work), Phi Alpha Theta (history), Psi Chi (psychology), and Sigma Tau Delta (English).

Co-curricular and Service Activities

The UNCP community encourages students to share their talents by becoming involved in co-curricular activities at the University, which complement the academic programs. Co-curricular activities include APPLE Corps (peer leadership), University Marshals, Student Ambassadors, University Band, Pep Band, Chamber Singers, Concert Choir, Jazz Choir, Jazz Ensemble, Gospel Choir, WNCN-Television, *The Indianhead* (yearbook), *The Pine Needle* (student newspaper), *The Aurochs* (literary magazine), University Theatre, and cheerleaders.

Religious Organizations

UNC Pembroke religious organizations provide opportunities for spiritual enrichment, social activities, and religious service. They seek to integrate spiritual values, intellectual pursuits, and personal development.

Fraternities and Sororities

UNC Pembroke has chapters of several national fraternities and sororities. Inter-Fraternity Council organizations are Alpha Omega Upsilon, Phi Kappa Tau, Pi Lambda Upsilon, and Theta Xi. Representing the National Pan-Hellenic Council are the sororities Alpha Kappa Alpha, Delta Sigma Theta, and Zeta Phi Beta and the fraternities Alpha Phi Alpha, Kappa Alpha Psi, Omega Psi Phi, and Phi Beta Sigma. Panhellenic Council sororities include Sigma Sigma Sigma, Theta Kappa, and Zeta Tau Alpha. Hok Nosai Council includes Alpha Pi Omega sorority and Phi Sigma Nu fraternity. Pantheon Council is represented by Gamma Phi Omicron sorority. The Inter-Greek Advisory Board is the governing body of all Greek-letter organizations on the UNCP campus. The Inter-Greek Advisory Board's primary goal is to promote Greek life and its well-being.

Who's Who Among Students in American Universities and Colleges

Students selected for inclusion in this publication are chosen by a joint faculty-student committee and are judged on their total contributions to the University rather than their academic achievements alone.



college of arts and sciences

DEAN: THOMAS J. LEACH

The College of Arts and Sciences is composed of 14 academic departments offering a variety of programs leading to bachelor's degrees, including the Bachelor of Arts, Bachelor of Science, Bachelor of Music, Bachelor of Science in Nursing, and Bachelor of Social Work. Students interested in any of these programs should consult the department descriptions in this section of the catalog to obtain information about academic requirements for a specific bachelor's degree program.

The College of Arts and Sciences also offers the Master of Public Administration with concentrations in Criminal Justice, Emergency Management, and Health Administration. Other master's degrees, including the Master of Arts in School Counseling and Service Agency Counseling, Art Education, English Education, Mathematics Education, Music Education, Science Education, and Social Studies Education, are available through the School of Graduate Studies. Students interested in any of these programs should consult the Graduate Studies section of the catalog to obtain information about academic requirements for a specific master's degree program.

DEPARTMENTS IN THE COLLEGE OF ARTS AND SCIENCES

| | |
|---|------------|
| AMERICAN INDIAN STUDIES | 82 |
| Linda E. Oxendine, Chair | |
| ART | 86 |
| Janette Hopper, Chair | |
| BIOLOGY | 94 |
| Andrew Ash, Chair | |
| CHEMISTRY AND PHYSICS | 103 |
| Paul A. Flowers, Chair | |
| ENGLISH, THEATRE, AND LANGUAGES | 118 |
| Dennis H. Sigmon, Chair | |
| HISTORY | 135 |
| Robert W. Brown, Chair | |
| MASS COMMUNICATIONS | 146 |
| Jamie Litty, Chair | |
| MATHEMATICS AND COMPUTER SCIENCE | 152 |
| William Campbell, Chair | |
| MUSIC | 161 |
| Janita K. Byars, Chair | |
| NURSING | 174 |
| Margaret G. Opitz, Chair | |
| PHILOSOPHY AND RELIGION | 178 |
| Jeffery L. Geller, Chair | |
| POLITICAL SCIENCE AND PUBLIC ADMINISTRATION | 184 |
| Robert O. Schneider, Chair | |
| PSYCHOLOGY AND COUNSELING | 191 |
| Patrick A. Cabe, Chair | |
| SOCIOLOGY, SOCIAL WORK, AND CRIMINAL JUSTICE | 196 |
| Sherry Edwards, Interim Chair | |



school of business

DEAN: ERIC B. DENT

The School of Business offers the Bachelor of Science degree with a major in either Business Administration or Accounting.

The University of North Carolina at Pembroke also offers the Master of Business Administration (M.B.A.). Students should consult the School of Graduate Studies section of the catalog to obtain information about academic requirements for the MBA program.

BUSINESS FACULTY

Mohammad Ashraf¹
 Stephen J. Bukowy
 Rick Crandall⁴
 James R. Frederick
 Allie Kassens
 Howard G. Ling⁷
 Edward L. Powers
 Donald R. Soucy

Sharon L. Bell
 Carmen Calabrese³
 Mark Dalen
 David O. Fricke
 Joseph P. Lakatos⁶
 Rami Maysami
 Douglas W. Schell
 Stewart Thomas

Ollie G. Bishop²
 Alexander N. Chen
 Eric B. Dent
 Cammie Hunt⁵
 Xin “Lucie” Li
 John A. Parnell⁸
 Craig Shoulders
 Michael C. Zaccaro

¹Director of Economic and Business Research

²Coordinator of Information Technology

³Director of Master of Business Administration Program

⁴Director of Special Programs

⁵Director of Student Affairs

⁶Director of Undergraduate Programs

⁷Director of International Programs

⁸Belk Distinguished Professor of Management

BUSINESS PROGRAMS

The School of Business offers the Bachelor of Science degree with a major in either Accounting or Business Administration. Business Administration majors must choose a track in management, marketing, finance, international business, or economics. Students who want to have more than one track must successfully complete all requirements for each, plus at least 12 additional unduplicated hours for the second track. A minimum of 50% of the semester hours in the Business major must be taken at UNCP. The School of Business offers minors in Business Administration, Economics, and Marketing for non-Business majors only. Business majors cannot obtain a minor from the School of Business.

The basic core of business studies emphasizes the broad background needed for successful competition in the dynamic work-world as well as preparation for further study in graduate programs. Another objective is to render service beyond the University and within the surrounding business community. Through evening and online degree programs in management (see Evening and Distance Programs), the School of Business serves students who are unable to attend daytime classes. Further assistance is supplied in placement services and special consultation to the business community at large.

Prospective students are strongly urged to consult a member of the faculty as soon as possible. To follow the courses in the necessary order, it is best to begin planning early.

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

| Requirements for a Bachelor of Science in Business Administration | Sem. Hrs. |
|--|------------------|
| Freshman Seminar | 1 |
| General Education, including: MAT 107 and 215 or 221, ECN 202, 203 | 44 |
| BSBA Common Body of Knowledge | |
| DSC 209, MGT 215; ACC 227, 228 | |
| DSC 313, 314; MGT 303, 306; MKT 312, FIN 310; | |
| ECN 301 or ECN/FIN 304; DSC 413; MGT 441, 466 | 42 |
| Track (see below): choose one | |
| Economics, Finance, International Business, Management, Marketing | 12-24 |
| Business Electives (300 or 400 level) | 6 |
| General Electives | 3-15 |
| | Total:120 |

Tracks: select one

Economics Track (12 hours): ECN 301*, 330, 411, 440, ECNS 4xx

*ECN 301 cannot be taken as part of the BSBA Common Body of Knowledge

Finance Track (12 hours): FIN 304,* 410, 418, and FIN 305, 421 or FINS 4xx

*ECN 304/FIN 304 cannot be taken as part of the BSBA Common Body of Knowledge

International Business Track (24 hours): MGT 315, FIN 421, MKT 313, ECN 440; 6 hours of any foreign language at the 200+ level; 6 hours of approved International Studies abroad, or any 2 of the courses listed below, or a combination of these two options: HST 332, 344, 345, 372, 373, 374, 375, 386, 417, 421, 427, 433; PSPA 200, 251, 355, 370, 375, 380; GGY 102, 200, 206

Management Track (12 hours): MGT 309, 315, 408, 410

Marketing Track (12 hours): MKT 430, 450, 480; and MKT 313, 320, 405, 420 or MKTS 4xx

BACHELOR OF SCIENCE IN ACCOUNTING

| Requirements for a Bachelor of Science in Accounting | Sem. Hrs. |
|--|-------------------|
| Freshman Seminar | 1 |
| General Education | 44 |
| Including: MAT 107 and 215 or 221, ECN 202, 203 | |
| General Business Requirements | |
| DSC 209, MGT 215, 216; ACC 227, 228 | |
| DSC 313, 314; MGT 303, 306; MKT 312, FIN 310, | |
| ECN 301 or ECN/FIN 304; ACC 413; MGT 466 | 42 |
| Accounting Requirements | |
| ACC 321, 322, 331, 417, 418, 421, 450, 458 | 24 |
| Electives | 9 |
| | Total: 120 |

MINORS

| Requirements for a Minor in Business Administration | Sem. Hrs. |
|--|------------------|
| ACC 227, ACC 228, MGT 306, MKT 312, FIN 310, ECN 100 | |
| | Total: 18 |
| | |
| Requirements for a Minor in Economics | Sem. Hrs. |
| Required Courses ECN 202 and 203 | 6 |
| Choose four courses from: ECN 301, 304, 330, 341, 406, 407, 408, 440 | 12 |
| | Total: 18 |
| | |
| Requirements for a Minor in Marketing | Sem. Hrs. |
| Required Courses ACC 227, MGT 303, MGT 306, MKT 312 | 12 |
| Choose one course from: MKT 430 or PRE 430 | 3 |
| Choose one course from: MKT 405, MKT 420, MKT 480, MKTS 4xx | 3 |
| | Total: 18 |

EVENING AND DISTANCE PROGRAMS

The Bachelor of Science in Business Administration, with a track in management, may be earned in whole or in part by taking classes in the evening or online. This is the only such complete, undergraduate degree program currently offered by the University.

COURSES

ACCOUNTING (ACC)

ACC 227. Financial Accounting

Introduction to accounting. A study of the basic accounting equation, transaction analysis, and financial statements. Fall, Spring. Credit, 3 semester hours.

ACC 228. Managerial Accounting

An introductory study of internal accounting with emphasis on cost analysis and budgeting. The course stresses the attention-directing and problem-solving function of accounting in relation to current planning and control, evaluation of performance, special decisions, and long-range planning. Fall, Spring. Credit, 3 semester hours. PREREQ: A "C" or better in ACC 227 or permission of instructor.

ACC 321. Intermediate Accounting I

A study of financial accounting theory and procedures. Includes time value of money and in-depth analysis of asset accounts. Fall. Credit, 3 semester hours. PREREQ: A "C" or better in ACC 227 or permission of instructor.

ACC 322. Intermediate Accounting II

A continuation of ACC 321. Includes in-depth study of liability and capital accounts, revenue recognition. Spring. Credit, 3 semester hours. PREREQ: ACC 321.

ACC 331. Cost Accounting

Cost determination and analysis, cost control, and cost-based decision making. Included are such topics as job order and process costing systems, application of factory overhead, and responsibility accounting. Fall. Credit, 3 semester hours. PREREQ: A "C" or better in ACC 228 or permission of instructor.

ACC 413. Accounting Information Systems

Basic concepts of accounting information systems including both computer based and manual systems. This course examines transaction processing systems with emphasis on internal controls and documentation, user support systems and systems development. Specific topics include spreadsheet functions, databases, etc. As Announced. Credit, 3 semester hours. PREREQ: DSC 209 and ACC 331 or concurrent registration.

ACC 417. Income Tax I

Federal income taxes as applied to individuals and sole proprietorships. Includes an overview of the tax system and the effect that tax law has on individual economic decisions. Fall. Credit, 3 semester hours. PREREQ: ACC 227.

ACC 418. Income Tax II

Federal income tax laws applicable to partnerships, corporations, estates, and trusts. Spring. Credit, 3 semester hours. PREREQ: ACC 417.

ACC 421. Advanced Accounting

Mergers and acquisitions accounting as well as preparation of consolidated statements after acquisition. Special accounting problems in consolidated financial statements, partnerships, pension funds, fund accounting, and fiduciary accounting. Spring. Credit, 3 semester hours. PREREQ: ACC 322.

ACC 450. Governmental and Not-For-Profit Accounting

Study of accounting principles unique to not-for-profit organizations as prescribed by generally accepted accounting principles and the Governmental Accounting Standards Board. Spring. Credit, 3 semester hours. PREREQ: A "C" or better in ACC 228 or permission of the instructor.

ACC 458. Auditing

A study of the theory and application of generally accepted auditing standards used in the examination of financial statements. The role of internal control review, working papers, audit programs, and the auditor's liability are considered along with selected case studies. Spring. Credit, 3 semester hours. PREREQ: ACC 322.

ACC 499. Directed Studies in Accounting

Independent study in an area of accounting of particular interest to a student under the direction of one or more faculty members. Students must submit detailed proposals for a directed study, detailing the proposed plan of study, research involved, dates for deliverables, final product to be produced, and faculty who will be supervising. Proposals will be reviewed by a faculty committee to determine acceptance of the proposal. Fall, Spring. Credit, 1-3 semester hours. PREREQ: ACC 227, ACC 228, and permission of the Department.

ACCS 4xx. Special Topics in Accounting

The study of a particular topic of special importance, relevance, and currency in the field of accounting. The content of the special topics course varies with each offering. Course may be repeated as long as topic being studied is different. As Announced. Credit, 3 semester hours. PREREQ: ACC 227, ACC 228.

DECISION SCIENCE (DSC)**DSC 109. Business Uses of Computers**

An introduction to the uses of microcomputers in business. Primary emphasis on spreadsheet analysis. Also includes DOS, word processing, database management. Fall, Spring. Credit, 3 semester hours.

DSC 209. Spreadsheet and Database Management

A comprehensive advanced-level course in spreadsheet analysis and database management. The focal point in this course will be on the use of spreadsheet analysis and database management to address contemporary business problems. Fall, Spring. Credit, 3 semester hours. PREREQ: DSC 109 or permission of the instructor.

DSC 313. Business Statistics I

A study of descriptive statistics including functional and summation notation, describing data graphically and numerically, and probability distributions. Fall, Spring. Credit, 3 semester hours. PREREQ: C or better in MAT 107.

DSC 314. Business Statistics II

A study of statistical inference including probability theory, random variables and probability distributions, testing hypotheses, estimating unknown parameters, analysis of variance, and linear and multiple regression. Fall, Spring. Credit, 3 semester hours. PREREQ: DSC 313.

DSC 365. Management Science

The mathematical concepts application to the solution of management problems. Topics include linear programming, decision theory, optimization, queuing theory, and transportation modeling. As Announced. Credit, 3 semester hours. PREREQ: DSC 314, MGT 306.

DSC 413. Management Information Systems

Introductory examination of the role of information systems in the support of managerial decisions. Communications theory, electronic storage systems, data base accumulation. As Announced. Credit, 3 semester hours. PREREQ: DSC 209, MGT 306.

ECONOMICS (ECN)

ECN 100. Economics of Social Issues

Economic thinking applied to persistent economic problems and issues in a market economy. Emphasis on implications for government policy rather than on the underlying theory. Topics include the nature of an economic system, demand and supply, monopolies, pollution and public goods, ethics and law, unemployment, inflation, the Federal Reserve System and money. Fall, Spring. Credit, 3 semester hours.

ECN 202. Principles of Microeconomics

This course focuses on the individual decisions in the market economy. After an overview of how a market economy works, the course develops theories of consumer behavior, the behavior of firms in various degrees of competition, and workers' decision to offer labor. Government regulation of markets is also examined. Fall, Spring. Credit: 3 semester hours.

ECN 203. Principles of Macroeconomics

This course offers an overall picture of the operation of our economy. The course focuses on how the economic system determines the level of national income, the unemployment rate, and the rate of inflation. Fiscal, monetary, and supply-side policies are discussed. Fall, Spring. Credit: 3 semester hours.

ECN 206. Economic Geography (GGY 206)

Geographic analysis of the location, development and distribution of major industries, resources, agricultural products, and economic services. Study of economic development problems and prospects. Fall, Spring. Credit, 3 semester hours.

ECN 301. Managerial Economics

Price determination, income distribution, consumer behavior, resource allocation, and the theory of the firm. Fall, Spring. Credit, 3 semester hours. PREREQ: A "C" or better in MAT 215 or 221 and ECN 202 or permission of the instructor.

ECN 304. Money, Financial Markets, and Institutions (FIN 304)

Study of financial institutions and their role in the economy. Analysis includes the Keynesian macroeconomic model and effects of money and credit on national income, prices, and interest rates. Fall, Spring. Credit, 3 semester hours. PREREQ: A "C" or better in MAT 215 or 221 and ECN 203 or permission of the instructor.

ECN 330. Public Finance (PSPA 331)

A descriptive and analytical study of government revenues and government expenditures. Includes federal, state, and local levels of government. As Announced. Credit, 3 semester hours. PREREQ: ECN 202 or ECN 203.

ECN 341. U.S. Economic History (HST 341)

A study of the United States economy from colonization to the present. As Announced. Credit, 3 semester hours. PREREQ: Permission of instructor.

ECN 406. Comparative Economic Systems

A comparative study of alternative economic systems, including communism, socialism, and capitalism. As Announced. Credit, 3 semester hours. PREREQ: ECN 202, ECN 203.

ECN 407. Labor Economics

Examines the nature of the labor markets and problems dealing with labor groups. Topics include history of the labor movement, union structure, labor law, collective bargaining. As Announced. Credit, 3 semester hours. PREREQ: ECN 202, ECN 203.

ECN 408. Economic Development

Analysis of economic and social problems of underdeveloped regions. Theories and strategies of economic growth and development designed to accelerate solutions to these problems. As Announced. Credit, 3 semester hours. PREREQ: ECN 202, ECN 203.

ECN 411. Development of Economic Thought

A basic course in the development of economic theories and doctrines, from the ancient Greeks to the present day. As Announced. Credit, 3 semester hours. PREREQ: ECN 202, ECN 203.

ECN 440. International Trade

An introductory analysis of international trade relations, the nature of a country's imports and exports, costs and benefits of trade protectionism, the role of trade in the domestic economy, balance of payments, and the determination of exchange rates. As Announced. Credit, 3 semester hours. PREREQ: ECN 202, ECN 203.

ECN 499. Directed Studies in Economics

Independent study in an area of economics of particular interest to a student under the direction of one or more faculty members. Students must submit detailed proposals for a directed study, detailing the proposed plan of study, research involved, dates for deliverables, final product to be produced and faculty who will be supervising. Proposals will be reviewed by a faculty committee to determine acceptance of the proposal. Fall, Spring. Credit, 1-3 semester hours. PREREQ: ECN 202, ECN 203, and permission of the Department.

ECNS 4xx. Special Topics in Economics

The study of a particular topic of special importance, relevance, and currency in the field of economics. The content of the special topics course varies with each offering. Course may be repeated as long as topic being studied is different. As Announced. Credit, 3 semester hours. PREREQ: ECN 202, ECN 203.

FINANCE (FIN)**FIN 205. Personal Finance**

Course focuses on tools consumers can use in making purchase decisions. Topics include planning and managing personal finances, credit, insurance, real estate, financial investments, retirement planning and estate planning. As Announced. Credit, 3 semester hours.

FIN 304. Money, Financial Markets, and Institutions (ECN 304)

Study of financial markets and financial institutions and their role in the economy. Analysis includes the Keynesian macroeconomic model and effects of money and credit on national income, prices, and interest rates. Fall, Spring. Credit, 3 semester hours. PREREQ: A "C" or better in MAT 215 or 221 and ECN 203 or permission of the instructor.

FIN 305. Risk Management and Insurance

This course provides for the future business manager an introduction to the nature and management of risk. Theory and application into the nature of risk, exposure, insurance, and hedging are covered. Insurance is covered from the point of view of the business person, to be a smart consumer of insurance services; as well as from the point of view of a potential insurance industry representative or executive. As Announced. Credit, 3 semester hours. PREREQ: FIN 310, DSC 313.

FIN 310. Business Finance

Principles of financial management as they apply to American business organizations. The role of finance and the financial manager, risk, return and interest rates, long-term investment decisions, cost of capital, and short and long term financing decisions. Fall, Spring. Credit, 3 semester hours. PREREQ: A "C" or better in ACC 228, DSC 313 or equivalent statistical course, and MAT 107 or permission of the instructor.

FIN 410. Financial Management

Finance from the viewpoint of the financial manager. This course introduces and utilizes the case study method to explore differences in financial policy, financial statements for ratio analysis, capital budgeting investment decisions, and strategic bond and stock valuations. As Announced. Credit, 3 semester hours. PREREQ: A "C" or better in FIN 310 or permission of the instructor.

FIN 418. Investment Analysis and Portfolio Management

Equity and debt securities as investments, the organization and functions of the capital market, and the analysis and evaluation of securities and portfolios. As Announced. Credit, 3 semester hours. PREREQ: A “C” or better in FIN 310 or permission of the instructor.

FIN 420. Bank Management and Policy

Course focuses on the theory and practice of management of commercial banks and other depository institutions. Primary emphasis is on the application of concepts and analytical tools crucial to decisions facing managers of contemporary banks. Areas covered include financial and portfolio management, deposit acquisitions, capital adequacy, managerial objectives, market and regulatory environment, and dimensions of risk. Spring. Credit, 3 semester hours. PREREQ: A “C” or better in FIN 310 or permission of the instructor.

FIN 421. International Finance

This course will provide the student with a comprehensive survey of complex financial concepts as applied to the international arena, through the exploration of theoretical constructs and their practical applications. Topics explored include the international macroeconomic environment, international financial landscape, and the management of the multinational firm. Credit, 3 semester hours. PREREQ: FIN 310, DSC 313, MAT 215 or 221.

FIN 480. Financial Institution Internship

A work experience in a bank or financial institution where the student, under academic and employer supervision, participates in actual managerial functions and is exposed to the daily operation, decisions and working policies of the bank (minimum of 40 work hours per semester credit hour required). Students must keep an extensive diary of work experiences and submit frequent reports to the academic supervisor. As Announced. Credit, 1-3 semester hours. Pass/Fail. May be repeated for credit. PREREQ: A “C” or better in FIN 310 and the consent of Dean or faculty member supervising bank internships.

FIN 499. Directed Studies in Finance

Independent study in an area of finance of particular interest to a student under the direction of one or more faculty members. Students must submit detailed proposals for a directed study, detailing the proposed plan of study, research involved, dates for deliverables, final product to be produced, and faculty who will be supervising. Proposals will be reviewed by a faculty committee to determine acceptance of the proposal. Fall, Spring. Credit, 1-3 semester hours. PREREQ: A “C” or better in FIN 310 and permission of the Department.

FINS 4xx. Special Topics in Finance

The study of a particular topic of special importance, relevance, and currency in the field of finance. The content of the special topics course varies with each offering. Course may be repeated as long as topic being studied is different. As Announced. Credit, 3 semester hours. PREREQ: A “C” or better in FIN 310 or permission of the instructor.

MANAGEMENT (MGT)**MGT 215. Legal Environment of Business**

The legal environment of business, contracts, personal property, commercial transactions, and forms of business organization. Fall, Spring. Credit, 3 semester hours.

MGT 216. Commercial Law

Study of the commercial legal environment in which business enterprises operate. Examines the law of contracts, sales and warranties, security interests, commercial paper, and debtor and creditor rights. As Announced. Credit, 3 semester hours.

MGT 303. Business Communications

Development of skill in the fundamentals of oral and written communication skills. In addition to studying the concepts of communication, students are required to make both oral and written presentations. The importance of effective communication within the business context is emphasized. Fall, Spring. Credit, 3 semester hours.

MGT 306. Organization and Management

Introductory study of management processes within profit and non-profit organizations. Emphasis on behavioral issues as applied to organizations, such as motivation, teams, perception, and organizational development. Fall, Spring. Credit, 3 semester hours.

MGT 309. Organizational Leadership

A survey of theoretical and contemporary approaches to leadership in organizations. Issues such as decision-making, change, power, strategy, and social responsibility are also addressed as they relate to leader effectiveness. Fall, Spring. Credit, 3 semester hours. PREREQ: MGT 306.

MGT 315. International Management

An introduction to and an overview of the essential elements of international management. Emphasis on the application of behavioral and strategic management practices to global business environments. As Announced. Credit, 3 semester hours. PREREQ: MGT 306.

MGT 316. International Business Law

This course will introduce students to the legal mechanics of international business transactions and to the commercial law environment within which those transactions are negotiated and executed. The course will focus on the trade and investment activities of business entities, examining in a practical way the legal documentation necessary to execute various types of transactions and issues that the international lawyer and business person are likely to confront. As Announced. Credit, 3 semester hours. PREREQ: MGT 215.

MGT 381, 382, 383, 384. Students in Free Enterprise I, II, III, IV

Educational experience in hands-on learning of free enterprise education. Students will be required to complete a minimum of 50 hours of project work in addition to other requirements set by the instructor. Fall, Spring. Credit, 1 semester hour each. PREREQ: permission of the instructor.

MGT 408. Human Resource Management

Application of behavioral science concepts in the development of hiring, training, and compensation policies relevant to the management of people at work. As Announced. Credit, 3 semester hours. PREREQ: MGT 306.

MGT 410. Small Business Management

Consideration of opportunities and obstacles involved in starting and operating a small business. Emphasis is placed on integrating major concepts from finance, marketing, operations, and accounting as they apply to owning and operating a small business. Fall. Credit, 3 semester hours. PREREQ: MGT 306, MKT 312, FIN 310.

MGT 411. Small Business Institute Problems

Project-oriented course in which teams, under the supervision of the instructor, provide consulting assistance to individuals who are starting a new business or currently operating a small business. Emphasis is placed on integration and application of business concepts to actual business situations. Limited enrollment. Spring. Credit, 3 semester hours. PREREQ: MGT 306, MKT 312, FIN 310 (MGT 410 desirable, but not required).

MGT 441. Operations Management

Operations management is responsible for systems that create goods and/or provide services. The course examines the techniques required to operate the system and points out potential problems. Global systems, with emphasis on Japan, are discussed. Fall, Spring. Credit, 3 semester hours. PREREQ: DSC 314, MGT 306.

MGT 466. Business Strategy

Course integrates knowledge from functional areas through analysis of complex business problems. Case approach requires student involvement in decision making. Fall, Spring. Credit, 3 semester hours. PREREQ: ACC 331 or MGT 441, MGT 303, and a "C" or better in MGT 306, MKT 312 and FIN 310 or permission of the instructor.

MGT 480. Management Internship

A work experience in an operating business where the student, under academic and employer supervision, participates in actual managerial functions (40 work hours per semester credit hour). Student must keep extensive diary of work experiences and submit frequent reports to academic supervisor. All internships, practica, and other external learning experiences are supervised by UNC Pembroke faculty, who also assign grades in the courses. Fall or Spring, contingent on faculty availability. Credit, 3 semester hours. Pass/Fail. PREREQ: Written proposal and consent of Department Chair.

MGT 499. Directed Studies in Management

Independent study in an area of management of particular interest to a student under the direction of one or more faculty members. Students must submit detailed proposals for a directed study, detailing the proposed plan of study, research involved, dates for deliverables, final product to be produced, and faculty who will be supervising. Proposals will be reviewed by a faculty committee to determine acceptance of the proposal. Fall, Spring. Credit, 1-3 semester hours. PREREQ: MGT 306 and permission of the Department.

MGTS 4xx. Special Topics in Management

The study of a particular topic of special importance, relevance, and currency in the field of management. The content of the special topics course varies with each offering. Course may be repeated as long as topic being studied is different. As Announced. Credit, 3 semester hours. PREREQ: MGT 306.

MARKETING (MKT)**MKT 312. Principles of Marketing**

An introductory course in basic marketing principles is viewed from the perspective of a marketing manager. Topics covered include the marketing concept, product analysis, consumer behavior, channels of distribution, pricing, promotion, international marketing, and marketing's role in society. Fall, Spring. Credit, 3 semester hours.

MKT 313. International Marketing

This course examines the role of marketing in international arenas. Will be concerned with societal, cultural, as well as economic aspects of marketing in different countries. As Announced. Credit, 3 semester hours. PREREQ: MKT 312.

MKT 320. Consumer Behavior

Examination of the consumer decision-making process, including searching for, purchasing, using, evaluating, and disposing of products and services. Emphasis on how marketing mix, social-cultural factors, inner characteristics, and lifestyle affect consumer behavior. Discussion of current examples and public policy issues. As Announced. Credit, 3 semester hours. PREREQ: A "C" or better in MKT 312 or permission of the instructor.

MKT 405. Retail Management

Study of retail structure and organization. Analysis of major store functions including buying, selling, pricing, advertising, and inventory control. As Announced. Credit, 3 semester hours. PREREQ: A "C" or better in MKT 312 or permission of the instructor.

MKT 420. Personal Selling and Sales Management

An overview of skills and knowledge involved in personal selling management of sales programs. Emphasis on learning the different techniques for developing personal selling presentations, prospecting for customers, managing customer accounts, and sales management theories and their applications. As Announced. Credit, 3 sem. hrs. PREREQ: A "C" or better in MKT 312 or permission of the instructor.

MKT 430. Integrated Marketing Communications

A study of advertising planning and strategy. Topics include economics and social aspects, types of advertising, advertising objectives, development of advertising messages, media selection and evaluation, and advertising research. As Announced. Credit, 3 semester hrs. PREREQ: A "C" or better in MKT 312 or permission of the instructor.

MKT 450. Marketing Research

A study of the application of research methods, both quantitative and qualitative, in the collection of marketing information and the development of marketing strategy. Applied marketing research studies are examined from the perspectives of planning, designing, executing, and interpreting. As Announced. Credit, 3 semester hours. PREREQ: A “C” or better in MKT 312 and DSC 314 or permission of the instructor.

MKT 480. Marketing Strategy

Integration of marketing elements in a strategic planning framework. Topics include demand analysis, formulating marketing strategies, establishing marketing policies and procedures, coordinating marketing actions, and evaluating performance of marketing functions. Fall, Spring. Credit, 3 semester hours. PREREQ: A “C” or better in MKT 312 or permission of the instructor.

MKT 499. Directed Studies in Marketing

Independent study in an area of marketing of particular interest to a student under the direction of one or more faculty members. Students must submit detailed proposals for a directed study, detailing the proposed plan of study, research involved, dates for deliverables, final product to be produced, and faculty who will be supervising. Proposals will be reviewed by a faculty committee to determine acceptance of the proposal. Fall, Spring. Credit, 1-3 semester hours. PREREQ: A “C” or better in MKT 312 and permission of the Department.

MKTS 4xx. Special Topics in Marketing

The study of a particular topic of special importance, relevance, and currency in the field of marketing. The content of the special topics course varies with each offering. Course may be repeated as long as topic being studied is different. As Announced. Credit, 3 semester hours. PREREQ: A “C” or better in MKT 312 or permission of the instructor.





school of education

DEAN: WARREN BAKER

The School of Education administers the Teacher Education Program at The University of North Carolina at Pembroke. The University offers the Bachelor of Arts, Bachelor of Music, and Bachelor of Science degree with the following majors (program areas): Art Education (K-12), Biology Education (9-12), Birth-Kindergarten Education (B-K), Elementary Education (K-6), English Education (9-12), Mathematics Education (9-12), Middle Grades Education (6-9), Music Education (K-12), Physical Education (K-12), Science Education (9-12), Social Studies Education (9-12), and Special Education (K-12).

Some majors (program areas) are housed in the School of Education, and some majors (program areas) are housed in the College of Arts and Sciences.

The University of North Carolina at Pembroke also offers the Master of Arts in Education (M.A.Ed.) degree in the following areas: Elementary Education (K-6), Middle Grades Education (6-9), and Reading Education (K-12). A Master of Arts (M.A.) degree in Art Education (K-12), English Education (9-12), Mathematics Education (9-12), Music Education (K-12), Physical Education (K-12), Science Education (9-12), and Social Studies Education (9-12) is also offered. Additionally, a Master of Arts in Teaching (M.A.T.) and a Master of School Administration (M.S.A.) are offered. For more information about graduate programs in education, see the School of Graduate Studies section of this catalog.

The School of Education is composed of four departments: 1) the Department of Education; 2) the Department of Health, Physical Education, and Recreation; 3) the Department of Aerospace Studies; and 4) the Department of Military Science. Through the Department of Education, the following degrees are offered: Elementary Education (B.S. and M.A. Ed), Middle Grades Education (B.S., M.A. Ed., and M.A.T.); Reading (M.A. Ed.); Special Education (B.S.); and Birth to Kindergarten (B.S.). The Department of Health, Physical Education, and Recreation offers the Bachelor of Science degree with majors in Health Promotion and Physical Education. The Department of Aerospace Studies prepares cadets for active duty as Air Force Officers through the General Military Course (GMC) and the Professional Officers Course (POC). The Department of Military Science offers the Army ROTC Basic and Advanced Courses which lead to second lieutenant commissions in the U.S. Army.

TEACHER EDUCATION PROGRAM 224

Director: Warren Baker

DEPARTMENT OF EDUCATION 252

Chair: Jane Huffman

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, & RECREATION 262

Chair: Tommy Thompson

DEPARTMENT OF AEROSPACE STUDIES 275

Director: Major Jennifer Berry (Air Force)

DEPARTMENT OF MILITARY SCIENCE 278

Director: Master Sergeant Johnny Torre (Army)

TEACHER EDUCATION PROGRAM

Director: Warren Baker

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|--------------------------------|------------------------------------|--------------------------------|
| Warren Baker | Scott C. Billingsley ²² | Betty Wells Brown ⁴ |
| Janita K. Byars ¹² | Swanee Dickson ¹ | Janet Fortune ^{2,3} |
| Ann Horton-Lopez ¹¹ | Virginia P. Jones ⁵ | Mary Klinikowski ⁸ |
| Tulla Lightfoot ¹⁰ | Rachel McBroom ⁷ | Otis McNeil ¹⁸ |
| Debra Preston ²¹ | Larry Schultz ¹⁴ | Sharon Sharp ¹⁹ |
| Sara Simmons ¹⁶ | Julie Smith ⁹ | Karen Stanley ²⁰ |
| Tommy Thompson ¹³ | William Truman ¹⁷ | Patricia Valenti ⁶ |
| Peter Wish ¹⁵ | | |

¹ Elementary Education (Undergraduate)

³ Middle Grades Education (Graduate)

⁵ English Education (Undergraduate)

⁷ Biology Education (Undergraduate)

⁹ Social Studies Education (Undergraduate)

¹¹ Art Education (Graduate)

¹³ Physical Education (All Levels)

¹⁵ Science Education (Graduate)

¹⁷ Mathematics Education (Graduate)

¹⁹ Elementary Education (Graduate)

²¹ School Counseling (Graduate)

² Middle Grades Education (Undergraduate)

⁴ Reading (Graduate)

⁶ English Education (Graduate)

⁸ Mathematics Education (Undergraduate)

¹⁰ Art Education (Undergraduate)

¹² Music Education (All Levels)

¹⁴ Special Education (Undergraduate)

¹⁶ Professional Studies Coordinator

¹⁸ School Administration (MSA)

²⁰ Birth to Kindergarten (Undergraduate)

²² Social Studies Education (Graduate)

Teacher Education Mission Statement

Believing that the quality of education directly influences the quality of life both for those served and for those serving, the UNC Pembroke Teacher Education Program has as its mission to develop and nurture competent and caring communities of public school professionals who dedicate themselves to the education and welfare of all students and whose understanding of the dynamic interrelationship among theory, practice, and reflection compels them to actively influence positive change with sensitivity and integrity. The UNCP Teacher Education Program shares the University's commitment to academic excellence, cultural diversity, and lifelong learning within a balanced program of teaching, research, and service.

Accreditation and Licensure

All Bachelor's degree teacher preparation areas are accredited by the National Council for Accreditation of Teacher Education (NCATE) and the North Carolina State Board of Education. The North Carolina Department of Public Instruction issues licenses to teach in the public schools of North Carolina. Requirements for licensure are established by the NC State Board of Education and are subject to change. Accreditation provides for reciprocal licensure with other states that recognize national accreditation.

NOTE: UNC Pembroke's Title II Report is included in Appendix B of this catalog.

Teacher Education Program Standards

The Teacher Education Program is designed to prepare all candidates to meet or exceed six standards established by the Teacher Education Committee in partnership with individual program area advisory councils. A comprehensive version of the Standards, including specific goals and objectives for each program area, is presented in the Teacher Education Program Student Handbook, the Teacher Education Policy Manual, the Teacher Education Program Internship Handbook, and the Teacher Education Program website. An abbreviated list of goals/objectives for each program area is listed with the respective program of study outline in the section that follows.

Teacher Education Program Organization

The Teacher Education Program at UNCP is a cross-disciplinary program, governed by the Teacher Education Committee and administered by the Dean, School of Education. General information about admission to the Teacher Education Program, policies and procedures, licensure and testing requirements, special programs, and resources appears in this section. Please note that some licensure areas or majors are housed in the School of Education and some are housed in their respective academic departments in the College of Arts and Sciences.

Teacher Education Program Governance

The Teacher Education Committee is the University-wide committee responsible for overseeing all teacher education programs. Its specific functions include establishing teacher education policies, reviewing all proposed changes to teacher education curriculum, reviewing proposed teacher education programs, reviewing the professional studies component of the program, approving applicants to the teacher education program, approving applicants for the professional semester, assuring compliance with state and national accreditation standards, and considering other matters related to teacher education. For a comprehensive description of the Teacher Education Committee organization and function, see the Teacher Education Program Policy Manual and the UNCP Faculty Handbook, Section 4-3.25b.

Teacher Education Program Area Advisory Councils

Each Teacher Education program area—Elementary Education (K-6), Mathematics Education (9-12), Art Education (K-12), and so on—has an advisory council consisting of public school clinical teachers, University supervisors, College of Arts and Sciences faculty, undergraduate and/or graduate students, professional studies faculty, and other professionals related to the given program area. The program area advisory councils represent multiple perspectives on various aspects of program content, policy, procedures, and impact. The advisory council membership for each program area is listed in the 2003-2004 Teacher Education Program Student Handbook.

Teacher Education Curriculum

The program of study, or curriculum, for teacher education majors is comprised of four components: General Education, Specialty Area (major), Professional Studies, and Content Pedagogy. A fifth component, academic concentration, is required in some programs of study (see following section). The General Education component includes study of the fine arts, literature, history, philosophy/religion, the social sciences, the natural sciences, mathematics, and physical education. The Specialty Area (major/licensure area) component is designed to provide in-depth understanding, skills, and knowledge specific to the chosen specialty/licensure area. The Professional Studies component includes study of the historical, social, psychological, and philosophical foundations of education; human growth and development; learning theories; curriculum, instruction; exceptional children, communication skills; and the integration of instructional technology. The Content Pedagogy component is designed to help the candidate learn how to teach content to public school students at the targeted age and grade level. The culminating professional development experience for prospective teachers is the senior internship (student teaching) under the direct supervision of a master teacher in a clinical setting.

Outlines of the requirements for each program area (major) follow and may also be found in the academic department section referenced in the chart on page 31.

Special Requirement for Some Teacher Education Majors: Academic or Professional Concentration

As required by the Board of Governors of The University of North Carolina, all students seeking a baccalaureate degree in Elementary Education, Special Education, or Physical Education must complete an academic or professional concentration in a basic academic discipline as part of their degree requirements. The 18-30 hours comprising these academic and professional concentrations have been selected to provide students with a cohesive study of a basic academic discipline. Academic and professional concentrations are available in American Indian Studies, Art, Biology, English, Exercise and Sport Science, Geography, Geology, History, Mathematics, Music, Physics, Political Science, Psychology, Read-

ing, Spanish, and Sociology. Students may choose a second major of 30 hours in Philosophy and Religion rather than an academic or professional concentration. Academic and professional concentration requirements are listed with the respective department.

Declaration of Major and Advising

As soon as the student decides to major in education, a Declaration of Major Form should be submitted to the Office of the Registrar in Lumbee Hall. The Declaration of Major Form is then forwarded to the School of Education where an advisor in the chosen program area is assigned to the student. A major advisor is critical to a student's timely and efficient progress through the Teacher Education Program.

Admission to the Teacher Education Program

The Teacher Education Committee selectively admits and periodically evaluates students in the Teacher Education Program on the basis of scholastic aptitude and suitability for teaching. Admission into the University as a student does not automatically satisfy eligibility requirements for admission to the Teacher Education Program. Eligibility for admission into the Teacher Education Program will be determined by regulations current at the time initial application is made for admission into the program.

To be eligible for consideration by the Teacher Education Committee and approved for enrollment in the Professional Semester, each candidate must:

1. Have not more than 8 hours of the General Education requirements remaining.
2. Have earned a "C" (2.0) or better in EDN 302.
3. Have earned a grade of at least a "C-" (C if the course was repeated) in all required major and/or professional course work completed at the time of admission. (NOTE: Major and/or professional courses may be repeated only one time.)
4. Have at least a 2.5 cumulative Quality Point Average (QPA) on a 4.0 scale on all prior college/university course work.
5. Satisfactorily complete the Praxis I Series. Scores must be sent to UNCP by the Educational Testing Service. Students must meet the scores in effect at the time they apply to and qualify for admission to the Program [see next section for details].
6. Satisfactorily complete an admission interview.
7. Complete a Candidate for Professional Licensure (CPL) form. CPL forms are available in the School of Education.

Students with disabilities who may require special accommodations should consult the Dean of the School of Education.

Students should apply for admission to the Teacher Education Program during the second semester of the sophomore year or first semester of the junior year. Applications are available in the School of Education. (NOTE: Students are limited in their progression in Professional Education courses until they have been formally admitted to the Teacher Education Program.)

Students will receive written notification from the School of Education that their program application was approved or disapproved by the Teacher Education Committee. A student is not considered admitted to the Teacher Education Program until such notification is received.

The Praxis I Series Examination

Students seeking admission to the Teacher Education Program must satisfactorily complete the Praxis I Series - three subtests in reading, writing, and mathematics. Students must meet the required scores in effect at the time they apply to and qualify for admission to the program. These tests will normally be taken at the time General Education requirements are completed, usually by the second semester of the sophomore year or the first semester of the junior year. The School of Education must receive an official copy of the scores before the student may be admitted to the Teacher Education Program. The Educational Testing Service must send scores directly to UNCP. Student copies of scores are not acceptable. For more information about the Praxis I Series or other requirements for admission to the Teacher Education Program, consult your advisor.

Continuation in the Teacher Education Program

If a student earns a course grade lower than “C-” in a major or professional education course, if a student’s quality point average falls below a 2.5, or if a student’s application for admission to the Professional Semester of the Teacher Education Program is disapproved for any reason, the student is suspended from the Teacher Education Program. Students suspended from the program may not continue to progress in the program until the deficiencies are corrected. Required major and professional education courses in which a grade lower than a “C-” was earned must be repeated and a grade of “C” (2.0) or better must be earned. The course may be repeated one time only. Upon correction of the deficiencies, students suspended from the program may request reinstatement.

Enrollment in the Professional Semester

Enrollment in the Professional Semester is the culminating experience of the UNCP undergraduate Teacher Education Program. No student accepted for enrollment in the Professional Semester is permitted to register for any course other than those approved for the Professional Semester. The application for enrollment in the Professional Semester must be filed with the Office of University-School Programs.

To be eligible for consideration by the Teacher Education Committee and approved for enrollment in the Professional Semester, each candidate must:

1. Have completed all required General Education courses.
2. Have satisfactorily completed all professional education requirements, excluding those in the Professional Semester.
3. Have not more than six semester hours of program requirements remaining. The six hours must be approved by the student’s advisor and the Dean of the School of Education.
4. Have an overall quality point average of 2.5 or better as well as a 2.5 or better in the student’s major field of study.
5. Present a recommendation for teaching by the student’s advisor, program coordinator, and respective department chairperson.
6. Secure a health clearance statement from the University Student Health Center.

Students with disabilities who may require special accommodations during the Professional Semester should contact the Director of University-School Programs.

Students will receive written notification from University-School Programs that their enrollment application was approved or disapproved by the Teacher Education Committee. A student is not officially enrolled in the Professional Semester until such notification is made AND all University registration procedures are completed.

Graduation

Students must apply for graduation. Applications, which are available in the Registrar’s Office, must be submitted at least two semesters before graduation (December 1st of the year prior is the deadline for December graduation; May 1st of the year prior is the deadline for May graduation). Application for graduation is a University policy, separate from any Teacher Education Program policies and procedures.

NC State Licensure Examination Requirement: The Praxis II Series

All persons qualifying for a teaching license in North Carolina must pass the designated Praxis II specialty area tests. The Praxis II is normally taken during the Professional Semester. The School of Education must receive an official copy of satisfactory scores before a recommendation for licensure can be forwarded to the NC State Department of Public Instruction.

Students should have their scores sent directly to the University by the Educational Testing Service. Student copies are not accepted. Applications and information about the tests are available in the Office of University-School Programs. The appropriate specialty area exam must be taken for each area of licensure sought.

One Repeat Policy

Required major and professional education courses in which a grade lower than a “C-” was earned (“C” in EDN 302) must be repeated and a grade of “C” (2.0) or better must be earned. The course may be repeated only one time. Students who do not earn the required “C” (2.0) or better when repeating the course are not eligible for admission to or continuation in the Teacher Education Program.

Time Limit Policy

Students will have five years from the date of completing course work toward licensure to be recommended by UNCP for initial licensure. After five years have lapsed, a student’s program of study will be reviewed and additional course work may be required before a recommendation will be made for initial licensure.

Major/professional education course work taken more than five years ago is subject to review and may not be accepted toward initial licensure.

Residency Requirements for Teacher Education Programs

Undergraduate students enrolled in one of the licensure programs in teacher education at UNCP will complete a minimum of 30 semester hours (2 semesters) of course work at the University prior to enrollment in the Professional Semester. This course work may be in the student’s major and/or professional education.

Transfer Credit for Professional Education Courses

Upon the review and approval from the School of Education, up to six (6) hours transfer credit may be granted for professional education courses. Transfer credit will be accepted only from four-year colleges and universities with teacher education programs approved by at least one of the following: (1) North Carolina State Department of Public Instruction; (2) National Council for the Accreditation of Teacher Education (NCATE); or (3) appropriate regional accrediting agencies, e.g., Southern Association of Colleges and Schools. Transfer credit for professional education courses will not be accepted from two-year colleges or institutions including junior colleges, technical colleges or institutes, or community colleges.

Licensure-Only

The North Carolina Department of Public Instruction issues licenses to teach in the public schools. Individuals who already possess a baccalaureate degree must satisfy the same requirements for licensure as undergraduate teacher education majors. To determine which requirements have been met through previous study, an individual must complete a Request for an Individualized Education Program (IEP) form available from the School of Education. Transcripts from each institution attended must accompany the Request. Based upon review of the transcript(s) by the School of Education and the appropriate program coordinator, an individualized program of study is developed. Upon successful completion of the prescribed program of study, the student may apply for licensure recommendation from The University of North Carolina at Pembroke. Licensure-only students are subject to the same Teacher Education Program admission and continuation regulations as degree-seeking students. Additional information is available from the School of Education.

Special Resources and Facilities

The Curriculum Laboratory: The Curriculum Laboratory, housed in the Educational Center, is an essential part of the Teacher Education Program. It contains professional and instructional materials supporting all licensure programs in the Teacher Education Program. The Laboratory has textbooks used in K - 12 schools with supporting technological resources, teaching units, North Carolina Standard Course of Study, instructional media and equipment, professional books and journals, curriculum outlines, Praxis I review materials, equipment and resources for the construction of instructional materials, and satellite access for professional development service delivery.

The Education Technology Center (ETC): The ETC is a student computer lab housed in the

Educational Center specifically designed for teacher education preparation. Hardware, software, and training are available to provide preservice teachers with opportunities to demonstrate mastery of the North Carolina Technology Competencies for Educators at both the basic and advanced levels. The ETC also houses a variety of materials designed to assist students preparing to take the Praxis I Series. All teacher education majors are encouraged to utilize the resources available in this Center.

The Learning Laboratory: The Learning Lab is a unit housed in the Educational Center. The lab, which is utilized by professors and education majors, provides space for the study and development of instructional materials, commercial and teacher-made. In addition to a wide collection of manipulative and multi-sensory materials, the Learning Lab also houses furniture and other physical equipment appropriate for creating flexible educational environments.

Special Programs: Teaching Fellows

The University of North Carolina at Pembroke is one of the fourteen institutions participating in the North Carolina Teaching Fellows Program. The Program is funded by the State of North Carolina to attract the “best and brightest” students to the teaching profession. High school students apply to the Teaching Fellows Program in the fall of the senior year. Following a state-wide selection process, four hundred Teaching Fellows are selected annually by the North Carolina Teaching Fellows Commission. Each Teaching Fellow receives a \$26,000 scholarship (\$6500/year for four years) and is required to teach in North Carolina for at least four years.

Teaching Fellows choosing to attend UNC Pembroke participate in an academically and culturally enriched teacher education program. Entering Teaching Fellows participate in a summer orientation program designed to introduce students to the teaching profession and acquaint them with the University, faculty, staff, administrators, and fellow students. Teaching Fellows enroll in a special section of the required Freshman Seminar course (FRS 100) taught by the Teaching Fellows Program Director.

Throughout their program of study at UNCP, Teaching Fellows participate in monthly seminars on topics including cultural diversity, leadership development, and other issues of importance to future teacher. The seminars are led by faculty, area educators, and leaders from the public and private sectors. Teaching Fellows work closely with select faculty mentors on research and special projects.

Educational and recreational field trips provide Teaching Fellows the opportunity for personal and professional development. Special social events are scheduled each semester. Teaching Fellows participate in activities coordinated by the Public School Forum during the summers following their freshman, sophomore, and junior years.

UNDERGRADUATE LICENSURE PROGRAMS

NOTE: Students who desire teacher licensure in any one of the 12 programs outlined below should declare the major as soon as possible in their college career. Consultation with the Program Coordinator or program advisor prior to registering for General Education courses is strongly recommended.

BACHELOR OF ARTS IN ART EDUCATION (K-12)

Coordinator: Tulla Lightfoot

Location: Department of Art

PROGRAM DESCRIPTION

The program of study in Art Education consists of four curricular components: freshman seminar and general education, the specialty area, professional studies, and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates are eligible for an “A” license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Art Education program is one of 12 teacher education programs offered at UNCP. Art Education majors are subject to Teacher Education Program policies, admission requirements, continuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

The Art Education program is accredited by the National Association for the Accreditation of Teacher Education (NCATE) and the NC Department of Public Instruction.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the Teacher Education Student Handbook distributed in EDN 302.

PROGRAM GOALS AND OBJECTIVES

One goal of the Art Education program is to help prospective art educators develop art insight and technical competence in their chosen area of study as well as groundwork for special interests and needs. Prospective art educators must also demonstrate professional awareness and communication skills concerning their discipline. They must be proficient as art instructors at all grade levels and have a philosophical basis for planning and implementing curricula in a pluralistic society. Students must be able to evaluate art products and procedures and defend their evaluations. More specifically, prospective art educators will:

1. attain a high level of visual literacy of history, criticism, aesthetics and production of art throughout their endeavors of art (art education), beginning to carry out the integration of these four disciplines through the activities of inquiry, production, observation and practice;
2. become familiar with traditional and contemporary art education movements, theories, and issues, demonstrating a knowledge of the fundamental principles and the language of art as part of their art theory instruction;
3. possess a comprehensive and integrated understanding of the visual arts, crafts, and art history;
4. be knowledgeable about the various techniques, materials, and studio procedures of art production and be able to translate those processes into sequentially based curricula for diverse learners;
5. gain knowledge, in the classroom and during field experiences, of the structure, procedures, and processes found in schools as related to the special area of art education;
6. know and understand the developmental stages (both cognitive and affective domains) and be able to structure lessons that are developmentally appropriate; and
7. take an active role in instructional planning, presentation, the uses of instructional technology, and assessment, taking into consideration the diversity of the population.

| Course Requirements | Sem. Hrs. |
|--|-------------------|
| Freshman Seminar and General Education | 45 |
| Specialty Area | 39 |
| ART 101 Elements of Design | |
| ART 105 Introduction to Sculpture | |
| ART 109 Figure Drawing | |
| ART 111 Introduction to Ceramics | |
| ART 132 Introduction to Drawing | |
| ART 133 Introduction to Painting | |
| ART 140 Introduction to Printmaking | |
| ART 230 Digital Arts I | |
| ART 250 Communication Design | |
| ART 208 Survey of Art History I | |
| ART 209 Survey of Art History II | |
| Advanced Studio Concentration – 6 hours | |
| Professional Studies | 15 |
| EDN 302 Foundations of Education | |
| EDN 310 Birth through Young Adult Development | |
| EDN 350 Educational Psychology | |
| EDN 419 Content Area Literacy in Middle and Secondary Schools | |
| SED 300 Introduction to Exceptional, Diverse, and At-Risk Students | |
| Content Pedagogy | 21 |
| ART 305 Art Education in Grades K-6 | |
| ART 306 Art Education in Grades 7-12 | |
| ART 308 Art Education Field Experience | |
| ART 400 Art Education Curriculum | |
| EDN 449 Internship | |
| General Electives | 4 |
| | Total: 124 |

BACHELOR OF SCIENCE IN BIOLOGY EDUCATION (9-12)

Coordinator: Rachel McBroom
Location: Department of Biology

PROGRAM DESCRIPTION

The program of study in Biology Education consists of four curricular components: freshman seminar and general education, the specialty area, professional studies, and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates are eligible for an “A” license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Biology Education program is one of 12 teacher education programs offered at UNCP. Biology Education majors are subject to Teacher Education Program policies, admission requirements, continuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

The Biology Education program is accredited by the National Association for the Accreditation of Teacher Education (NCATE) and the NC Department of Public Instruction.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the Teacher Education Student Handbook distributed in EDN 302.

PROGRAM GOALS AND OBJECTIVES

The goal of the Biology Education program is to prepare effective teachers to facilitate the development of biology literacy in secondary schools. The program helps the prospective biology educator integrate the knowledge bases underlying biology into an internal framework of their own. Thus, the prospective biology teacher should be able to

1. develop a basic understanding of living systems, including levels of organization, physiology, genetics, interrelationships, and evolution;
2. develop a basic understanding of the nature of science, including philosophy and methodology;
3. develop a basic understanding of the interrelationships among the fields of science and between science and society;
4. contribute to the personal development of each individual;
5. develop an awareness of career opportunities in Biology;
6. develop an understanding of the methods and curriculum of Biology and other sciences;
7. develop communication skills and classroom management skills necessary for effective teaching; and
8. develop awareness of safety precautions specific to instruction in science.

| Course Requirements | Sem. Hrs. |
|--|------------------|
| Freshman Seminar and General Education | 45(33)* |
| Specialty Area (*12 semester hours of Natural Sciences and Mathematics may count toward General Ed) | 59-60 |
| BIO 100 & 100L Principles of Biology & Lab Investigation in Biology | |
| BIO 101 General Botany | |
| BIO 102 General Zoology | |
| BIO 304 Principles of Ecology | |
| BIO 371 Cell Biology | |
| BIO 422 Evolution | |
| BIO 472 Principles of Genetics | |
| Biology Electives 8-9 hours | |
| CHM 130 & 110 General Chemistry I & Lab | |
| CHM 131 & 111 General Chemistry II & Lab | |
| CHM 250 Organic Chemistry I | |
| MAT 107 College Algebra | |
| MAT 210 Introduction to Statistics | |
| PHY 150 College Physics I | |
| GLY 115 Earth Science | |
| Professional Studies | 15 |
| EDN 302 Foundations of Education | |
| EDN 308 Adolescent Development | |
| EDN 350 Educational Psychology | |
| EDN 419 Content Area Literacy in Middle and Secondary Schools | |
| SED 300 Introduction to Exceptional, Diverse, and At-Risk Students | |
| Content Pedagogy | 18 |
| SCE 300 Early Experiences for Prospective Science Teachers | |
| SCE 301 Practicum for Secondary Science Teachers | |
| SCE 400 Teaching Science in the Secondary School | |
| CSC 405 Current Topics in Computers in Education | |
| SCE 449 Internship in Science in Secondary Schools | |
| General Electives | 2-3 |

Total: 128

BACHELOR OF SCIENCE IN BIRTH-KINDERGARTEN EDUCATION (B-K)

Coordinator: Karen Stanley
Location: School of Education

PROGRAM DESCRIPTION

The program of study in Birth-to-Kindergarten Education consists of four curricular components: freshman seminar and general education, the specialty area, professional studies, and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates are eligible for an “A” license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Birth-to-Kindergarten Education program is one of 12 teacher education programs offered at UNCP. Birth-to-Kindergarten Education majors are subject to Teacher Education Program policies, admission requirements, continuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

The Birth-to-Kindergarten Education program is accredited by the National Association for the Accreditation of Teacher Education (NCATE) and the NC Department of Public Instruction.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the Teacher Education Student Handbook distributed in EDN 302.

PROGRAM GOALS AND OBJECTIVES

The goals of the Birth-Kindergarten program are to provide individuals with the knowledge, skills, and abilities needed to effectively serve infants, toddlers, and preschoolers in diverse settings; provide area educators with opportunities to refine and extend their ability to effectively serve infants, toddlers, and preschoolers in diverse settings; and provide preservice and inservice educators with the opportunity to earn licensure by the NC Department of Public Instruction in Birth-to-Kindergarten Education.

The specialized knowledge, skills, and abilities students will be expected to demonstrate include:

1. an understanding of various stages and substages of growth and development in young children, the unique patterns with which children progress through these stages, and the factors that distinguish the wide range of typical from atypical development;
2. knowledge of and skills in the design/adaptation and implementation of developmentally appropriate learning environments for young children;
3. understanding of developmentally and functionally appropriate curricula and methods for children from birth through two and for children three through kindergarten, including knowledge of and skill in utilizing a variety of curriculum models;
4. knowledge of and skill in working collaboratively with culturally diverse families;
5. positive attitudes toward children and families, and a strong commitment to continuous life-long study of young children and their learning;
6. skill in data collection, including screening and assessment procedures focused on individual development, critical reflection, and program evaluation;
7. skill in participating on interdisciplinary early childhood teams and in collaboration across agencies dealing with young children and their families;
8. skill in applying current instructional principles, research, an appropriate assessment practices to the use of computers and related technologies.

| Course Requirements | Sem. Hrs. |
|--|-------------------|
| Freshman Seminar and General Education | 45 |
| Specialty Area (including Multidisciplinary Core) | 24 |
| ECE 301 Introduction to Early Childhood Education | |
| ECE 360 Parent and Child Advocacy/Networking | |
| ECE 420 Administration of Early Childhood Programs | |
| HED 106 Safety and First Aid | |
| HED 109 Healthful Living | |
| HED 206 Nutrition | |
| PSY 315 Guiding Young Children | |
| SOC 303 The Family | |
| SED 300 Introduction to Exceptional, Diverse, and At-Risk Students | |
| Professional Studies | 15 |
| EDN 302 Foundations of Education | |
| EDN 306 Psychology of Early Childhood | |
| EDN 350 Educational Psychology | |
| EDN 408 Language and Literacy in the Early Years | |
| ECE 400 Developmental Assessment for Young Children | |
| Content Pedagogy | 27 |
| ECE 320 Curriculum & Environments in Infant/Toddler Programs | |
| ECE 321 Curriculum & Environments in Preschool Programs, 3-5 years | |
| ECE 340 Creative Experiences in the Early Years | |
| ECE 390 Practicum in Child Study B-5 | |
| SED 322 Curriculum & Environments for Children with Special Needs, Birth-5 | |
| SED 482 Supporting Families of Preschool Children with Disabilities | |
| ECE 446 Internship in Child and Family Development | |
| ECE 475 Professional Seminar for Preservice Birth-Kindergarten Teachers | |
| General Electives | 17 |
| | Total: 128 |

Preschool Add-on licensure is available to individuals holding a clear license in Elementary Education, Family and Consumer Sciences, or Special Education. Consult the Birth-to-Kindergarten Education coordinator or the School of Education for further details.

BACHELOR OF SCIENCE IN ELEMENTARY EDUCATION (K-6)

Coordinator: Swanee Dickson

Location: School of Education

PROGRAM DESCRIPTION

The program of study in Elementary Education consists of five curricular components: freshman seminar and general education, the specialty area, content pedagogy (methods and internship), professional studies, and academic concentration. Upon successful completion of the program and related requirements, graduates are eligible for an "A" license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Elementary Education program is one of 12 teacher education programs offered at UNCP. Elementary Education majors are subject to Teacher Education Program policies, admission requirements, continuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

The Elementary Education program is accredited by the National Association for the Accreditation of Teacher Education (NCATE) and the NC Department of Public Instruction.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the Teacher Education Student Handbook distributed in EDN 302.

PROGRAM GOALS AND OBJECTIVES

The goal of the Elementary Education program is to guide the professional development of teacher candidates who are morally and ethically committed to the learning, development, and well-being of all elementary children and who possess the knowledge, skills, and dispositions needed to guide the cognitive, social, emotional, and physical development of diverse learners in ways that inspire, engage, and affirm. The specific objectives for elementary education candidates are delineated in the Teacher Education Program Student Handbook. Briefly, the objectives of the program are

1. to develop a broad, informed worldview sensitive to the values and perspectives of diverse peoples;
2. to acquire the key concepts and tools of inquiry in the science disciplines, the literary disciplines, the social studies disciplines, the physical education and health disciplines, and the arts disciplines;
3. to acquire knowledge of the theories and principles of human growth and development;
4. to understand the major determinants of curriculum in the elementary schools, including the North Carolina Standard Course of Study;
5. to know how to plan instruction and employ a variety of instructional strategies including technology to meet the needs of diverse learners;
6. to understand the role of assessment in cycles of teaching and learning and to develop the disposition to reflect critically and integrate knowledge and experience into a coherent conceptual framework.

Course Requirements

Freshman Seminar and General Education

Sem. Hrs.

45

Specialty Area/Content Pedagogy

46

HED 109 Healthful Living

HST 317 History of North Carolina

MUS 224 Musical Experiences for Young Children

ART 305 Art Education in Grades K-6

PED 316 Physical Education Activities for Grades K-6

EDN 304 Curriculum in the Elementary School

EDN 409 Early Literacy: Learning to Read in the Elementary School

EDN 421 Teaching Language Arts in the Elementary School

EDN 453 Teaching Social Studies in the Elementary School

EDN 455 Teaching Science and Health in the Elementary School

EDN 463 Teaching of Mathematics in the Elementary School

EDN 465 Foundations, Educational Trends and Practice in Pre-School Education

EDN 446 Internship in the Elementary School

EDN 475 Professional Seminar for Pre-Service Teachers in the Elementary School

Professional Studies

15

EDN 302 Foundations of Education

EDN 307 Middle Childhood Development

EDN 350 Educational Psychology

EDN 410 Content Area Literacy in the Elementary School

SED 300 Introduction to Exceptional, Diverse, and At-Risk Students

Academic or Professional Concentration

18-30

Total: 128

BACHELOR OF ARTS IN ENGLISH EDUCATION (9-12)

Coordinator: Virginia P. Jones

Location: Department of English, Theatre, and Languages

PROGRAM DESCRIPTION

The program of study in English Education consists of four curricular components: freshman seminar and general education, the specialty area, professional studies, and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates are eligible for an “A” license to teach in the State of North Carolina, The NC Department of Public Instruction issues the teaching license based on University recommendation.

The English Education program is one of 12 teacher education programs offered at UNCP. English Education majors are subject to Teacher Education Program policies, admission requirements, continuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

The English Education program is accredited by the National Council of Teachers of English, the National Association for the Accreditation of Teacher Education (NCATE) and the NC Department of Public Instruction.

PROGRAM STANDARDS:

The Teacher Education Program standards for all education majors are described fully in the Teacher Education Student Handbook distributed in EDN 302.

PROGRAM GOALS AND OBJECTIVES

The goals of the UNCP English licensure program are that students will increase their knowledge of and competence in the language arts and will be prepared to become effective teachers in the English classroom and to function as contributing English professionals. The objectives of the program are that students will

1. understand such areas of the English language as historical and developmental perspectives, grammar systems, and dialects/levels of usage;
2. read and respond in various ways to works of American, British, and world literature, including literature by women, minorities, and non-western writers;
3. become acquainted with traditional and contemporary literature appropriate for adolescents and become aware of ways to encourage a variety of reader response to such literature;
4. experience and study both the writing process and written products for diverse purposes and audiences, completing a variety of writing tasks and studying pedagogical techniques appropriate to working with diverse learners;
5. be exposed to materials and methods for teaching reading, writing, speaking, listening, and viewing;
6. practice instructional planning, presentation, and assessment in the field of English, understanding the necessity of critical reflection in the entire instructional process;
7. learn how to use diversity of learners, technology, and community resources as strengths in the English classroom; and
8. gain a sense of professionalism through exposure to positive pedagogical models in their course work, through structured, monitored early field experiences, and through an extended supervised student teaching experience.

| Course Requirements | Sem. Hrs. |
|--|-------------------|
| Freshman Seminar and General Education | 45 (36)* |
| Specialty Area (*9 semester hours of Foreign Language and 200-level Literature may count toward General Ed) | 40-46 |
| SPE 200 Interpersonal Communication or SPE 201 Fundamentals of Speech Foreign language competency at the 132 course level** – 0-6 hours | |
| ENG 205 World Literature before 1660 or ENG 206 World Literature after 1660 | |
| ENG 223 American Literature before 1865 or ENG 224 American Literature since 1865 | |
| ENG 247 British Literature before 1790 or ENG 248 British Literature after 1790 | |
| ENG 304 Principles of Literary Study | |
| ENG 346 Aspects of the English Language | |
| ENG 371 English Grammar | |
| ENG 457 Shakespeare (fall only) | |
| ENGS 4xx (numbers vary) Seminar in Literature | |
| Select four from list below: | |
| ENG 201 Southern Literature, ENG 202 Contemporary Literature, ENG 204 Mythology of All Peoples, ENG 208 Women's Literature, ENG 209 Literature and Film, ENG 210 African American Literature, or ENG 220 Native American Literature | |
| ENG 332 British Literary Period, Pre-1790 | |
| ENG 333 British Literary Period, Post-1790 | |
| ENG 334 American Literary Period, Pre-1865 | |
| ENG 335 American Literary Period, Post-1865 | |
| ENG 342 The British Novel | |
| ENG 343 The American Novel | |
| ENG 354 Modern Drama | |
| ENG 356 Modern Fiction | |
| ENG 366 Modern Poetry | |
| ENG 370 Advanced Composition | |
| ENG 374 Writing Poetry II or ENG 375 Writing Fiction II | |
| ENG 402 Literary Criticism | |
| ENG 423, 424 Special Topics in American English | |
| ENG 481 Phonetics and Phonology, ENG 483 Second Language Acquisition, or ENG 485 Cultural Issues of English as a Second Language | |
| Select one from list below: | |
| ENG 286 Literary Magazine Production, JRN 161 Newspaper Production, JRN 182 Yearbook Production, THE 162 Play Production, THE 164 Stage Make-up | 15 |
| Professional Studies | |
| EDN 302 Foundations of Education | |
| EDN 308 Adolescent Development | |
| EDN 350 Educational Psychology | |
| EDN 419 Content Area Literacy in Middle and Secondary Schools | |
| SED 300 Introduction to Exceptional, Diverse, and At-Risk Students | |
| Content Pedagogy | 18 |
| EED 384 Literature and Reading for Adolescents (6-12): Methods and Materials (spring only) | |
| EED 389 The Teaching of Writing and Speech (6-12): Methods and Materials (fall only) | |
| EED 449 Internship for Secondary English Education (spring only) | |
| EED 475 Professional Seminar in Secondary English Education (spring only) | |
| General Electives | 7-13 |
| | Total: 122 |

**The foreign language requirement may be met by completing 131 and 132, by testing into and completing 132 only, or by testing out of both 131 and 132.

ENGLISH AS A SECOND LANGUAGE ADD-ON LICENSURE

(initial [temporary] SDPI authorization granted)

Students can take the 6 courses (18 hours) in the program for either undergraduate or graduate credit and, upon completion of the program, can add on to either the “A” or “M” license. All courses will be offered in the late afternoon or evening, and the program can be completed within two years.

| Course Requirements | Sem. Hrs. |
|---|-----------|
| ENG 346 Aspects of the English Language | 3 |
| ENG 371 English Grammar | 3 |
| ENG 481 Phonetics and Phonology | 3 |
| ENG 483 Second Language Acquisition | 3 |
| ENG 485 Cultural Issues of English as a Second Language | 3 |
| ENG 489 Applied Pedagogy of Teaching English as a Second Language | 3 |

BACHELOR OF SCIENCE IN MATHEMATICS EDUCATION (9-12)

Coordinator: Mary Klinikowski

Location: Department of Mathematics and Computer Science

PROGRAM DESCRIPTION

The program of study in Mathematics Education consists of four curricular components: freshman seminar and general education, the specialty area, professional studies, and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates are eligible for an “A” license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Mathematics Education program is one of 12 teacher education programs offered at UNCP. Mathematics Education majors are subject to Teacher Education Program policies, admission requirements, continuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

The Mathematics Education program is accredited by the National Association for the Accreditation of Teacher Education (NCATE) and the NC Department of Public Instruction.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the Teacher Education Student Handbook distributed in EDN 302.

PROGRAM GOALS AND OBJECTIVES

The Mathematics Education program recognizes that teaching mathematics is a complex endeavor. Pre-service teachers of mathematics need to be involved in developing their knowledge, skills, understandings, and dispositions to teach mathematics to diverse learners. The goal of the Mathematics Education program is to prepare effective and professional mathematics teachers who are ready to make positive contributions to the mathematical development of middle and high school students in diverse settings. To accomplish this goal, the Mathematics Education program will

1. provide students with a solid foundation and understanding of mathematics.
2. enable students to appreciate both the aesthetic and practical aspects of mathematics.
3. provide experiences that will help students see that they will need to have a variety of teaching and learning strategies available at all times.
4. provide students with current theories regarding the psychological development of the learner and an understanding of human dynamics found in the home, the school, and the community.
5. demonstrate methods of evaluating student learning, textbooks, the curriculum, educational techniques, and the educational process as a whole.

6. prepare students to deal with a diverse population that has a broad spectrum of needs, aspirations, and expectations for themselves and others.
7. provide a consideration of societal needs that are satisfied by applications of and careers based on mathematics and technology.
8. stress the importance to a teaching professional of keeping abreast of current trends in mathematics education through the reading of professional journals and participation in mathematics workshops, institutes, conferences, professional meeting and in-service programs.

The specific objectives supporting each goal are described fully in the Teacher Education Student Handbook.

| Course Requirements | Sem. Hrs. |
|--|-------------------|
| Freshman Seminar and General Education | 45 |
| Specialty Area | 42 |
| MAT 220 Point Set Theory | |
| MAT 221 Calculus I | |
| MAT 222 Calculus II | |
| MAT 315 Linear Algebra I | |
| MAT 316 Intermediate Calculus | |
| MAT 325 Algebra I | |
| MAT 328 Probability and Statistics | |
| MAT 411 College Geometry | |
| MAT 431 Advanced Calculus I | |
| MAT 402 A Historical Development of Mathematics | |
| CSC 202 Microcomputer Programming | |
| 6 additional hours in advanced mathematics | |
| Professional Studies | 15 |
| EDN 302 Foundations of Education | |
| EDN 308 Adolescent Development | |
| EDN 350 Educational Psychology | |
| EDN 419 Content Area Literacy in Middle and Secondary Schools | |
| SED 300 Introduction to Exceptional, Diverse, and At-Risk Students | |
| Content Pedagogy | 17 |
| MAT 250 Introduction to Teaching Mathematics in the Secondary Schools | |
| CSC 405 Current Topics in Computers in Education | |
| MAT 400 Methods of Teaching Mathematics in Middle Grades and Secondary Schools | |
| MAT 449 Internship in Mathematics in the Secondary School | |
| General Electives | 8 |
| | Total: 127 |

BACHELOR OF SCIENCE IN MIDDLE GRADES EDUCATION (6-9)

Coordinator: Janet Fortune
Location: School of Education

PROGRAM DESCRIPTION

The program of study in Middle Grades Education consists of four curricular components: freshman seminar and general education, the specialty areas, professional studies, and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates are eligible for an “A” license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Middle Grades Education program is one of 12 teacher education programs offered at UNCP. Middle Grades Education majors are subject to Teacher Education Program policies, admission requirements, continuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

The Middle Grades Education program is accredited by the National Association for the Accreditation of Teacher Education (NCATE) and the NC Department of Public Instruction.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the Teacher Education Student Handbook distributed in EDN 302.

PROGRAM GOALS AND OBJECTIVES

The purpose of the Middle Grades Education program is to prepare teachers who are knowledgeable about and committed to an education for young adolescents that is developmentally responsive, socially equitable, and academically challenging. Within this framework, the prospective teacher will

1. understand the theoretical base, research, and exemplary practices of middle level education;
2. understand the history and philosophy of middle level education and theories about its future development, including organizational components and assessment and evaluation in the middle school setting;
3. possess content expertise and curriculum integration in two fields of teaching appropriate to the middle school;
4. integrate technology into the middle school classroom;
5. understand and appreciate learners from different racial, ethnic, social, cultural, and linguistic groups and meet the needs of a broad range of learning styles of middle school students;
6. be reflective practitioners who continually evaluate the effects of their choices and actions on other (students, parents, and other professionals in the learning community).

The specific goals and objectives for Middle Grades Education candidates are delineated in the Teacher Education Program Student Handbook.

| Course Requirements | Sem. Hrs. |
|---|-----------|
| Freshman Seminar and General Education | 45 |
| Specialty Area (Select two teaching specialty areas from the following): Language Arts, Mathematics, Science, Social Studies. Certain combinations will require in excess of 128 semester hours.) | |
| Language Arts | 27 |
| Language Arts Specialty Area: | |
| SPE 200 or SPE 201 | |
| ENG 205 World Literature before 1660 | |
| ENG 223 American Literature before 1865 or ENG 224 American Literature since 1865 | |
| ENG 247 British Literature before 1790 or ENG 248 British Literature after 1790 | |
| ENG 304 Principles of Literary Study | |
| ENG 346 Aspects of the English Language | |
| ENG 371 English Grammar | |

Language Arts Content Pedagogy:

EED 384 Literature & Reading for Adolescents (6-12): Methods and Materials (spring only)

EED 389 The Teaching of Writing and Speech (6-12): Methods and Materials (fall only)

Mathematics

41/39

Mathematics Specialty Area:

MAT 107 & 108 College Algebra and Plane Trigonometry or

MAT 109 College Algebra and Trigonometry

MAT 210 Introduction to Statistics

MAT 215 Calculus with Applications

MAT 221 & 222 Calculus I and Calculus II

MAT 315 Linear Algebra I

MAT 325 Algebra I

MAT 402 A Historical Development of Mathematics

MAT 411 College Geometry

CSC 202 Microcomputer Programming

Mathematics Content Pedagogy:

MAT 250 Introduction to Teaching Mathematics in the Secondary Schools

MAT 400 Methods of Teaching Mathematics in Middle Grades and Secondary Schools
(EDN 400)**Science**

24/27

Science Specialty Area:

PHS 110 and 108 and 109 Physical Science I and Lab I and Lab II or

PHY 150 & 156 College Physics I and Lab and PHY 151 & 157 College
Physics II and Lab

BIO 100 & 100L Principles of Biology and lab

BIO 103 Basic Human Biology

CHM 130 & 110 General Chemistry I and lab

GLY 115 & 115L Earth Science and lab

Science Content Pedagogy:

SCE 300 Early Experiences for Prospective Science Teachers

SCE 350 The Teaching of Science in the Middle Grades

Social Studies

45

Social Studies Specialty Area:

HST 101 American Civilizations to 1877

HST 102 American Civilizations since 1877

HST 114 World Civilizations to 1500

HST 115 World Civilizations since 1500

HST 317 History of North Carolina

ECN 100 Economics of Social Issues or ECN 202 Principles of Microeconomics
or ECN 203 Principles of MacroeconomicsPSPA 100 Introduction to Political Science or PSPA 101 Introduction to American National
GovernmentGGY 101 Principles of Geography, GGY 102 World Regional Geography, or GGY 200
Cultural Geography

GGY 115 Earth Science

SOC 105 Introduction to Cultural Anthropology

SOC 201 Social Concepts

Guided Electives (9 hours) The student will choose three (3) courses from the
following: HST 305, 306, 310, 314, 315, 316, 321, 323, 327, 329, 332, 341, 344,
361, 362, 372, 373, 374, 375, 380, 382, 384, 386, 394, 407, 410, 413, 421, 422,
427, 430, 432, 433, 445, and 446.**Social Studies Content Pedagogy:**

SSE 365 Content and Techniques of Social Studies

| | |
|--|---|
| Professional Studies | 15 |
| EDN 302 Foundation of Education | |
| EDN 309 Early Adolescent Development | |
| EDN 350 Educational Psychology | |
| EDN 419 Content Area Literacy in Middle and Secondary Schools | |
| SED 300 Introduction to Exceptional, Diverse, and At-Risk Students | |
| Content Pedagogy Middle Grades Education | 18 |
| EDN 405 Foundations and Curriculum Development for Middle Grades | |
| CSC 405 Current Topics in Computers in Education | |
| EDN 456 Internship in the Middle Grades | |
| EDN 476 Instructional Approaches to Middle School Grades | |
| General Electives | 3 |
| | All Middle Grades Education Subtotal: 82 |
| | Language Arts Subtotal: 27 |
| | Mathematics Subtotal: 41/39 |
| | Science Subtotal: 24/27 |
| | Social Studies Subtotal: 45 |
| | Middle Grades Program Total: * |

*The total number of hours required is dependent on the two selected teaching specialty areas plus the subtotal for other requirements. It is important to note that some course work in General Education overlaps with the teaching concentration requirements.

BACHELOR OF MUSIC IN MUSIC EDUCATION (K-12)

Coordinator: Janita K. Byars

Location: Department of Music

PROGRAM DESCRIPTION

The program of study in Music Education consists of four curricular components: freshman seminar and general education, the specialty area, professional studies, and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates are eligible for an "A" license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Music Education program is one of 12 teacher education programs offered at UNCP. Music Education majors are subject to Teacher Education Program policies, admission requirements, continuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

The Music Education program is accredited by the National Association for the Accreditation of Teacher Education (NCATE) and the NC Department of Public Instruction.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the Teacher Education Student Handbook distributed in EDN 302.

PROGRAM GOALS AND OBJECTIVES

The goal of the Music Education program is to provide comprehensive training for teachers of vocal and instrumental music. These students will have a solid foundation in the liberal arts and musical experiences which will develop their cultural sensitivity while providing programs and concerts to enrich the cultural life of the university and the community. Specifically, students majoring in Music Education will

1. a) demonstrate a mastery of performance skills in at least one major medium, b) have an adequate level of keyboard proficiency, c) participate in both large and small ensembles, and d) acquire suitable conducting and rehearsal skills;
2. demonstrate both aural and analytical skill encompassing an understanding of the basic elements of music, its forms, processes, and structures as well as the ability to place music into its proper historical, cultural, and stylistic context;

3. demonstrate the ability to create (compose and improvise) derivative or original music;
4. demonstrate knowledge of music history and literature of both Western and non-Western origin;
5. demonstrate a knowledge of current music technology;
6. demonstrate a thorough knowledge of the North Carolina Standard Course of Study (K-12);
7. demonstrate the ability to a) use comprehensive assessment, b) create and foster dynamic learning environments, c) use diversity as a strength in the classroom, d) model attitudes and behaviors that reflect professional and ethical standards, e) interact effectively with others in the school, the community, and beyond, and f) advocate for quality music programs; and
8. demonstrate a) the ability to work independently, b) the ability to formulate and defend value judgments about music, and c) an understanding of the interrelationships and interdependencies among the various professions and activities that constitute the music enterprise.

Course Requirements

Sem. Hrs.

Freshman Seminar and General Education

45(39)*

Specialty Area—Select one Emphasis (*6 semester hours may count toward General Ed)

51

Vocal Emphasis:

MUS 100, 101, 200, 201, 300, 301, 401 Concert Choir
 MUS 181 Class Piano I or MUSP 102 Private Piano
 MUS 182 Class Piano II or MUSP 103 Private Piano
 MUS 281 Class Piano III or MUSP 202 Private Piano
 MUS 114, 114L, 115, 115L, 214, 214L, 215, 215L Theory I, II, III, IV
 and Lab I, II, III, IV
 MUS 225, 226, 227, 228 Class Woodwind, Brass, Percussion, and Strings
 MUS 295¹, 296², 395 Music History and Literature I, II, III
 MUS 329 Conducting
 MUS 330 Rehearsal Strategies
 MUS 334 Orchestration and Arranging
 MUS 404 Senior Recital

Instrumental Emphasis:

MUS 100 Concert Choir
 MUS 141 or 116, 142 or 117, 241 or 216, 242 or 217, 341 or 316,
 342 or 317, 441 or 416 Concert Band or Orchestra
 MUS 181 Class Piano I or MUSP 102 Private Piano
 MUS 182 Class Piano II or MUSP 103 Private Piano
 MUS 114, 114L, 115, 115L, 214, 214L, 215, 215L Theory I, II, III, IV
 and Lab I, II, III, IV
 MUS 225, 226, 227, 228 Class Woodwind, Brass, Percussion, and Strings
 MUS 295¹, 296², 395 Music History and Literature I, II, III
 MUS 329 Conducting
 MUS 330 Rehearsal Strategies
 MUS 334 Orchestration and Arranging
 MUS 404 Senior Recital

Keyboard Emphasis (Vocal Orientation):

MUS 100, 101, 200, 201 Concert Choir
 MUS 114, 114L, 115, 115L, 214, 214L, 215, 215L Theory I, II, III, IV and Lab I,
 II, III, IV
 MUS 225, 226, 227, 228 Class Woodwind, Brass, Percussion, and Strings
 MUS 295¹, 296², 395 Music History and Literature I, II, III
 MUS 329 Conducting
 MUS 330 Rehearsal Strategies
 MUS 334 Orchestration and Arranging
 MUS 335, 336, 435 Accompanying
 MUS 404 Senior Recital
 MUS 425 Piano Pedagogy

Keyboard Emphasis (Instrumental Orientation):

MUS 100 Concert Choir

MUS 141 or 116, 142 or 117, 241 or 216, 242 or 217 Concert Band or Orchestra

MUS 114, 114L, 115, 115L, 214, 214L, 215, 215L Theory I, II, III, IV and Lab I, II, III, IV

MUS 225, 226, 227, 228 Class Woodwind, Brass, Percussion, and Strings

MUS 295¹, 296², 395 Music History and Literature I, II, III

MUS 329 Conducting

MUS 330 Rehearsal Strategies

MUS 334 Orchestration and Arranging

MUS 335, 336, 435 Accompanying

MUS 404 Senior Recital

MUS 425 Piano Pedagogy

All students: Applied Music (MUSP) 14 hours**Professional Studies**

15

EDN 302 Foundations of Education

EDN 310 Birth through Young Adult Development

EDN 350 Educational Psychology

EDN 419 Content Area Literacy in Middle and Secondary Schools

SED 300 Introduction to Exceptional, Diverse, and At-Risk Students

Content Pedagogy

17

MUS 400 Elementary Music Methods and Materials

MUS 405 Secondary General and Choral Music Education Methods

(Vocal Emphasis and Keyboard Emphasis [Vocal Orientation])

MUS 420 Secondary Instrumental Music Methods

(Instrumental Emphasis and Keyboard Emphasis [Instrumental Orientation])

MUS 475 Professional Seminar for Pre-Service Teachers

EDN 449 Internship

Total: 128¹MUS 295 fulfills the Fine Arts requirement in General Education.²MUS 296 fulfills the Humanities (Fine Arts) Elective requirement in General Education.**BACHELOR OF SCIENCE IN PHYSICAL EDUCATION (K-12)**

Coordinator: Tommy Thompson

Location: Department of Health, Physical Education, and Recreation

PROGRAM DESCRIPTION

The program of study in Physical Education consists of five curricular components: freshman seminar and general education, the specialty area, professional studies, content pedagogy (methods and internship), and academic concentration. Upon successful completion of the program and related requirements, graduates are eligible for an "A" license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Physical Education program is one of 12 teacher education programs offered at UNCP. Physical Education majors are subject to Teacher Education Program policies, admission requirements, continuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

The Physical Education program is accredited by the National Association for the Accreditation of Teacher Education (NCATE) and the NC Department of Public Instruction.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the Teacher Education Student Handbook distributed in EDN 302.

PROGRAM GOALS AND OBJECTIVES

The goal of the Physical Education program is to enable the prospective physical educator to acquire knowledge of the processes underlying wellness, fitness, health, exercise, and recreation in relationship to educating the physical, mental, and social human. More specifically, the student will

1. learn teaching strategies, curriculum planning, evaluation approaches, and research methods;
2. learn how to meet the individual learning needs of diverse learners, typical or atypical;
3. learn how to adapt the physical education program to the academic, social, and physical developmental needs of diverse K-12 learners;
4. learn the professional literature and how to research that literature;
5. develop affiliations with various professional communities at the local, state, and/or national levels;
6. learn how to select and evaluate curricular materials, select appropriate instructional methods, and use equipment appropriate for different levels and types of physical education instruction.

| Course Requirements | Sem. Hrs. |
|--|-------------------|
| Freshman Seminar and General Education | 45(44)* |
| Specialty Area | 29-30 |
| PED 138 Rhythms and Dance (meets Gen Ed. Req.)* | |
| PED 106 Safety and First Aid | |
| PED 109 Healthful Living | |
| PED 101 Wellness and Fitness | |
| PED 204 Adaptive Physical Education | |
| PED 206 Nutrition | |
| PED 207 Computer Application in HPER | |
| PED 312 PE and Sport in Contemporary Society | |
| PED 348 Kinesiology | |
| PED 349 Anatomy and Physiology | |
| PED 411 Biomechanics | |
| PED 412 Exercise Physiology | |
| PED 415 Organization and Administration of Physical Education and Athletics | |
| PED 424 Tests and Measurement in Physical Education | |
| 2 hours from the following: ATA 102 and/or PED 200 and/or any coaching course | |
| Professional Studies | 15 |
| EDN 302 Foundations of Education | |
| EDN 310 Birth through Young Adult Development | |
| EDN 350 Educational Psychology | |
| EDN 419 Content Area Literacy in Middle and Secondary Schools | |
| SED 300 Introduction to Exceptional, Diverse, and At-Risk Students | |
| Content Pedagogy | 18 |
| PED 316 Physical Education Activities for Grades K-6 | |
| PED 319 Physical Education Activities for Grades 7-12 | |
| PED 400 Teaching Physical Education in Grades K-12 | |
| EDN 449 Internship | |
| General Electives/Academic or Professional Concentration (overlaps with Gen. Ed.) | 18-25 |
| | Total: 127 |

BACHELOR OF SCIENCE IN SCIENCE EDUCATION (9-12)

Coordinator: Rachel McBroom

Locations: Department of Biology, Department of Chemistry and Physics

PROGRAM DESCRIPTION

The program of study in Science Education consists of four curricular components: freshman seminar and general education, the specialty area, professional studies, and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates are eligible for an “A” license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Science Education program is one of 12 teacher education programs offered at UNCP. Science Education majors are subject to Teacher Education Program policies, admission requirements, continuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

The Science Education program is accredited by the National Association for the Accreditation of Teacher Education (NCATE) and the NC Department of Public Instruction.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the Teacher Education Student Handbook distributed in EDN 302.

PROGRAM GOALS AND OBJECTIVES

The goal of the Science Education program is to prepare effective science teachers to facilitate the development of science literacy in secondary schools. The program helps the prospective science educator integrate the knowledge bases underlying the curricular areas of science into an internal framework of their own. The prospective science teacher should possess the following characteristics:

1. an understanding of scientific knowledge (facts, concepts, laws, theories) and how this knowledge will enable students to deal with personal and social problems intelligently;
2. a basic understanding of the nature of science and how the scientific method can be used to solve problems and make decisions;
3. a basic understanding of the interrelationships among science, technology, and society;
4. an understanding of how science contributes to the personal development of each individual;
5. an awareness of the many career opportunities that are available for students and how to provide information and training that will be useful to students with respect to future employment;
6. an understanding of the methods and curriculum of science;
7. the communication skills (speaking and writing) necessary for effective teaching as well as the skills necessary for effective classroom management;
8. an understanding of the role of research in science education;
9. awareness of the safety precautions specific to classroom, stockroom, laboratories, and other areas used for science instruction.

Course Requirements

Freshman Seminar and General Education

Sem. Hrs.

45(33)*

Specialty Area—Select one area of concentration (*12 semester hours of

Natural Sciences and Mathematics may count toward General Ed)

Biology Concentration:

BIO 100 & 100L Principles of Biology and lab

BIO 101 General Botany

BIO 102 General Zoology

BIO 304 Principles of Ecology

BIO 371 Cell Biology

BIO 422 Evolution

BIO 472 Principles of Genetics

62

MAT 107 College Algebra
 MAT 215 Calculus with Applications
 CHM 130 & 110 General Chemistry I and lab
 CHM 131 & 111 General Chemistry II and lab
 CHM 250 Organic Chemistry I
 GLY 115 & GLY 115L Earth Science and lab
 GLY 125 & GLY 125L Earth History and lab
 PHY 150 & 156 College Physics I and lab
 PHY 151 & 157 College Physics II and lab

Chemistry Concentration:

62

CHM 130 & 110 General Chemistry I and lab
 CHM 131 & 111 General Chemistry II and lab
 CHM 226 Elementary Inorganic Chemistry
 CHM 227 Analytical Chemistry
 CHM 250 Organic Chemistry I
 CHM 251 Organic Chemistry II
 CHM 311 Biochemistry
 CHM 312 Experimental Methods in Biochemistry
 MAT 221 Calculus I
 MAT 222 Calculus II
 BIO 100 & 100L Principles of Biology and lab
 BIO 101 General Botany or BIO 102 General Zoology
 GLY 115 & GLY 115L Earth Science and lab
 GLY 125 & GLY 125L Earth History and lab
 PHY 150 & 156 College Physics I and lab
 PHY 151 & 157 College Physics II and lab
 Guided Electives – 2 hours

Earth Science Concentration:

62

GLY 100 & GLY 100L Physical Geology and lab or
 GLY 115 & GLY 115L Earth Science and lab
 GLY 125 & GLY 125L Earth History and lab
 GLY 226 Oceanography
 GLY 246 Weather and Climate
 GLY 262 Environmental Geology
 GLY 310 Minerals and Rocks
 GLY 325 Paleontology
 PHS 156 Astronomy
 select one: GLY 366 Geomorphology; GLY 425 Stratigraphy and Sedimentology;
 GLYS 4xx Special Topics in Geology
 MAT 109 College Algebra and Trigonometry
 CHM 130 & 110 General Chemistry I and lab
 CHM 131 & 111 General Chemistry II and lab
 CHM 250 Organic Chemistry I
 BIO 100 & BIO 100L Principles of Biology and lab
 BIO 101 General Botany or BIO 102 General Zoology
 PHY 150 & 156 College Physics I and lab
 PHY 151 & 157 College Physics II and lab
 Guided Electives – 1 hour

Physics Concentration:

62

PHY 150 College Physics I or PHY 200 University Physics I
 PHY 151 College Physics II or PHY 201 University Physics II
 PHY 156 College Physics Lab I or PHY 206 University Physics Lab I
 PHY 157 College Physics Lab I or PHY 207 University Physics Lab II
 PHY 218 Optics

| | |
|--|------------|
| PHY 256 Modern Physics | |
| PHY 300 Classical Mechanics | |
| PHY 320 Electricity | |
| PHY 326 Heat and Temperature | |
| PHY 400 Quantum Mechanics | |
| Guided Electives – 2 hours | |
| MAT 221 Calculus I | |
| MAT 222 Calculus II | |
| MAT 322 Differential Equations | |
| BIO 100 & BIO 100L Principles of Biology and Lab | |
| GLY 115 & GLY 115L Earth Science and lab | |
| BIO 101 General Botany or BIO 102 General Zoology | |
| CHM 130 & 110 General Chemistry I and lab | |
| CHM 131 & 111 General Chemistry II and lab | |
| PHS 156 Astronomy | |
| Professional Studies | 15 |
| EDN 302 Foundations of Education | |
| EDN 308 Adolescent Development | |
| EDN 350 Educational Psychology | |
| EDN 419 Content Area Literacy in Middle and Secondary Schools | |
| SED 300 Introduction to Exceptional, Diverse, and At-Risk Students | |
| Content Pedagogy | 18 |
| SCE 300 Early Experiences for Prospective Teachers | |
| SCE 301 Practicum for Secondary Science | |
| SCE 400 Teaching Science in the Secondary School | |
| CSC 405 Current Topics in Computers in Education | |
| SCE 449 Internship in Science in Secondary Schools | |
| General Electives (as taken within area of concentration above) | 0 |
| Total with Biology, Chemistry, Earth Science, or Physics Concentration: | 128 |

BACHELOR OF ARTS IN HISTORY: SOCIAL STUDIES EDUCATION (9-12)

Coordinator: Julie L. Smith
Location: Department of History

PROGRAM DESCRIPTION

The program of study in Social Studies Education consists of four curricular components: freshman seminar and general education, the specialty area, professional studies, and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates are eligible for an “A” license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Social Studies Education program is one of 12 teacher education programs offered at UNCP. Social Studies Education majors are subject to Teacher Education Program policies, admission requirements, continuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

The Social Studies Education program is accredited by the National Association for the Accreditation of Teacher Education (NCATE) and the NC Department of Public Instruction.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the Teacher Education Student Handbook distributed in EDN 302.

PROGRAM GOALS AND OBJECTIVES

The goal of the Social Studies Education program is to educate effective, professional social studies teachers who have a solid foundation in the liberal arts; an academic major in history and a strong concentration in the social sciences; and the skills and attitudes essential for preparing middle grades and secondary school students for responsible citizenship in a multicultural, democratic society and an interdependent world. Teaching social studies, which includes “the entirety of human experience,” requires that students

1. know the major periods of United States, North Carolina, World, European, African, Asian, and Latin American history and identify the basic political, social, economic, cultural, and geographical themes of each period;
2. recognize the influence of each civilization upon the world and acknowledge the European heritage of significant United States institutions;
3. situate significant current events within an historical framework and recognize their interrelatedness;
4. understand the nature, content, and concepts of the social science disciplines (Anthropology, Economics, Geography, Political Science, and Sociology) and apply social science concepts to the study of individuals, societies, and institutions;
5. develop constructive attitudes toward diversity, pluralism, change, conflict, and uncertainty;
6. understand the historical and contemporary place of Social Studies in public education, with particular attention to the current North Carolina Social Studies curriculum, and become familiar with recent trends and their significance for social studies educators;
7. formulate appropriate objectives and utilize a variety of effective instructional strategies, resources, and assessment techniques which are designed to develop the skills of inquiry, decision-making, problem solving, and critical thinking;
8. develop classroom management skills consistent with current professional standards, respect for all individuals, fairness, and a positive classroom climate;
9. exhibit a working knowledge of instructional technology and the ability to integrate appropriate Computer Based Instructional resources and strategies into social studies instruction;
10. complete a sequenced program of field experiences and professional activities that develop a respect for the profession, a sense of individual competence, and an appreciation for continual reflective practice, collaboration, and professional development.

Course Requirements

Freshman Seminar and General Education

Specialty Area (*18 semester hours of Social Sciences and History may count toward General Ed)

HST 101 American Civilizations to 1877

HST 102 American Civilizations since 1877

HST 114 World Civilizations to 1500

HST 115 World Civilizations since 1500

HST 435 Topics in History or HST 451 Senior Seminar

United States & Canadian History - 6 hours

HST 317 North Carolina History

Asian, African & Latin American History – 6 hours

European History – 6 hours

ECN 202 Principles of Microeconomics

SOC 201 Sociological Concepts

ECN 203 Principles of Macroeconomics

SOC 105 Introduction to Cultural Anthropology

GGY 101 Principles of Geography, GGY 102 World Regional Geography, or

GGY 200 Cultural Geography

PSPA 101 Introduction to American National Government

Social Science Guided Electives – 6 hours

Sem. Hrs.

45(27)*

60

| | |
|--|-------------------|
| Professional Studies | 15 |
| EDN 302 Foundations of Education | |
| EDN 308 Adolescent Development | |
| EDN 350 Educational Psychology | |
| EDN 419 Content Area Literacy in Middle and Secondary Schools | |
| SED 300 Introduction to Exceptional, Diverse, and At-Risk Students | |
| Content Pedagogy | 15 |
| SSE 300 Introduction to Teaching Social Studies | |
| SSE 365 Content and Techniques of Social Studies | |
| SSE 400 Methods of Teaching Social Studies | |
| SSE 448 Internship in Social Studies in the Secondary School | |
| General Electives | 11 |
| | Total: 128 |

BACHELOR OF SCIENCE IN SPECIAL EDUCATION (K-12)

Coordinator: Lawrence Schultz

Location: School of Education

PROGRAM DESCRIPTION

The programs of study in Special Education consist of five curricular components: freshman seminar and general education, the specialty area, professional studies, content pedagogy (methods and internship), and academic concentration. Upon successful completion of the program and related requirements, graduates are eligible for an “A” license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Special Education program in General Curriculum (Mild Disabilities) is one of 12 teacher education programs offered at UNCP. Special Education majors are subject to Teacher Education Program policies, admission requirements, continuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

The Special Education program is accredited by the National Association for the Accreditation of Teacher Education (NCATE) and the NC Department of Public Instruction.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the Teacher Education Student Handbook distributed in EDN 302.

PROGRAM GOALS AND OBJECTIVES

The goal of the Special Education Program is to prepare effective and qualified professionals that provide research-validated instruction and behavior supports to maintain at grade level students with disabilities who are enrolled in the North Carolina Standard Course of Study. The following are the objectives for the undergraduate Special Education Program.

The effective and qualified pre-service special educator

1. acquires basic skills, knowledge, and attitudes in a wide variety of disciplines including the arts and the humanities, natural sciences and mathematics, and the social sciences.
2. develops the ability to analyze.
3. experiences a interdisciplinary curriculum which emphasized the interrelationship of the culture, research and practices deemed appropriate and necessary in educational and social settings.
4. completes an Academic or Professional Concentration (Reading is suggested) of sufficient depth and breadth to complement and strengthen their overall program of studies and area of specialization.

5. acquires knowledge and understanding of human growth and development; foundations of education; the purpose, organization, and administration of the schools; the teaching-learning process; positive behavior supports; collaboration with general education teachers; curriculum; and methodology.
6. demonstrates necessary competencies through systematic field experiences at both the elementary and secondary level, and a culminating and comprehensive student teaching internship.
7. develops a broad background in the various categories of exceptional, diverse, and at-risk students, and demonstrates special skills in teaching students with mild disabilities across various content areas and ages; and in various settings.
8. demonstrates appropriate communication skills and a professional attitude for collaboration with parents, school personnel, and other related professionals.
9. demonstrates a diagnostic-prescriptive orientation toward instruction and behavior intervention, and is able to offer intensive and explicit individual and small group instruction.
10. provides leadership in implementing special education procedures and policies.
11. experiences, through personal investigation and growth, increased self-actualization, and in turn, foster self-worth and confidence through positive interaction with learners who have mild disabilities.

| Course Requirements | Sem. Hrs. |
|--|-------------------|
| Freshman Seminar and General Education | 45 |
| Specialty Area | 16 |
| SED 310 Introduction to Mental Retardation | |
| SED 330 Students with Behavioral-Emotional Disabilities | |
| SED 340 Children with Learning Disabilities | |
| SED 341 Strategies of Instruction for Students with Mild Disabilities | |
| SED 405 Adapting Technology for Students with Special Needs | |
| SED 490 Discipline and Classroom Management | |
| Professional Studies | 15 |
| EDN 302 Foundations of Education | |
| EDN 350 Educational Psychology | |
| EDN 310 Birth through Young Adult Development | |
| EDN 409 Early Literacy: Learning to Read in the Elementary School | |
| SED 300 Introduction to Exceptional, Diverse, and At-Risk Students | |
| Content Pedagogy | 27 |
| SED 303 Special Education Curriculum for Students with Mild Disabilities | |
| SED 402 Special Education Assessment for Students with Mild Disabilities | |
| SED 472 Techniques, Materials and Resources in Special Education for Students with Mild Disabilities | |
| EDN 425 Classroom Diagnosis of Reading Difficulties | |
| EDN 472 Diagnostic and Remedial Mathematics Methods | |
| EDN 449 Internship | |
| SED 475 Professional Seminar for Pre-Service Special Education Teachers | |
| General Electives/Academic or Professional Concentration | 25 |
| | Total: 128 |

DEPARTMENT OF EDUCATION

Chair: Jane Huffman

| | | |
|-------------------|------------------|-------------------|
| Irene Aiken | Warren Baker | Betty Wells Brown |
| Alfred Bryant | Rhoda Collins | Swanee Dickson |
| Valjeaner Ford | Janet Fortune | Karen Granger |
| Carol Higy | Charles Jenkins | Robert Kreger |
| Emily R. Long | Linda Marsh | Otis McNeil |
| Willie McNeill Jr | Lawrence Schultz | Sharon Sharp |
| Sara Simmons | Karen Stanley | Debra Thompson |

The Department of Education of The University of North Carolina at Pembroke seeks to provide the curriculum and environment that will produce future public school professionals who (1) are student centered, (2) possess the knowledge, skills, and dispositions for being effective in the classroom and school, and (3) are lifelong learners involved in their disciplines and professional development.

All professional programs for the preparation of teachers at the baccalaureate and master's level are accredited by the National Council for Accreditation of Teacher Education (NCATE) and by the North Carolina Department of Public Instruction. The department offers programs in Elementary Education at the undergraduate and graduate level, Middle Grades Education at the undergraduate and graduate level, Special Education at the undergraduate level, Birth to Kindergarten at the undergraduate level, Reading Education at the graduate level, and a Master's level program in School Administration (MSA), as well as a professional concentration in Reading at the undergraduate level.

The department offers a well-articulated series of courses in educational theory and practice. Department faculty provide students with careful advising and supervision throughout their progress toward an educational degree.

BACHELOR OF SCIENCE IN BIRTH-KINDERGARTEN EDUCATION (B-K)

Coordinator: Karen Stanley

Program Description, Standards, Goals and Objectives, and Course Requirements are included in the section on Undergraduate Licensure Programs.

BACHELOR OF SCIENCE IN ELEMENTARY EDUCATION (K-6)

Coordinator: Swanee Dickson

Program Description, Standards, Goals and Objectives, and Course Requirements are included in the section on Undergraduate Licensure Programs.

BACHELOR OF SCIENCE IN MIDDLE GRADES EDUCATION (6-9)

Coordinator: Janet Fortune

Program Description, Standards, Goals and Objectives, and Course Requirements are included in the section on Undergraduate Licensure Programs.

BACHELOR OF SCIENCE IN SPECIAL EDUCATION (K-12)

Coordinator: Lawrence Schultz

Program Description, Standards, Goals and Objectives, and Course Requirements are included in the section on Undergraduate Licensure Programs.

PROFESSIONAL CONCENTRATION

Requirements for a Professional Concentration in Reading

EDN 408 or 409; EDN 410 or 419; EDN 240 or EED 384;
EDN 425; EDN 451; SED 300

Sem. Hrs.

Total: 18

NOTE: If a student seeks “Highly Qualified” status, he/she can choose 6 additional hours from the following elective choices: ENG 346, 371, 481, 483, or 485

COURSES

BIRTH TO KINDERGARTEN (ECE)

ECE 301. Introduction to Early Childhood Education Programs and Practices

This course is designed as an introduction to inclusive education programs for young children, birth-five years. Current theories of child development, historical programs, professional practices and trends in the field will be discussed. Diversity and the influence of development in the context of family and community will be addressed. Fall, Spring. Credit: 3 semester hours.

ECE 320. Curriculum and Environments in Infant/Toddler Programs

A course designed for the study of the developmental needs of infants and toddlers as related to group care situations, curriculum decisions, and the design of early learning environments. Emphasis is placed on family involvement as well as caregiver roles and current curriculum issues. Fall, Spring. Credit: 3 semester hours.

ECE 321. Curriculum and Environments in Preschool Programs, 3-5 years

To provide assistance to preservice early childhood teachers and service providers, in the planning, implementation, and evaluation of developmentally appropriate curriculum and environments for children, ages three to five. Fall, Spring. Credit: 3 semester hours.

ECE 340. Creative Experiences in the Early Years

This course will focus on theory and skills relative to holistic development of young children, birth – five years. The creative process will be discussed in the context of integrated curricula, with emphasis on art, music, movement and dramatic play. Students will gain knowledge of developmentally appropriate materials, environments and methods which nurture typically and atypically developing young children in the creative process. Spring. Credit: 3 semester hours.

ECE 360. Parent and Child Advocacy/Networking

This course will focus on collaboration and networking between families, schools, and service agencies in the community. A review of current community, state and national resources will be provided. Students will develop competencies in communication and collaboration skills’ developing interagency networks, team building and professional development. Fall, Spring. Credit: 3 semester hours.

ECE 390. Practicum in Child Study, Birth-Five

This course is designed as an extensive field experience that will allow students to utilize a variety of methods to observe, record and analyze developmental growth in young children with and without disabilities. Emphasis will be placed on the following domains: physical, social, emotional, cognitive, and communication. Students will use data to develop appropriate learning experiences for individual children and reflect on their interaction. Fall, Spring. Credit: 3 semester hours. PREREQ: Admission to the Teacher Education Program

ECE 400. Developmental Assessment for Young Children

This course begins with a study in all aspects of typical and atypical development children ages birth through five. The course also provides diagnostic skills preparation in sufficient depth to develop competencies in screening and developmental assessment. Students will become knowledgeable in assessment tools and techniques appropriate for assessing the young child and planning appropriate programs to meet individual needs of all young children. Fall, Spring. Credit: 3 semester hours. PREREQ: Admission to Teacher Education Program.

ECE 420. Administration of Early Childhood Programs

This course is designed to prepare the early childhood program administrator for a variety of settings, both public and private. Attention will be given to program planning, personnel supervision, assessment of facility and equipment needs, appropriate program and financial management and assessment, and state regulations which govern programs for young children. Fall. Credit: 3 semester hours.

ECE 446. Internship in Child and Family Development

A semester long full-time internship experience in an off-campus setting. Intensive field experience is an opportunity to work with children and families in home, school, and community settings. Fall, Spring. Credit: 9 semester hours. COREQ: ECE 475. PREREQ: Admission to the Professional Semester.

ECE 450. Practicum for Professionals in Pre-Kindergarten Settings

This course is designed to assist practicing pre-kindergarten teachers without BK licensure as they develop and refine the skills necessary to apply successful instructional practices in an early childhood classroom setting. Emphasis will be placed on understanding the role of the practitioner and implementation of developmentally and individually appropriate practices with pre-kindergarteners. Students will reflect upon current theory and research as they integrate and develop professional skills. Fall, Spring. Credit, 3 semester hours. PREREQ: Admission to the Professional Semester

ECE 475. Professional Seminar for Preservice Birth-Kindergarten Teachers

Seminar designed to parallel the full semester internship experience. Emphasis is on helping these on-site preservice teachers understand the purpose, organization, and administration of various service delivery sites; and the role of a Birth-Kindergarten practitioner. Students continually review and reflect on elements of the total service delivery process in early childhood education and the developmentally appropriateness of instructional approaches, assessment strategies, behavior management systems, curriculum models, and home/school/community collaboration. Fall, Spring. Credit: 3 semester hours. PREREQ: Admission to the Professional Semester. COREQ: ECE 446.

EDUCATION (EDN)**EDN 102. Language Skills in Teaching Reading**

A study designed for helping prospective elementary teachers improve their power in the use of language skills in the teaching of reading. As Announced. Credit, 3 semester hours.

EDN 104. College Reading

This course is designed to foster effective and efficient reading. Vocabulary, comprehension, and strategies for reading college texts are addressed. (Will not count toward earned hours or graduation requirements). Open to all students. Fall, Spring. Credit, 3 semester hours.

EDN 240. Teaching with Children's Literature

The study and integration of literature, encompassing PK-6, either expressly written for children or given to children, including folklore, poetry, fantasy, modern realistic fiction, biography, historical fiction, multicultural, international, and informational books. Fall. Credit, 3 semester hours.

EDN 301. Early Childhood Curriculum

A study of curriculum emphasizing the interrelationships between content, method, and child development. Required of all early childhood majors. (Must be taken prior to teaching internship.) As Announced. Credit, 3 semester hours. PREREQ: EDN 302.

EDN 302. Foundations of Education

This course provides students with knowledge of the philosophical, historical, sociological, legal, financial, and structural foundations of education and with opportunities to analyze contemporary issues, problems, and trends in the field of education. As students develop their professional knowledge base, they begin to construct their own conceptual frameworks for teaching and learning. Course activities and field assignments are designed to nurture the professional disposition for critical reflection. A field experience is required. Fall, Spring. Credit, 3 semester hours.

EDN 304. Curriculum in the Elementary School

A study of curriculum with emphasis focused on the interrelationships between content, method, child development, and planning in implementing developmentally appropriate elementary programs. Field experience required. Fall, Spring. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program or EDN 302 and EDN 307.

EDN 306. Psychology of Early Childhood

In this course, preservice teachers examine the processes and products of theory and scientific research on human maturation and development to refine their beliefs about the nature of the young child as learner. During a required field experience, the preservice teacher validates, through critical reflection, the theoretical principles learned. Fall, Spring. Credit, 3 semester hours.

EDN 307. Middle Childhood Development

In this course, preservice teachers examine the processes and products of theory and scientific research on human maturation and development to refine their beliefs about the nature of the elementary-aged child as learner. During a required field experience, the preservice teacher validates through critical reflection, the theoretical principles learned. Fall, Spring. Credit, 3 semester hours.

EDN 308. Adolescent Development

In this course, preservice teachers examine the processes and products of theory and scientific research on human maturation and development to refine their beliefs about the nature of the adolescent as learner. During a required field experience, the preservice teacher validates, through critical reflection, the theoretical principles learned. Fall, Spring. Credit, 3 semester hours.

EDN 309. Early Adolescent Development

In this course, preservice teachers examine the processes and products of theory and scientific research on human maturation and development to refine their beliefs about the nature of the early adolescent as learner. During a required field experience, the preservice teacher validates, through critical reflection, the theoretical principles learned. Fall, Spring. Credit, 3 semester hrs.

EDN 310. Birth Through Young Adult Development

In this course, preservice teachers examine the processes and products of theory and scientific research on human maturation and development to refine their beliefs about the nature of the birth through young adult as learner. During a required field experience, the preservice teacher validates, through critical reflection, the theoretical principles learned. Fall, Spring. Credit, 3 semester hours.

EDN 350. Educational Psychology

This course focuses on the analysis of scientific theory, research, methodology, and the application of those principles and practices to learning communities. A required field experience enables preservice teachers to examine the theoretical principles in clinical settings. Field experience required. Fall, Spring. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

EDN 400. Methods of Teaching in the Secondary School (EED 400, MAT 400, SCE 400, SSE 400)

Purposes, methods, materials, and evaluation procedures in the subject or area indicated; directed observation in the public schools; preparation of teaching plans and materials: (a) social studies, (b) mathematics, (c) science, (d) English. Accelerated. Fall, Spring. Credit, 3 semester hours. PREREQ: Admission to the Professional Semester.

EDN 405. Foundations and Curriculum Development for Middle Grades

An introduction to the foundational principles and rationale of the middle school. Study of trends, current issues, and the design, implementation, and evaluation of curriculum for the middle grades. Fall, Spring. Credit, 3 semester hours. PREREQ: EDN 309.

EDN 408. Language and Literacy in the Early Years

A critical review of theories and practices related to speech and language development and emerging literacy. Emphasis will be given to practical application of theories to the early childhood setting. Topics include: stages of language development, languages and dialectical differences, language acquisition,

speech disorders, fostering language development, and best practices for facilitating emerging literacy. Fall, Spring. Credit: 3 semester hours. PREREQ: Admission to Teacher Education Program.

EDN 409. Early Literacy: Learning to Read in the Elementary School

A study of thinking and language development, early literacy, and developmentally appropriate environments and instructional strategies for reading development. Field experience required. Fall, Spring. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

EDN 410. Content Area Literacy in the Elementary School

In this course, preservice teachers study the principles correlating learning effectiveness with language processes (reading, writing, talking, and listening) and development, and the application of those principles to the design and implementation of language-based instruction. A required field experience enables elementary majors and special education majors to assess the efficacy of their plans in the clinical setting through critical self-reflection. Field experience required. Fall, Spring. Credit: 3 semester hours. PREREQ: Admission to Teacher Education Program and EDN 409.

EDN 418. Measurement and Evaluation in Public Schools

A study of current educational measurement. Includes the use and construction of standardized mental and achievement tests, and of informal, teacher-made tests. As Announced. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

EDN 419. Content Area Literacy in Middle and Secondary Schools

In this course, preservice teachers study the principles correlating learning effectiveness with language processes (reading, writing, talking, and listening) and development, and the application of those principles to the design and implementation of language-based instruction. A required field experience enables preservice teachers in middle grades, secondary, and special subject areas to assess the efficacy of their plans in the clinical setting through critical self-reflection. Fall, Spring. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

EDN 421. Teaching Language Arts in the Elementary School

A study of language acquisition and development theory as it relates to the teaching of language arts (listening, reading, writing and viewing) in the elementary grades (K-6) with emphasis on children's literature and creative dramatics. Field experience required. Fall, Spring. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

EDN 423. Research in Elementary Education

An introduction to research, designed to allow student investigation and report of a problem in elementary education with the approval and guidance of the instructor. As Announced. Credit, 1-6 semester hours. PREREQ: Admission to Teacher Education Program.

EDN 425. Classroom Diagnosis of Reading Difficulties

Methods and materials used in the diagnosis and remediation of reading difficulties. Spring. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

EDN 426A, 426B. Design and Implementation of Developmentally Appropriate Pre-school Programs

To provide assistance to pre-service teachers, child care workers, Head Start teachers, preschool teachers, early childhood and special education teachers in the planning, implementation, and evaluation of developmentally appropriate programs for children, ages birth to five. Pass/Fail grading. As Announced. Credit, 3-6 semester hours. (3 Hours may be repeated once for total of 6 semester hours credit.)

EDN 430. Including Students with Special Needs

In this course, the preservice teacher studies the theories and practices related to the successful integration of individuals with special needs (birth - 12th grade) into appropriate community programs and educational settings. Designed to integrate theory and practice; a case study project is required. Fall, Spring. Credit, 1 semester hour. PREREQ: Admission to Teacher Education.

EDN 433. Research in Secondary Education

An introduction to research designed to allow student investigation and report of a problem in secondary education with the approval and guidance of the instructor. As Announced. Credit, 1-6 semester hours.

EDN 434. Problems in Contemporary Education

Designed for individual study of trends, practices, and instructional materials related to current problems in education. As Announced. Credit, 1-3 semester hours. PREREQ: Admission to Teacher Education Program.

EDN 446. Internship in the Elementary School (K-6)

Provides a semester long full-time internship experience in both early childhood and intermediate levels in an off-campus public school setting. Pass/Fail grading. Fall, Spring. Credit, 9 sem. hrs. PREREQ: Admission to the Professional Semester

EDN 448. Internship in the Secondary School

Provides continuous full-time internship experiences in an off-campus public school in the subject area for which the candidate is preparing to teach. Pass/Fail grading. Fall, Spring. Credit, 6 semester hours. PREREQ: Admission to the Professional Semester

EDN 449. Internship (Full-Semester)

Provides continuous full-time, full-semester teaching experience in off-campus public school settings in the subject area in which the candidate seeks licensure. Includes placement at one or two levels (elementary, middle, secondary) for K-12 licensure areas. Pass/Fail grading. Fall, Spring. Credit, 9 semester hours. PREREQ: Admission to the Professional Semester.

EDN 451. Practicum in the Diagnosis of and Prescription for Corrective and Remedial Reading

This course has students apply the knowledge and skills from EDN 425. Students will study the causes of reading difficulties, applied instruction in the administration and interpretation of tests, and use case histories in the analysis of data. There will be a practical experience in a classroom setting. Small group and individual student diagnosis and remediation are employed through a 20 hr. practicum.. Spring Credit, 3 semester hours. PREREQ: EDN 425

EDN 453. Teaching Social Studies in the Elementary School

Designed to provide the prospective and/or inservice teacher with the opportunity to gain proficiency in analyzing social studies content and evaluating materials, trends and issues in the elementary school. Field experience required. Fall, Spring. Credit, 3 semester hours. PREREQ: General Education requirements in history and Admission to Teacher Education Program.

EDN 455. Teaching Science and Health in the Elementary School

Designed to assist prospective and/or inservice teachers in developing competencies for teaching elementary school science and health. Special emphasis will be placed on the content, methods, and curriculum appropriate for teaching science and health education in grades K-6. Field experience required. Fall, Spring. Credit: 3 semester hours. PREREQ: General Education requirements in science and Admission to Teacher Education Program.

EDN 456. Internship in the Middle Grades

Provides continuous full-time internship experiences in an off-campus school at the middle grades level. Fall, Spring. Credit, 9 semester hours. PREREQ: Admission to the Professional Semester.

EDN 463. Teaching of Mathematics in the Elementary School

A laboratory-type course designed to help students further develop their understanding of mathematics content and processes while learning to focus on how children learn mathematics and to design and/or implement developmentally appropriate methodology for the teaching of mathematics in the elementary school. A tutorial field experience is required. (Must be taken prior to internship.) Fall, Spring. Credit, 3 semester hours. PREREQ: General Education requirement in mathematics and Admission to Teacher Education Program.

EDN 465. Equitable Assessment in Democratic Classrooms

Students learn how to create and manage democratic classroom environments in which diverse learners are treated equitably. Emphasis is on aligning assessment practices and procedures with democratic principles. Fall, Spring. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

EDN 467. Practicum: Pre-School Education

Provides majors and/or non-majors an opportunity to attain experience with very young children in a group setting. Practicum will provide supervised experience in a high quality infant care, day care, nursery school or other approved preschool setting. Fall, Spring. Credit, 3 semester hours.

EDN 472. Diagnostic and Remedial Mathematics Methods

Students will learn techniques for diagnosis and remediation of mathematical skill problems of children in grades K through 9. Students will also demonstrate competency in using resources and research related to mathematics (in education.) As Announced. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

EDN 475. Professional Seminar for Pre-Service Teachers in the Elementary School

A seminar designed to parallel the full semester internship experience. Emphasis will be on helping these on-site preservice teachers understand the purpose, organization, and administration of schools and school systems as well as the role of the elementary teacher. Opportunities will be provided for these preservice teachers to continuously review the developmentally appropriateness of instructional approaches, assessment strategies, behavior management systems, curriculum models, and the appropriate utilization of human and physical resources in the elementary school. Fall, Spring. Credit, 3 semester hours. PREREQ: Admission to the Professional Semester.

EDN 476. Instructional Approaches to Middle School Grades

Stresses the use of innovative teaching strategies and specialized materials and resources in the middle grades, including interdisciplinary team teaching. Faculty representing concentration areas in the middle grades will serve as resource persons. Fall, Spring. Credit, 3 semester hours. PREREQ: Admission to the Professional Semester.

EDN 477. Resources for Education of Young Children

Introduces early childhood majors to strategies for utilizing human and physical resources for the education of young children. Emphasis will be placed on: (1) early and continuous involvement of parents or caregiver agencies serving children and families, as well as on community and school support personnel. (2) selection and evaluation of environments, equipment, and materials; and (3) the utilization of state and community resources. Fall, Spring. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

EDN 488. Foundations of Reading Instruction I

This course is designed to familiarize the non-reading teacher with the basic concepts and skills related to the teaching of reading. Emphasis will be given to the organization and management of reading instruction within the classroom. The basic skills of reading growth and their scope and sequence will be developed. Familiarity with reading instructional materials and methods will be attained. Credit, 3 semester hours. *Restriction: May be taken only by those students without any background or current A level licensure in reading, or permission of the instructor.*

EDN 489. Foundations of Reading Instruction II

This course is a continuation of EDN 488, Foundations of Reading Instruction I, with emphasis on the characteristics and uses of the most recent materials, methods, and skills for teaching reading. Consideration will be given to the historical bases for contemporary reading issues and trends, and the individuals who have made significant contributions to reading instruction. Credit, 3 semester hours. PREREQ: EDN 488 or permission of the instructor.

EDNS 4xx. Special Topics

Examination of a special area or topic of special importance and relevance within the field of education. Topics to be considered will be announced prior to registration and may vary. This course may be repeated for different topics. Credit, 1-3 semester hours. PREREQ: Permission of Instructor.

SPECIAL EDUCATION (SED)**SED 280. Manual Communications I (Sign Language)**

Students will learn to finger spell, to use manual communications, and to describe categories of hearing loss. As Announced. Credit, 1 semester hour.

SED 281. Manual Communications II (Sign Language)

Students will develop a large vocabulary and greater facility with manual communications. As Announced. Credit, 1 semester hour. PREREQ: SED 280.

SED 282. Manual Communications III (Sign Language)

The student will continue to develop vocabulary and fluency. Video taping and other means of feedback will be used to enhance the skills of fluency, speed, and accuracy. As Announced. Credit, 1 semester hour. PREREQ: SED 281.

SED 300. Introduction to Exceptional, Diverse, and At-Risk Students

Theories and practices related to the successful integration of exceptional, diverse, and at-risk students into appropriate programs and educational settings are explored. Students are introduced to the characteristics, psychological/educational aspects, collaboration, behavioral management, best-practice principles, and current and future challenges of individuals with special needs. Fall, Spring, Credit, 3 semester hours. Field experience required.

SED 303. Special Education Curriculum for Students with Mild Disabilities

A study of the development of curriculum for students with special needs. Emphasis will be placed on scope and sequence as well as the uniqueness of the curriculum for the individual. Fall. Credit, 3 semester hours.

SED 310. Introduction to Mental Retardation

Study of people with mental handicaps as educational, psychological, and social issues; includes characteristics, identification, prevalence, and educational provisions. Spring. Credit, 3 sem. hrs.

SED 320. Teaching Individuals with Severe Handicaps

Study of people with severe and profound mental handicaps as educational, psychological, and social issues; includes characteristics, identification, prevalence and educational provisions. As Announced. Credit, 3 semester hours.

SED 322. Curriculum and Environments for Children with Special Needs, Birth-Five

This course gives the student the opportunity to apply knowledge of the young child's development (both typical and atypical) in designing, adapting, and implementing appropriate activities across the curriculum for infants, toddlers, and preschoolers with special needs. Students will develop competencies in methodology, instruction techniques, and the development and implementation of specific curriculum as these relate to early intervention. Fall, Spring. Credit: 3 semester hours.

SED 330. Students with Behavioral-Emotional Disabilities

Designed to teach skills in the recognizing, understanding, and developing alternative strategies for remediating emotional handicaps and behavior disorders in the classroom and in the home. As Announced. Credit, 3 semester hours.

SED 340. Children with Learning Disabilities

Definition, description, and educational remediation of childhood learning disabilities. Fall. Credit, 3 semester hours.

SED 341. Strategies of Instruction for Students with Mild Disabilities

Research-validated instructional and behavioral strategies that facilitate learning across the curriculum are explored. Spring. Credit, 3 semester hours.

SED 350. Teaching Students with Academic Gifts

An applied course in the education of students with academic gifts. Emphasis is placed upon the psychological aspects of and methods for teaching students with academic gifts and talents. As Announced. Credit, 3 semester hours.

SED 402. Special Education Assessment for Students with Mild Disabilities

An overview of the assessment process, including basic concepts of measurement, test administration, and interpretation, and the application of assessment information as it relates to special needs learners. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

SED 405. Adapting Technology for Students with Special Needs

Educational Applications of current technologies for learners with disabilities will be examined. Students will explore topics including selection, modification, and classroom use of technology to accommodate the physical, sensory, communicative, learning, and social limitations associated with disabilities. Credit, 1 semester hour. PREREQ: Admission to Teacher Education Program.

SED 449. Internship in Special Education

Provides continuous full-time full-semester teaching experience in off-campus public school settings in special classes for exceptional children. The categorical assignment will be dependent upon the preservice teacher's concentration and will include both elementary and secondary placements. Fall, Spring. Credit, 9 semester hours. PREREQ: Admission to the Professional Semester

SED 472. Techniques, Materials, and Resources in Special Education for Students with Mild Disabilities

A study of the problems, methods, techniques, and materials used in teaching students with special needs. A diagnostic-prescriptive orientation is used. Spring. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

SED 475. Professional Seminar for Pre-Service Special Education Teachers

A seminar designed to parallel the full semester student teacher experience. Emphasis will be placed on helping these on-site preservice teachers understand the purpose, organization and administration of schools and school systems as well as the role of the special education teacher. Opportunities will be provided to continually review and reflect on elements of the total instructional process in special education and the application of effective teaching practices. Classroom management and discipline will be presented and subsequently discussed using a reflective case-based problem-solving approach. Fall, Spring. Credit, 3 semester hours. PREREQ: Admission to the Professional Semester.

SED 480. Developmental Assessment of the Preschool Child with Handicaps

This course begins with a study in all aspects of normal development and a survey of all exceptionalities as related to child development and learning. Further, the course will provide preparation in diagnostic skills in sufficient depth to develop competencies in screening and developmental assessment. As Announced. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

SED 481. Techniques, Materials, and Resources in Special Education/Preschool Handicapped

This course provides for competencies in methodology, techniques of instruction, development and implementation of specific curriculum as these relate to early intervention of preschool children with handicaps. As Announced. Credit, 3 sem. hrs. PREREQ: Admission to Teacher Education Program.

SED 482. Supporting Families of Preschool Children with Disabilities

This course provides an in-depth study of family dynamics in a home with a disabled preschooler. Effective techniques for supporting families and fostering preschool/home collaboration will be discussed. Community resources and access to services will be reviewed, focusing on the strengths of the child and family. Fall. Credit, 3 sem. hrs. PREREQ: Admission to Teacher Education Program.

SED 490. Discipline and Classroom Management

School and home applications of discipline techniques will be explored. Topics include consulting with teachers and other professionals, working with parents, and exploring a variety of interpersonal issues in the school environment. Participants will be presented with a variety of models of discipline and encouraged to choose the one(s) most compatible with their personality and goals. As Announced. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

EDUCATIONAL MEDIA (EDM)**EDM 360. Introduction to Graphic Arts**

Designed as an introduction to handset and offset printing. Covers the areas of basic press operations, mechanics of type, copy camera operations, darkroom techniques, and plate processing. Pass/Fail grading. As Announced. Credit, 3 semester hours. PREREQ: Permission of instructor.

EDM 361. Advanced Graphic Arts

A continuation of EDM 360. Pass/Fail grading. As Announced. Credit, 3 semester hours. PREREQ: EDM 360 and/or permission of instructor.

EDM 460. Audio-Visual Materials and Procedures

Principles underlying the selection and use of multimedia materials for instructional purposes. Fall, Spring. Credit, 3 semester hours.

EDM 461. Advanced Educational Media

Modern communications technology and its place in instruction. Problems of utilization, evaluation of learning materials and research; television, motion pictures, teaching machines, programmed instruction and experimental innovations. As Announced. Credit, 3 semester hours.

EDM 466. Workshop in Educational Media for Teachers

A workshop designed to acquaint inservice teachers with the role of educational media in the teaching-learning process with the selection and utilization of major types of audio-visual materials. As Announced. Credit, 3 semester hours.

GRADUATE COURSES

For information about courses leading to the Master of Arts in Education (M.A.Ed.) or Master of Arts in Teaching (M.A.T.), see School of Graduate Studies.

AEROSPACE STUDIES (AIR FORCE ROTC)

Director: Major Jennifer Berry (Air Force)
 Captain Michelle Coghill Lieutenant Russell Brevick

AIR FORCE ROTC PROGRAM

General military courses are available for the freshman and sophomore years, and professional officer courses for the junior and senior years.

Advanced credit for a portion of the freshman/sophomore curriculum may be granted for previous participation in high school junior ROTC, Army or Navy Senior ROTC, Civil Air Patrol, military school, or prior active military service.

Qualifications

The general qualifications for general military course entry are as follows: (a) United States citizenship; (b) meeting college entrance medical standards; (c) good moral character, and (d) attending a college or university offering the AFROTC Four-Year Program or a college or university which has a cross-enrollment agreement with an institution hosting the AFROTC Program. UNC Pembroke has a cross-enrollment agreement.

OBJECTIVES

The objectives of the Aerospace Studies program are as follows:

- * To recruit, train and produce a highly qualified Air Force officer capable of performing effectively in an assigned Air Force specialty.
- * To provide a curriculum which is dynamic and responsive to the educational requirements of the Air Force junior officer.
- * To provide relevant pre-professional preparation for future Air Force officers in their freshman and sophomore years.
- * To provide relevant pre-professional preparation for future Air Force officers pursuing the Professional Officers' Course.
- * To stimulate the optimum development of military leadership among students through meaningful experience provided within a functional context.
- * To motivate students to pursue flying careers and to provide practical indoctrination in flight operations.
- * To strengthen each cadets' sense of personal integrity, honor, and individual responsibility and enhance knowledge of how the U.S. Air Force serves the national interest.

PROGRAM REQUIREMENTS

To be eligible for the General Military Course (GMC) each individual must:

- * Be a full-time student.
- * Be 14 years of age or older.
- * Be a U.S. citizen (there are provisions for aliens to participate in the GMC program).
- * Be of good moral character.
- * Meet University medical standards for admission to the institution.
- * Not have been disqualified by disenrollment from an officer training program.

To be eligible for the Professional Officers Course (POC), each individual must:

- * Be a full-time student and schedule to receive a baccalaureate degree.
- * Be a U.S. citizen.
- * Be of good moral character.
- * Be certified Medically Qualified by appropriate Air Force medical authorities.
- * Be at least 17 years of age.
- * Be in good academic standing.
- * Successfully complete either GMC or equivalent training and a four-week Field Training Course.
- * Attain a minimum qualifying score on the Air Force Officers Qualification Test.
- * Have two academic years remaining when entering the POC.

PROGRAM

The General Military Course (GMC) is an introductory level course dealing with mission, organization and function of the U.S. Air Force, and with development of air power into a prime element of national security. The GMC is developmental in nature and is designed to motivate and prepare cadets for entry into the Professional Officers Course (POC). The standard GMC is a two-year course in Aerospace Studies (ARS). The first year is designated ARS 111 and 112 and the second year ARS 211 and 212. The GMC totals approximately 120 clock hours consisting of a suggested 60 hours of academics and 60 hours of Leadership Laboratory.

The POC subject matter includes a study of the United States armed forces' role in contemporary society, and the role of the professional officer as a member of society along with theoretical and applied leadership management and communicative skills. The POC is designed to prepare cadets for active duty as Air Force Officers. It is a two-year course of instruction in Aerospace Studies (ARS) and is normally designated ARS 311 and 312 for juniors and ARS 411 and 412 for seniors. The POC totals approximately 240 clock hours, i.e., 120 hours per year consisting of 90 hours of academic and 30 hours of Leadership Laboratory.

Leadership laboratory provides cadets with practical command and staff leadership experiences through performing various tasks within the framework of the organized Cadet Corps. Leadership Laboratory accounts for 120 hours of the 360 hours normally allocated to Aerospace Studies.

Field Training is an off-campus training program held at selected Air Force bases during the summer. A six-week camp is conducted for all students entering the Air Force ROTC two-year program. All other cadets attend a four-week encampment. The Flight Instruction Program is an integral part of the Air Force ROTC program. The course is offered to a limited number of highly qualified ROTC cadets who are within 24 months of established commissioning date.

Under the two-year program selected students may be enrolled in the POC provided they have two full years of college remaining. If contemplating enrollment in this program, a student should do so prior to completion of the sophomore year, to enter Field Training during the summer preceding the Fall semester of his or her junior year.

Uniforms and textbooks for Air Force ROTC are provided by the Federal Government. All students enrolled in the final two years of Air Force ROTC are under contract and receive a subsistence allowance of \$250 per month for ARS 100 students that increases up to \$400 a month for ARS 400 students. A limited number of selected students enrolled in the Air Force ROTC program may qualify for scholarships. All scholarships pay the subsistence allowance, fees, tuition, and an annual textbook allowance.

During the four or six weeks of Field Training Program, all students receive pay and travel allowance.

Students may transfer credits received in other ROTC units established under the provisions of the National Defense Act. ROTC credits may be used as free electives. Prior to commissioning, a student must complete requirements for and receive a baccalaureate degree (or higher degree.) Each student must satisfactorily complete a course in mathematical reasoning prior to receipt of a commission; a list of these courses is available in the Aerospace Studies office.

Students enrolled in the program under a four-year AFROTC Scholarship must satisfactorily complete a 3-credit hour course in English composition prior to the end of the GMC tenure to maintain scholarship entitlement. GMC cadets receiving scholarships of less than four year duration will have two academic years from scholarship activation to complete the English composition requirement; English composition courses satisfying this requirement are listed in the Aerospace Studies office.

COURSES (ARS)

ARS 111 & ARS 112. The Air Force Today: Air Force Organization & Mission

This a survey course designed to introduce students to the U.S. Air force and Air force Reserve Officer Training Corps. Featured topics include: Air Force mission and organization; officership and professionalism; military customs and courtesies, officer opportunities; group leadership; and an introduction to problem-solving skills. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with fellowship experiences. ARS 111-Fall Term, ARS 112-Spring Term. Credit, 1 semester hour each semester.

ARS 211 & ARS 212. The Air Force Way

A survey course designed to facilitate the transition from Air Force ROTC cadet to Air Force ROTC officer candidate. Featured topics include: Air Force heritage and leaders, Quality Air Force, an introduction to ethics and values, introduction to leadership, group leadership problems, and continuing application of communication skills. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with their first opportunity for applied leadership experiences discussed in class. ARS 211-Fall Term, ARS 212-Spring Term. Credit, 1 semester hour each semester.

ARS 311 & ARS 312. Air Force Leadership and Management

ARS 311 & 312 is a study of leadership, quality management fundamentals, professional knowledge, Air Force doctrine, leadership, ethics, and communications skills required of an Air Force junior officer. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts being studied. A mandatory Leadership Laboratory complements this course by providing advance leadership experiences in officer-type activities, giving students the opportunity to apply leadership and management principles of this course. ARS 311-Fall Term, ARS 312-Spring Term. Credit, 3 semester credits hours for each semester.

ARS 411 & ARS 412. National Security Affairs/ Preparation for Active Duty

ARS 411 and ARS 412 examines the national security process, regional studies, advanced leadership ethics, and Air Force doctrine. Special topics of interest focus on the military as a profession, officership, military justice, civilian control of the military, preparation for active duty, and current issues affecting military professionalism. Within this structure, continued emphasis is given to refining communication skills. A mandatory Leadership Laboratory complements this course by providing advanced leadership experiences, giving students the opportunity to apply the leadership and management principles of this course. ARS 411-Fall Term, ARS 412-Spring Term.

MILITARY SCIENCE (ARMY ROTC)

Director: Army Master Sgt. Johnny Torre

ARMY ROTC PROGRAM

Enrollment in the Basic Course is open to all full-time students, and it carries with it no obligation for military service. Completion of the Basic Course is a prerequisite for application into the Advanced Course.

Prior service in the military, high school ROTC, or membership in a National Guard or Reserve unit may result in direct Advanced Course placement. Entrance into the Advanced Course is selective and is based upon demonstrated performance and leadership potential. Students who satisfactorily complete the Advanced Course and graduate from the University are commissioned as Second Lieutenants into the U.S. Army.

Qualifications

The general qualifications for entry into the ROTC Program are as follows: (a) United States citizenship; (b) meeting college entrance medical standards; © good moral character; and (d) being enrolled as a full-time student at UNCP.

OBJECTIVES

The objectives of the Army ROTC Program are to attract, motivate, and prepare selected students to serve as commissioned officers in the active or reserve components of the Army; to provide a practical understanding of the concepts and principles of military science; to develop a strong sense of duty, honor, and country; to promote teamwork and individual fitness; and to develop an understanding of and appreciation for international relations and national security. Attainment of these objectives prepares students for commissioning, and establishes a solid foundation of their professional development and effective performance in the uniformed services or in civilian enterprise.

The Army ROTC Program is of modular construction and is composed of a Basic and an Advanced Course. Enrollment in the Basic Course is open to all full-time students, and it carries with it no obligation for military service. Completion of the Basic Course is a prerequisite for application to the Advanced Course. Prior military service, high school ROTC, or membership in a National Guard or Reserve unit may result in direct Advanced Course placement. Entrance into the Advanced Course is selective and is based on demonstrated performance and leadership potential. Students who satisfactorily complete the Advanced Course and graduate from the university are commissioned as second lieutenants.

COURSES (MSC)

BASIC COURSES

MSC 101. Military Organization

An orientation to the U.S. Army concentrating on the historical development of ROTC and related customs, courtesies, and traditions of uniformed service. Fall. 1 hour lab per week and 1 hour lecture. Credit, 1 semester hour.

MSC 102. Basic Leadership and Management

An introductory course in leadership and management using case and situational studies to emphasize individual and group needs, group dynamics, and the decision making process. Spring. 1 hour lab per week and 1 hour lecture. Credit, 1 semester hour.

MSC 180. Military Physical Training (PED 180)

Taught by a military instructor. Students may use MSC 180 as an alternate to 101 or 102.

MSC 201. Studies in Decision Making

A study in progressive leadership concentrating on leadership models, personality, and perceptual process. Contemporary and historical leadership problems (case studies) are analyzed from a leader's perspective. Fall. 1 hour lab per week and two hours lecture. Credit, 3 semester hours.

MSC 202. Land Navigation and Tactics

An introductory course in land navigation and rifle squad organization, capabilities, and tactics. Spring. 1 hour lab per week and 2 hours lecture. Credit, 3 semester hours.

ADVANCED COURSES**MSC 301. Leadership Development**

Instruction is presented in the psychology and principles of leadership and management, emphasizing a behavioral science approach. Cadets learn the fundamentals and techniques of military instruction/briefings (including effective writing), and receive instruction in advanced land navigation, tactical communications systems, artillery, drill and ceremonies, and physical conditioning. Fall. Three (3) lecture hours and 1½ laboratory hours per week. Credit, 3 semester hours. PREREQ: Completion of ROTC Basic Course, Basic Camp or equivalent.

MSC 302. Unit Level Command Responsibilities

A study in leadership from the perspective of the Second Lieutenant concentrating on the coordination and execution of administrative and tactical command decisions. Laboratory periods concentrate on leadership development, physical training, and selected presentations. Spring. Three (3) lecture hours and three (3) laboratory hours per week. Credit, 3 semester hours. PREREQ: Completion of MSC 301 or equivalent.

MSC 401. Basic Officer Course Preparation (3)

Studies in military subjects which will prepare an individual for those duties and responsibilities of a newly commissioned officer. These subjects include Military Leadership, Small Unit Administration, Human Self-development, Leadership Aspects of Contemporary Issues, Unit Readiness, Company Administration, Effective Written Communications, Awards and decorations, and Fundamentals of Management. Three (3) lecture hours and 1½ laboratory hours per week. Fall. Credit, 3 semester hours.

MSC 402. Advanced Leadership and Management

Studies in Military Staff organization and procedure. Topics essential to newly commissioned officers including an in-depth survey of the Military Justice System and courts-martial procedures. Practical application of leadership skills in dealing with supply and maintenance procedures. Students also are required to prepare and present military instruction to military science classes. Spring. Three (3) lecture hours and three (3) laboratory hours per week. Credit, 3 semester hours. PREREQ: Completion of MSC 401.

MSC 421. The American Military Experience (HST 406)

A survey of American Military History concentrating on the major factors and events which have influenced US foreign policy during periods of war and peace. Fall. Credit, 3 semester hours. PREREQ: Completion of MSC 301 or 302.



school of graduate studies

DEAN: Kathleen C. Hilton

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MISSION

The mission of the School of Graduate Studies of The University of North Carolina at Pembroke is to provide quality master's level degree programs and opportunities for continuing professional and career development for students whose academic preparation and personal characteristics predict success in graduate studies. Each graduate program is firmly grounded in theoretical and empirical bodies of knowledge. Students are challenged to think critically and creatively, and to apply theory to practice in an atmosphere of inquiry and dynamic exchange with faculty and each other.

Faculty share the University's commitment to academic excellence in a balanced program of teaching, research, and service. They are committed to excellence in teaching, engaging in the generation of knowledge, serving their communities and professions, fostering the development of new roles and relationships within, among, and between their disciplines, and modeling the values of inquiry, continuous learning, creativity, and respect and appreciation for the rights and views of others.

The School of Graduate Studies is a nontraditional graduate school offering its classes and experiences to a population of predominantly adult learners. Most graduate classes are held during the evening hours, usually from 6:30 to 9:30 PM. Some classes for the M.B.A. and M.P.A. degrees are also offered during the day. In addition to its offerings on the main University campus, the School of Graduate Studies offers selected classes at satellite locations at Sandhills Community College in Pinehurst, NC, and Richmond Community College in Hamlet, NC. The M.P.A. degree is also offered in an on-line format.

The School of Graduate Studies emphasizes depth of study, academic rigor, and reflection. The graduate programs seek to foster in students a desire for excellence, a sustained commitment to learning, an openness to change, a social consciousness, and a respect for human diversity. The programs also foster the development of students into leaders of their professions.

LOCATION

While graduate classes for the School of Graduate Studies may be offered at a variety of campus and non-campus locations, the location for all inquiries regarding graduate admissions, policies, and procedures is Room 253 of Lumbee Hall. The main telephone number for this office is (910)-521-6271. Additional information about graduate studies may be accessed through the school's web page: <http://www.uncp.edu/grad/>

PERSONAL INTERVIEWS:

Prospective graduate students are welcome to schedule an appointment with the dean or a campus visit by calling (910)-521-63271.

GRADUATE PROGRAMS, PROCEDURES, AND POLICIES

MASTER'S DEGREE PROGRAMS OFFERED

Graduate courses are offered during the evening hours in the regular semester and summer sessions. The following graduate programs are available:

- Master of Business Administration (M.B.A.)
- Master of Public Administration (M.P.A.)
- Master of School Administration (M.S.A.)
- Master of Arts in School Counseling (M.A.)
- Master of Arts in Service Agency Counseling (M.A.)
- Master of Arts in Education—Elementary Education (M.A. Ed.)
- Master of Arts in Education—Middle Grades Education (M.A. Ed.)
- Master of Arts in Education—Reading Education (M.A. Ed.)
- Master of Arts in Art Education (M.A.)
- Master of Arts in English Education (M.A.)
- Master of Arts in Mathematics Education (M.A.)
- Master of Arts in Music Education (M.A.)
- Master of Arts in Physical Education (M.A.)
- Master of Arts in Science Education (M.A.)
- Master of Arts in Social Studies Education (M.A.)
- Master of Arts in Teaching (M.A.T.)

PROCEDURES AND POLICIES

Policies and procedures common to all graduate programs of The University of North Carolina at Pembroke appear in the following pages. Detailed information on each program, including requirements specific to individual programs, is contained in subsequent pages. Prospective students are urged to read this information carefully and to refer to this catalog throughout their enrollment at UNCP.

Graduate Admissions:

UNCP welcomes applications from qualified persons who have earned a baccalaureate degree from a regionally accredited college or university, and whose academic preparation and aptitude predict success in graduate studies. The Dean of the School of Graduate Studies and the director of the appropriate graduate degree program evaluate all applications that are submitted. No single consideration dictates decisions on applications; instead, numerous factors and their relationships to one another enter into such decisions. Qualifying for general admission to the School of Graduate Studies of the University does not guarantee admission to a specific program.

Any student who supplies false or misleading information or conceals pertinent facts in order to secure admission to UNCP may be denied admission or, if admitted, may be immediately dismissed from the University. Such a student may be ineligible to receive any credit from the School of Graduate Studies of the University.

Students may enter at the beginning of any semester or summer term. Application materials and all supporting documentation should be submitted to the School of Graduate Studies at least one month prior to the projected enrollment date. Applications packets may be requested from:

Dr. Kathleen C. Hilton, Dean
 School of Graduate Studies
 The University of North Carolina at Pembroke
 P.O. Box 1510
 Pembroke, NC 28372

Categories of Admission:

The School of Graduate Studies of The University of North Carolina at Pembroke admits graduate students in one of the following categories:

- a) full admission,
- b) provisional admission,
- c) special admission,
- d) enrichment studies, and
- e) visiting graduate student

These terms are further defined below.

General Admission Requirements (Full or Provisional Admission)

All students seeking to enroll in any graduate class must be admitted to the School of Graduate Studies. To be considered for full or provisional admission, an applicant must:

- a) submit a completed application to the School of Graduate Studies;
- b) pay a \$40.00 non-refundable application fee;
- c) submit two copies (one of which must be an official copy) of transcripts from all colleges/universities attended; one of these transcripts must indicate the date that the applicant's baccalaureate degree was awarded;
- d) have a satisfactory undergraduate academic record and meet at least one of the following minimum GPA (4.0 scale) requirements: an overall GPA of at least a 2.5 on all undergraduate work, or an overall GPA of at least a 3.0 in the undergraduate major, or a GPA of at least a 3.0 on all undergraduate work taken in the senior year;
- e) submit an official report of satisfactory scores on the Miller Analogies Test (MAT), the Graduate Record Examination (GRE), or the Graduate Management Admissions Test (GMAT) {required for M.B.A.};
- f) have three letters of professional recommendation submitted on their behalf. At least one letter should be from a college/university faculty member in the undergraduate major of the applicant; at least one letter should be from the applicant's employer/supervisor.

In some cases, additional information such as an essay or personal interview may be required.

General Admissions Requirements (Special Admission)

Students seeking admission into this category are frequently unable to submit all documents required for full or provisional admission prior to the beginning of a semester. Other applicants enter this category with the intent to transfer their graduate courses to another institution. All students seeking to enroll in this non-matriculated *special admission status* are cautioned that they have not been admitted into a degree granting program of an academic department. In most cases, students in this category should seek to convert their admission into full or provisional status as soon as possible. All degree-seeking students who have enrolled with *special admission status* will have their records sealed after one semester. Further enrollment is prohibited without a change of admissions status. To be considered for special admissions an applicant must:

- a) submit a completed application to the School of Graduate Studies;
- b) pay a \$40.00, non-refundable application fee; and
- c) submit a transcript indicating that he/she received a baccalaureate degree from a regionally accredited institution of higher learning.

General Admissions Requirements (Enrichment Studies)

Students seeking to enroll for Enrichment Studies must meet the same admissions requirements as those stated above for Special Admissions. Other restrictions regarding this category appear below.

General Admissions Requirements (Visiting Graduate Students)

The School of Graduate Studies welcomes visiting graduate students from other institutions. Such students are required to:

- a) submit an application to the School of Graduate Studies;
- b) pay the non-refundable application fee of \$40.00; and
- c) submit a *letter-of-good-standing* signed by the graduate dean (or an appropriate official) of their home graduate school.

Additional information regarding this admissions category appears below.

Education Programs: Licensure Requirement

Applicants for all graduate degrees in education leading to licensure by the NC Department of Public Instruction must submit a copy of any current licenses held. Applicants to the M.A. programs in Art Education, English Education, Mathematics Education, Music Education, Physical Education, Science Education, and Social Studies Education; to the M.A.Ed. programs in Elementary Education, Middle Grades Education, and Reading Education; and to the Master of School Administration program are expected to hold or be eligible to hold appropriate "A" level NC licensure. Those who do not meet the licensure requirement will not be eligible for a graduate licensure recommendation from The University of North Carolina at Pembroke.

Standardized Examinations:

- a) Miller Analogies Test: The Miller Analogies Test or MAT is accepted by the School of Graduate Studies for all graduate programs except the M.B.A. degree. This examination is offered on a regular basis by the Department of Counseling and Testing located in the Chavis Student Center on The University of North Carolina at Pembroke campus. To schedule a sitting for the MAT, applicants may telephone (910)-521-6202.
- b) Graduate Record Examination: The Graduate Record Examination (GRE) is offered by the Educational Testing Service (ETS) of Princeton, NJ. The web page address for ETS is: www.gre.org
- c) Graduate Management Admissions Test: The Graduate Management Admissions Test or GMAT is also offered by the ETS. The web page address for this test is: www.mba.com

Deadlines: Applicants are expected to submit the completed application and all supporting documentation at least one month prior to the projected enrollment date. A student whose application is not complete may be allowed to enroll (see special admission category) for a maximum of one semester with enrollment in that semester limited to six hours.

The Admissions Decision: The admissions decision is made by the Dean of the School of Graduate Studies upon recommendation from the appropriate director of a graduate degree program. This decision is based upon an analysis of both objective and subjective criteria submitted by the applicant. These are defined as follows:

Objective Criteria: Objective criteria are those data with numerical values. These commonly include the applicant's scores on standardized tests (e.g., the Graduate Record Exam {GRE}, the Miller Analogies Test {MAT}, and the Graduate Management Admissions Test {GMAT}) and the applicant's grade point average (GPA). Consideration may be given to any additional numerical information that the prospective graduate student may wish to submit.

Subjective Criteria: As a nontraditional School of Graduate Studies seeking to serve adult learners, the Graduate Dean and the program directors are open to receiving additional evidences of an applicant's educational endeavors and experience. While individual degree program admissions requirements may vary, the following subjective criteria are especially useful to the School of Graduate Studies:

- a) letters-of-recommendation from former professors, immediate supervisors of employment, and professional colleagues;

- b) biographical statements of past experiences;
- c) narratives of personal professional goals (required for M.P.A. and both Counseling degree programs) or a philosophy of education statement (required for Music and Social Studies Education);
- d) personal interviews (required for M.P.A.) or an audition (required for Music); *and*
- e) a professional résumé.

Enrollment For Additional Graduate Teacher Licensure: Students who possess graduate (G level or M level) licensure by the North Carolina Department of Public Instruction may enroll in some graduate programs to earn additional graduate licensure. Students who wish to exercise this option must apply to the Graduate School for admission to “Enrichment” status and to the Dean of the School of Education for an Individualized Education Program (IEP). The IEP specifies the course work, graduate or undergraduate, that must be completed and other requirements that must be fulfilled for a recommendation for additional graduate licensure to be forwarded to the Department of Public Instruction by UNCP. This enrollment status does not qualify one for an additional degree.

Students who hold a master’s degree in a counseling area (e.g., Community Counseling) and who wish to obtain licensure as a school counselor must apply for admission to the School Counseling program. Information about licensure-only policies may be obtained from the Office of Graduate Studies.

Enrollment For Enrichment Purposes: Applicants who possess a baccalaureate degree from an accredited institution of higher learning, are not enrolled in degree programs at other institutions, and who wish to complete courses at UNCP for personal or professional enrichment may qualify for admission as special students (see general application procedures above). Students in this category cannot enroll for more than six (6) semester hours in a semester. Continuation of enrollment beyond one semester in this category requires the written approval of the Dean of the School of Graduate Studies. A maximum of six (6) semester hours (if appropriate and within the time limit) earned as a special student may later be applied toward degree requirements.

Enrollment as a Visiting Graduate Student: Visiting graduate students enrolled in the graduate schools of accredited institutions of higher learning are welcome at The University of North Carolina at Pembroke. Qualified visiting graduate students may study for one semester or summer at UNCP and transfer credits back to their home institutions. Visiting graduate students who wish to enroll for an additional semester, must secure the written approval of the Dean of the School of Graduate Studies. To gain admission as a visiting graduate student, an applicant must be in good standing at and eligible to return to the home institution. Visiting graduate students are required to submit a letter-of-good-standing from the Dean of Graduate Studies at their home institution prior to any registration for a graduate class. Visiting graduate students are required to complete an application for admission, but are not required to submit transcripts, letters of recommendation, or examination scores. The decision to admit visiting graduate students rests with the Dean of the School of Graduate Studies.

Foreign Students: The School of Graduate Studies of The University of North Carolina welcomes applications from potential graduate students from other nations. Applicants from non-English-speaking nations must provide evidence of proficiency in the English language with their applications for admission to the University’s Graduate Programs. Scores on the Test of English as a Foreign Language (TOEFL) or the Michigan Test are required; no applications for admission are complete without such scores. I-20 forms will not be authorized without such scores. Each student also must submit official proof of financial support, an English translation of all transcripts, and an official transcript evaluation report from either World Education Services (<http://www.wes.org/>) or International Education Services (<http://www.aacrao.org/credential/index.htm>). All documents must be submitted to the School of Graduate Studies at least six months prior to the projected date of enrollment.

Second Master's Degree: Students who possess a master's degree and wish to enroll at UNCP to earn a second master's degree must apply for admission to the selected program area and, upon acceptance, complete all program requirements for that degree including comprehensive examinations. A maximum of six semester hours of course work applied toward the first degree may be applied toward the second master's degree. The six hours must be approved by the appropriate program director and the Dean of the School of Graduate Studies. These hours are subject to the five year time limit (six for the counseling programs) applied to all course work credited toward the master's degree.

Undergraduate Enrollment For Graduate Courses: Provided they are otherwise qualified for admission to graduate study, seniors at UNCP who are within 9 semester hours of graduation may apply to the Dean of the School of Graduate Studies for permission to carry up to six semester hours of graduate course work while completing the baccalaureate degree. Credit earned in this manner may not be used to meet requirements for the baccalaureate degree and, at the same time, applied toward the master's degree. Seniors who qualify and wish to enroll in a graduate course for undergraduate credit may apply to the chairperson of their department and the Dean of the School of Graduate Studies. However, any graduate course approved for this purpose may not later be applied toward a master's degree.

Medical History Forms: All new students, and all re-enrolling students who have been out of The University of North Carolina for one year, are required to complete a medical history form which includes required immunization documentation before registering for classes. This requirement applies to all students who will take any on-campus courses at any location. The form may be obtained from, and should be returned to, Student Health Services. Students whose medical history forms are not on file by the specified deadline each semester are administratively withdrawn from the University.

MASTER'S DEGREE REQUIREMENTS

To receive a master's degree from The University of North Carolina at Pembroke students must complete the prescribed program of study and successfully pass the written comprehensive examinations (or the equivalent) and be approved by the Faculty Senate. It is the responsibility of the student to file an application for graduation with the UNCP Office of Graduate Studies by the deadline established by that office. Candidates for the master's degree are expected to be present at commencement exercises in the prescribed dress.

Programs of Study: The program of study prescribed for each graduate degree program is detailed below. Additional course work may be prescribed for individuals based on their undergraduate records. When such additional course work is prescribed, it becomes part of a student's prescribed program of study and must be completed for the degree to be awarded.

Academic Progress: Warning, Probation, and Dismissal: The academic progress of each graduate student is monitored on a regular basis by the Dean of the School of Graduate Studies, the student's advisor, and the appropriate program director. A minimum grade point average of 3.0 is required to receive a master's degree. Graduate students who earn a grade of "C" in a graduate course are placed on academic warning. Graduate students who earn a second grade of "C" are placed on academic probation. Graduate students who earn a third grade of "C" are dismissed from their degree programs. Graduate students earning two grades of "C" in the same semester are placed directly on academic probation. An accumulation of nine semester hours of "C" quality work, or a grade of "F," makes a graduate student ineligible to continue graduate studies at UNCP.

Level of Course Work: All course work applied toward the master's degree must be earned in courses designed for graduate students (numbered 500 and above). No 400-level course work may be applied to the master's degree. No more than three semester hours of graduate credit earned in workshop courses may be applied toward a master's degree.

Time Limits: All course work applied toward the master's degree must have been completed within five years (six years for the School Counseling and Service Agency Counseling Programs) of formal admission to the program. The time requirement is based upon the calendar. For example, if a student enrolls for a graduate course on 25 August (start of a Fall Semester) then this student is one year into his/her time limit at the start of the next Fall Semester.

Transfer Credit: A maximum of six hours of relevant graduate credit taken at another accredited institution with graduate level programs may be applied to degree requirements at the University with the approval of the appropriate program director and the Dean of the School of Graduate Studies. It is the responsibility of the student to apply for approval of transfer credit. No credit accepted for transfer may be earned by correspondence. The transfer credit is subject to the five year time limit (six years for the counseling programs) applied to all course work credited toward the master's degree. No transfer credit will be accepted toward degree requirements once the student has matriculated at UNCP unless prior, written approval for the credit has been received from the appropriate program director and the Dean of the School of Graduate Studies.

Comprehensive Examinations: In addition to the regular examinations in courses taken for graduate credit, candidates for some master's degrees must pass written or oral comprehensive examinations.

The comprehensive examinations are administered in the fall and spring semesters. Students in the School and Service Agency Counseling Programs must complete all core courses and pass the comprehensive examinations prior to enrolling in PCN 610 and PCN 611. Students in all other programs must have completed, or be enrolled in their final semester of, course work to be eligible to sit for the comprehensive examinations. Students must register for the comprehensive exams by the date established by the School of Graduate Studies.

A student who fails any part or parts of the comprehensive examinations must wait at least one semester before retaking the part or parts of the exam failed. Exams may be attempted a maximum of three times.

Information on the specific format of the comprehensive examinations for individual program areas is available from the program director for the individual graduate degrees.

Thesis: A thesis or research project may be completed as part of the program of study. Students completing a thesis are assigned a thesis advisor. The thesis project must be approved by the thesis advisor and a thesis committee. The thesis advisor will supervise the preparation of the prospectus of the thesis, approve it, submit it to the student's thesis committee for approval, direct the student in the preparation of the thesis, assemble and chair the committee for the oral examination of the student on the thesis, and submit the necessary paperwork to the School of Graduate Studies. The advisor notifies the Dean of the School of Graduate Studies as to the time and date of the graduate student's oral examination. The thesis must bear the signatures of the student's academic advisor, members of the thesis committee, and the Dean of the School of Graduate Studies. The final approval of a thesis rests with the Dean of the School of Graduate Studies.

The original and two copies of the approved thesis and abstract must be on file in the School of Graduate Studies at least two weeks prior to the end of the semester in which the student expects to complete program requirements. Two copies of the thesis must be bound and will be retained by the University. Binding is arranged by the Office of Graduate Studies, and the student is charged at cost.

Lapsed Credit: In cases of documented merit and/or continuing professional experience within a given discipline, the Graduate Appeals Committee (GAC) of the Graduate Council may, at its discretion, entertain appeals cases for *reinstatement of graduate credits* earned more than five years ago at The University of North Carolina at Pembroke or another accredited institution of higher learning. This procedure is available for former graduate students seeking to return to graduate study. Such cases are evaluated and judged on their merits by the GAC. The GAC considers all cases on an individual, nonprecedent-setting basis. The GAC is authorized by the Graduate Council to consider reinstatement of a maximum of nine (9) semester hours of lapsed academic graduate credit from The University

of North Carolina at Pembroke and six (6) semester hours of lapsed credit from another institution. No reinstatement appeal may go the GAC unless the appeal bears the signatures of the graduate director of the student's graduate program, the chair of the appropriate academic department, and the Dean of the School of Graduate Studies. The GAC is the "due process" body for graduate students seeking to file reinstatement appeals, and its decisions are final. Graduate students seeking to file reinstatement appeals should schedule an appointment with the Dean of the School of Graduate Studies to discuss the appropriate details of filing such appeals.

Licensure: Students completing programs leading to graduate (M level) licensure by the State of North Carolina must apply for licensure to be granted. Applications are available in the Office of Graduate Studies and the Licensure Office in the School of Education. As part of the licensure approval process, two years of teaching experience in the licensure area is required before UNC Pembroke will recommend the individual for a North Carolina master's level license. Students adding new areas of licensure to their licenses are required to satisfactorily complete the prescribed Praxis Series Examinations. Recommendations for licensure cannot be forwarded to the Department of Public Instruction until official copies of satisfactory scores on the required specialty area exam are on file at UNCP.

ADDITIONAL POLICIES

Advisement: Each student admitted to full or provisional standing in the program is assigned an advisor in the graduate academic major. Members of the graduate faculty serve as graduate advisors. Initially, graduate students are expected to meet with their advisors to plan their programs of study. Thereafter, they are expected to periodically meet with their advisors for further advisement. Advisement sessions are scheduled each semester in conjunction with preregistration.

Grading: It is expected that students enrolled in graduate courses demonstrate breadth and depth of understanding significantly beyond the undergraduate level. While letter grades are used in the graduate program, they differ substantially in meaning from the undergraduate program.

A grade of "A" designates that the graduate student's performance has been superior, going above and beyond what is normally expected in a graduate class.

A grade of "B" designates that the graduate student's performance has been satisfactory and that the student has demonstrated the level of understanding normally expected in a graduate class.

A grade of "C" designates that the graduate student's performance has been poor and that the student has demonstrated significantly less understanding than what is normally expected in a graduate class. An accumulation of 3 grades of "C" makes the student ineligible to continue graduate studies at UNCP.

For grades of A, B, and C, faculty have the option of assigning a plus (+) or minus (-) in addition to the letter grade, but these do not affect the computation of the grade point average.

A grade of "F" designates failure of the course. A graduate student who receives an "F" is ineligible to continue graduate studies at the University.

The "I," or incomplete, grade is given when a student is unable to complete required work because of an unavoidable circumstance such as illness. It is not to be given to enable a student to do additional work to improve a grade. Assigning the "I" grade is at the discretion of the individual instructor. It is the student's responsibility to request the "I" grade. Generally, the student will have completed most of the work required for the course before the grade of "I" is requested. An incomplete must be removed within one semester (excluding summer term), or it will automatically be converted to a grade of "F" by the University Registrar. In determination of quality hours and quality point averages, an "I" is counted as an "F" until it is removed. An "I" grade does not fulfill prerequisite requirements.

A grade of "T" indicates grade pending and is issued only for thesis research courses until the sequence of courses is completed and for the year-long internship in school administration.

Repetition of Courses: No graduate course may be repeated within the same program of study without permission of the Graduate Appeals Committee. A graduate student wishing to repeat a course must submit a written request to the Graduate Appeals Committee through the Dean of the School of Graduate Studies. Courses approved for repetition must be taken at The University of North Carolina at Pembroke.

Withdrawal Policy: Cognizant of the fact that at times circumstances change and situations arise that necessitate a student's withdrawal from a course, graduate students with good cause may apply to withdraw from a course up to two weeks prior to the last official meeting of the class. It is the student's responsibility to obtain the signature of the course instructor on the withdrawal form. Once signed, the course instructor will forward the form to the Dean of the School of Graduate Studies. Students who do not officially withdraw from a course may not receive a grade of W. A grade of W may be received only once for a specified course, and no more than three Ws may be received in a student's program of study. Withdrawing from a class does not excuse a student from the five year time limit (six years for the counseling programs) within which all program requirements must be completed.

Course Load: All courses, unless otherwise noted in the course description, are offered for three semester credit hours. Graduate students employed on a full-time basis may enroll for a maximum of six semester hours per semester. A graduate student may enroll for a maximum of nine semester hours during the summer sessions. A maximum of six semester hours may be completed in one session. Graduate Assistants are required to enroll on a full-time basis and are not subject to this rule.

Research Requirement: Several programs require that all degree-seeking graduate students complete the appropriate research requirement (EDN 566; MPM 505; or PSY 505 or 510) within their first twelve semester hours of graduate study. Students should consult their assigned advisor or program coordinator for program-specific guidelines regarding this policy.

Orientation Requirement: All degree-seeking graduate students are required to attend an orientation session during their first semester of enrollment. The session is conducted by graduate faculty. Dates/times of the orientation session are announced at the beginning of the semester.

Due Process For Students: Any student whose entrance to, continuation in, or exit from the Graduate Program is denied by the Dean of the School of Graduate Studies acting upon policies established by the Graduate Council of The University of North Carolina at Pembroke has the right to appeal the denial. The Graduate Council has designated *The Graduate Appeals Committee* (GAC) as the "due process" body for all graduate students. The Dean of the School of Graduate Studies will notify the student of the denial and the policy upon which it is based. Within 10 working days of receipt of the denial the student wishing to appeal should submit a written request for appeal to the Dean of the School of Graduate Studies. The request should contain the reason(s) the student believes the denial should be reversed. If a request for appeal is not received within the 10 working days, it will not be considered. The Graduate Appeals Committee meets in February, June, and October; any appeal will be considered at the next meeting of the GAC. The student will be advised of the date, time, and location of the meeting, and provided the opportunity to appear before the GAC if s/he desires to do so. The decision of the Graduate Appeals Committee will be final.

GRADUATE EXPENSES

(Subject to change without notice.)

Graduate Application Fee: \$40

GRADUATE EXPENSES: PER SEMESTER — REGULAR SESSION

| Sem. Hrs. | In-State | Out-of-State | | | | In-State | Out-of-State |
|-----------|----------|--------------|----------|-------|------------|------------|--------------|
| | Tuition | Tuition | Fees | Ins. | Total | Total | |
| 9+ | \$880.50 | \$5,674.00 | \$426.00 | \$190 | \$1,496.50 | \$6,290.00 | |
| 6-8 | \$660.38 | \$4,255.50 | \$284.00 | 0 | \$944.38 | \$4,539.50 | |
| 1-5 | \$440.25 | \$2,837.00 | \$142.00 | 0 | \$582.25 | \$2,979.00 | |

Note: The above charges include mandatory fees. Graduate students may have miscellaneous fees in addition to these.

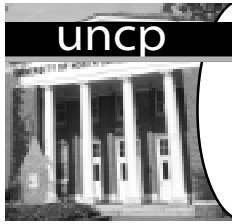
RESIDENCE STATUS FOR TUITION PURPOSES

It is a long-standing practice of the State to require students who are not residents of the State to pay a higher rate of tuition than that charged North Carolina residents. To qualify for in-state tuition, the applicant must generally have lived in North Carolina for a minimum period of twelve months immediately prior to his or her enrollment in an institution of higher learning. During this twelve-month period, the applicant's presence in the State must constitute legal residence in accordance with the University's guidelines as prescribed by the General Assembly. Copies of the applicable North Carolina law and institutional regulations which govern such classification determinations are available in the Office of Admissions for inspection upon request. The student requesting in-state residence is responsible for being familiar with the contents of these two documents. Out-of-state tuition waivers are available for *active duty U.S. military personnel and their dependents stationed in North Carolina and North Carolina full-time public school teachers*.

See the Student Finances for Undergraduate Programs section for more detailed information regarding residency status. Contact the office of Undergraduate Admissions for further information.

GRADUATE ASSISTANTSHIPS

The School of Graduate Studies offers a limited number of graduate assistantships to qualifying students. To qualify for an assistantship, a student must be admitted to full standing in one of the graduate programs. The student must be enrolled within the School of Graduate Studies on a full-time basis (i.e., a minimum of 9 semester hours per semester) and recommended by the Dean of the School of Graduate Studies. Graduate assistants receive a waiver of in-state tuition charges for nine semester hours of graduate credit per semester. Graduate students do not receive a waiver from any fees charged by the University. Such fees must be paid at the time of registration. All graduate assistant are required to be employed for twenty (20) hours per week in order to receive a stipend of \$3000.00 per semester. Graduate assistantships are not available during the summer months.



appendix a

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HISTORY OF THE UNIVERSITY OF NORTH CAROLINA

In North Carolina, all the public educational institutions that grant baccalaureate degrees are part of The University of North Carolina. The University of North Carolina at Pembroke is one of 16 constituent institutions of the multi-campus state university.

The University of North Carolina, chartered by the N.C. General Assembly in 1789, was the first public university in the United States to open its doors and the only one to graduate students in the eighteenth century. The first class was admitted in Chapel Hill in 1795. For the next 136 years, the only campus of The University of North Carolina was at Chapel Hill.

In 1877, the N.C. General Assembly began sponsoring additional institutions of higher education, diverse in origin and purpose. Five were historically Black institutions, and another was founded to educate American Indians. Several were created to prepare teachers for the public schools. Others had a technological emphasis. One is a training school for performing artists.

In 1931, the N.C. General Assembly redefined The University of North Carolina to include three state-supported institutions, the campus at Chapel Hill (now the University of North Carolina at Chapel Hill), North Carolina State College (now North Carolina State University at Raleigh), and Woman's College (now the University of North Carolina at Greensboro). The new multi-campus University operated with one board of trustees and one president. By 1969, three additional campuses had joined the University through legislative action: the University of North Carolina at Charlotte, the University of North Carolina at Asheville, and the University of North Carolina at Wilmington.

In 1971, the General Assembly passed legislation bringing into The University of North Carolina the state's ten remaining public senior institutions, each of which had until then been legally separate: Appalachian State University, East Carolina University, Elizabeth City State University, Fayetteville State University, North Carolina Agricultural and Technical State University, North Carolina Central University, the North Carolina School of the Arts, The University of North Carolina at Pembroke, Western Carolina University, and Winston-Salem State University. This action created the current 16-campus University. (In 1985, the North Carolina School of Science and Mathematics, a residential high school for gifted students, was declared an affiliated school of the University.) By subsequent act of the General Assembly, the name of the University was changed to The University of North Carolina at Pembroke, effective July 1, 1996.

The UNC Board of Governors is the policy-making body legally charged with "the general determination, control, supervision, management, and governance of all affairs of the constituent institutions." It elects the president, who administers the University. The 32 voting members of the Board of Governors are elected by the General Assembly for four-year terms. Former board chairmen and board members who are former governors of North Carolina may continue to serve for limited periods as non-voting members *emeriti*. The president of the UNC Association of Student Governments, or that student's designee, is also a non-voting member.

Each of the 16 constituent institutions is headed by a chancellor, who is chosen by the Board of Governors on the president's nomination and is responsible to the president. Each institution has a board of trustees, consisting of eight members elected by the Board of Governors, four appointed by the governor, and the president of the student body, who serves *ex-officio*. (The NC School of the Arts has two additional *ex-officio* members.) Each board of trustees holds extensive powers over academic and other operations of its institution on delegation from the Board of Governors.

BOARD OF GOVERNORS OF THE UNIVERSITY OF NORTH CAROLINA

| | |
|---|----------------|
| J. Bradley Wilson, Chairman | Durham |
| J. Craig Souza, Vice Chairman | Raleigh |
| Patsy B. Perry, Secretary | Durham |
| Bradley T. Adcock | Durham |
| G. Irvin Aldridge | Manteo |
| James G. Babb | Charlotte |
| Brent D. Barringer | Cary |
| J. Addison Bell | Matthews |
| R. Steve Bowden | Greensboro |
| F. Edward Broadwell, Jr. | Asheville |
| William L. Burns, Jr. | Durham |
| C. Clifford Cameron (Emeritus) | Charlotte |
| Anne W. Cates | Chapel Hill |
| John F. A. V. Cecil | Asheville |
| Bert Collins | Durham |
| John W. Davis, III | Winston Salem |
| Amanda M. Devore (Ex Officio) | Raleigh |
| Ray S. Farris | Charlotte |
| Dudley E. Flood | Raleigh |
| Hannah D. Gage | Wilmington |
| Willie J. Gilchrist | Halifax |
| H. Frank Grainger | Cary |
| Peter D. Hans | Raleigh |
| James E. Holshouser, Jr. (Emeritus) | Southern Pines |
| Peter Keber | Charlotte |
| Adelaide Daniels Key | Asheville |
| G. Leroy Lail | Hickory |
| Charles S. Norwood | Goldsboro |
| Cary C. Owen | Asheville |
| Jim W. Phillips, Jr. | Greensboro |
| Gladys Ashe Robinson | Greensboro |
| Benjamin S. Ruffin (Emeritus) | Winston Salem |
| Estelle “Bunny” Sanders | Roper |
| Priscilla P. Taylor | Chapel Hill |
| Robert F. Warwick | Wilmington |

OFFICERS OF THE UNIVERSITY OF NORTH CAROLINA

| | |
|--|---|
| MOLLY CORBETT BROAD, B.A., M.A. | President |
| GRETCHEN M. BATAILLE, B.A., M.A., D.A. | Senior Vice President—Academic Affairs |
| CHARLES R. COBLE, A.A., A.B., M.A.T., Ed.D. | Vice President—Program Assessment and Public Service |
| JEFFREY R. DAVIES, B.S., M.B.A., CPA | Vice President for Finance |
| L.B. CORGNATI, B.S., M.S. | Secretary of the University |
| RUSS LEA, B.S., M.S., Ph.D. | Vice President for Research and Sponsored Programs |
| J.B. MILLIKEN, B.A., J.D. | Senior Vice President for University Affairs |
| ROBYN RENDER, A.S., B.S. | Vice President for Information Resources and Chief Information Officer |
| LESLIE WINNER, A.B., J.D. | Vice President and General Counsel—Legal Affairs |

THE UNIVERSITY OF NORTH CAROLINA AT PEMBROKE

CHIEF EXECUTIVES*

O.H. BROWNE, Acting President (1940-1942)

B.S., North Carolina State; Ph.D., Johns Hopkins University

RALPH D. WELLONS, President (1942-1956)

A.B., M.A., Indiana University; Ph.D., Teachers College, Columbia University

WALTER J. GALE, President (1956-1962)

B.S., New Jersey State Teachers College; M. Ed., Ed.D., Duke University

ENGLISH E. JONES, President (1962-1972); Chancellor (1972-1979)

B.S., University of Kentucky; M.S., North Carolina State University; LL.D., Wake Forest University; D.H. Pembroke State University

PAUL R. GIVENS, Chancellor (1979-1989); Chancellor Emeritus (1989-)

B.A., M.A., George Peabody College; Ph.D., Vanderbilt University

JOSEPH B. OXENDINE, Chancellor (1989-1999); Chancellor Emeritus (1999-)

B.A., Catawba College; M.Ed., Ed.D., Boston University

ALLEN C. MEADORS, Professor and Chancellor (1999-)

B.B.A., University of Central Arkansas; M.B.A., University of Northern Colorado; M.P.A., University of Kansas; M.A., M.A., Webster University; Ph.D., Southern Illinois University; FACHE

*This list includes chief executives since the institution became a totally collegiate-level institution. Prior to 1940, chief executives held the title of principal or superintendent. The title of President was changed to Chancellor beginning July 1, 1972, when the institution, as Pembroke State University, became a constituent institution of The University of North Carolina.

BOARD OF TRUSTEES:

THE UNIVERSITY OF NORTH CAROLINA AT PEMBROKE

| | |
|---|----------------|
| Marion Bass (2005) | Charlotte |
| Breeden Blackwell (2007) | Fayetteville |
| Becky Bullard (2007) | Lumberton |
| Sybil J. Bullard (2005) | Pembroke |
| Sybil Lowry Collins (2005) | Pembroke |
| H. Thomas Jones, II (2005) | Whiteville |
| Arlinda Locklear (2007) | Jefferson, MD |
| Carl Meares (2005) | Fair Bluff |
| Gervais (Gary) Oxendine (2005) | Southern Pines |
| Freda Porter (2007) | Pembroke |
| Sherry Dew Prince (2007) | Tabor City |
| Richard F. (Dick) Taylor (2007) | Lumberton |
| Venessa Jones (2004-2005) SGA President | Raleigh |

OFFICERS AND ADMINISTRATORS**CHANCELLOR**

ALLEN C. MEADORS, B.B.A, M.B.A., M.P.A., M.A., M.A., Ph.D., FACHE

OFFICE OF THE CHANCELLOR

ROGER BROWN, B.S., M.A., Ph.D. Provost and Vice Chancellor for Academic Affairs
 SANDRA WATERKOTTE, B.A. Vice Chancellor for Advancement
 R. NEIL HAWK, B.B.A. Vice Chancellor for Business Affairs
 JACQUELINE H. CLARK, B.A., M.Ed. Vice Chancellor for Enrollment Management
 DIANE O. JONES, B.S., M.S., Ed.D. Vice Chancellor for Student Affairs
 GLEN BURNETTE, Jr., B.A., M.Ed., Ed.D. Vice Chancellor for University and Community
 Relations
 DONNA G. PAYNE, J.D. University Attorney
 ANGELA P. WESTON, B.S., M.B.A. Special Assistant to the Chancellor
 SUELLEN CABE, B.S., M.S., Ph.D. Director of Institutional Research and Planning
 DAN KENNEY, B.S., M.A.Ed. Director of Athletics
 SUSAN WEST, B.S., C.P.A., M.B.A. Internal Auditor

OFFICE OF ACADEMIC AFFAIRS

ROGER G. BROWN, B.S., M.A., Ph.D. Provost & Vice Chancellor for Academic Affairs
 WILLIAM H. GASH, JR., B.S., M.B.A., M.M.Ed., B.M.Ed., Ph.D. Associate Vice
 Chancellor for Academic Affairs
 SARA BRACKIN, B.S., M.A. Registrar
 MARILYN BLACKBURN, B.A. Assistant Registrar
 STANLEY G. KNICK, B.A., M.A., Ph.D. Director/Curator of Native American
 Resource Center
 A. WARREN LOVE, B.S., M.Ed. Director of Media Center
 SANDRA STRATIL, B.A., M.A. Director of College Opportunity Program
 LARRY McCALLUM, B.A., M.A. Director of TRIO Program
 CAROLYN GODWIN, B.S., M.Ed. Counselor, Student Support Services
 JENNIFER McLEAN, B.A., M.A. Tutorial Coordinator, Student Support Services
 KISHA DURANT-WILSON, B.A. Counselor, Upward Bound
 VON LOCKLEAR, B.S. Instructional Coordinator, Upward Bound
 MARY HELEN WALKER, B.S., M.A. Director of Disability Support Services
 JENNIFER LOWRY, B.S., M.Ed. Assistant Director of Disability Support Services
 SYLVIA T. JOHNSON, B.S., M.S. Director of N.C. Health Careers Access Program
 AMANDA CALVIN, B.A., M.A. Director of University Writing Center
 MAURICE MITCHELL, B.S., M.A., Ph.D. Assoc. Vice Chancellor for Information Resources
 TOM JACKSON, B.S., M.S. Executive Director, Administrative and
 Academic Computing
 ALEXANDER N. CHEN, B.S., M.S., M.Ag., Ph.D. Associate Vice Chancellor for
 International Programs
 COLLIE COLEMAN, B.A., Ph.D. Associate Vice Chancellor for Outreach
 TBA Director of Continuing Education & Distance Education
 SYLVIA H. PATE, B.S., M.S. Director of the Regional Center for Economic,
 Community, and Professional Development
 LYNDA W. PARLETT, B.A., M.S. Interim Director of Sponsored Research & Programs
 ELIZABETH NORMANDY, B.A., M.A. Ph.D. Director of Teaching and Learning Center
 SHELIA BRAYBOY, B.A. Director of Health Careers Opportunity Program
 ELINOR FOLGER FOSTER, B.A., M.L.S., Ed.D. University Librarian
 JEAN E. SEXTON, B.A., M.S.L.S. Associate University Librarian and
 Coordinator of Technical Services
 MICHAEL C. ALEWINE, B.A., M.L.S. Outreach/Distance Education Librarian
 ROBERT ARNDT, B.A., M.A., M.F.A., M.L.S. Reference/Instructional Services Librarian
 LILLIAN D. BREWINGTON, B.A., M.L.S. Government Documents/Special Collections
 Librarian

| | |
|---|---|
| ANNIE H. COLEMAN, B.A., M.L.S. | Electronic Resources/Media Catalog Librarian |
| CARL J. DANIS, B.A., M.S., M.S.L.S. | Instructional Services/Reference Librarian |
| BARBARA A. GUSHROWSKI, B.S., M.L.S. | Serials Librarian |
| JUNE L. POWER, B.A., M.L.I.S. | Access Services/Reference Librarian |
| CYNTHIA E. SAYLOR, B.A. M.L.I.S. | Systems Librarian |
| SUSAN WHITT, B.A., M.L.S. | Acquisitions/Collection Development Librarian |
| DAVID W. YOUNG, B.A., M.A., M.L.S. | Catalog Librarian |
| THOMAS J. LEACH, B.S., M.A., Ph.D. | Dean, College of Arts and Sciences |
| LINDA OXENDINE, B.A., M.Ed., Ph.D. | Chair, American Indian Studies Department |
| JANETTE K. HOPPER, B.F.A., M.A., M.F.A. | Chair, Art Department |
| ANDREW N. ASH, B.S., M.S., Ph.D. | Chair, Biology Department |
| PAUL A. FLOWERS, B.S., Ph.D. | Chair, Chemistry and Physics Department |
| DENNIS H. SIGMON, A.B., M.A.T., Ph.D. | Chair, English, Theatre, and Languages Department |
| ROBERT W. BROWN, B.A., M.A., Ph.D. | Chair, History Department |
| JAMIE LITTY, B.A., M.S., Ph.D. | Chair, Mass Communications Department |
| WILLIAM H. CAMPBELL, B.A., M.A., Ph.D. | Chair, Mathematics and Computer Science Department |
| JANITA K. BYARS, B.M., M.M., M.S., Ed.D. | Chair, Music Department |
| MARGARET G. OPITZ, B.S., M.S., R.N., Ed.D. | Chair, Nursing Department |
| JEFFERY L. GELLER, B.A., M.A., Ph.D. | Chair, Philosophy and Religion Department |
| ROBERT SCHNEIDER, B.A., M.A., Ph.D. | Chair, Political Science and Public Administration Department |
| PATRICK A. CABE, B.A., M.A., Ph.D. | Chair, Psychology and Counseling Department |
| SHERRY EDWARDS, B.S.W., M.S.W., Ph.D. | Interim Chair, Sociology, Social Work, and Criminal Justice Department |
| NICHOLAS A. GIANNATASIO, B.A., M.P.A., Ph.D. | Director, Public Administration Program |
| ERIC B. DENT, B.S., Ph.D. | Dean, School of Business Administration |
| CARMEN F. CALABRESE, B.S., M.B.A., Ph.D. | Director, Master's in Business Administration Program |
| WARREN BAKER, B.A., M.A.Ed., Ed.D. | Dean, School of Education |
| JANE L. HUFFMAN, B.S., M.S., Ed.D. | Chair, Education Department |
| TOMMY THOMPSON, B.S., M.A., D.A. | Chair, Health, Physical Education, and Recreation Department |
| JENNIFER BERRY | Director, Aerospace Studies (Air Force ROTC) |
| JOHNNY TORRE | Director, Military Science (Army ROTC) |
| KAREN GRANGER, B.A., M.A.Ed. | Director, Teaching Fellows Program |
| DEBRA THOMPSON, B.A., M.A. | Director, Instructional Technology |
| KATHLEEN C. HILTON, B.Ed., M.A., Ph.D. | Dean, School of Graduate Studies |

OFFICE OF ADVANCEMENT

| | |
|----------------------------------|--|
| SANDRA WATERKOTTE, B.A. | Vice Chancellor for Advancement |
| LORNA McNEILL RICOTTA, B.M. | Director of Alumni Relations |
| TERESA OXENDINE, B.A. | Director of Donor Relations |
| JANET A. POWELL, B.A., J.D. | Director of Communications and Corporate and Foundation Relations |
| TBA. | Director of Development |

OFFICE OF BUSINESS AFFAIRS

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| R. NEIL HAWK, B.B.A. | Vice Chancellor for Business Affairs |
| DAVID R. GIRARDOT, B.S., M.B.A. | Assistant Vice Chancellor for Business Affairs |
| LARRY FREEMAN | Director of Physical Plant |
| BESS TYNER, P.E., B.S.M.E., B.S.A.M., M.M.E., M.P.A. | Director of Facilities Planning & Construction |

| | |
|--------------------------------------|---|
| ILA KILLIAN, A.S., B.S.A.S. | Controller |
| ROGER KILLIAN, M.A. | Director of Budgets and Planning |
| DAVID HELTON, B.S. | Director of Campus Police & Public Safety |
| ARTHUR K. HERNS, B.S. | Safety Officer |
| PAMELA L.A. BARKETT, B.S., M.A. | Director of Human Resources |
| EDWARD SCHEMPF, M.A. | Director of Business Services |
| KAREN SWINEY, B.A. | Bookstore Manager |
| MIKE NANCE, B.S. | Director of Food Services |

OFFICE OF ENROLLMENT MANAGEMENT

| | |
|--|---|
| JACQUELINE H. CLARK, B.A., M. Ed. | Vice Chancellor for Enrollment Management |
| LELA CLARK, B.S., M.Ed. | Director of Admissions |
| CARRIE ELKINS, B.S. | Associate Director of Admissions |
| JOHN McMILLAN, B.S. | Director of New Student and Family Orientation |
| BRUCE BLACKMON, B.A. | Director of Financial Aid |
| DAVID BOWMAN, B.S.B.A., M.B.A., Ed.S. | Associate Director of Financial Aid |
| TBA | Director of Advisement and Retention |
| SAUNDRA RICHARDSON, B.S., M.S. | Director of the Adult Learners Center, Assistant Director of Advisement and Retention |

OFFICE OF STUDENT AFFAIRS

| | |
|--|---|
| DIANE O. JONES, B.S., M.S., Ed.D. | Vice Chancellor for Student Affairs |
| LISA L. SCHAEFFER, B.S., M.Ed., Ed.D. | Associate Vice Chancellor for Student Affairs |
| PRESTON SWINEY, B.S., M.Ed. | Dean of Students |
| CYNTHIA REDFEARN, B.A., M.S.A. | Associate Director of Residence Life |
| ABDUL GHAFAR, B.A., M.S. | Director of Student Activities |
| JAMES BASS, B.A. | Assistant Director of Student Activities |
| MELANIE R. CLARK, B.A., M.S.W. | Director of Leadership and Service |
| CYNTHIA OXENDINE, B.S., M.A.Ed. | Director of Chavis University Center |
| MONICA S. OSBURN, B.A., M.A., Ph.D. | Director of Counseling and Testing |
| GEORGE GRESSMAN, B.A., M.S. | Assistant Director of Counseling and Testing |
| REBECCA S. TABONY, B.S., M.A., Ph.D. | Counselor |
| JENNIFER SMITH, B.A., M.S., Ed.S. | SPARC Coordinator |
| DENISHA SANDERS, B.A., M.S., Ph.D. | Director of Career Services |
| LORI BUMGARNER, B.A., M.Ed. | Assistant Director of Career Services |
| ROBERT L. CANIDA, II, B.A., M.S.L.S. | Director of Multicultural and Minority Affairs |
| TBA | Associate Director for International Student Services |
| PATRICIA FIELDS, A.A., B.S. | Executive Director of Givens Performing Arts Center |
| DAVID THAGGARD, B.A. | Assistant Director, GPAC |
| ELIZABETH McLEAN, B.A. | Director of Marketing, GPAC |
| GARY TREMBLAY, B.A., M.F.A. | Technical Director, GPAC |
| CORA BULLARD, B.S., RN. | Director of Student Health Services |
| PAUL GORDON, M.D. | University Physician |
| SANFORD HARDIN, P.A. | Physician's Assistant |
| JUSTIN WINANS, B.S. | Director of Intramurals and Facilities Manager |

OFFICE OF UNIVERSITY AND COMMUNITY RELATIONS

| | |
|--|--|
| GLEN G. BURNETTE, JR., B.A., M.Ed., Ed.D. | Vice Chancellor for University and Community Relations |
| AMBER RACH, B.A. | Director of Communications and Photographic Services |
| SCOTT BIGELOW, B.A. | Associate Director of Communications |
| BOBBY AYERS, B.S. | University Photographer |
| KANDICE KINLAW | Director of Special Events |
| LAWRENCE LOCKLEAR, B.A. | Web Publisher |

FACULTY SENATE

JESSE PETERS, B.A., M.A., Ph.D. Chair of the Faculty Senate
 HOLDEN HANSEN, B.A., M.F.A. Secretary of the Faculty Senate

The Faculty Senate is the primary vehicle of faculty governance at UNC Pembroke. The Faculty Senate is an organization of faculty members who have been elected by the Faculty at large, or by the Faculty of one of five divisions: Arts, Education, Letters, Natural Science and Mathematics, and Social and Behavioral Sciences. The Senate is organized into three standing committees. These are the Faculty and Institutional Affairs Committee, the Student Affairs Committee, and the Academic Affairs Committee. Each committee also has subcommittees. Membership on the subcommittees is not limited to members of the Senate, but is open to all faculty members. The Faculty, through the Senate, is involved in the governance of the total University and is the principal academic policy-making body of the University.

THE FACULTY

The listing that follows includes full-time members of the faculty, administrative officers who hold faculty rank and/or who teach, and faculty in phased retirement. The date indicated is the year of initial appointment. Emeritus faculty and retired faculty are listed separately, below.

IRENE P. AIKEN (1994), Associate Professor, Department of Education

B.S., University of North Carolina at Chapel Hill; M.A.Ed., University of North Carolina at Pembroke; Ph.D., University of North Carolina at Chapel Hill

WILLIAM G. ALBRECHT (2002), Assistant Professor, Department of Political Science and Public Administration

B.S.B.A., Ferrum College; M.B.A., Western Carolina University; Ph.D., Southern University

MICHAEL C. ALEWINE (2003), Assistant Librarian, Outreach/Distance Education Librarian, Library Services

B.A., University of North Carolina at Wilmington; M.L.S., North Carolina Central University

TIMOTHY M. ALTMAN (1999), Instructor, Department of Music

B.A., Virginia Polytechnic Institute and State University; MME, University of Wisconsin-Whitewater

VICKI T. ANDERSON, Adjunct Lecturer of Clinical Laboratory Sciences, Departments of Biology and Chemistry and Physics; Medical Technology Program Director at McLeod Regional Medical Center

B.S., University of Tampa

LARS ANDERSSON (2001), Lecturer, Department of Health, Physical Education, and Recreation; Women's Soccer Coach

B.S., Cumberland College; M.A., Union College

ROBERT ARNDT (2002), Instructor Librarian, Reference/Instructional Services Librarian, Library Services

B.A., Lenoir-Rhyne College; M.A., University of North Carolina at Charlotte; M.F.A., M.L.S., University of South Carolina

LARRY ARNOLD (1990), Associate Professor, Department of Music

B.M., University of Nebraska; M.M., University of Wisconsin; Ph.D., University of Iowa

ANDREW N. ASH (1989), Professor and Chair, Department of Biology

B.S., Virginia Military Institute; M.S., North Carolina State University; Ph.D., University of Toronto

MOHAMMED ASHRAF (1999), Assistant Professor, School of Business; Director of Economic and Business Research

B.S., M.A., Ph.D., Northern Illinois University

LISA PEARSON BAKER (2001), Assistant Professor, Department of Sociology, Social Work, and Criminal Justice

B.A., Ph.D., University of Georgia; M.S.W., Florida International University

THOMAS WARREN BAKER (1992), Associate Professor, Department of Education; Dean, School of Education

B.S., University of North Carolina at Pembroke; M.A., Fayetteville State University; M.A.Ed., East Carolina University; Ed.D., Campbell University

DANIEL G. BARBEE (1988), Professor, Department of Political Science and Public Administration;

B.S., Catawba College; M.A., Lehigh University; Ph.D., University of Tennessee

NANCY W. BARRINEAU (1989), Professor, Department of English, Theatre, and Languages

B.A., Asbury College; M.A., University of Kentucky; Ph.D., University of Georgia

CHERRY MAYNOR BEASLEY (1992), Assistant Professor, Department of Nursing

B.S.N., University of Michigan; M.S., University of North Carolina at Chapel Hill

MARY GUY BEAVER (2000), Assistant Professor, Department of Health, Physical Education, and Recreation; Recreation Coordinator

B.S., M.S., Middle Tennessee State University; M.S., Berry College

CHARLES E. BEEM (2003), Assistant Professor, Department of History

B.A., California State University, Northridge; M.A., Northern Arizona University; Ph.D., University of Arizona

DONALD E. BEKEN (1989), Associate Professor, Department of Mathematics and Computer Science

B.S.E.E., Valparaiso Technical Institute; B.S., Kent State University; A.M., West Virginia University; Ph.D., University of Mississippi

SHARON L. BELL (1989), Assistant Professor, School of Business

B.S., University of North Carolina at Pembroke; M.B.A., Campbell University; CPA, State of North Carolina

STEPHEN W. BERRY II (2001), Assistant Professor, Department of History

B.S., Rollins College; M.A., Ph.D., University of North Carolina at Chapel Hill

SCOTT C. BILLINGSLEY (2003), Assistant Professor, Department of History

B.A., David Lipscomb University; M.A., Middle Tennessee State University; Ph.D., Auburn University

OLLIE G. BISHOP (1979), Assistant Professor, School of Business

B.S., University of North Carolina at Pembroke; M.B.A., University of North Carolina at Chapel Hill; CPA, State of North Carolina

TARLETON BLACKWELL (2003), Visiting Professor, Department of Art

A.S.S., Gupton-Jones College; B.A., Benedict College; M.A., M.F.A., University of South Carolina

JEFF BOLLES (2003), Lecturer, Department of Health, Physical Education, and Recreation; Head Strength and Conditioning Coach; NCAA Compliance Officer

B.S., Cortland State University; M.A., University of North Carolina at Chapel Hill

STEVEN D. BOURQUIN (2003), Assistant Professor, Department of Mathematics and Computer Science

B.S.E.E., M.S., Ph.D., Ohio University

JOHN R. BOWMAN (1979), Professor, Department of Sociology, Social Work, and Criminal Justice

B.A., University of Kentucky; M.S., Florida State University; Ph.D., Ohio State University

DEBRA HAMMONDS BRANCH (2001), Assistant Professor, Department of Sociology, Social Work, and Criminal Justice

B.A., B.S., University of North Carolina at Pembroke; M.S.W., East Carolina University

LILLIAN D. BREWINGTON (1988), Assistant Librarian, Government Documents/Special Collections Librarian, Library Services

B.A., University of North Carolina at Pembroke; M.L.S. North Carolina Central University

ANDREAS BROSCHEID (2003), Assistant Professor, Department of Political Science and Public Administration

Undergraduate degree, Eberhard-Karls Universität, Tübingen; M.A., Ph.D., State University of New York at Stony Brook

BETTY WELLS BROWN (2001), Associate Professor, Department of Education

B.A., Lander College; Ed.S., The Citadel; M.Ed., Ph.D., University of South Carolina

MONIKA C. B. BROWN (1982), Professor, Department of English, Theatre, and Languages

B.A., University of Georgia; M.A., Ph.D., Duke University

ROBERT W. BROWN (1979), Professor and Chair, Department of History

B.A., University of North Carolina at Chapel Hill; M.A., Marshall University; M.A., Ph.D., Duke University

ROGER GLENN BROWN (2000), Professor, Provost and Vice Chancellor for Academic Affairs

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appendix b

SCHOLARSHIPS* AND AWARDS

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* indicates geographically restricted scholarships

Friends, faculty, alumni, corporations, and foundations have provided funds to aid students in the pursuit of academic achievement. A wide range of scholarships is available, some with specific restrictions. Students are encouraged to contact the Office of Financial Aid for application information on any of the following scholarships.

ALUMNI SPONSORED SCHOLARSHIPS

African American Alumni Scholarship

Established by the African-American Alumni Committee of UNCP, this non-endowed scholarship is presented to an African-American student who meets all academic requirements of the University. In addition the recipient will serve as a liaison between his/her peers and the African-American Alumni Committee. Preference is given to the child of an African American Alumnus. The recipient will be provided a mentor by the African-American Alumni Committee in addition to the scholarship. The recipient must be in financial need. This scholarship is not renewable.

Alumni Loyalty Fund Endowed Scholarship

The UNCP Alumni Association through its Alumni Loyalty Fund awards scholarships to qualified incoming freshmen who are the children of UNCP alumni. The scholarships are based on academic ability, demonstrated leadership, and a personal interview. Preference is given to those who are in need of financial assistance.

Triad Chapter of the UNCP Alumni Association Scholarship

The Triad Chapter of the UNCP Alumni Association established this scholarship in 2001 to assist a new generation of students in achieving an education in the supportive atmosphere each of them had during their time at UNCP. This non-endowed scholarship will be awarded half in the fall and half in the spring to students in any year of study, from any area of the country, and with any major field of study. Students must be full-time and maintain a minimum University standard QPA.

UNCP Alumni Soccer Endowed Scholarship

This scholarship was established to enable alumni, parents, and friends of the University to provide assistance to the sport of soccer at the University. Recipient(s) may be currently enrolled or incoming soccer player(s). Award is based on athletic ability in the sport of soccer. Recipient(s) will be bound by the stipulations of the University athletic grant-in-aid agreement. The award is renewable on an annual basis.

GENERAL SCHOLARSHIPS

Elsmer Ray and Edith V. Barnes Endowed Scholarship

Mr. Elsmer Ray Barnes generously provides this scholarship in loving memory of his wife and for the purpose of assisting aspiring students who demonstrate outstanding leadership potential. Based upon high school involvement and academic record, this scholarship is renewable for four years of continuous study. In order to maintain the scholarship, the recipient must be a full-time student and have a 3.0 QPA.

BellSouth Telecommunications, Inc. Endowed Scholarship

The scholarship is awarded annually to students who demonstrate and maintain high academic standards. Students will be selected who also have documented a need for financial assistance.

Pattie L. Brayboy Endowed Memorial Scholarship*

This scholarship was established in memory of Pattie L. Brayboy, a graduate of UNC Pembroke, class of 1967. Mrs. Brayboy was an outstanding educator and guidance counselor. She was respected by her students and peers and was dedicated to the intellectual development of her students for 21 years. The scholarship is to be awarded annually to graduating seniors from Purnell Swett High School who will be entering UNC Pembroke. The students must have an overall B average in their senior year plus a strong recommendation from the guidance counselor and principal. The recipient shall demonstrate financial need.

Charles I and Betty F. Bridger Endowed Scholarship*

This scholarship was established to provide the opportunity to attend UNCP to an individual from Bladenboro and/or Bladen County. The donors believe that education is essential and has an everlasting impact on the future.

The recipient must meet University academic standards and be in financial need. First preference is given to a freshman. The award is then renewable.

Judge Dexter Brooks Scholarship*

This scholarship was established in honor of Judge Dexter Brooks to provide financial support for low-income individuals in Robeson County who are eligible to attend The University of North Carolina at Pembroke. Eligible recipients of this scholarship must maintain a minimum 2.5 QPA and be full-time students. Awards of up to full tuition and fees, to occur half in the fall semester and half in the spring semester, will be made to undergraduate students and are renewable.

Peter Brooks Endowed Memorial Scholarship*

The Peter Brooks Endowed Memorial Scholarship was established in 1993 by family and friends as a living memorial to Peter Brooks. Peter Brooks was known in the community as a protector of freedom, a servant of the people, and a proponent of education. He was genuinely concerned about the welfare of others and encouraged continuing education. His philosophies form the hallmark of this scholarship, which is awarded to a part-time student who is working toward an advanced degree or alternate degree in a health-related area. The recipient must be an individual who lives or works in Robeson County and who demonstrates a spirit of community and civic responsibility. Awards are renewable.

Kathleen Price and Joseph M. Bryan Family Foundation Endowed Scholarship

Though the Bryan Family Foundation concluded their work in 2000, this endowed scholarship fund continues to provide support to disadvantaged students attending UNC Pembroke. The scholarship award is based on academic aptitude, as indicated by a sound scholastic record, and appropriately documented financial needs.

Sam Cernugel Endowed Memorial Scholarship*

The scholarship was established by family and friends to honor the memory of Sam Cernugel of Fairmont. Mr. Cernugel spent much time working to improve the quality of life in and around his home in Robeson County.

The recipient of the scholarship shall be a full time undergraduate in financial need who meets all academic requirement of the University. First priority will be given to a student who is a member, or the

child of a member, of the First Baptist Church, South Main Street, Fairmont. Failing a qualified candidate, the recipient will be a resident of Robeson County. The award is renewable.

Converse, Inc. Endowed Scholarship*

Endowed by Converse, Incorporated, Lumberton, NC, this scholarship is awarded annually to Robeson County Residents who consistently maintain an average of 3.0 or above. Open to all races and academic majors, the scholarship may be renewed as long as recipients make satisfactory progress toward completion of their degrees. It is understood that preference will be given to qualified students who are sons or daughters of former Converse employees and that financial need will not necessarily be a factor in the selection process.

Corporate Scholars Endowed Scholarship*

Initially endowed by an anonymous donor and sponsored by numerous corporate donors, this scholarship is awarded annually to students from Columbus, Hoke, Cumberland, Robeson, Moore, Bladen, and Scotland Counties. Recipients must meet all academic qualifications of the University and be in financial need. The scholarship award is renewable provided satisfactory performance is maintained. The award is available for no more than five years of study for an individual recipient.

Crestline Homes, Inc. Endowed Scholarship*

Crestline Homes, Inc. has established this scholarship to benefit the children of its employees, allowing them to further their education. The recipients shall be full-time undergraduate students maintaining at least minimum University standards of academic achievement. The award is available to students of any year of study and is renewable. The scholarship award provides funding toward tuition and fees plus an allowance for books.

Charles Gregory "C.G." Cummings, Jr. Endowed Memorial Scholarship

The scholarship was established in 1993 in memory of Charles Gregory "C.G." Cummings, Jr. by his family, Purnell Swett High students, faculty, and friends in his honor. "C.G." was 16 years old and a junior at Purnell Swett High. He was respected and loved by students and faculty. "C.G.'s" warm personality, caring attitude, and his involvement in church, school and community programs made a lasting impression on students, family and his many friends in the community. The scholarship is also in memory of "C.G.'s" friend Ray Ransom.

The scholarship is open to any academic major, and awarded annually to a deserving student who demonstrates qualities of leadership, humanitarianism, and who has met academic requirements.

Jerry Daniel Scholarship*

This scholarship was established to support The University of North Carolina at Pembroke and honor Jerry Daniel, a UNCP graduate in the class of 1968 and long-time coach at West Montgomery High School. The nonrenewable award will support a West Montgomery High School student entering his or her freshman year of study as a full-time undergraduate student.

The DanReece Endowed International Scholarship*

The first scholarship specifically for international students, the DanReece Endowed International Scholarship was established in 2001. Members of the Dial family wished to honor the memory of their parents/grandparents, Mr. Danford Dial, Sr. and Mrs. Reece Graham Dial, who were dedicated to their family, to education, and to the community. Through this scholarship, the Dials' children and grandchildren wish to provide the opportunity for an education to students from around the world. The recipient will be an international student. Failing a qualified international candidate, consideration will be given to Native American students from the region, state, or nation. Criteria for award include consideration of financial need and scholastic achievement. A minimum University QPA is required. Students may be either part-time or full-time, undergraduate or graduate.

William Howard Dean Scholarship

This scholarship was established to honor the patriarch of the Dean Family, "Howard" Dean. Mr. Dean served as Athletic Director, Basketball Coach, Vice-Chancellor for Academic Affairs, and Dean of Graduate Studies at The University of North Carolina between 1960 and 1992. Candidates must maintain a 3.0 QPA.

Ruby Carter Dial Endowed Memorial Scholarship*

The Donors wish to recognize distinguished service to education as a teacher, administrator, counselor and mentor to young people. Candidates for award of this scholarship shall be residents of Robeson County, the state of North Carolina, who are either full-or-part time undergraduate students in their junior year of study, and maintaining a 3.0 QPA at The University of North Carolina at Pembroke. The \$500.00 annual award is merit based; candidates do not have to be of financial need. First preference will be given to a Robeson County American Indian enrolled in the teacher certification program, not receiving other financial aid, with demonstrated community service, involvement and experience in American Indian Youth programs and activities. The award will be made half in the fall and half in the spring and the award shall not exceed \$500 per year. The award will be renewable if funds are available.

Dr. A.P. and Frances Dickson Scholarships*

A Dickson Scholarship is awarded annually to a full-time undergraduate student who currently resides in Hoke County, NC. Recipients are chosen on the basis of academic standing and financial need. Awards are nonrenewable and vary in amount according to income available from the trust.

Eagle Distributing Company Endowed Scholarship*

Sponsored by Eagle Distributing Company, Lumberton, NC, this scholarship is awarded annually to a student who resides in Robeson County. The recipient shall be an average student (2.5 QPA) and be the child of blue collar working parents. The recipient must be in need of financial assistance, a conscientious, hardworking individual who fosters a spirit of community and civic responsibility. Open to any major, the scholarship may be renewed as long as the recipient makes satisfactory progress toward the completion of his/her degree.

Paul R. And Lee Givens Endowed Scholarship

Established by Paul and Lee Givens, this scholarship is awarded annually to an academically gifted student. The scholarship may be renewed as long as the recipient maintains a 3.0 QPA or better. The decision regarding renewal will be made annually.

Dr. Paul R. Givens holds the position of Chancellor Emeritus, having served as Chancellor from 1979-1989 at UNC Pembroke.

Linda Gail Hammond Endowed Memorial Scholarship*

Established in 2001 to honor the memory of Linda Gail Hammond and to provide financial support for low-income individuals in Robeson County, NC who are eligible to attend the University. First consideration for award will be given to members of the Lumbee Native American Tribe who are residents of Robeson County, North Carolina. Second consideration will be given to other members of the Lumbee Native American Tribe. Third consideration will be given to other residents of Robeson County, NC. Recipients must maintain a minimum of 2.5 QPA, be full time students and demonstrate financial need. The awards will occur half in the fall semester and half in the spring semester; will be made to students in the freshman year of study; and, are renewable.

Mary Ann Hubbard Endowed Scholarship

This scholarship is given by James and Ellen Hubbard in memory of their daughter, Mary Ann Hubbard, who met a tragic death during her senior year in college. It is given in appreciation for her African-American roommate who meant so much to her during her illness. The scholarship is awarded annually to an educationally challenged student. The recipient must meet current academic requirements and be in financial need. It is renewable. This scholarship is designed to encourage academic perseverance.

Herman and Louise M. Jenkins Endowed Memorial Scholarship*

This scholarship was established by the family as a living memorial in honor of Herman and Louise M. Jenkins who were life-long residents of Richmond County, NC. It is designed to help students who are in need of financial assistance to continue their education at UNC Pembroke. First preference will be given to students from Richmond County who are planning to teach in Richmond County. Students must demonstrate that they are deserving of this award on the basis of achievement, motivation, and hard work.

The Jump Start Endowed Scholarship Fund

The Donor wishes to establish a scholarship designed for any student with a strong desire for an education and of financial need. The Jump Start Endowed Scholarship Fund is designed for persons who have a strong desire for a college education and want to give it a try. Therefore the recipient(s) shall be undergraduate students who meet or exceed minimum University standards. The candidate may be a recent high school graduate or may have been out in the working world for several years. The high school record is not the basis for this scholarship (as long as the applicants have the minimum requirements for UNCP admission); it is based on motivation. The award is available to students for any year of study and any major. The scholarship application must contain a letter expressing the applicant's desire for a college degree with the reasoning for this realization. The scholarship award shall equal tuition and fees for one semester. If the candidate succeeds and motivation continues, the scholarship is renewed each semester as long as there are sufficient available funds.

David K. Kuo Scholarship

The Kuo family and their friends established this scholarship to honor the memory of Dr. David K. Kuo, a dedicated professor of Biology who served The University of North Carolina at Pembroke for 30 years. Eligible recipients of this scholarship are full-time undergraduate students in any year of study. Financial need or specific major are not considerations for this honor. The award is renewable contingent upon sufficient funds being available.

Sarah and Louis C. LaMotte, Sr. Endowed Scholarship*

This scholarship was established in memory of Sarah Hunter LaMotte and Louis C. LaMotte, Sr., who lived in Maxton for over 40 years and who loved the people of Maxton. Dr. LaMotte was a Presbyterian minister and President of Presbyterian Junior College from 1939-1961, and Sarah LaMotte was an English teacher. They were especially pleased to have been of help to promising students who needed financial assistance to attend UNCP. The recipient of the scholarship must be a full-time student enrolled with the intention of earning a BS or BA degree. The recipient must be a resident of Maxton, NC. The award is based on demonstrated financial need, good citizenship and responsibility. Although not limited in area of study, some preference will be given those aspiring to be teachers.

Lance Foundation Endowed Scholarship*

The Lance Foundation scholarship fund was established in support of disadvantaged students attending UNC Pembroke. This scholarship is open to students from the Charlotte/Mecklenburg County area. It is based on academic aptitude as indicated by a sound academic record and financial need.

John Winston and Addie Mae Locklear Memorial Endowed Scholarship*

The scholarship was established by loving family members in memory of John Winston and Addie Mae Locklear, parents who believed in the value of education. It is available to all majors with a 3.0 QPA or better. The recipient must be a North Carolina resident and a full time student. The award is renewable annually.

James Lee Love Endowed Scholarship*

The James Lee Love Scholarship is awarded annually to a full-time North Carolina resident undergraduate student. Recipients are chosen on the basis of academic standing and financial need. Awards are nonrenewable and vary in amount according to income available from the trust.

Dennis Lowery and Family Scholarship*

Mr. Dennis Lowery and his family established this scholarship in 2001 to assist a local student in higher education. Candidate(s) for award of this scholarship shall be a resident of Robeson County, NC from the Pembroke, Prospect or Magnolia areas. Candidates will be selected based upon financial need. The candidate will be full time, in any year of study and maintaining a university minimum QPA. Awards will be made half in the fall and half in the spring. The award will be renewable if funds are available.

Zeb Lowery Endowed Scholarship

This scholarship was established by Dennis Lowry in 1999 in memory of his father Zeb Lowry. The recipient of the scholarship shall be a full-time student. The recipient must maintain at least a 2.5 QPA to receive and renew the award. The scholarship is based on financial need.

Burleigh and Pearlle Lowry Endowed Memorial Scholarship

The Donors wish to memorialize their parents' love, dedication and faithfulness to Harper's Ferry Church, and their realization for the opportunities that are provided through educational pursuits, by establishing the Burleigh and Pearlle Lowry Endowed Memorial Scholarship.

The recipients of the Burleigh and Pearlle Lowry Endowed Memorial Scholarship shall be selected on the basis of the following priorities: (1) first- demonstrated financial need; (2) second - a membership or family membership in Harper's Ferry Baptist church; and, (3) third - first preference given to a resident of Robeson County, North Carolina.

Reba M. Lowry Endowed Scholarship

Established by Ira Pate Lowry in memory of his wife, Mrs. Reba M. Lowry, who served UNC Pembroke for many years as Dean of Women and Chairman of the Department of Foreign Languages, this scholarship is awarded annually to a student based on scholarship and need.

Dr. Gerald Dean Maynor Endowed Memorial Scholarship*

This scholarship was established by the family of Dr. Gerald Dean Maynor, former Chair of the Education Department of UNCP, in honor of his belief in the importance of education and his desire to help others succeed. The recipient of the scholarship will be a resident of Robeson County and a graduate of Purnell Swett High School. The recipient will be a full time undergraduate student with a minimum 3.0 QPA. The award is renewable.

Maria Frances Johnson McCrimmon Memorial Endowed Scholarship*

The scholarship was established in memory and honor of Maria Frances Johnson McCrimmon, an alumnae of UNCP, by her husband John H. McCrimmon, Sr. First preference for recipient(s) of the scholarship shall go to students from Bladen County, North Carolina. Failing qualified or sufficient numbers of applicants, next preference is to students from North Carolina, the United States and, finally, anywhere worldwide. The award is available to students of any year of study and is renewable.

Zula Lee and Thomas C. McRae Endowed Memorial Scholarship*

The scholarship was bequeathed to UNC Pembroke by Mr. McRae in memory of himself and his wife, Zula Lee McRae. The scholarship is awarded annually to an economically disadvantaged African-American student, with priority given to a resident of Robeson County.

North Carolina Native American Endowed Scholarship*

This scholarship was established in 2000 by a gift from UNCP alumnus Christopher Kirks and funded by individuals and corporate donors, including Progress Energy, to provide financial assistance to North Carolina Native American students who may otherwise not be afforded an education. Criteria for award of these scholarships include: that the recipient(s) be of NC Native American ancestry with distribution equally among all NC (recognized) Indian tribes represented. The recipient(s) must be full time undergraduate students with a minimum QPA and a demonstrated financial need. There is no preference regarding subject major or year of study.

Earl Hughes Oxendine Endowed Memorial Scholarship*

The Earl Hughes Oxendine Endowed Memorial Scholarship was established in 1991 by family and friends to honor this long-time educator who graduated from UNC Pembroke in 1957. Awards will be made to deserving students from the region who demonstrate qualities of leadership, service, and integrity. Recipients must receive the recommendation of their high school advisor or principal. Awards will normally be renewed to the recipient as long as h/she remains in good standing at the University. Decisions for renewal will be made annually.

The Mr. and Mrs. Jesse Edward Oxendine Endowed Scholarship

The Donors wish to assist students who are interested in pursuing a medical career, with preference in the area of pre-Pharmacy. Candidate selection shall be based upon: full-time enrollment; either undergraduate or graduate status; pursuing a medical career (pre-Pharmacy preference); adherence to a 2.5 QPA; and financial need. Should there be two candidates of equal qualifications, first preference shall be granted to a Native American. There is no preference of residency or year of study. The scholarship shall be renewable.

Louis and Millie Oxendine Endowed Scholarship*

The scholarship was established by Louis S. Oxendine because of his belief in the importance of education and the desire to assist a student at UNCP. The recipient must be a resident of North Carolina and an undergraduate. Initial award will be to a student with a 3.0 QPA and with financial need. First preference is given to a freshman. The award is renewable as long as the student maintains an academic average of 2.5 QPA after the junior year.

David D. Parke Endowed Scholarship*

This scholarship was established in memory of David D. Parke. Mr. Parke was a pre-med student at Washington University in St. Louis, Missouri, when he was drafted into the service during the Korean War; he was listed as Missing in Action in 1952. North Carolina residents or military-affiliated students enrolled in their junior or senior year of study who are participating in the Health Careers Access Program with the intention of pursuing a health career are eligible to receive this renewable award. Recipients must maintain a minimum of 3.3 to 3.5 QPA and be full-time undergraduate students.

Pembroke Business and Professional Women's Organization Scholarship

This renewable scholarship was established to provide financial assistance to women who need further education to obtain a promotion, change career fields, or return to the job market. Recipients must maintain a minimum University QPA.

Julian T. Pierce Endowed Memorial Scholarship*

This scholarship was established by the trustees of the Julian T. Pierce Memorial Fund for the purpose of creating a living memorial to Julian T. Pierce. Mr. Pierce, a Lumbee Indian, was a humanitarian with great courage and foresight who demonstrated his concern for the poor and the underprivileged in Robeson County, NC.

The scholarship is to be awarded annually to a resident(s) of Robeson County, who is/are in financial need, and has/have demonstrated scholastic and leadership abilities. The scholarship provides the student(s) with full tuition for an academic year. It will normally be renewed each academic year providing the recipient(s) maintain a 3.0 QPA or better.

Gilbert D. Prevatte Endowed Memorial Scholarship*

The donors wish to honor the memory of Mr. Tony Prevatte's brother, Gilbert D. Prevatte, a 1979 UNCP graduate. Eligible candidates are residents of Robeson County, NC, enrolled as full-time undergraduate students in any year of study. The recipient must maintain a 3.0 QPA and may major in any area of study. The amount of this scholarship will be awarded in two allotments: half in the fall semester and the remaining half in the spring semester. The award will be renewable if funds are available.

The Percy Richardson Endowed Memorial Scholarship

The Donors wish to assist in providing educational opportunities to Native American college students at The University of North Carolina at Pembroke, an accredited four-year University. Candidate selections shall be based upon the following criteria: (1) first preference shall be to Native Americans who are affiliated with a State Recognized Tribe or Terminated Tribe (as evidenced by proof of Tribal enrollment) situated on the East Coast as far west as the Ohio state line, second preference shall be to Federally recognized Native Americans, and last option would be to other students seeking to secure a degree with emphasis on American Indian Studies; (2) no subject major preference unless the scholarship is not awarded to a Native American, in which case, the recipient would have to be seeking a degree with emphasis on American Indian Studies; (3) a minimum University standard QPA; (4) no preference to year of study and is renewable for three additional years (total of four years); and, (5) full-time undergraduate status. Applicant must carry at least 12-16 credits, depending upon the University's requirements for full-time status. If a freshman, the recipient is required to utilize the scholarship within nine months after high school graduation. If the recipient experiences a medical or family hardship and withdraws from school, the recipient is required to return to school within one year in order to retain the scholarship.

William A. Roach/Lumberton Rotary Club Scholarship*

The award was established in memory of William A. Roach, a charter member of the Lumberton Rotary Club. It is awarded annually to a resident of Robeson County who is in financial need, has demonstrated scholastic and leadership abilities, and is deserving.

Rust Enterprises, Inc. DBA McDonald's Endowed Scholarship*

The Rust Enterprises, Inc. DBA McDonald's Scholarships are provided for full or part-time students who are employees of Rust Enterprises, Inc. DBA McDonald's. It is anticipated that these scholarships will reward deserving regional youth, instilling in them a strong work ethic, as well as a commitment to further their education and career goals. Recipients must maintain a 2.25 QPA or better. Financial need is not a consideration. Scholarship renewals will be considered if the recipients make satisfactory progress in their programs. Up to ten scholarships will be awarded.

Saint Albans Masonic Endowed Scholarship*

The members of the Lumberton St. Albans Masonic Lodge established this scholarship to help deserving youth in Robeson County, North Carolina receive a quality education. Criteria for award of these scholarships include residency in Robeson County, North Carolina and a minimum University standard QPA. The recipient(s) shall demonstrate financial need, be in their freshman year of study and be registered as a full time student. Two scholarships will be awarded with award occurring half in the fall and half in the spring. The scholarship is not renewable.

Oscar R. Sampson Endowed Scholarship

Established by family and friends of Oscar R. And Susie J. Sampson, this award is to be presented annually to a Native American student who has met all admission requirements to enroll, or who is currently enrolled at UNC Pembroke. The recipient must possess those qualities of integrity, leadership, scholarship, and service that Mr. Oscar R. Sampson held so dear. The recipient must be in need of financial assistance. The award will cover tuition and fees for the academic year.

R.E. Smith, Jr., and Cora T.Y. Smith Endowed Scholarship

This scholarship has been designated for an academically talented Native American student demonstrating financial need. Funded by the S.C. Dames of the XVII Century, this scholarship was established in memory of R.E. Smith, Jr., and Cora T.Y. Smith. Mrs. Smith was a former member of many genealogical societies. She was well loved and respected by all who knew her.

Staff Council Scholarship

Established to honor the staff and family members of UNCP staff, candidates for this award are full-time staff members (who have successfully completed probation) or the child or spouse of such a staff member. High school graduates applying must have a 2.0 GPA.

Student Book Scholarship

This scholarship was established by donors who observed that students struggling to pay tuition and fees may be unable to afford their textbooks. Any student may apply for this annual scholarship through the Financial Aid Office.

C.M. and M.D. Suther Endowed Scholarship*

A C.M. and M.D. Suther Scholarship is awarded annually to a full-time North Carolina resident undergraduate student on the basis of academic standing and financial need. Awards are non-renewable and vary in amount according to income available from the trust.

Earl A. And Ophelia Thomas Endowed Scholarship

Earl A. Thomas graduated from Pembroke Indian Normal School (the predecessor to today's UNCP) in 1934 while his wife Ophelia Thomas graduated in 1933. Named in their memory, this scholarship is awarded annually to two academically talented Native Americans, first preference to one male and one female, who demonstrate a need for financial assistance. Recipients must maintain a minimum 3.0 QPA and is renewable.

WestPoint Stevens/Alamac Knit Fabrics Endowed Scholarship*

This scholarship is awarded to a student from southeastern North Carolina who demonstrates above average academic ability and is in need of financial aid to be able to continue his/her undergraduate education.

COLLEGE OF ARTS AND SCIENCES DEPARTMENTAL SCHOLARSHIPS

DEPARTMENT OF AMERICAN INDIAN STUDIES

Pembroke Chamber of Commerce Endowed Scholarship

This scholarship was established by the Pembroke Chamber of Commerce and is to be awarded to qualified students majoring in American Indian Studies.

Adolph L. Dial Endowed Scholarship

This scholarship was established by Dr. Adolph Dial, the first chairman of the American Indian Studies Department at UNC Pembroke. The award is made annually to a student majoring in American Indian Studies.

Jane C. Oxendine Endowed Scholarship

The Jane Oxendine scholarship was established by the Pembroke Chapter of the UNCP Alumni Association in recognition of Mrs. Oxendine's dedication to the preservation of the American Indian culture. The recipient must have a major or minor in American Indian Studies. The recipient shall be enrolled in good standing at the University and be in need of financial assistance. The recipient must be actively involved in cultural activities on and off campus.

Jim Thorpe Scholarship

This scholarship was established by UNCP professor and Thorpe scholar Dr. Robert Reising to reward a deserving student as well as to honor "the Greatest Athlete in the World." Jim Thorpe, a Sac and Fox Indian, Olympic and professional athlete, was a one-time resident of North Carolina. Criteria for award of this scholarship include a demonstrated financial need, full-time undergraduate student status, and, preferably, majoring in American Indian Studies. One scholarship will be awarded in the fall of the year. The scholarship is renewable.

DEPARTMENT OF ART

Gene Locklear Endowed Scholarship in Art

This scholarship was established by friends of Gene Locklear, a Pembroke native, former professional baseball player and renowned artist. Mr. Locklear's paintings, primarily depicting Native Americans, have owners worldwide and include the governor of North Carolina and baseball legend Pete Rose. One of Mr. Locklear's paintings was even selected to hang in the White House.

This scholarship is awarded annually to an Art major. The recipient is selected on the basis of artistic ability and/or need.

Magenta Maynor Endowed Scholarship in Art*

Established in 2000 by her daughter, Dr. Jayne P. Maynor, this scholarship honors the memory of Magenta J. Maynor, a member of the UNCP class of 1949 who loved sharing the joy, beauty and enrichment of art with her students. The recipients of this scholarship will be residents of North Carolina with a major in art. Recipients must maintain a minimum of 2.5 QPA and be full time students. The two awards will occur half in the fall semester and half in the spring semester, can be made to students in any year of study and are renewable.

DEPARTMENT OF BIOLOGY

Dr. Robert F. Britt Endowed Memorial Scholarship

The Robert F. Britt scholarship was established by family, students, and friends to honor the memory of long-time faculty member and Biology Department Chairman, Dr. Robert F. Britt. The scholarship is awarded annually to a Biology major who has shown interest in the Plant Sciences.

Dr. James B. and Eleanor L. Ebert Scholarship

This non-endowed scholarship is awarded annually to a student majoring in Biology at UNCP Pembroke who will specialize in the study of Ecology. The criteria for selection are a 3.0 QPA and motivation and ecological commitment. Financial need is not a consideration. The award is renewable.

Dr. James B. Ebert, Professor Emeritus in Biology, has served the University since 1956 as Dean of Student Affairs and Assistant to the President during the 1960s and Associate Professor of Biology.

GlaxoSmithKline, Inc. Women in Science Endowed Scholarship

The purpose of the GlaxoSmithKline, Inc. Women in Science Scholars Endowed Scholarship is to recognize outstanding scholarship, to provide an incentive for women science students to enter the science profession, and to provide students with a woman scientist mentor at GlaxoSmithKline, Inc. Students must have a GPA of 3.0 or better. Students' QPA must remain at 3.0 or better to be eligible to continue to receive the award.

DEPARTMENT OF CHEMISTRY AND PHYSICS

Doctors Cecil and Naomi Lee Conley Endowed Scholarship in Chemistry*

Established by the Doctors Conley in 1992, the scholarship is awarded annually to a Robeson County resident majoring in Chemistry. Although no restrictions apply regarding race, gender, or class standing, the recipient must maintain a "B" or better QPA to receive and maintain the award. Financial need is a consideration, but not a criterion in determining the award.

Dr. Cecil Conley served as division chairman of the Department of Math and Science at UNC Pembroke from 1963-1967.

James A. Comstock Memorial Scholarship

This scholarship is awarded annually to students majoring in the field of Pre-Engineering. Recipients must possess exceptional grades across the curriculum. Students must maintain a 3.2 QPA in all courses.

The Mary Ann Elliott Endowed Scholarship*

The Donor wishes to support a financially deserving engineering student. The recipients of The Mary Ann Elliott Endowed Scholarship will be residents of North Carolina studying toward a major in Engineering or Telecommunications-related field. Recipients must maintain a minimum of 2.5 QPA and may be full-time or part-time undergraduate students. The award will occur half in the fall and half in the spring semester, can be made in any year of study and is renewable.

William Robert George, Sr. Endowed Memorial Scholarship

The scholarship was established by A. Fred George in loving memory of his father, William Robert George. Mr. George was a Chemical engineer whose commitment to excellence both professionally and personally was a positive example to everyone who knew him. His support and encouragement were the key factors behind his three son's success in the business world today. The recipient shall be a full-time undergraduate student majoring in chemistry. The recipient must be in financial need and maintain a minimum 3.0 GPA. The scholarship is renewable.

GlaxoSmithKline, Inc. Women in Science Endowed Scholarship

The purpose of the GlaxoSmithKline, Inc. Women in Science Scholars Endowed Scholarship is to recognize outstanding scholarship, to provide an incentive for women science students to enter the science profession, and to provide students with a woman scientist mentor at GlaxoSmithKline, Inc. Students must have a GPA of 3.0 or better. Students' QPA must remain at 3.0 or better to be eligible to continue to receive the award.

Linda D. Oxendine Memorial Endowed Scholarship

This scholarship was established in 1989 and endowed by contributions from family members and friends of the late Linda D. Oxendine, a long time UNC Pembroke employee with the Physical Science Department. It is awarded annually to an outstanding student majoring in Physical Science.

DEPARTMENT OF ENGLISH, THEATRE, AND LANGUAGES

Grace Loving Gibson Endowed Scholarship

The scholarship was established by students and friends of Grace E. L. Gibson, who taught composition, literature, journalism, and creative writing (1966-1986) in the Communicative Arts Department of UNC Pembroke. It is awarded annually to a talented student writer majoring in English, Theatre, and Languages who has demonstrated creativity and ability in communication.

Sue Betty Locklear Endowed Memorial Scholarship

The Sue Betty Locklear Endowed Memorial Scholarship was established in 1991 by faculty, family, and friends to honor the memory of Sue Betty Locklear, who served as secretary for more than twenty-one years in the Department of Communicative Arts. The award is to be made annually to a non-traditional student who is in need of financial assistance and who has declared a major in either the Department of English, Theatre, and Languages or the Department of History.

Robeson County Living History Endowed Scholarship*

This scholarship was established by a group of interested individuals, organizations and corporations in Lumberton, NC who believe that the opportunity to assist students in pursuit of higher education in the area of performing arts is a worthwhile and necessary activity. First priority will be given to a resident of Robeson County who has participated in a Living History Club project during high school. Recipients will be students majoring in some aspect of performing arts to include but not limited to Music, Dramatic Literature & Performance, Arts Management, Theatre Education and Middle Grades Licensure.

DEPARTMENT OF HISTORY

Elizabeth Lord Baldwin Endowed Memorial Scholarship*

This scholarship was established in memory of Elizabeth Lord Baldwin. Ms. Baldwin was a 1986 UNC Pembroke graduate with a B.A. in Political Science. She was an involved and active student. After graduation, Ms. Baldwin excelled in the US Army. The recipient(s) will be a junior and/or senior who maintains a 3.0 or better QPA. A North Carolina resident is preferred. The recipient will be a political science major in the Department of Political Science or a history major in the Department of History. Consideration may be given to an education major who has declared a major in political science or history. Applicants will also have a demonstrated strong work ethic, personal achievement, and be in need of financial assistance.

John Green Memorial Endowed Scholarship

This scholarship was established in 1984 and endowed by generous contributions from *The Robesonian*, family members, and friends of the late John Green ('84). The scholarship is given to a capable and energetic student who wishes to pursue a career in writing. It will be awarded to a student majoring in History, Journalism, or Creative Writing.

The Nancy Jones-Dorothy Hupp Memorial Scholarship*

The Donors wish to honor the memory of Nancy Jones and Dorothy Hupp. Two awards will be presented, one in the fall and one in the spring. Candidates awarded shall be residents of North Carolina, non-traditional females majoring in History (including SSE and American Studies concentrations). Candidate selections shall be based upon: part-time or full-time enrollment (minimum of 6 hours, except for graduate students); classification as a Junior, Senior, or Graduate Student; and, a minimum of a 3.2 QPA. Each award will be worth \$250.00.

Sue Betty Locklear Endowed Memorial Scholarship

The Sue Betty Locklear Endowed Memorial Scholarship was established in 1991 by faculty, family, and friends to honor the memory of Sue Betty Locklear, who served as secretary for more than twenty-one years in the Department of Communicative Arts. The award is to be made annually to a non-traditional student who is in need of financial assistance and who has declared a major in either the Department of English, Theatre, and Languages or the Department of History.

James C. Maynor Endowed Scholarship*

This scholarship was established by Dr. Jayne P. Maynor to honor her father, James C. Maynor, a member of the UNCP class of 1950 and generous benefactor. The recipients of the James C. Maynor Endowed Scholarship will be residents of North Carolina with a major in history. Recipients must maintain a minimum of 2.5 QPA and be full time undergraduate students. The award will occur half in the fall semester and half in the spring semester, can be made in any year of study and is renewable.

Clifton Oxendine Memorial Endowed Scholarship*

This scholarship was established by family, colleagues, students and admirers to honor the late Dr. Clifton Oxendine who served UNC Pembroke from 1939 to 1970, first as Dean of the college and then

as Professor Emeritus of American History. This scholarship is awarded annually to a disadvantaged student majoring in American History with first preference to a Native American from Robeson or surrounding counties.

Max M. Weinstein Memorial Scholarship

This non-endowed scholarship is awarded annually to a history major. The recipient is selected on the basis of scholarship.

DEPARTMENT OF MASS COMMUNICATIONS

Broadcasting Endowed Scholarship

The scholarship is provided for students in the broadcasting program who are actively involved with WNCN-TV.

Capitol Broadcasting Company, Inc. (WRAL) Endowed Broadcasting Scholarship

The scholarship is provided annually to a student in the Broadcasting contract degree program. The student must carry a full course load of twelve hours or more, maintain an acceptable standard of academic performance and provide a commitment to WNCN-TV. The award is renewable.

John Green Memorial Endowed Scholarship

The scholarship was established in 1984 and endowed by generous contributions from *The Robesonian*, family members, and friends of the late John Green ('84). The scholarship is given to a capable and energetic student who wishes to pursue a career in writing. It will be awarded to a student majoring in History, Journalism (i.e., broadcasting), or Creative Writing.

Newy Scruggs Sports Broadcasting Endowed Scholarship

After receiving success in various large markets across the country in the field of sports broadcasting, the Donor wishes to assist other young people who have chosen a similar career track by establishing the Newy Scruggs Sports Broadcasting Endowed Scholarship. The primary requirement for candidates to be awarded this scholarship shall be students majoring in Mass Communications with plans to pursue a career in sports broadcasting, sports reporting or sports information. Final preference will be given to any Mass Communications student who plans to participate in athletics at The University of North Carolina at Pembroke. All candidates must be full-time undergraduate students in any year of study and maintain at least the minimum university standard QPA.

Time-Warner Cable Endowed Broadcasting Scholarship

This scholarship is provided annually to a student in the Broadcasting contract degree program. The student must carry a full course load of twelve hours or more, maintaining an acceptable standard of academic performance and provide a commitment to WNCN-TV. The award is renewable.

Gene Warren Endowed Scholarship

This scholarship is awarded annually to a student majoring or intending to pursue a career in journalism or public relations. It is based on academic performance. The award is renewable.

WBTW-TV 13 Endowed Broadcasting Scholarship

The WBTW scholarship is provided annually to a student in the Broadcasting degree program. The student must carry a full course load of twelve hours or more, maintain an acceptable standard of academic performance and provide a commitment to WNCN-TV. The award is renewable.

DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

Claude W. Berry Memorial Endowed Scholarship*

This scholarship was established by family, friends, and students to honor the memory of Claude W. Berry, Jr., a renowned Robeson County educator. Claude Berry served Robeson County as a seventh grade math teacher, Director of Exceptional Children in the Red Springs City School System and later as Director of Program Services for the Public Schools of Robeson County. He also served as a part-time faculty member of UNCP in the Department of Mathematics and Computer Science.

The recipient of this annual award shall be a Robeson County graduate with the declared major in mathematics and/or computer science. The recipient will be chosen regardless of race, gender or financial need. The recipient must maintain a 3.0 QPA or better. The award is renewable.

Terry Nathaniel Chavis Scholarship*

This scholarship was established to provide financial assistance to a Purnell Swett High School graduate with a demonstrated financial need majoring in Computer Science. Students granted this nonrenewable scholarship must maintain a 3.0 QPA and must be full-time undergraduate students in their freshman year of study.

Jason Wayne Hunt Endowed Memorial Scholarship*

The Donor, on behalf of the Family and Phi Sigma Nu Fraternity, wishes to establish the Jason Wayne Hunt Endowed Memorial Scholarship to honor the memory of Jason.

At the time of his death, Jason was a rising Junior at The University of North Carolina at Pembroke with Computer Science as his declared major. Jason's strongest subjects were Science and Math, but he also loved helping children by tutoring them. He was active with his fraternity, Phi Sigma Nu; played softball and worked part-time while a full-time student. This scholarship was established to carry Jason's name and dream to deserving students seeking a goal and a dream of a college education.

Candidates for award of this scholarship shall be residents of Robeson County, the state of North Carolina, showing financial need, a full-time undergraduate student in the sophomore year of study, majoring in Computer Science and maintaining the minimum university standard QPA. The candidate shall also submit a short essay, handwritten or typed, explaining why he/she should receive this scholarship.

DEPARTMENT OF MUSIC**Bradley Alford Endowed Memorial Scholarship**

The Donor wishes to celebrate the life and contributions, and memorialize the death of this gifted musician. Candidates for award of this scholarship shall be a full time undergraduate student, from any state and/or country and of any nationality, in the junior or senior year of study, majoring in Music and maintaining a 3.0 QPA. The scholarship, to be awarded half in the fall and half in the spring, is not based on financial need, but based on GPA and talent. One \$500.00 scholarship shall be awarded per year pending available funds.

Doris B. Johnson Endowed Scholarship in Music

The Doris B. Johnson Endowed scholarship was established by her husband, Dr. Kenneth Johnson, in her memory. The scholarship is awarded annually to a music major who is active in the Music Educators National Conference.

Margaret S. Jones Endowed Scholarship

The fund was established by friends of UNC Pembroke in honor of Mrs. Margaret S. Jones, wife of former Chancellor Dr. English E. Jones, to aid students in obtaining their educational goals. This scholarship is given annually to an outstanding music major who has proven him/herself to be a dedicated student with exceptional talent, and has exhibited a willingness to use this talent for the benefit of the department. It is awarded in the spring to a returning student.

Singer-Swinger Scholarship

This fund was established by the "Singers and Swingers" to provide financial assistance to students who are enrolled in one or more of the music performing groups on the UNC Pembroke campus. The scholarships are awarded on the basis of financial need, talent, and the needs of the University.

Harold C. Slagle Endowed Scholarship

The Slagle scholarship is awarded to a deserving student on the basis of musical talent and academic ability. Funds for this award are donated by the members of the Eta Beta Chapter of Phi Mu Alpha Sinfonia, a national music fraternity.

DEPARTMENT OF NURSING**Campbell Soup Company Student Nursing Endowed Scholarship**

The Campbell Soup Company Student Nursing Endowed Scholarship was established in 1994 to be used for nursing scholarships for disadvantaged students enrolled in the RN Bachelor of Science in Nursing program.

Mary McKenzie Edwards Endowed Scholarship*

A scholarship established by her daughter in loving memory, Mary McKenzie Edwards struggled to earn her degree in nursing in the 1930's. This scholarship is designed to assist students enrolled in the University Nursing Program who are in financial need. Recipients must be residents of Robeson County with first preference for award to members and descendants of the Lumbee and Tuscarora tribes. The scholarship awards are available to all nursing students. Recipients must be in good academic standing.

Joan Howard Wallace NCS DAR-AI Nursing Scholarship

The Donor, a nurse, is fulfilling a goal by establishing this scholarship at The University of North Carolina at Pembroke to provide financial assistance to an American Indian nursing student who exhibits ability and promise in the nursing profession.

The NCS DAR (North Carolina Society Daughters of the American Revolution) State Chairman-American Indians Committee was established in Washington, D.C. in 1941 to educate members of the DAR and school children about the Native American Culture and to provide funds for education of American Indian students. The Donor was appointed Chair of that organization in 2000. The scholarship's name reflects the DAR support and the American Indian Committee.

Candidates for award of this scholarship shall be of demonstrated financial need and a full-time nursing student in the sophomore to senior year of study at The University of North Carolina at Pembroke. There is no restriction for residency of any county and no minimum QPA is required.

DEPARTMENT OF PHILOSOPHY AND RELIGION**Marshall W. and Gertrude Locklear Endowed Memorial Scholarship***

The Marshall W. and Gertrude Locklear Endowed Memorial Scholarship was initially established by family and friends in 1990 to honor the memory of Marshall W. Locklear. In 2000, Gertrude Locklear's name was added to honor her memory as well. The scholarship is awarded annually to a student from Robeson County who is working toward a degree in Religion. The recipient should be a candidate for the ministry or plan to go into some form of full-time religious service. The scholarship is renewable as long as the student makes satisfactory progress toward completion of the degree.

Ruth Martin Endowed Memorial Scholarship

This scholarship was established in 1990 and endowed by family, friends, alumni, colleagues, and church groups in memory of Miss Ruth Martin, Associate Professor of Religion (1953-1985), for her many years of service to the University and the community. The award is given annually to a student who is a Religion major preparing for full-time religious service.

The Ministry Through Education Endowed Scholarship

This scholarship was established by a donor to assist students who aspire to serve their fellow man and community through ministry. The recipients will be either full- or part-time undergraduate students with a major in Religion, Religious Education, or Education with a concentration in Religion. Recipients must maintain a minimum University QPA.

DEPARTMENT OF POLITICAL SCIENCE AND PUBLIC ADMINISTRATION**Elizabeth Lord Baldwin Endowed Memorial Scholarship***

This scholarship was established in memory of Elizabeth Lord Baldwin. Ms. Baldwin was a 1986 UNC Pembroke graduate with a B.A. in Political Science. She was an involved and active student. After graduation, Ms. Baldwin excelled in the US Army. The recipient(s) will be a junior and/or senior who maintains a 3.0 or better QPA. A North Carolina resident is preferred. The recipient will be a political science major in the Department of Political Science or a history major in the Department of History. Consideration may be given to an education major who has declared a major in political science or history. Applicants will also have a demonstrated strong work ethic, personal achievement, and be in need of financial assistance.

Walter L. Weisberg Memorial Endowed Scholarship in Political Science

The Weisberg scholarship was established by the Weisberg family in memory of Walter L. Weisberg, a professor of Political Science at UNC Pembroke, 1975-1981. Recipients of the scholarship are selected on the basis of academic achievement.

DEPARTMENT OF PSYCHOLOGY AND COUNSELING

Jetter Bernard Locklear Memorial Endowed Scholarship

Established in 1988 by friends, family members, and Mrs. Francine Locklear in memory of her husband, Jetter Bernard Locklear this scholarship is awarded to an academically talented, economically disadvantaged Native American, who is pursuing a degree in the Human/Social Services. The recipient of the scholarship will have declared a major in Psychology, Sociology, or Social Work.

DEPARTMENT OF SOCIOLOGY, SOCIAL WORK, AND CRIMINAL JUSTICE

College of Arts and Sciences Endowed Scholarship for Social Work Majors*

The Donor wishes to establish the College of Arts and Sciences Endowed Scholarship for Social Work Majors at UNC Pembroke to honor the memory of a former student who successfully completed the requirements for a degree in Social Work in December 2002.

Candidate for award of this scholarship shall be a resident of the state of North Carolina, demonstrating financial need, a full-time student in any year of study, majoring in Social Work and maintaining the minimum 2.5 QPA. The scholarship is non-renewable.

Maurice Bodenstein-Holocaust Memorial Endowed Scholarship in Social Work

This award honors the memory of Maurice Bodenstein, who survived the European death camps in World War II. After liberation, he became a social worker, assisting youngsters who survived the Holocaust. He helped them recover optimism and self-respect. This scholarship is given to a Social Work major for the purchase of textbooks.

Eagle Claw Service Club Scholarship

This non-endowed scholarship was established in 2000 by inmates at Robeson Correctional Institute who wish to provide financial assistance to students in the Criminal Justice curriculum at UNCP. Students receiving this award will demonstrate financial need, declare a Criminal Justice major, maintain the minimum university QPA and be enrolled full time. The scholarship is renewable and may be awarded in any year of study. The award will occur in the fall of each year provided funds remain available.

Margaret Kennerdell George Endowed Memorial Scholarship

This scholarship was funded by A. Fred George in loving memory of his mother, Margaret Kennerdell George. Mrs. George, as a social worker, gave unselfishly of her time and compassion to enhance the lives of and provide opportunities for less fortunate children in Akron, Ohio. Mrs. George was a true professional, respected by her peers and dearly loved by those whose lives she touched. The scholarship is awarded to a student majoring in Social Work. No restrictions apply regarding race or geographical domain; however, the recipient must qualify for financial assistance and maintain a 3.0 or higher QPA. The scholarship is renewable as long as the recipient makes the satisfactory progress in the program.

Jetter Bernard Locklear Memorial Endowed Scholarship

Established in 1988 by friends, family members, and Mrs. Francine Locklear in memory of her husband, Jetter Bernard Locklear. The scholarship is awarded to an academically talented, economically disadvantaged Native American who is pursuing a degree in the Human/Social Services. The recipient of the scholarship will have declared a major in Psychology, Sociology, or Social Work.

Dr. Von S. Locklear Memorial Scholarship in Social Work

The Dr. Von S. Locklear Memorial Scholarship is awarded to a sophomore or junior Social Work major to be used for a year of study. Preference will be given to: (a) persons who demonstrate an appreciation for the Lumbee culture and tradition; (b) those who have demonstrated a commitment to the social work profession; and (c) a good QPA. The scholarship is given in memory of Von Locklear who died of cancer in 1989 at the age of 36. During his short adult life, Von consistently demonstrated an unconditional commitment to the profession of social work.

Arthur Wendell "A.W." Oxendine Memorial Endowed Scholarship

Arthur Wendell "A.W." Oxendine, a ten year veteran of the Robeson County Sheriff's Department and a thirteen year veteran of the Scotland County Sheriff's Department died in the line of duty in 1993 as a result of injuries sustained in a hit-and-run traffic collision. The scholarship is given in his memory

to assist a student majoring in the field of Criminal Justice who demonstrates qualities of honesty and leadership and who has met the academic requirements of the University.

SCHOOL OF BUSINESS DEPARTMENTAL SCHOLARSHIPS

The Accounting Students' Association Book Scholarship

The Donors wish to establish The Accounting Students' Association Book Scholarship, a non-endowed fund, to assist at least one undergraduate student per year at UNCP, depending upon fund availability, who is working toward a degree in Accounting. The purpose of this fund is to provide financial assistance with textbook purchases.

Candidate for consideration of this award shall be a full time undergraduate student in the sophomore, junior or senior year of study at UNCP meeting a 2.0 minimum QPA standard restriction. Candidate must be an Accounting major who has completed and passed ACC227 or ACC228, or the equivalent, with a "C" or better. Candidate does not have to be of demonstrated financial need and the award is renewable.

The Jackie Parker Adams Endowed Scholarship*

The Donors wish to establish this endowment to honor the life of Jackie Parker Adams, a 1980 graduate of The University of North Carolina at Pembroke.

Candidates for award of this scholarship shall be a full time student at UNCP in any year of study, majoring in Business and maintaining a 3.0 QPA. Recipient must be of demonstrated financial need and be a resident of North Carolina. As part of the application process, candidate must submit a short essay explaining why he/she should receive the award.

"Believe It, Achieve It" Scholarship

Established by the UNCP Students in Free Enterprise club, this non-endowed scholarship is designed to assist aspiring students who demonstrate outstanding leadership potential so that they might reap the many benefits of a college education. Emphasis will be placed on student involvement within the University community.

The recipient of this scholarship shall be a full time student in the School of Business. The recipient must maintain at least a 3.0 QPA in their major of Business or Accounting. Financial need is not a consideration.

BB&T Finance and Banking Endowment

The Finance and Banking Endowment is designed to provide opportunities for students who are majoring in finance and to provide funds for the development of a strong academic environment. The endowment will be used to fund student scholarships in finance and banking. It will also be used to provide research support for faculty, leading-edge banking and financial services software packages, computer and other technological equipment, special library resources, and other needs that cannot be met with state funds alone. The goal of the endowment is to ensure a strong academic program that will produce viable, marketable students in finance and banking.

The Kenneth and Susan Clow Scholarship*

Established in 2001 by Dean Kenneth and Mrs. Susan Clow, this non-endowed scholarship is designed to assist students pursuing a degree in Business Administration. Candidates for award of this scholarship shall be either full or part time undergraduate students in any year of study and maintaining a 3.0 QPA, majoring in Business Administration. Recipients shall be (a) resident(s) of North Carolina. Financial need is not a consideration for award. One award will be made half in the fall and half in the spring. The award will be renewable if funds are available.

Doctors Naomi Lee and Cecil Conley Endowed Scholarship in Business Administration*

Established by the Doctors Conley in 1992, the scholarship is awarded annually to a Robeson County resident majoring in Business Administration. Although no restriction apply regarding race, gender, or class (freshman-senior), the recipient must maintain a "B" or better QPA to receive and maintain the award. Financial need is a consideration, but not a criteria in determining the award.

Dr. Naomi Lee Conley, a graduate of UNC Pembroke, served during the 1960s as Dean of Women, an assistant professor in the Department of Business, and an associate professor in the Department of Education at the University.

Independent Insurance Agents of North Carolina, Inc. Endowed Scholarship

This scholarship was established through the generosity of independent insurance agents throughout North Carolina to provide scholarship support to sophomores, juniors and senior students with a declared major in Business. The recipients must meet all academic requirements of the University. The award amount will be paid half in the fall and spring.

Mazda Foundation Scholars*

The Mazda Foundation(USA), Inc. scholarship was established in 2000 to provide a tuition-free education to students at UNCP. The recipient should demonstrate academic excellence, leadership potential and the desire to succeed. Academic excellence can be demonstrated with a minimum 3.5 high school GPA. The scholarship may be renewed each year as long as the recipient maintains a 3.0 grade point average and meets the requirements of the School of Business.

SCHOOL OF EDUCATION DEPARTMENTAL SCHOLARSHIPS

ARMY ROTC PROGRAM

Faye Nye Lewis Endowed Scholarship

The scholarship, generously supported by Ms. Lewis, is awarded annually to a sophomore ROTC candidate who has completed his or her freshman year as a Reserve Officers Training Corps (ROTC) student. It is to provide funds for the student's sophomore year as an ROTC cadet, and is based on his/her overall achievement.

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, AND RECREATION

Cecil A. And Frances Butler Endowed Scholarship in Physical Education

Established in 1989 by the Cecil A. Butler Family, this academic scholarship is awarded annually to the student major (sophomore rank or above) who has the highest QPA in the Department of Health and Physical Education. The scholarship is renewable provided the highest QPA is maintained.

Kenneth P. Johnson Endowed Scholarship in Physical Education

The Kenneth P. Johnson Endowed scholarship, named in honor of the revered UNCP Physical Education professor and coach, is awarded annually to a UNC Pembroke student majoring in Health, Physical Education, and Recreation.

William Molan "Big Mo" Strickland Memorial Endowed Scholarship*

The scholarship was created to remember "Big Mo" Strickland and to honor his unrelenting efforts and desires as a volunteer to improve the quality of Robeson County's athletic programs through encouragement, advice and mentorship of student athletes.

The recipient of this scholarship shall be an athlete with a major in the Health and Physical Education Department earning a minimum 2.5 QPA. He/she must be a native of Robeson County, NC, a graduate of Purnell Swett High School and qualify under FAFSA guidelines for financial assistance.

DEPARTMENT OF EDUCATION

Mary Elizabeth Jones Brayboy Endowed Scholarship

Established in honor of Mary Elizabeth Jones Brayboy, eligible recipients of this scholarship are Native American women enrolled as full-time undergraduate students majoring in Education. Recipients of this renewable scholarship must maintain a 3.0 QPA.

John J. Brooks Endowed Memorial Teacher Scholarship*

The scholarship was established in memory of John J. Brooks by the Brooks family. John J. Brooks was a Native American alumnus of the institution and a teacher in the local public schools for many

years. Recipients need to, by virtue of birth, affiliation, or experience, be genuinely committed to encouraging the study, understanding and preservation of Native American history, tradition and culture.

Scholarships are awarded to students who are high school graduates of the public schools of Robeson County, NC. Recipients must show academic promise and have a demonstrated need for financial assistance. Applications must include an essay of no more than 250 words, written by the applicant, on the subject, "Why the Study of Native American History is Important for Students of Today." Recipients must obligate themselves to teach for one year in the public schools of Robeson County for each year that an award is received. The scholarship is renewable for up to four academic years provided the recipient(s) make satisfactory progress towards teacher certification and has satisfactorily completed an extracurricular program.

James H. and Katherine B. Dial Endowed Scholarship In Education*

The Donor wishes to honor James H. Dial, the patriarch of the Dial Family and lifelong educator and community leader, by establishing the James H. and Katherine B. Dial Endowed Scholarship in Education. Candidate for award of this scholarship shall be a Native American resident of Robeson County, North Carolina, showing financial need, who is either a full-time or part-time undergraduate student in the junior year of study, majoring in Education (K-7) and maintaining a 3.0 QPA. Scholarship is non-renewable.

Ruby Carter Dial Endowed Memorial Scholarship

The Donors wish to recognize distinguished service to education as a teacher, administrator, counselor and mentor to young people. Candidates for award of this scholarship shall be residents of Robeson County, the state of North Carolina, who are either full-or-part time undergraduate students in their junior year of study, and maintaining a 3.0 QPA at The University of North Carolina at Pembroke. The \$500.00 annual award is merit based; candidates do not have to be of financial need. First preference will be given to a Robeson County American Indian enrolled in the teacher certification program, not receiving other financial aid, with demonstrated community service, involvement and experience in American Indian Youth programs and activities. The award will be made half in the fall and half in the spring and the award shall not exceed \$500 per year. The award will be renewable if funds are available.

Dial-Chavis SNCAE Endowed Scholarship

This scholarship was endowed in 1992 by Harriet Caligan Dial, UniServ Director of NCAE, and wife of UNC Pembroke Professor Emeritus, Dr. Adolph L. Dial. It honors longtime Robeson County educator Agnes Hunt Chavis who served the NEA in leadership roles at the local, state, and national levels. The award is presented annually to a junior or senior education (or related academic field) major who plans to teach in the public schools. Candidates must be members of the SNCAE-UNCP Chapter. The choice of a recipient will be based on academic achievement and financial need. The scholarship is renewable.

Brian Freeman Endowed Scholarship for Teaching Excellence*

The Donor wishes to establish this scholarship to commemorate his selection as the National Education Association's Teaching Excellence Award recipient for 2003. Brian is the first teacher from North Carolina to receive this honor. He would like to financially assist a K-6 Elementary Education major at UNCP to follow in his footsteps and to encourage him/her to make a positive impact in the lives of children.

Candidate for award of this scholarship shall be a resident of Robeson County who is a full time undergraduate student in the junior year of study, majoring in K-6 Elementary Education and maintaining a 3.0 QPA at The University of North Carolina at Pembroke. The recipient does not have to be of demonstrated financial need.

James Leon and Christine Roberts Hunt Endowed Memorial Scholarship

The Donors wish to honor the patriarch and matriarch of the Hunt Family by establishing the James Leon and Christine Roberts Hunt Endowed Memorial Scholarship. Leon, UNCP Class of 1950, and Christine, UNCP Class of 1957, were the first members of their respective families to earn a college degree. They were both retired educators in Robeson County, North Carolina collectively working a total of 60 years. Leon and Christine believed strongly in education and worked hard to provide educational opportunities for their six sons, four of whom are also graduates of UNCP.

Candidate for award of this scholarship shall be of demonstrated financial need, a full-time undergraduate student in the junior or senior year of study at The University of North Carolina at Pembroke majoring in Education and maintaining a 2.5 QPA.

Herman and Louise M. Jenkins Endowed Memorial Scholarship*

This scholarship was established by the family as a living memorial in honor of Herman and Louise M. Jenkins who were life-long residents of Richmond County, NC. It is designed to help students who are in need of financial assistance to continue their education at UNC Pembroke. First preference will be given to students from Richmond County who are planning to teach in Richmond County. Students must demonstrate that they are deserving of this award on the basis of achievement, motivation, and hard work.

Wendy Lee Klenotiz Endowed Memorial Scholarship

This scholarship was established in loving memory of UNCP student Wendy Lee Klenotiz by her family and friends. The recipient shall be a female full-time rising junior or senior student majoring in special education. The recipient must maintain at least a 2.7 grade point average to receive and maintain the award. The award is renewable each year. Preference will be given to students involved in athletics and with special health needs. Financial need will be taken into consideration.

Anderson N. Locklear Endowed Memorial Scholarship

This scholarship was established by the descendants of Anderson N. Locklear in 1990 to honor the memory of this pioneer educator (1870-1934), who served for forty-two years as a teacher and principal in the Native American schools of Robeson County. Mr. Locklear was a member of the first class of the old Normal School (later to become UNC Pembroke), where he served as a trustee for many years. Locklear Hall, which houses the Department of Art on the UNC Pembroke campus, is named in his honor. Awarded annually to a Native American student majoring in teacher education, the scholarship may be renewed as long as the recipient is in good standing.

Pearlie Locklear Endowed Memorial Scholarship

Awarded annually to a Native American student majoring in Early Childhood Education, the scholarship is made possible by gifts from the Pearlie Locklear family. The recipient will be selected on the basis of academic achievement and financial need. The scholarship may be renewed as long as the recipient is in good standing at the University.

Josephine B. Lucente Endowed Scholarship

This scholarship was established by Mrs. Josephine Burnett Lucente, an alumna of UNCP and retired elementary school teacher, so that aspiring teachers may reap the many benefits of a college education and a teaching career. The scholarship is to be awarded annually to a sophomore or junior elementary education major with a strong background in basic skills such as reading and mathematics. Recipient must maintain a minimum 3.0 GPA, be in financial need, and be of good character.

Lumbee Regional Development Association (LRDA) Early Childhood Development Endowed Scholarship*

The Donor wishes to help students seeking a degree in Early Childhood Education (Birth through Kindergarten) by establishing the LRDA Early Childhood Development Endowed Scholarship. Candidate selections shall be based upon: a Robeson County resident of full-time enrollment; classification as a Junior; an Early Childhood (Birth to Kindergarten) major; adherence to the minimum University QPA; and, of demonstrated financial need. The award shall be made half in the Spring and half the succeeding Fall. The Ministry Through Education Endowed Scholarship

This scholarship was established by a donor to assist students who aspire to serve their fellow man and community through ministry. The recipients will be either full- or part-time undergraduate students with a major in Religion, Religious Education, or Education with a concentration in Religion. Recipients must maintain a minimum University QPA.

The George H. Martino Endowed Memorial Scholarship

His daughter Georgiann M. George established this scholarship in loving memory of Mr. George H. Martino. Mr. Martino lived his life as a positive example to all who had the joy of knowing him. He was a quiet and compassionate man, a good husband, a loving father and a nurturing grandfather. He

is remembered as an untiring volunteer who gave unselfishly to those less fortunate than he was.

Candidate for award of this scholarship shall be a full time undergraduate student at The University of North Carolina at Pembroke in any year of study. They must have a declared major in Education and be of demonstrated financial need. Candidate must maintain a 3.0 QPA.

Charlie H. Moore and Marie Sampson Moore Endowed Memorial Scholarship*

This scholarship was established by Mary M. Moorehead to honor the memory of her parents who lived in the Prospect community near the campus of UNCP. Mr. Moore graduated from the Cherokee Indian Normal School in 1930 and taught for many years in the Robeson County Schools. Mrs. Moore was a homemaker. This award is given in recognition of the Moores as nurturing parents and contributing citizens. The recipient of the annual award shall be a full-time junior or senior education major who plans to teach in the public schools. Priority will be given to a candidate whose emphasis is on elementary education. The recipient must maintain at least a "B" grade point average to receive and maintain the award. Financial need may also be a consideration. The award is renewable.

Robeson County Retired School Personnel Endowed Scholarship*

Established in 2001 by its namesake organization, this scholarship is designed to provide support to a teacher education major. The recipient will be a resident of Robeson County, NC with a major in teacher education. Recipient must maintain a minimum university QPA, demonstrate financial need and be a full time undergraduate student. The award will occur half in the fall and half in the spring, can be made in the junior year of study and is renewable.

SCHOOL OF GRADUATE STUDIES DEPARTMENTAL SCHOLARSHIPS

Asian Pacific Scholarship

This scholarship was established to promote business management practices in the People's Republic of China. Candidates for award of this scholarship are full-time graduate students in any year of study holding the university's standard QPA. One (1) award of up to full tuition and fees, including room and board, is renewable if funds are available.

The Katharine M. Butterworth Scholarship in Graduate Studies

The first scholarship exclusively for graduate students, the Katharine M. Butterworth Scholarship in Graduate Studies was initiated by its namesake in 2000. Ms. Butterworth resides in Athens, Greece and has a concern for Native Americans attending graduate school. This award will be made half in the fall and half in the spring with a match provided by UNCP. The criteria for award include but are not limited to financial need with a preference for Native Americans of Tuscarora or Lumbee heritage. The award is renewable with the maintenance of a minimum UNCP QPA.

SPECIALIZED SCHOLARSHIPS

ATHLETIC SCHOLARSHIPS

The Braves Club Endowed Athletic Scholarship

The scholarship, created by the members and friends of The Braves Club, is designed to reward academic achievement of UNC Pembroke athletes. This award is given annually to one male and one female athlete for their senior year. The recipient will have completed at least two years of study at UNC Pembroke. It is provided to those students with the highest QPA with a minimum of 3.0.

The Tecumseh B., Jr. & Eva Brayboy Endowed Memorial Baseball Scholarship*

The children of Tecumseh and Eva Brayboy established this scholarship in 2000 to recognize and honor the values and beliefs of their beloved parents. The recipient of the Tecumseh B., Jr. and Eva Brayboy Endowed Memorial Scholarship will be a resident of North Carolina who meets all minimum University academic standards, is of proven financial need, is an athlete in good standing on the baseball team, and a full time student. First preference shall be given to an American Indian athlete. One award shall be made and shall be paid half in the fall and half in the spring. The award can be made to a student in any year of study and is renewable.

Mac and Sylvia Campbell Endowed Scholarship

This scholarship was established by the Campbells to recognize a member of the men's basketball team and a member of the men's golf team at The University of North Carolina at Pembroke who have demonstrated talent, commitment, and integrity. The recipient shall be a full-time student athlete. The scholarship will be available to a member of the men's basketball team in years ending in an even number and to a member of the men's golf team in years ending in an odd number. The scholarship award shall be the interest accumulated from the principal and be awarded in full in the fall. Award shall not be based upon financial need and is renewable.

Jimmy Carroll Memorial Endowed Scholarship*

Established by parents and friends to honor the memory of Jimmy Carroll, a Lumberton High School athlete and life-long resident of Robeson County, this scholarship shall be awarded to an undergraduate student athlete who is eligible under NCAA academic requirements. Preference is given to a Lumberton High School graduate or, if none is available, a resident of Robeson County.

Sammy Cox Baseball Endowed Scholarship

This scholarship is provided annually to a qualified member of the UNCP Baseball Team. The student will meet University academic standards. The award is renewable on an annual basis.

Dr. Ed Crain Track & Field/Cross-Country Scholarship

This scholarship was established by the friends, colleagues and former students of Coach Crain to honor his tremendous accomplishments and contributions to UNCP Track and Field. The recipient(s) shall be full-time student athletes who are eligible under NCAA academic requirements. The scholarship will be available to any member of the Track or Cross-Country Teams at UNCP. Award shall not be based upon financial need and is renewable.

Lacey E. Gane Athletic Scholarship

The scholarship was established by the friends of Lacey E. Gane in honor of his many accomplishments and contributions. He contributed greatly to the success of the UNCP Athletic Program as golf coach, basketball coach and athletic director.

The scholarship will be awarded to full-time student athletes who are eligible under NCAA academic requirements. The scholarship will alternate each year between golf and basketball. It is available to students of any year of study.

The Glenn/Haigmeier Endowed Scholarship

This scholarship was established in 2000 by Allan Glenn based upon his experience of support and assistance during his years as a student and athletic trainer at the University. It also honors the memory of his father, Mr. Raymond Haigmeier who devoted many years to officiating baseball at the University. This scholarship is designed to provide an opportunity for a student athletic trainer to have a portion of their education funded. Criteria for award of this scholarship include: the recipient of this scholarship

shall be an undergraduate student at the University without regard to financial need, QPA, year of study or county/state of residence. One scholarship will be awarded half in the fall and half in the spring. The scholarship is renewable.

Willie R. Harris, Sr. Endowed Golf Scholarship

The scholarship has been established in memory of Willie R. Harris, Sr., a good friend of UNC Pembroke, ardent golfer, and former manager of Riverside Golf Course, Pembroke, N.C. The contributing founders of the scholarship were friends and relatives of Mr. Harris.

The scholarship is to be awarded annually to a qualified member of the UNC Pembroke Golf Team. The decision to renew the scholarship will be made each year based on the student's performance and academic standing.

Willie D. Mayes, Jr. Memorial Endowed Wrestling Scholarship

The scholarship is endowed by the fellow students, teammates, realties, and fraternity brothers of the late Willie Mayes. The scholarship is awarded based on need to a rising sophomore, junior, or senior wrestler who most exemplifies Willie's leadership and determination.

Raymond B. Pennington Endowed Scholarship

The Donor wishes to honor the patriarch of the Pennington Family who served as Athletic Director, Baseball Coach, Golf Coach, Dean of Men and Chair of the Physical Education Department during his tenure at The University of North Carolina at Pembroke. The candidate for award of this scholarship shall be a full time undergraduate student in any year of study at The University of North Carolina at Pembroke and a member of the men's baseball team maintaining NCAA eligibility. The award shall not exceed \$600 per year to one student. The award will be renewable pending available funds. The UNCP Baseball Coach and Athletic Director will conduct selection of the recipients.

Trina Riddle Endowed Scholarship for Women's Athletics

The Donor wishes to assist students at UNCP by establishing the university's first endowed scholarship designed specifically to enhance the women's athletic program. The primary requirement for candidates for award of The Trina Riddle Endowed Scholarship for Women's Athletics shall be any female participating in varsity athletics at The University of North Carolina at Pembroke. All candidates must be full time undergraduate students in any year of study and maintaining at least the minimum university standard QPA in any field of study. There are no geographic stipulations associated with this award. The award will be made half in the fall and half in the spring. The award will be renewable if funds are available.

John W. (Ned) Sampson Endowed Men's Basketball Scholarship*

This scholarship was established by his family in honor of the many years of service of "Mr. Ned" (class of 1953 and Hall of Fame member) to Magnolia School as well as his contributions to the University. The scholarship is designed to assist deserving young athletes who might not otherwise realize the dream of a university degree. The scholarship is awarded annually to a basketball player, with priority given to a Robeson County resident.

William Molan "Big Mo" Strickland Memorial Endowed Scholarship*

The scholarship was created to remember "Big Mo" Strickland and to honor his unrelenting efforts and desires as a volunteer to improve the quality of Robeson County's athletic programs through encouragement, advice and mentorship of student athletes.

The recipient of this scholarship shall be an athlete with a major in the Health and Physical Education Department earning a minimum 2.5 QPA. He/she must be a native of Robeson County, NC, a graduate of Purnell Swett High School and qualify under FAFSA guidelines for financial assistance.

UNCP Alumni Soccer Endowed Scholarship

The scholarship was established to enable alumni, parents and friends of the University to provide assistance to the sport of soccer at the University. Recipient(s) may be currently enrolled or incoming soccer player(s). Award is based on athletic ability in the sport of soccer. Recipient(s) will be bound by the stipulations of the University athletic grant-in-aid agreement. The award is renewable on an annual basis.

CHANCELLOR'S SCHOLARSHIPS

Students qualifying for Chancellor's Scholarships are selected on the basis of academic aptitude, achievement, motivation, and recommendation of the high school counselor. Chancellor's Scholarships are offered for students accepted into the University Honors College program.

The following privately funded scholarships are offered under the Chancellor's Scholarships:

Marion F. Bass Endowed Scholarship

This scholarship was established by Mr. Marion F. Bass, an alumnus of UNC Pembroke and President of Marion Bass Securities Corporation of Charlotte, NC and New York. The scholarship is to be awarded annually to an academically gifted student accepted into the University Honors College program. The award will normally be renewed to the recipient as long as he/she is in good standing at the University. The decision regarding renewal will be made annually.

Carolina Power & Light Company Endowed Scholarship

Established by Carolina Power & Light Company in 1991, the scholarship awarded annually to an academically gifted, yet economically disadvantaged student in the University Honors College program. The scholarship may be renewed as long as the recipient maintains a 3.0 average and meets the requirements of the program.

Chancellor's Endowed Scholarship

This scholarship is awarded annually to a student in the University Honors College program, and it will normally be renewed to the recipient as long as he/she is in good standing at the University. The decision regarding renewal will be made annually.

First Union National Bank Chancellor's Endowed Scholarship

This scholarship was established by First Union Bank National Bank of North Carolina to support gifted students at UNC Pembroke. It will be awarded annually to a student in the University Honors College program and is renewable.

Harry Hutchison Gibson Endowed Scholarship

The Gibson scholarship is to be awarded annually to an academically gifted student. It will normally be renewed to the recipient as long as he/she is in good standing at the University. The decision regarding renewal will be made annually.

Gibson-Maclean Endowed Scholarship

This Chancellor's Scholarship was established by Dr. Hector MacLean and Dr. M. Carr Gibson of Lumberton, N.C. The scholarship is to be awarded annually to an academically gifted student accepted into the University Honors College program. The award will normally be renewed to the recipient as long as the student remains in good academic standing at the University. The decision regarding renewal will be made annually.

Joseph B. Oxendine Endowed Scholarship

This scholarship was established by Chancellor Emeritus Dr. Joseph B. Oxendine along with numerous friends and colleagues. Dr. Oxendine believes strongly in the importance of education and has devoted his career to students. The scholarship shall be awarded annually to an academically gifted student accepted into the University Honors College program. The decision regarding renewal shall be made annually.

AWARDS AND GRANTS

McMahon Achievement Award in Social Work

This award was established by Dr. Maria O. McMahon to further demonstrate her strong support for the efforts of the social work program at UNCP.

The cash award is given each year to a graduating minority social work student (Native American, African American, Asian, or Hispanic) who has demonstrated outstanding service to the UNCP Social Work Program and community.

Jessica Reed and Family Community Service Award

The Jessica Reed and Family Community Service Award was established to recognize the community service efforts for a contestant competing in the Miss UNCP pageant. This \$100.00 award will be presented each year in the Spring at the Miss UNCP pageant. The recipient shall be chosen by a committee which shall include the pageant director, one to two representatives of the UNCP pageant committee, and one to two representatives of the Reed family.

Purnell Swett Endowed Teaching Fellows Award*

This award was established by the Robeson County Indian Education Parent Committee in honor of Purnell Swett. Mr. Swett was the Robeson County School Superintendent from 1977 to 1989.

An annual cash award will be given to each of two outstanding American Indian students completing teacher education certification requirements. The recipients must make a two year commitment to teach in the Public Schools of Robeson County.

The Young Native American Artists Grant

This award was established in 2001 by Sun and the Moon Productions, Inc. to help students in need to complete their education. Candidates for this award will be full time students majoring in any modality of the arts. The candidate, preferably a tribally registered Native American, may be in any year of study and maintaining a 3.5 QPA. Awards will be made in the spring semester.

UNC PEMBROKE 2000-2001 TITLE II REPORT

The UNC Pembroke 2000-2001 Title II institutional report showed that 89% of student teachers being licensed passed the Praxis II special area examination. Fifty regular and alternative licensure students were in programs of supervised teaching resulting in a 3:1 student to faculty supervision ratio. These students completed 640 hours of supervised student teaching. The North Carolina State Board of Education currently rates the UNC Pembroke teacher education program as exemplary.

