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ARS 100 Reclaim, Regain, and Recover 0
A self-guided online course to support students on academic probation in developing and applying constructive academic recovery behaviors and skills with the goal of restoring academic good standing at UNCG.
Prerequisites: Permission of instructor.
Notes: Grade: Satisfactory/Unsatisfactory (S/U).

ARS 120 Academic Connections in Education 0
Students returning from academic suspension will create meaningful connections with UNCG faculty and staff; develop an understanding of university academic policy; identify academic and personal goals; and generate solutions for academic challenges.
Prerequisites: Written permission required. Restricted to students returning to or continuing at UNCG after academic suspension;
Notes: Grade: Pass/Not Pass (P/NP).

ARS 140 Academic Coaching in Transitions 0
Students returning from academic dismissal will identify and apply personal strengths toward utilizing University policies and resources, building academic support networks, and developing an individualized plan for academic recovery.
Prerequisites: Written permission required. Restricted to students returning to or continuing at UNCG after academic dismissal.

Accounting (ACC)
ACC 201 Financial Accounting 3
Introduction to external financial statements of organizations, emphasizing the use of accounting information in making investment and other decisions. Addresses ethical considerations and role of financial reporting in society.
Prerequisites: ISM 110 and any one of the following: MAT 115, MAT 120, MAT 150, MAT 151, MAT 191, MAT 292.

ACC 202 Managerial Accounting 3
Introduction to internal accounting and reporting of organizations, emphasizing the use of accounting information used by management and other decision makers within the organization.
Prerequisites: ACC 201 or ACC 218.

ACC 218 Financial Statement Preparation and Disclosures 3
First financial accounting course for students desiring to pursue upper division accounting courses. Includes coverage of basic financial statement preparation, time value of money concepts, and techniques for accounting valuations.
Prerequisites: ISM 110 and any one of the following: MAT 115, MAT 120, MAT 150, MAT 151, MAT 191, MAT 292.
Notes: Required entry course for all Accounting and Finance majors.

ACC 318 Intermediate Accounting I 3
Focuses on the conceptual framework underlying financial reporting by business enterprises, the processes by which authoritative accounting guidelines are promulgated, and the preparation, presentation, interpretation, and use of financial statements.
Prerequisites: Grade of C or better in ACC 218 and ECO 201.

ACC 319 Intermediate Accounting II 3
The second course in the two-course intermediate accounting sequence. Continues the examination of the preparation, presentation, interpretation, and use of financial statements.
Prerequisites: Grade of C or better in ACC 318.
ACC 325 Accounting Transaction Processing Systems 3
Designed to provide an understanding of a variety of accounting subsystems, systems analysis, and design issues reinforced through case studies.
**Prerequisites:** Grade of C or better in ACC 318.

ACC 330 Cost Accounting 3
Costs and cost accounting principles, costing systems, cost determination procedures; control and analytical practices for managerial decision-making.
**Prerequisites:** Grades of C or better in ACC 202 and ACC 318.

ACC 350 Internship in Accounting 3
This course provides students with an opportunity to apply accounting knowledge in a business environment and to gain a better understanding of the accounting profession.
**Prerequisites:** Grade of C or better in ACC 318. Accounting major; permission of internship coordinator.

ACC 420 Federal Tax Concepts 3
**Prerequisites:** Grade of C or better in ACC 318 or FIN 410.

ACC 440 Auditing Concepts 3
Concepts underlying audit process, procedures used in external auditing, statistical application, preparation of audit programs, and reports. Use of audit software to conduct control risk assessment and substantive tests.
**Prerequisites:** Grade of C or better in ACC 319 and ACC 325.

ACC 450 Accounting, Ethics, and International Business 3
The course focuses on the ethical import of accounting in modern organizations and international business.

ACC 493 Honors Work 3-6
Prerequisite: 3.30 GPA in the major, 12 s.h. in the major
**Notes:** May be repeated for credit if the topic of study changes.

ACC 499 Independent Research in Accounting 1-3
Individual study of an issue or problem(s) in accounting of particular interest to the student. Student must arrange time and course requirements with instructor prior to registration.
**Prerequisites:** Accounting major, senior standing, and permission of Department Head.
**Notes:** May be repeated for credit with approval of Department Head.

ACC 561 Governmental and Nonprofit Accounting 3
This course will introduce students to accounting and financial reporting for nonprofit organizations and governmental entities.
**Prerequisites:** ACC 319.

ACC 613 Directed Studies in Accounting 1-3
Individual study of an issue or problem of interest. Student must arrange topic and course requirements with instructor prior to registration.
**Prerequisites:** 12 hours of graduate level accounting courses or permission of instructor.

ACC 621 Accounting Internship 3
Combined academic and work components allow students to gain experience in the professional field of accounting. Course supervised by a graduate faculty member and appropriate personnel of the approved organization.
**Prerequisites:** Grade of C or better in ACC 318 and permission of instructor.
**Notes:** Grade: Satisfactory/Unsatisfactory (S/U).

ACC 630 Seminar in Contemporary Accounting Issues 3
Analysis, research, and presentation of current topics and issues relevant to professional accountants.
**Prerequisites:** Grade of B- or better in ACC 319.

ACC 631 Advanced Auditing 3
Ethics, reporting, law, statistics, and audit software; directed towards professional external and internal auditing.
**Prerequisites:** Grade of B- or better in ACC 440.

ACC 638 Information Technology Auditing and Accounting Data Analytics 3
Theory and practice of information technology auditing; computer based systems controls; data analytics models and methods focusing on accounting applications.
**Prerequisites:** Grade of B- or better in ACC 440.

ACC 642 Specialized Accounting Entities 3
Theory and practice associated with business combinations, consolidated financial statements, partnerships, international operations, bankruptcy and other accounting topics related to specialized accounting entities.
**Prerequisites:** Grade of B- or better in ACC 319.

ACC 645 Seminar in Financial Accounting Theory 3
Normative analysis in theory development and recent transition to empirical analysis; informational and positive theory paradigms; role of regulation.
**Prerequisites:** Grade of C or better in ACC 319.

ACC 646 Advanced Study in Business Environment and Concepts 1
An in-depth study and review of the underlying reasons for, and accounting implications of, business transactions. This course is only offered online.
**Prerequisites:** Grade of C or better in ACC 330 and permission of instructor or Program Director.

ACC 647 Advanced Study in Financial Accounting and Reporting 1
An in-depth study and review of the accounting and reporting represented on the four major financial statements.
**Prerequisites:** ACC 642 and permission of instructor or Program Director.
**Notes:** This course is only offered online.

ACC 648 Guided Study in Taxation & Business Law 1
An in-depth study and review of specialized current topics in tax and business law. This course is only offered online.
**Prerequisites:** ACC 655 and permission of instructor or Program Director.
**Notes:** This course is only offered online.

ACC 649 Advanced Study in Auditing and Attestation 1
This course provides an in-depth study and review of advanced specialized current topics in auditing and attestation.
**Prerequisites:** ACC 631 or ACC 638 and permission of instructor or Program Director.
**Notes:** This course is only offered online.

ACC 652 Specialized Accounting Entities 3
Principles and procedures involved in determining federal estate tax; tax planning using gifts and trusts.
**Prerequisites:** Grade of B- or better in ACC 420.

ACC 655 Taxation of Corporations and Shareholders 3
Federal taxation of business transactions affecting corporations and shareholders.
**Prerequisites:** Grade of B- or better in ACC 420.
ACC 656 Taxation of Flow-Through Business Entities 3
Federal taxation of business transactions affecting flow-through business entities, including partnerships, S corporations, limited liability companies and their owners.
Prerequisites: Grade of B- or better in ACC 420.

ACC 688 Advanced Business Law 3
Explores legal issues in contract and sales law, negotiable instruments, agency, and business associations and at the same time considers ethical and managerial issues involved when these legal issues arise.
Prerequisites: MGT 330 or permission of Program Director.

African American/African Diaspora 
(ADS)

ADS 200 African American Art History 3
The development of African American art placed within the context of mainstream American art and the history of the blacks in this country.
GE Core: GFA

ADS 201 Introduction to African American Studies 3
Introduction to African American culture through a historical and social perspective.
GE Core: GHP
LEC: GMO

ADS 210 Blacks in American Society: Social, Economic, and Political Perspectives 3
Social, political, economic experience of blacks in the United States. Topics include the black family, Civil Rights Movement, black politicians, and blacks in the labor market.
GE Core: GSB

ADS 260 Understanding Race 3
Race is among the most fundamental, yet profoundly misunderstood, aspects of socioculture. This course seeks to provide a comprehensive look at race, especially in its sociopolitical and biocultural dimensions.
GE Core: GSB

ADS 300 African American Poetry 3
Explores the development and growth of African American poetry, with specific emphasis on the Harlem Renaissance, Black Arts Movements, and poets of the twentieth and twenty-first centuries.

ADS 305 Special Topics in African American Studies 3
An in-depth study of a selected topic or topics in African American Studies involving directed reading and research.
Notes: May be repeated for credit when topic varies.

ADS 306 Special Topics in the African Diaspora: Africa, the Indian Ocean, and the Americas 3
Special topics course explores the histories, cultures, politics, and societies of the African Diaspora across the Indian Ocean and Atlantic worlds.
Notes: May be repeated once for credit when topic varies.

ADS 310 The Portrayal of African Americans in Film 3
An examination of African American film roles as a reflector of America's perception of black character and behavior. Various film genres will be considered for insight into movie portrayals as social commentary.

ADS 315 Theories and Paradigms in African American Studies 3
A concentrated examination of the theories or systematic explanations of the social, cultural, and historical phenomena and/or experiences of African Americans.
Prerequisites: ADS 201 or ADS 210, or permission of instructor.

ADS 320 The African American Athlete 3
An examination of the lives and careers of African American athletes and their struggles to gain acceptance in both competitive and social settings.

ADS 325 Black Women in the U.S. 3
Explores the historical experiences of women of African descent in America through an evaluation of relevant literature, film, and/or music.
Prerequisites: ADS 201 and ADS 210 recommended.

ADS 330 Black Music as Cultural History: 1960-1980 3
African-American urban music from the 1960s and 1970s as cultural history and as a reflector of social, political, and economic movements of the era.

ADS 351 Race and Gender in Black Performance 3
Focus on the history of a relation between race and gender in Black performance as it relates to the enactment of and resistance to neocolonial, patriarchal control and captivity.

ADS 356 The Making of the African Diaspora 3
Explores the making of the African Diaspora in the Atlantic and Indian Ocean worlds through a combination of historical and ethnographic studies.

ADS 376 Africana Literature 3
Critical survey of literature written by people of Africa and the Diaspora and their cultures, ideas, and experiences from the eighteenth century to the present.
Prerequisites: Sophomore, junior, or senior standing.

ADS 400 Independent Study 1-3
Intensive independent study on special topics related to the African American experience.
Prerequisites: Permission of Director of African American Studies and faculty mentor.

ADS 410 Seminar in African American Studies 3
Capstone seminar on issues in African American Studies and their significance to American society and the world.
Prerequisites: Completion of 12 s.h. of AADS core requirements (ADS 201, ADS 210, ADS 356, ENG 374 or ENG 376, HIS 301 or HIS 302 or HIS 389). junior or senior status; AADS major status.

ADS 492 Internship in African American Studies 1-6
Practical experience at sites serving populations of people of African descent. Two semester meetings with program director. Students must complete 8 to 15 hours per week at site.
Prerequisites: ADS 201 and ADS 210. ENG 374 or ENG 376; HIS 301 or HIS 302 or HIS 389; AADS major or minor. For AAD minors: ADS 201, ADS 210, and two AAD-related courses;
Notes: Interns must show 40 on-site hours each semester for each s.h. of credit sought. may be repeated a maximum of 3 times for course credit, but may not exceed 6 credit hours in total.

ADS 493 Honors Work 3-6
Prerequisite: Permission of instructor; 3.30 GPA in the major, 12 s.h. in the major;
Notes: May be repeated for credit if the topic of study changes.

ADS 554 Independent Black Politics 19th Century 3
The origins, rise, and collapse of Black Populism, the independent black political movement between Reconstruction and the consolidation of Jim Crow, in the South.

ADS 600 Independent Study 3
A supervised research project related to African American Studies at the graduate level.
ADS 610 African American Theoretical Perspectives 3
Historical and theoretical approaches to analyzing race, gender, and class as related to African Americans.

ADS 650 Topics in African American Gender Studies 3

ADS 652 Topics in Black Performance Studies 3
Implications of historical displays of Black people in relation to contemporary black performance, particularly as it involves a shift in bodies and terms.

ADS 653 Perspectives on the African American Experience 3
Investigates selected individuals, events, and social and cultural movements that have fundamentally shaped the course of African American advancement in mainstream society.

American Sign Language (ASL)

ASL 101 Elementary American Sign Language I 3
American Sign Language with emphasis on the development of basic receptive and expressive skills. ASL grammar will be covered to develop rudimentary conversational skills in ASL. Introduction to deaf culture and community.

Notes: May not receive credit for both ASL 101 and SES 101.

ASL 102 Elementary American Sign Language II 3
Development of conversational skills in American Sign Language (ASL). Review of origin and application of contemporary manual communication systems.

Prerequisites: ASL 101 or permission of instructor.

Notes: May not receive credit for both ASL 102 and SES 102.

ASL 203 Intermediate American Sign Language I 3
Continuation of Sign Language II with an increased emphasis on expressive skills, receptive skills, linguistic knowledge, and integration of cultural behaviors in conversational settings.

Prerequisites: ASL 102 or permission of instructor.

Notes: May not receive credit for both ASL 203 and SES 203.

ASL 204 Intermediate American Sign Language II 3
Continuation of American Sign Language III with an increased emphasis on expressive skills, linguistic knowledge, and integration of cultural behaviors in conversational settings.

LEC: GFL

Prerequisites: ASL 203 or permission of instructor or placement test.

Notes: Community lab hours required. May not receive credit for both ASL 204 and SES 204.

ASL 245 Introduction to the Deaf Community 3
Introduction to the diverse members of the Deaf Community with emphasis on Deaf people as a linguistic and cultural minority. Focus is on historical, educational, political, social, and vocational issues.

Prerequisites: ASL 101 or permission of instructor.

Notes: May not receive credit for both ASL 245 and SES 245.

Anthropology (ATY)

ATY 100 Contemporary Non-Western Cultures 3
Survey of contemporary non-Western societies which emphasizes their distinctive cultural characteristics and how these relate to changes taking place in the world today.

GE Core: GSB

GE Marker: GN

ATY 212 Introduction to Anthropology 3
Survey of general anthropology. Includes an inquiry into human origins, prehistory, and comparative study of culture.

GE Core: GSB

GE Marker: GN

ATY 213 Introduction to Cultural Anthropology 3
Cultural anthropology attempts to stimulate interest in basic questions about human nature and human adaptation, including major theoretical approaches, the nature of field work, and an examination of selected topics.

GE Core: GSB

GE Marker: GN

ATY 253 Introduction to Biological Anthropology 4
Lecture covering human biology from an evolutionary perspective. Topics include evolutionary theory, human variation, nonhuman primates, the fossil record, human osteology, molecular and population genetics.

GE Core: GNS

LEC: GLS

Corequisites: ATY 253L.

ATY 253L Introduction to Biological Anthropology Laboratory 0
Laboratory supporting ATY 253.

GE Core: GNS

Corequisites: ATY 253.

Notes: No grade is awarded with this course number. Grades are awarded with the lecture course.

ATY 258 Introduction to Archaeology 3
Development of culture from its Paleolithic beginnings through the rise of early civilizations.

GE Core: GSB

GE Marker: GN

ATY 304 Anthropology through Film 3
An exploration, through documentaries, of the cultures, practices, tool technologies, and lifeways of various peoples around the world through the lens of anthropological themes and theory.

ATY 305 ExpCrs:Forensics-Holmes/Bones 3
Examines the forensic methods of Sherlock Holmes and Bones within the context of modern forensic science.

ATY 308 Lost Tribes and Sunken Lands 3
Using the scientific method and techniques from archaeology, students critically assess the evidence supporting popular myths such as sunken Atlantis, pyramid power, and extraterrestrial encounters.

GE Marker: GL

ATY 311 Reading Culture and Society 3
Examines key sociocultural issues through classic literary and cinematic works, emphasizing notions of modernity, the contemporary world, and the relationship they entertain; provides foundational reading and critical thinking skills.

Notes: Same as SOC 311.
ATY 312 The Anthropology of Children 3
A cross-cultural and evolutionary approach to the study of childhood from conception to adolescence that incorporates the five field perspective of anthropology.

ATY 315 World Ethnographies 3
Examines the primary genre and practice of cultural anthropology—ethnography—through a range of geographically and thematically diverse texts.

ATY 330 Cultures of North American Indians 3
Traditional ways of life of indigenous people of North America.
GE Marker: GN

ATY 331 Race and Human Diversity 3
Examines human biological diversity and the notion of "race" from a biocultural perspective.

ATY 333 Latin American Societies and Cultures 3
Tribal and peasant groups with special emphasis on their place in contemporary Latin America.
GE Marker: GN

ATY 334 Latin American Art and Archaeology 3
Explores the art, architecture, religious beliefs, technologies, and political organization of the Pre-Columbian societies of Mesoamerica and South America such as the Maya, Moche, Aztec, and Inca.

ATY 335 Cultures of Africa 3
Study of the peoples of Africa emphasizing family, organization, religion, political organization, languages, and urbanism. Includes a study of African novelists.

ATY 340 North American Archaeology 3
A survey of the archaeological evidence of North American Indian culture, from earliest time to first European contact.

ATY 341 Paleolithic Archaeology 3
A survey of the archaeology of stone-tool-using peoples from the first Paleolithic cultures to the agricultural revolution.
Prerequisites: Junior or senior standing.

ATY 354 Modern Asia through its Music 3
Introduction to the musical traditions of Asia. Traditions are examined within their religious, philosophical and socio-political contexts allowing comparison of musical activity, concepts and sounds. No musical training required.

ATY 357 Monkeys, Apes, and Humans 3
An overview of primatology—the study of prosimians, monkeys, apes, and humans. Involves in-depth study of selected primates as well as discussion of major theoretical issues and ways in which the study of nonhuman primate behavior helps illuminate human evolutionary history.

ATY 359 Forensic Anthropology 3
Methods of recovery and analysis of human remains in medicolegal contexts, including human and nonhuman skeletal material, decomposition, crime scene recovery, and skeletal signs of age, sex, and trauma.

ATY 360 Methods in Archaeology 3
Analysis and evaluation of methods, theories, and concepts necessary for recovery and interpretation of cultural information about past societies relevant for anthropological goals. Includes issues of historiography, epistemology, and ethics.

ATY 361 Methods in Biological Anthropology 3
Provides students with an understanding of the basic research techniques utilized by physical anthropologists through hands-on experience and an introduction to the literature in the field.
Prerequisites: ATY 253 and ATY 253L.

ATY 362 Methods in Cultural Anthropology 3
This ethnographic methods course is designed to experience firsthand a variety of qualitative and quantitative methods in data collection and analysis traditionally used by cultural anthropologists.

ATY 363 History of Anthropological Theory 3
Developments in history of Western thought and study of culture leading to the emergence of anthropology as a scientific field.
Notes: Not open to freshmen.

ATY 369 Statistics for Anthropology 3
Validity and reliability, variables and constants, independence and dependence, scales, frequency distribution and graphs, variance of central tendency and dispersion, probability, hypothesis testing, difference between means, analysis of variance, comparison of samples, simple regression correlation analysis, and analysis of frequencies.
Prerequisites: Anthropology (ANTH) or Humanities (SPLS) major.

ATY 370 Historical Archaeology 3
This course applies a multidisciplinary approach to explore issues such as Transatlantic colonization, plantation life, urbanization, and global consumerism through historical archaeology methods and theories.

ATY 377 Disaster, Self, and Society 3
The anatomy of disasters examined from both anthropological and sociological perspectives. Case studies are presented through several conceptual lenses for clarifying individual, social, cultural, and political responses to catastrophic events.
Prerequisites: 3 s.h. of course work with a prefix of ATY or SOC or permission of instructor.
Notes: Same as SOC 377.

ATY 378 Historical Archaeology Field Techniques 3
Archaeological excavation of historic period sites. Techniques of excavation, recording, surveying, and artifact analysis.

ATY 385 Language and Culture 3
A survey of verbal and non-verbal behavior cross-culturally. Emphasis on the use of language in the speech community, gestures, body language, expressive behavior, verbal art, and language learning.
GE Marker: GL

ATY 400 Cults and Conspiracy Theories 3
An anthropological survey of cults, brainwashing, conspiracies, conspiracy theories, and the process of identity construction, initiation, and cultural practice as socio-cultural phenomena.

ATY 401 Witch Hunts and Legal Anthropology 3
A survey and exploration of the way that law produces culture and culture produces law through witch-hunts, European and American witch trials, and significant legal cases in American Law.

ATY 420 Economic Anthropology 3
An analysis of the economic organization of tribal and peasant peoples with special attention given to their participation in a world economy; emphasis is on economic models of social change.

ATY 424 Applying Anthropology in the Real World 3
Application of anthropological method and theory in situations of directed sociocultural change.
ATY 426 Food and Culture in a Global Context 3  
Examines the linkages among food producers, marketing strategies, and natural resource use in different cultures, and explores the influence of agriculture on society and the environment.

ATY 434 Archaeology of South America 3  
Survey of the archaeology of South America from earliest evidence of human habitation up to the arrival of the Spanish. Emphasis placed on the Andean area of western South America.

ATY 440 Colliding Worlds: Forming America 3  
Historical archaeological approach documenting the American experience for immigrant, enslaved, and freed African, Chinese, Irish, and other workers who crossed the seas, contributing to American culture.

ATY 444 Archaeology of Power/Politics 3  
This course examines complex political organizations and power relations since the emergence of inequality. Archaeological and historical examples will be compared to evaluate competing models of political development.

ATY 447 Myth, Magic, and Religion 3  
Examination of sacred and secular beliefs in cross-cultural perspective. Emphasis on symbols, ritual, and their functions.

ATY 449 Gender Archaeology 3  
Through material culture this course examines gender in prehistoric, classical, and historic societies as an integral aspect of human societies and the social relations in families, communities, and complex polities.  
Notes: Open to sophomores, juniors, and seniors only.

ATY 450 Environmental Anthropology 3  
This course examines various theoretical approaches to human adaptation and the environment. Various ecological perspectives are used to examine the larger questions of social justice, culture preservation, and resource access.  
Notes: Not open to freshmen or sophomores.

ATY 453 Human Osteology 3  
Detailed coverage of anatomical structures on bone and methods involving inventory, description, data collection, and analysis of human remains. Topics include functional and comparative skeletal anatomy, bone microstructure, and physiology.  
Prerequisites: ATY 253 or BIO 105 or BIO 111.

ATY 453L Human Osteology Lab 0  
Laboratory supporting ATY 453.  
Corequisites: ATY 453.  
Notes: No grade is awarded with this course number. Grades are awarded with the lecture course.

ATY 455 Human Evolution 3  
Biological and cultural evolution of humans from prehistoric forms.  
Prerequisites: ATY 253 or BIO 105 or BIO 110.  
Notes: Open to juniors and seniors only.

ATY 457 Primate Behavior 3  
An overview of primatology and of methods for studying the behavior of prosimians, monkeys, and apes. Involves experience in data collection, computerized data analysis, and producing a scientific report.  
Prerequisites: ATY 357 or ATY 361.

ATY 462 Archaeology of the Southeastern United States 3  
Investigation of indigenous cultural development in North America from earliest Paleo-Indian evidence to the European Contact Period, with special emphasis on the archaeology of southeastern North America including North Carolina.

ATY 465 Medical Anthropology 3  
Explores multiple causes of disease and cultural variation in health practices. Topics include culture and political ecologies of disease, ethnomedical systems, and healers in cross-cultural perspectives.  
Notes: Not open to freshmen and sophomores.

ATY 477 Zooarchaeology 3  
The identification and analysis of animal bones in archaeological contexts.  
Prerequisites: ATY 258.

ATY 478 Field Methods in Archaeology 3  
Methods, techniques, and theories of archaeological field investigation. Includes site survey, mapping, systematic sampling, and controlled excavation.  
Prerequisites: Permission of instructor.

ATY 479 Analysis of Archaeological Data 3  
Instruction on proper treatment of material recovered through archaeological investigation. Includes classification, statistical manipulation of data, seriation, and analysis of spatial and temporal dimensions. Attention to special analytical techniques (e.g., C14 dating, chemical analysis, faunal analysis) with stress on ecological interpretation.  
Prerequisites: Permission of instructor.

ATY 481 Study Abroad Experience for Anthropology Majors 3  
This course offers majors the opportunity to broaden their experience by studying anthropology in another country. Cross-cultural exchanges are designed to augment UNCG training.  
Prerequisites: Permission of instructor.

ATY 493 Honors Work 3-6  
Prerequisite: Permission of instructor; 3.30 GPA in the major; 12 s.h. in the major;  
Notes: May be repeated for credit if the topic of study changes.

ATY 497 Special Problems in Anthropology 1-3  
Opportunity for students to have directed instruction on problems of special interest.  
Prerequisites: Permission of instructor.

ATY 498 Special Problems in Anthropology 1-3  
Opportunity for students to have directed instruction on problems of special interest.  
Prerequisites: Permission of instructor.

ATY 499 Internship in Anthropology 3  
Faculty supervised practicum experience in an off campus setting. Host organization will provide the student with applied experience directly relevant to a specific subfield of anthropology.  
Prerequisites: Permission of instructor.

ATY 501 Selected Topics in Anthropology 3  
Opportunity for advanced students to study in depth topic or issue of special interest.  
Prerequisites: Permission of instructor.  
Notes: May be repeated for credit when topic varies.

ATY 523 Applying Archaeology in the Real World 3  
Overview of theory and skills needed to work as an applied archaeologist in the public sector. Topics include cultural resource management and public outreach projects.  
Notes: Open to sophomores, juniors, and seniors only.
Apparel Product Design (APD)

APD 200 Fundamentals of Apparel Product Development 3
Introduction to fundamentals of apparel product development. Emphasis on identifying, utilizing and developing technical skills in apparel production. Exemption from sewing proficiency exam with a grade of C (2.0) or better.
Prerequisites: CARS major.

APD 244 Visual Communication for the Textile Products Industry 3
Survey of industry methods for communicating design concepts and presenting finished products. Emphasis is on use of media and development of techniques for rendering fabrics and textile product designs.
Prerequisites: Minimum grade of C (2.0) in CRS 242.

APD 251 Studio I: Garment Construction 3
An examination and evaluation of ready-to-wear apparel including terminologies, production techniques and price/quality relationships.
Prerequisites: Grade of C or better in APD 200.

APD 252 Studio II: Patternmaking and Draping 3
Introduction to the apparel design process. Introduction to basic flat pattern, draping, and fitting principles. Theories and methods in designing apparel for various target markets.
Prerequisites: Minimum grade of C (2.0) in APD 200, APD 251, CRS 211, CRS 242, and MAT 115.

APD 303 Studio III: Draping 3
Development of the design process for apparel and related product design. Emphasis on designing for specific target markets. Advanced principles and methods of developing patterns for the body, including advanced flat pattern, draping, and fitting principles. Use of CAD tools for pattern development.
Prerequisites: Overall grade of C (2.0) or better in APD 252 .

APD 310 Portfolio Development for Apparel Design 3
Development of a professional design portfolio that will emphasize investigation of specific apparel markets, target customers, seasons and fabrications, and various illustrative techniques.
Prerequisites: Minimum grade of C (2.0) in APD 244 and APD 252.

APD 341 Studio III: Advanced Patternmaking and Draping 3
Development of apparel designs by flat pattern and draping techniques and original design process.
Prerequisites: Minimum grade of C (2.0) in APD 252 .

APD 441 Computer Applications for Textile Products 3
Utilization of general graphics programs and CAD systems used extensively in the fashion industry to create digital presentation boards, fashion graphics, woven and print textile designs, and technical specification packages.
Prerequisites: ISM 110, grade of C (2.0) or better in APD 244 .

APD 443 Studio IV: Creative and Technical Design 3
Principles and methods of product design with an emphasis on creative and experimental approaches. Development of visual vocabulary and knowledge of trend prediction to generate design ideas. Use of diverse materials and structures for three-dimensional design.
Prerequisites: Minimum grade of C (2.0) in APD 244 and APD 341.

APD 444 Product Design Studio VI: Technical Design 3
Analysis and improvement of apparel fit, specification development, and quality. Process of costing, development of technical design, as well as understanding of sizing systems and specific markets in product design.
Prerequisites: Grade of C or better in APD 244 and APD 443.

APD 445 Experimental Apparel Design 3
Experimentation with a variety of materials to create apparel using both traditional and innovative methods. Emphasis on design development and originality. Investigation of various specialty markets for apparel design.
Prerequisites: Grade of C (2.0) or better in APD 443 .

APD 452 Textile Products Production Management 3
Overview of management issues in textile product production including raw material selection and evaluation, computer integration, equipment selection, planning production, costing, and quality control. Several manufacturing systems are analyzed.
Prerequisites: Grade of C (2.0) or better in CRS 231 and CRS 312 .

Arabic (ARB)

ARB 101 Beginning Arabic I 3
This course provides an introduction to Modern Standard Arabic and Arab cultures. An emphasis is placed on the acquisition of the Arabic alphabet, short vowels, accent marks, basic words, phrases, sentences, and structures.
GE Marker: GN

ARB 102 Beginning Arabic II 3
This course provides an introduction to Modern Standard Arabic and Arab cultures with emphasis on the acquisition of Arabic words, sentences, structures, and three tenses; the present, past, and future.
GE Marker: GN
Prerequisites: ARB 101 or equivalent.

ARB 203 Intermediate Arabic I 3
This course is designed to develop students' reading, writing, speaking, and listening skills to the intermediate-high level with an emphasis on building vocabulary, improving overall comprehension and self-expression.
GE Marker: GN
LEC: GFL
Prerequisites: ARB 102 or equivalent.
ARB 204 Intermediate Arabic II 3
This course is designed to develop student's reading, writing, speaking, and listening skills to the high intermediate level with an emphasis on building vocabulary, improving overall comprehension and self-expression.
GE Marker: GN
LEC: GFL
Prerequisites: ARB 203 or equivalent.

Art (ART)

ART 100 Introduction to Art 3
Intensive study of selected works of art with an emphasis on formal analysis and the relationship between art and culture.
GE Core: GFA
Notes: ART majors may not take this course for credit.

ART 105 Foundations Seminar 1
Becoming a successful student and great artist requires so much more than raw talent. This course connects the dots between creative, productive habits, scholarly pursuits, and professional planning.
Prerequisites: B.A. ART major with a concentration in Studio Art. or permission of instructor.

ART 120 Fundamentals of Drawing 3
Basic course in the practice and principles of drawing. Emphasis on working from observation with a wide variety of media and genres explored.

ART 123 Introduction to Visual Art Practices 3
This studio course introduces non-majors to traditional and contemporary visual art practices and relates these practices to broader cultural contexts external to visual art.
GE Core: GFA

ART 140 Foundation Design I 3
Basic course in fundamentals of design. Work in two and three dimensions.

ART 150 Three-Dimensional Foundations I 3
Fundamentals in three dimensional concepts of form, space, and structure.

ART 220 Intermediate Drawing 3
A continuation of the practices and principles of ART 120, with a greater emphasis on conceptual development.
Prerequisites: ART 120.

ART 221 Life Drawing I 3
Figure drawing from the model.
Prerequisites: ART 220.

ART 222 The Artist's Sketchbook 3
An intermediate level investigation into the methodology of keeping an artist's sketchbook through practice, investigation of contemporary and historical examples, collaborative work, and on-site drawing.
Prerequisites: ART 120.

ART 232 Painting I 3
Basic course which uses observation as a vehicle for learning the fundamentals of oil painting.
Prerequisites: ART 120.

ART 240 Foundations Design 2 3
Through a series of studio projects, students are introduced to the computer as a design tool and art medium while exploring problems related to color, time, visual systems, and seriality.
Prerequisites: ART 140.
Corequisites: For Studio Art majors: ART 220, ART 253, and ARH 111.

ART 241 Design II 3
Introduction to the computer as a design tool and art medium. A variety of imaging applications introduced through design studio problems and visual problem solving.
Prerequisites: ART 140.

ART 253 Three-Dimensional Foundations II 3
Working from observation, students will increase their perceptual ability and skills through studio assignments. Emphasis on the comprehension of forms and structures in space.
Prerequisites: ART 150.

ART 275 Metal Crafts I 3
Techniques required to make jewelry and small art objects from copper, brass, and precious metals. Includes gem and stone setting.
Prerequisites: ART 140 or ART 150.

ART 276 Creative Space: The Meeting of Art and Entrepreneurship 3
Students develop self-employment skills with a focus on blending contemporary creative practices and entrepreneurship. Research and basic art skills are combined with entrepreneurship resulting in personal business models.
Prerequisites: ART or ENTR major.
Notes: Same as ENT 276.

ART 281 Ceramics I 3
Basic course with emphasis on hand-built forms.

ART 285 Photography I 3
Equipment and basic techniques of photography. Students must purchase film and papers. 35 MM camera required.
Prerequisites: ART 140, or permission of instructor.

ART 286 Digital Photography One 3
This course serves as an introduction to digital photography. The course will offer students an overview of digital photography focused on: Manual camera operations, digital workflow, and basic digital manipulations.
Prerequisites: ART 140.

ART 321 Life Drawing II 3
Continuation of ART 221.
Prerequisites: ART 221.
Notes: May be repeated once for credit.

ART 322 Variable Topics in Drawing 3
Practice and study of traditional and contemporary methods of drawing in a variety of media and genres.
Prerequisites: ART 221.
Notes: May be repeated once for a total of 6 semester hours.

ART 323 The Arts as Human Experience 3
An examination of the meaning of the arts experience, including its historical and personal significance. Includes reading and related work in art, dance, drama, and music.
Notes: Same as DCE 323, VPA 323, THR 323.

ART 326 Woodcut and Wood Engraving 3
Woodblock relief techniques as a printmaking medium.
Prerequisites: ART 120 or ART 140. ART 220 or ART 240.
ART 328 Etching I 3
Intaglio techniques as a printmaking medium.
Prerequisites: ART 120 or ART 140. ART 220 or ART 240.
ART 329 Lithography I 3
Planographic techniques as a printmaking medium.
Prerequisites: ART 120 or ART 140. ART 220 or ART 240.
ART 335 Painting II 3
Studio course with substantial work from the model. Emphasis on development of control of the medium for pictorial purposes.
Prerequisites: ART 232.
ART 337 Painting III 3
Studio course with work from the model and other subject matter; emphasis on control of pictorial elements and individual development.
Prerequisites: ART 335.
ART 340 Concepts in Time-based Media 3
Intermediate-level study of design fundamentals in time-based applications, with emphasis on cross application work and content.
Prerequisites: ART 140. ART 240 or ART 241.
ART 341 Letters, Signs, and Symbols 3
Letter forms, signs, and symbols as configurations for design study.
Prerequisites: ART 140 and ART 240 or ART 241.
ART 344 Digital Darkroom 3
Studio-based study of photo-based imagery and digital imaging. In-depth study of Photoshop and complementary photo-based software.
Prerequisites: ART 140. ART 240 or ART 241; or permission of instructor.
ART 345 Introduction to Web Design 3
An introduction to the design on interfaces for the Web using HTML and CSS. The course also addresses the issues of fluid design in interactive media.
Prerequisites: ART 240 or ART 241.
ART 346 Kinetic Design 3
Motion and time sequence in two-dimensional and three-dimensional design.
Prerequisites: 10 s.h. of studio art including ART 140.
ART 347 Color Theory 3
Major color theories and systems. Projects using properties of color in pigments, transparencies, and projected light.
Prerequisites: ART 140.
ART 349 Expanded Print Media 3
An inter-media course exploring traditional and digital print media in relation to studio process, multiplicity, dissemination, social architectures, and public engagement.
Prerequisites: ART major. ART 240 or ART 241 and at least one from ART 326 or ART 328 or ART 329.
ART 353 Metal Casting 3
Basic course in casting metal as a sculpture medium. Theory and practice of mold-making and foundry processes.
Prerequisites: ART 253 or permission of instructor.
Notes: May be repeated for credit.
ART 354 Metal Sculpture 3
Studio course in non-cast metal sculpture techniques and concepts. Basic welding and fabrication of metal as a sculpture medium.
Prerequisites: ART 253.
ART 355 Sculpture I 3
Sculpture as a plastic idiom in creating forms in space. Emphasis on the development of individual expression.
Prerequisites: ART 253.
ART 356 Sculpture II 3
Advanced undergraduate work with emphasis on individual sculpture development.
Prerequisites: ART 355.
ART 373 Design Methods for the Crafts 3
Sources of and approaches to crafts design with materials such as wood, fiber, metal, and paper. Exploration of sources of design in natural and man-made worlds. Recommended for Art Education majors.
Prerequisites: ART 100 and ART 140. or permission of instructor.
ART 375 Metal Crafts II 3
Advanced work in techniques required to make jewelry and small art objects from copper, brass, and precious metals.
Prerequisites: ART 275.
ART 381 Ceramics II 3
Wheel-thrown forms; glazing and decorating techniques.
Prerequisites: ART 281 or permission of instructor.
ART 382 Ceramic Glaze Techniques 3
Glaze formulae; mixing and testing of glazes, glaze application, the care and operation of equipment.
Prerequisites: ART 281.
ART 384 Photojournalism and Documentary Photography 3
Course examines photojournalism and the documentary tradition. Students will explore a local story idea while learning new technical and visual skills essential to creating a cohesive visual narrative.
Prerequisites: ART 285 or permission of instructor.
Notes: May be repeated once for credit when the topic varies.
ART 385 Photography II 3
Special techniques including those used in research laboratories; work with special types of film. Students must purchase films and papers.
Prerequisites: ART 285 or portfolio and permission of instructor.
ART 386 Studio Lighting for Photography 3
Advanced photographic study of studio lighting practices and techniques, both traditional and exploratory.
Prerequisites: ART 285, ART 385.
ART 387 Alternative Photographic Processes 3
Explores historical and alternative photographic processes, both digital and non-silver.
Prerequisites: ART 285.
ART 388 Photographic Interaction 3
Course expands the boundaries of image-making in still life, nature and human relationships. Includes advanced techniques in printing and sequencing images, including digital technology.
Prerequisites: ART 285 or permission of instructor.
ART 392 Experimental Course: Typographic Practice 3
This course focuses on intensive exploration of text-based communication, introducing complex layouts and the development of design systems.
Prerequisites: ART 341.
ART 393 Practicum/Internship in Art Careers 1-3
Practical experience for art majors for developing career goals and skills.
Prerequisites: Prior written approval of supervising instructor and department head, with written agreement of expectations from sponsor.
ART 394 Advanced Studio Practicum: Art and Entrepreneurship 3  
Development and operation of student-run art studio offering services ranging from graphic design and photography to painting and sculpture. Emphasis on developing professional and entrepreneurial skills.  
**Prerequisites:** Junior or senior standing.  
**Notes:** Grade: Pass/Not Pass (P/NP). May be repeated once; Same as ENT 394.  

ART 420 Advanced Drawing 3  
An advanced investigation of drawing through practice, conceptual development, in-class critique, and independent research into contemporary and historical drawing.  
**Prerequisites:** ART 220, ART 221, ART 322.  

ART 428 Etching II 3  
Continued development of etching techniques introduced in Etching I. Emphasis placed on supervised independent work consistent with students' personal artistic goals.  
**Prerequisites:** ART 328.  

ART 429 Lithography II 3  
Continuation of ART 329 with additional emphasis on multi-color imagery and the integration of advanced lithographic processes in students’ assignments.  
**Prerequisites:** ART 120 or ART 140, and ART 329.  

ART 441 Books and Images 3  
Advanced studio investigation into digital publishing with an emphasis on print-based and electronic publication forms. Primary focus on unique and challenging artist's books and image-intensive works.  
**Prerequisites:** ART 140, ART 240 or ART 241, and ART 341.  

ART 442 Image Sequencing/Sequential Images 3  
Advanced studio-based exploration of digital video, sound, and animation through a range of digital software. Study of nonlinear editing, narrative, and experimental approaches to motion graphics and video.  
**Prerequisites:** ART 140, ART 240 or ART 241, and ART 340.  
**Notes:** For advanced New Media and Design majors.  

ART 445 Three-Dimensional Design 3  
Three-dimensional modeling and animation. Development of three-dimensional systems as objects and environments.  
**Prerequisites:** ART 140, ART 240 or ART 241, ART 340.  

ART 446 Graphic Design 3  
An advanced investigation into graphic design; typography, branding, and information architecture. Advanced execution of print, Web-based, and motion graphics.  
**Prerequisites:** ART 140, ART 240 or ART 241, and ART 341.  

ART 447 New Media and/or Design Capstone 3  
Through independent and student-directed studio work and discipline-based writing and speaking intensive projects, students will engage in analytical discourse related to professional practice as a new media artist and designer in preparation to exhibit, present, and promote their work.  
**Prerequisites:** ART major, New Media and Design concentration. ART 441 or ART 442 or ART 445 or ART 446 or ART 443.  

ART 448 Variable Topics in New Media and Design 3  
An advanced level New Media and Design course with a topical focus. Please check departmental listing for current course.  
**Prerequisites:** Permission of instructor.  
**Notes:** May be repeated for credit when topic varies.  

ART 459 Sculpture and/or Ceramics Studio Capstone 3  
Independent studio course with Speaking Intensive component. Students make a body of self-directed work in preparation for the Senior BFA Exhibition. This includes preparation, installation, documentation, and presentation of sculptures.  
**Prerequisites:** ART 355, ART 356, and ART 481.  
**Notes:** May be repeated once with permission of instructor.  

ART 481 Ceramics III 3  
Advanced course in ceramics with emphasis on the entire ceramic process: preparation of clay body and glazes, forming, bisque and glaze firing.  
**Prerequisites:** ART 281 and ART 381.  
**Notes:** May be repeated three times for a total of 12 semester hours.  

ART 482 Capstone Painting Studio and Practice Seminar 3  
Through independent studio, discipline-based writing, and speaking projects, students will engage in analytical discourse related to museum exhibitions and lectures and in preparation to exhibit, present, and document their artwork.  
**Prerequisites:** ART 120, ART 220, ART 221, ART 232, ART 321, ART 322, ART 335, and ART 337.  

ART 485 Advanced Critique in Photography 3  
Emphasis upon the application of advanced tools and techniques, where independent research and creative studio practice is required.  
**Prerequisites:** ART 285 and two photography courses at the 300 level.  

ART 487 Experimental Course: Photographic Installation 3  
This course serves as an introduction to photographic installation. Students will engage in a public art project that engages the use of the photographic medium.  
**Prerequisites:** ART 285 and ART 385.  

ART 493 Honors Work 3-6  
Prerequisite: Permission of instructor; 3.30 GPA in the major, 12 s.h. in the major;  
**Notes:** May be repeated for credit if the topic of study changes.  

ART 496 Special Problems, Studio 3  
Independent studio work adjusted to needs and interests of individual student.  
**Prerequisites:** Prior approval of supervising instructor required.  

ART 525 Advanced Metal Casting 3  
Advanced theory and practice of metal casting.  
**Prerequisites:** ART 353 or permission of instructor.  

ART 529 The Multi-Media Print 3  
Experimental forms of image making utilizing diverse sources of technical and aesthetic references including electronic media, photography, monoprints, collagraphy, 3-D constructions, and traditional printmaking methods and processes.  
**Prerequisites:** ART 326 or ART 328 or ART 329, and ART 240 or ART 241.  
**Notes:** May be repeated for credit with permission of instructor.  

ART 540 Digital Visualization and Methods 3  
Studio investigation of the ways that digital methods expand and change the visual vocabulary and methods. Emphasis on refining personal artistic vision and establishing connections between traditional and digital methods.  
**Prerequisites:** ART 240 or ART 241 and ART 340, ART 341 or ART 344, senior status or MFA status, or permission of instructor.
ART 545 Interactive Web Design 3
Development of Web graphics and interactive Web-based environments that demonstrate an understanding of navigation, usability, and functionality within a creative framework.
Prerequisites: ART 240 or ART 241, ART 345, or permission of instructor.

ART 550 Sculpture/Installation 3
Investigation of the sculptural possibilities of a space through art making, conceptual development, and personal research with a focus on contemporary and historical issues.
Prerequisites: ART 355, ART 356, and ART 481, or permission of instructor.

ART 557 Site-Specific Sculpture 3
Provides opportunity to make site-specific sculptures; process of making work in the public arena from initial conception, interaction with jury committee to completed sculpture.
Prerequisites: ART 355 or permission of instructor.

ART 568 Studio Problems 3
ART 589 Experimental Course 3
This number reserved for experimental courses. Refer to the Course Schedule for current offerings.

ART 592 Professional Practices, Aesthetics, and Preparation for the Visual Artist 3
Emerging artists participate in their community and acquire the skills of career professionals. Students will engage in critical dialog related to gallery lectures, exhibitions, and symposia, and prepare to exhibit, present, and document their studio work.
Prerequisites: Graduate students: full time graduate status. Undergraduates: completion of 50 s.h. toward studio major or permission of instructor.

ART 620 Drawing 3
Drawing from observation, memory, imagination. Drawing as a record of the reflection and invention by which visual ideas are explored and developed.
Prerequisites: Admitted to MFA in studio arts or permission of instructor.
Notes: May be repeated once for credit when instructor changes.

ART 622 Drawing Marathon 3
Four two-day sessions of intensive drawing from figure, interior, still life, and imagination using a variety of materials. Emphasis on longer periods of uninterrupted drawing.
Prerequisites: Admitted to MFA in studio arts or permission of instructor.
Notes: May be repeated for credit when topic varies.

ART 626 Woodcut and Wood Engraving 3
Aesthetic and technical exploration of relief methods in woodcut.
Prerequisites: Admitted to MFA in studio arts or permission of instructor.
Notes: May be repeated for credit when topic varies.

ART 627 Lithography 3
Aesthetic and technical exploration of planographic methods in lithography.
Prerequisites: Admitted to MFA in studio arts or permission of instructor.
Notes: May be repeated for credit when topic varies.

ART 628 Etching 3
Aesthetic and technical exploration of intaglio methods in etching.
Prerequisites: Admitted to MFA in studio arts or permission of instructor.
Notes: May be repeated for credit when topic varies.

ART 629 Studio Problems in Drawing, Painting, or Printmaking 3
Independent work in drawing, painting, or printmaking.
Prerequisites: Admission to candidacy and permission of instructor.
Notes: May be repeated for credit.

ART 631 Painting and Drawing 3
Creative work in painting and drawing with an emphasis on observation.
Prerequisites: 6 semester hours undergraduate painting and drawing or a working knowledge of painting and drawing techniques.
Notes: May be repeated for credit when topic varies.

ART 632 Painting and Drawing 3
Creative work in painting and drawing with an emphasis on observation.
Prerequisites: 6 semester hours undergraduate painting and drawing or a working knowledge of painting and drawing techniques.
Notes: May be repeated for credit when topic varies.

ART 633 Painting and Drawing 6
Creative work in painting and drawing with an emphasis on observation.
Prerequisites: 6 semester hours undergraduate painting and drawing or a working knowledge of painting and drawing techniques.
Notes: May be repeated for credit when topic varies.

ART 634 Painting and Drawing 6
Creative work in painting and drawing with an emphasis on observation.
Prerequisites: 6 semester hours undergraduate painting and drawing or a working knowledge of painting and drawing techniques.
Notes: May be repeated for credit when topic varies.

ART 635 Painting 6
Advanced practice and theory of painting with an inclusive interpretation of painting.
Prerequisites: Admitted to MFA in studio arts or permission of instructor.
Notes: May be repeated for credit.

ART 636 Painting Research Seminar 6
Research and study on selected painting problems.

ART 637 Painting Research Seminar 6
Research and study on selected painting problems.
Prerequisites: Admitted to MFA in studio arts or permission of instructor.

ART 641 New and Expanded Media 6
Special studio topics in design ranging from digital photography to systems based art.
Notes: May be repeated for credit when topic varies.

ART 649 Studio Problems in New Media 3
Independent work in digital media or photography.
Prerequisites: Admission to candidacy and permission of instructor.
Notes: May be repeated for credit.

ART 655 Sculpture 3
Advanced work in sculpture.
Prerequisites: 6 semester hours undergraduate sculpture or a working knowledge of basic sculpture techniques and permission of instructor.
Notes: May be repeated for credit when topic varies.

ART 656 Sculpture 3
Advanced work in sculpture.
Prerequisites: 6 semester hours undergraduate sculpture or a working knowledge of basic sculpture techniques and permission of instructor.
Notes: May be repeated for credit when topic varies.

ART 657 Sculpture 6
Advanced work in sculpture.
Prerequisites: 6 semester hours undergraduate sculpture or a working knowledge of basic sculpture techniques and permission of instructor.
Notes: May be repeated for credit when topic varies.
ART 658 Sculpture 6
Advanced work in sculpture.
Prerequisites: 6 semester hours undergraduate sculpture or a working knowledge of basic sculpture techniques and permission of instructor.
Notes: May be repeated for credit when topic varies.

ART 659 Studio Problems in Sculpture 3
Independent work in sculpture.
Prerequisites: Admission to candidacy and permission of instructor.
Notes: May be repeated for credit.

ART 665 Art Education 3
Selected problems of curricula, administration, method, and general education.

ART 669 Special Problems in Art Education 3
Independent work in Art Education for advanced graduate students.
Notes: May be repeated for credit.

ART 682 Ceramics 6
Advanced work in ceramics.
Prerequisites: 6 semester hours undergraduate ceramics or a working knowledge of basic ceramic techniques and permission of instructor.
Notes: May be repeated for credit when topic varies.

ART 685 Photography 6
Advanced work in photography.
Prerequisites: 6 studio hours undergraduate photography or a working knowledge of photographic techniques or permission of instructor.
Notes: May be repeated for credit when topic varies.

ART 690 Experimentation and Analysis: Studio Arts 3
Designed to provide non-studio art majors an understanding of studio arts as creative activities.
Notes: Not open to studio arts majors.

ART 699 Thesis 1-6
Prerequisite: Third or fourth semester MFA candidate.

ART 801 Thesis Extension 1-3
Thesis Extension.

ART 803 Research Extension 1-3
Research Extension.

Art Education (ARE)

ARE 260 Art, Education, and Social Practice 3
This course is concerned with art's role(s) in community and explores the intersections between three major themes: contemporary art, educational theory and practice, and social and community engagement.

ARE 360 Foundations of Art Education I 3
An introduction to the art theoretical and philosophical foundations for Art Education K–12. A field placement practicum in schools or other appropriate settings is included. A prerequisite for student teaching.
Prerequisites: Junior standing.

ARE 361 Foundations of Art Education II 3
Art media and curriculum foundation for Art Education K–12. Field placement practicum in schools or other appropriate settings.
Prerequisites: ARE 360, art education major; junior standing or permission of instructor.

ARE 363 Curriculum and Teaching Methods in the Elementary School 3
Aims and philosophy of art education in elementary school. Special section for art majors only offered in the fall.
Prerequisites: ARE 360 and admission to Teacher Education or permission of the Art Education Coordinator.
Notes: For art education majors only.

ARE 364 Practicum Service-Learning 3
Art Education students put ARE 363 theory into practice by planning and delivering art instruction, including an art exhibition, to 1–5 children under faculty supervision.
Prerequisites: ARE 360 and permission of instructor. B.F.A. Art Education majors only.

ARE 365 Curriculum and Teaching Methods in the Secondary School 3
Aims, philosophy, and curricula of art education in the secondary school; selection, preparation, and use of teaching materials.
Prerequisites: ARE 360 and admission to Teacher Education or permission of the Art Education Coordinator.

ARE 367 Child Art and Teaching 3
An introduction to the theoretical and philosophical foundations for Art Education (birth to middle school), including hands-on experience with school art media.
Prerequisites: Junior standing.
Notes: Not open to Art Education majors.

ARE 368 Research in Contemporary Issues in Art Education 3
Critical inquiry and analysis of topics and issues in contemporary art education and discussion of trends and educational policy fundamental to a foundation for research, theory development, and leadership.
Prerequisites: ARE 360. B.F.A. in Art Education major; and permission of instructor.

ARE 369 Internship: Leadership in Art Education 1-3
Internship with emphasis on meeting children's needs, while developing self, civic literacy, and leadership skills.
Prerequisites: B.F.A. ART major with Art Education concentration. permission of faculty coordinator based on internship proposal;
Notes: Grade: Pass/Not Pass (P/NP).

ARE 463 Student Teaching in the Elementary School 6
Supervised student teaching at the elementary school level.
Prerequisites: Senior standing or permission of the Coordinator of Art Education.

ARE 465 Student Teaching 12
Supervised student teaching at the elementary or the secondary school level.
Prerequisites: Senior standing Art Education majors with permission of the Coordinator of Art Education. ARE 360, ARE 361, ARE 363, ARE 364, ARE 365, ARE 368, and ARE 369.

ARE 468 Teaching Practice and Curriculum in Art 3
Curriculum development for K–12 art teaching, professional theory, development, standards and guides for effective teaching, and observations of student's classroom practice.
Prerequisites: Admission to the Standard Professional I licensure program for Art K–12 and/or permission of the instructor.
Notes: Enrollment restricted to Standard Professional I teaching licensure students.
ARH 110 Survey of Western Art: Prehistory-Renaissance 3
Chronological survey of significant works representing the primary visual traditions of Western art from the Paleolithic era to the year 1300.
GE Core: GFA
GE Marker: GL

ARH 111 Survey of Western Art: Renaissance-Contemporary 3
Chronological overview of primary works and trends in the history of Western art, fourteenth century to the twenty-first. Works of major artists in traditional and new media are included.
GE Core: GFA
GE Marker: GL

ARH 200 History of Western Architecture 3
Architecture in Europe and the U.S.A. from ancient Greece to the present.

ARH 210 The Art of Disney and Pixar 3
Chronological survey of the preproduction and production art of the Disney and Pixar studios with an introduction to the history of the animated film and cartoon.

ARH 211 Art and the African-American Presence 3
The thematic study of works by artists of African heritage and from the Western canon that reflect and construct race as a crucial dimension of American culture.

ARH 212 The Portrait: Image and Identity 3
Exploration of portraiture through specific case studies focused around the themes of power, gender, identity, and self-portraiture. Painted portraits emphasized.

ARH 213 Classical Architecture and Classicisms 3
Greek and Roman architecture and inspired derivations from other cultures. Theory, practice, and familiarity with ancient originals and stylistic versions and cultural meanings that have shaped subsequent environments.

ARH 214 History of Ceramics: Critical Perspectives 3
A thematic exploration of the ceramic medium. Three foci are used as case studies demonstrating how art history can approach gender, globalization, and the debate surrounding art and craft.

ARH 215 History of Printmaking to Digital Imaging 3
A concise history of printmaking by Dürer, Rembrandt, Callot, Goya, Daumier, and others. Attention will focus on basic principles and how they relate to digital imaging.
Prerequisites: ART 100 or ARH 110 or ARH 111.

ARH 219 Sophomore Seminar in Art History 3
Topic-based seminar in art history. Students acquire knowledge of current research and methodology on the selected topic, undertake related independent research, and present findings in oral and written forms.
Prerequisites: ART major with Art History concentration. ARH 110, ARH 111, and ARH 112.

ARH 301 Greek Art 3
Architecture, sculpture, and vase painting from ca. 1000 BC to the end of the Hellenistic period.
Prerequisites: ART 100 or ARH 110 or permission of instructor.

ARH 302 Roman Art 3
Chronological survey of the art of ancient Italy and the Roman Empire from ca. 1000 BC to the death of Constantine in AD 337.
Prerequisites: ART 100 or ARH 110 or permission of instructor.

ARH 310 Early Medieval and Byzantine Art 3
Art and architecture of Early Medieval Europe and the Byzantine East from ca. 300 to ca. 800.
Prerequisites: ART 100 or ARH 110 or permission of instructor.

ARH 311 Medieval and Romanesque Art 3
Art and architecture of Western Europe from ca. 800 to ca. 1160.
Prerequisites: ART 100 or ARH 110 or permission of instructor.

ARH 312 Gothic Art 3
Art in Europe from ca. 1160 to ca. 1400: architecture, sculpture, manuscript illumination, and mural painting.
Prerequisites: ART 100 or ARH 110 or permission of instructor.

ARH 320 Italian Renaissance Art 3
Art in Italy from ca. 1300 to ca. 1600; painting, sculpture, architecture.
Prerequisites: ART 100 or ARH 111 or permission of instructor.

ARH 321 Early Italian Renaissance Art, 1300-1480 3
Italian Art from 1300-1480 with particular focus on painting and sculpture in Florence.
Prerequisites: ART 100 or ARH 111 or ARH 321 or ARH 395 or permission of instructor.

ARH 322 Art of the Italian High Renaissance and Maniera, 1480-1600 3
Italian art from 1480 to 1600 with a particular focus on painting and sculpture from Rome, Venice, and Florence.
Prerequisites: ART 100 or ARH 111 or ARH 321 or ARH 395 or permission of instructor.

ARH 325 Northern Renaissance Art 3
Art in Europe north of the Alps from ca. 1400 to ca. 1560. Painting and graphic arts emphasized.
Prerequisites: ART 100 or ARH 111 or ARH 395 or permission of instructor.

ARH 330 Baroque Art 3
Seventeenth-century art in Europe: painting, sculpture, architecture, and landscape architecture.
Prerequisites: ART 100 or ARH 111 or permission of instructor.

ARH 340 European Art in the Eighteenth Century 3
A survey of European art media, practice, theory, and issues surrounding patronage during the century.
Prerequisites: ART 100 or ARH 111 or permission of instructor.

ARH 345 European Art in the Nineteenth Century 3
Painting, sculpture, and architecture from 1800 to 1900.
Prerequisites: ART 100 or ARH 111 or permission of instructor.

ARH 347 American Art 3
Historical development of art in the United States including the colonial period. Painting and architecture emphasized.
Prerequisites: ART 100 or ARH 111 or permission of instructor.
ARH 350 History of Photography 3  
A lecture course in the exploration of the photographic image, how it was produced, how it has evolved, and the work of the photographers who make it an art.  
**Prerequisites:** ART 100 or ARH 111 or permission of instructor.

ARH 351 Architecture in the Twentieth Century 3  
The components of style, theory, structure, and material as embodied in the architecture of the century.  
**Prerequisites:** ART 100 or ARH 111 or ARH 200 or permission of instructor.

ARH 352 Early Twentieth-Century Art 3  
Painting, sculpture, architecture, and other media from 1900 to World War II.  
**Prerequisites:** ART 100 or ARH 111 or permission of instructor.

ARH 353 Late Twentieth-Century Art 3  
Traditional and new media in the last half of the century.  
**Prerequisites:** ART 100 or ARH 111 or permission of instructor.

ARH 370 African Art 3  
Survey of the visual arts of Africa before, during, and after colonialism. Divided into regional units stressing the religious and social functions of art; contemporary trends included in each unit.  
**GE Marker:** GN  
**Prerequisites:** ART 100 or ARH 112 or permission of instructor.

ARH 371 The TransAtlantic: Cross-Cultural Representations 3  
Beginning with the colonization of the Americas, a chronological and topical analysis of art from Africa, the Americas, and Europe. Major themes: history of slavery, African diasporic religions, African tourism.  
**Prerequisites:** ARH 112 or ARH 347 or ARH 352 or ARH 353 or ARH 370 or ADS 200 or HIS 204 or HIS 301 or permission of instructor.

ARH 395 Florence and the Medici 3  
On-site study of art and architecture commissioned by the Medici between 1400 and 1621. Offered only during The Art of Italy program.  
**Prerequisites:** Acceptance to The Art of Italy program. ART 100 or ARH 111 or permission of instructor.

ARH 400 Special Problems: Independent Study in Art History and Criticism 3  
Directed program of reading and research.  
**Prerequisites:** 15 s.h. of art history and criticism and approval of instructor.

ARH 401 Special Problems: Internship in Museum Studies 3  
Directed program of reading, research, or curatorial projects in the Weatherspoon Art Museum and other museums.  
**Prerequisites:** 15 s.h. art history/criticism and approval of instructor.  
**Notes:** May be repeated once for credit when topic varies.

ARH 405 Research Topics in Art 3  
Topic-based seminar in art history and/or curatorial practices. Students acquire knowledge of current research on the selected topic, undertake related independent research, present findings in oral and written forms.  
**Prerequisites:** 12 s.h. of art history above the 100 level including ARH 219, or permission of instructor.

ARH 493 Honors Work 3-6  
Prerequisite: Permission of instructor; 3.30 GPA in the major; 12 s.h. in the major  
**Notes:** May be repeated for credit if the topic of study changes.

ARH 500 Traditions of Art Criticism 3  
A study of the major critical traditions from the Italian Renaissance to the present, aiming to define the role of criticism in the production and reception of works of art.  
**Prerequisites:** Completion of 15 or more undergraduate hours in Art History or graduate status in the Art Department or written permission of the instructor.

ARH 501 Topics in the History of Art 3  
Special topics in the history of art, ancient to contemporary.  
**Prerequisites:** Completion of 15 or more undergraduate hours in Art History or graduate status in the Art Department or written permission of the instructor.

ARH 502 Historiography and Methodology 3  
Case studies in the development of art history as a discipline and applied practice of methodologies developed for art-historical analysis.  
**Prerequisites:** Graduate status in the Art Department, completion of 15 or more undergraduate hours in art history, or written permission of the instructor.

ARH 503 Perspectives in Contemporary Art 3  
Seminar on artists whose work or writings have raised critical questions relevant to recent art. Open to MFA students and qualified undergraduates.  
**Prerequisites:** Completion of 15 or more undergraduate hours in art history, graduate status in the Art Department, or written permission of the instructor.

ARH 504 Salon to Biennale and Beyond 3  
A seminar on the development and transformation of art worlds and urban spaces with a specific focus on the development of Salons, Biennales, World's Fairs, and Art Fairs.  
**Prerequisites:** Completion of 15 or more undergraduate hours in art history, graduate status in the Art Department, or written permission of the instructor.

ARH 590 Museum Studies 3  
A study of the diverse operations and institutional missions of art museums, including management, governance, development, collections management, education, and curatorial activities.  
**Prerequisites:** Junior standing and permission of instructor.

ARH 600 Writing Art Criticism 3  
Examination of the assumptions and methods of modern and contemporary art criticism through a close reading of texts and the writing of original criticism.  
**Prerequisites:** Completion of 15 or more undergraduate hours in art history, graduate status in the Art Department, or written permission of the instructor.

ARH 601 Public Art 3  
Study of traditional monuments, such as the pyramids, Michelangelo's David, and recent large-scale works, including the Vietnam Memorial, with attention to questions of site, scale, purpose, and audience.  
**Prerequisites:** Completion of 15 or more undergraduate hours in art history, graduate status in the Art Department, or written permission of the instructor.

ARH 602 The Teaching of Art from Vasari to Albers 3  
A study of ways in which artists have taught art to other artists from the Renaissance of Michelangelo to the Modern period of such artists as De Kooning.  
**Prerequisites:** Completion of 15 or more undergraduate hours in art history, graduate status in the Art Department, or written permission of the instructor.

ARH 606 A Study of the Artist 3  
Study of the biography, development, and critical evaluation of one artist, such as Michelangelo, Rembrandt, Rodin, Cézanne, Picasso, Matisse, or Pollock.  
**Notes:** May be repeated for credit when topic varies.

ARH 618 Topics in the History of Art 3  
Special topics in the history of art, ancient to modern.  
**Prerequisites:** Permission of Instructor.  
**Notes:** May be repeated for credit when topic varies.
ARH 619 Research Problems in Art History, Art Criticism 3
Independent research in art history or criticism. May be repeated for credit.

Astronomy (AST)

AST 203 Conceptual Astronomy 3
Introductory study of astronomy including planets, the Sun, stars, galaxies, and cosmology.
LEC: GPS
Notes: No student may receive credit for both this course and either AST 209 or AST 235.

AST 209 Astronomy: The Solar System 3
Introductory study of the solar system. Sun and planets studied with special attention to results of recent planetary exploration. Telescopic and naked-eye observations of the constellations and planets. AST 209 intended to complement AST 235, although each course is independent of the other. No science or math background beyond the level of high school algebra required.
GE Core: GNS
LEC: GPS
Notes: No student may receive credit for both this course and AST 203.

AST 235 Astronomy: Stars and Galaxies 3
Introduction to stars, galaxies, and cosmology. Emphasis on conceptual approach to such topics as the evolution of stars, the formation of galaxies, interstellar communication, and the Big Bang. Sky observations utilizing the UNCG telescopes included. AST 235 intended to complement AST 209, although each course is independent of the other. No science or math background beyond the level of high school algebra required.
GE Core: GNS
LEC: GPS
Notes: No student may receive credit for both this course and AST 203.

AST 609 Solar System Astronomy for Teachers 3
Basic concepts of planetary astronomy are introduced, including atmospheres, geology, and observing. High school mathematics is utilized. Teaching materials and strategies are developed.

AST 635 Stars and Galaxies for Teachers 3
Basic concepts of stellar and galactic astronomy are introduced, including stellar evolution, galaxies, and cosmology. High school mathematics is utilized. Teaching materials and strategies are developed.

Biology (BIO)

BIO 100 Orientation to the Biology Major 1
Introduction to the Biology major at UNCG. What it means to be a Biology major at UNCG, in our community, and as a career.

BIO 105 Major Concepts of Biology 3
Introduction to major concepts in biology. Topic sections emphasize specific areas including conservation biology, biotechnology, and current issues. Survey sections emphasize basic aspects of biology, including genetics, physiology and ecology.
GE Core: GNS
LEC: GLS
Notes: For students not planning to take additional biology courses. Students who have prior credit for BIO 111, BIO 112 may not take BIO 105 for credit.

BIO 105L Major Concepts of Biology Laboratory 1
Designed to acquaint non-science majors with the process of scientific inquiry and major ideas in biology, including function of cells, the human body, mechanisms of heredity, ecology, and evolution. Online sections must have previously passed or be concurrently enrolled in online lecture.
(Fall & Spring)
GE Core: GNS
LEC: GLS

BIO 111 Principles of Biology I 3
Prerequisite for most other biology courses and includes laboratory. Lecture covers the fundamental principles of biology including the molecular and cellular basis of life, genetics, and biotechnology.
Prerequisite or
GE Core: GNS
LEC: GLS
Corequisites: BIO 111L.
Notes: May not be taken more than twice.

BIO 111L Principles of Biology I Laboratory 1
Laboratory supporting BIO 111. Prerequisite or Corequisites: BIO 111.

BIO 112 Principles of Biology II 3
Prerequisite for 300-level courses and above. This course includes laboratory. Fundamental principles of biology including botany, zoology, evolution, and ecology. A passing grade in lecture and laboratory must be achieved for successful completion of this course. Prerequisite or
GE Core: GNS
LEC: GLS
Corequisites: BIO 112L.

BIO 112L Principles of Biology II Laboratory 1
Laboratory supporting BIO 112. Prerequisite or Corequisites: BIO 112.

BIO 113 Principles of Biology Laboratory 1
Basic laboratory practices and fundamental principles of biology including molecular and cellular basis of life, genetics, and biotechnology.
Prerequisites: BIO 110.

BIO 271 Human Anatomy 3
Human anatomy with study of skeletons, models, and anatomical preparations. Includes dissection of cat.
Prerequisites: A grade of C- or better in BIO 110 or BIO 111 and BIO 111L.
Prerequisite or
Corequisites: BIO 271L.
Notes: May not be taken more than twice.

BIO 271L Human Anatomy Laboratory 1
Laboratory supporting BIO 271. Prerequisite or Corequisites: BIO 271.

BIO 277 Human Physiology 3
Human physiology with emphasis on homeostatic mechanisms.
Prerequisites: A grade of C- or better in BIO 110 or BIO 111 and BIO 111L and high school chemistry with grade of C or better.
Prerequisite or
Corequisites: BIO 277L.
Notes: May not be taken more than twice.

BIO 277L Human Physiology Laboratory 1
Laboratory supporting BIO 277. Prerequisite or Corequisites: BIO 277.
BIO 280 Fundamentals of Microbiology 3
General survey of microscopic life and its impact on medicine, public health, and the environment. Includes laboratory work with bacteria, emphasizing aseptic technique.
**Prerequisites:** A grade of C- or better in BIO 110 or BIO 111 and BIO 111L, and successful completion of either BIO 271 or BIO 277. Prerequisite or Corequisite: BIO 280L.
**Notes:** Students cannot receive credit for both this course and BIO 481. May not be taken more than twice.

BIO 280L Fundamentals of Microbiology Laboratory 1
Laboratory supporting BIO 280. Prerequisite or Corequisites: BIO 280.

BIO 301 Principles of Ecology 3
Introduction to fundamentals of ecology. Principles relating to populations, communities and ecosystems. Particular emphasis placed on the many dimensions of interdependence within ecosystems.
**Prerequisites:** Minimum grade of C- in both BIO 111 and BIO 112.
**Notes:** May not be taken more than twice.

BIO 302 Introductory Ecology Lab 1
Laboratory course to accompany BIO 301. Several field trips.

BIO 315 Ecology and Evolution Laboratory 2
This course is designed to help students understand, via hands-on activities, how species and populations evolve and how species and individuals interact with one another and with their environment.
**Prerequisites:** Either BIO 301 or BIO 330.
**Corequisites:** If not completed as a prerequisite, either BIO 301 or BIO 330.

BIO 330 Evolution 3
Fundamental principles of evolutionary biology, including processes and patterns of biological evolution and an overview of the historical and contemporary biodiversity resulting from evolution.
**Prerequisites:** Minimum grade of C- in both BIO 111 and BIO 112.

BIO 355 Cell Biology 3
Study of cellular organization and function. Fundamental biochemical properties, including cellular components, enzyme function, energetics, and metabolism studied in relation to cellular structure, membrane function, cell movement, and cytoplasmic compartments.
**Prerequisites:** Minimum grade of C- in both BIO 111 and BIO 112.
**Notes:** CHE 114 (or equivalent);
**Notes:** May not be taken more than twice.

BIO 356 Cell Biology Laboratory 1
Laboratory exercises to complement lecture material of 355.

BIO 361 Biology and Conservation of Sea Turtles 3
Students spend 2 weeks in July/August in Tortuguero, Costa Rica assisting with tagging and collecting data on nesting turtles. Seminar and N.C. field trip in spring.
**Prerequisites:** Minimum grade of C- in both BIO 111 and BIO 112 and permission of instructor.
**Notes:** May not be taken more than twice. Travel fees involved; see instructor for details.

BIO 375 Cell Biology and Genetics Laboratory 2
Laboratory and online course that integrates modern genetic, cellular, and molecular techniques and methods to understand the concept of the gene to phenotype in biology and human health.
**Prerequisites:** Either BIO 355 or BIO 392.
**Corequisites:** If not completed as a prerequisite, either BIO 355 or BIO 392.

BIO 392 Genetics 3
Mendelism and modern trends in genetics.
**Prerequisites:** Minimum grade of C- in both BIO 111 and BIO 112
**Notes:** May not be taken more than twice.

BIO 393 Genetics Laboratory 1
Laboratory course to complement BIO 392. Exercises employ both classic genetic approaches and modern recombinant DNA technology.

BIO 420 Marine Biology 3
An introduction to marine organisms and their habitats; special attention given to adaptations necessary for marine life, physical oceanography, and basic ecological principles; one weekend coastal field trip is required.
**Prerequisites:** One of BIO 301, BIO 330, BIO 355, or BIO 392.

BIO 422 Plant Diversity 4
Introduction to plant, fungi, and protista kingdoms. Emphasis is on structure, reproduction, and life cycles of the organisms.
**Prerequisites:** BIO 330 or BIO 301 or BIO 392.
**Notes:** Passing grade in lecture must be achieved for successful completion of this course. May not be taken more than twice.

BIO 422L Plant Diversity Lab 0
Introduction to plant, fungi, and protista kingdoms. Emphasis is on structure, reproduction, and life cycles of the organisms. Passing grade in lecture must be achieved for successful completion of course. NOTE: Students cannot receive credit for both BIO 322 and BIO 422. (LAB)

BIO 424 Plant Physiology and Biotechnology 3
Physiological processes involved in plant growth spanning effects from the molecular to the environmental level. Laboratories will utilize biotechnological manipulations of the model plant Arabidopsis.
**Prerequisites:** BIO 355.

BIO 425 Biological Clocks 3
Descriptive survey of behavioral and physiological rhythms in humans and other animals, including circadian, tidal, lunar, seasonal and circannual cycles, with ecological considerations and implications for human health.
**Prerequisites:** One of BIO 301, BIO 330, BIO 355, BIO 392.

BIO 430 Biological Evolution 3
Fundamental principles of evolution biology, including mechanisms and consequences of evolutionary change, levels of selection, speciation, population genetics, and major evolutionary patterns at human and geologic time scales.

BIO 431 The Biosphere 3
A study of environmental issues in biology, specifically ecosystems, population dynamics, biodiversity and extinction.
**Prerequisites:** BIO 301.

BIO 438 Animal Behavior 3
Application of theory of evolution to the explanation of animal behavior. Surveys a variety of species, addressing several behavioral categories as well as issues in sociobiology and human evolution.
**Prerequisites:** PSY 121 and PSY 230. or minimum grade of C- in both BIO 111 and BIO 112;
**Notes:** Students cannot receive credit for both this course and BIO 439 or PSY 438 or PSY 438L. Same as PSY 438.
BIO 439 Animal Behavior with Laboratory 4
Application of theory of evolution to animal behavior. Includes laboratory and field techniques for assessing behavioral adaptations. Surveys several behavioral categories in a variety of species.
Prerequisites: PSY 230 and PSY 311. or minimum grade of C- in both BIO 111 and BIO 112;
Notes: Students cannot receive credit for both this course and BIO 438 or PSY 438 or PSY 438L. Same as PSY 438L.

BIO 441 Invertebrate Zoology 3
Major invertebrate groups with emphasis on their phylogenetic relationships, ecology, physiology, evolution, and structural adaptations of representative types. Weekend coastal field trip may be required.
Prerequisites: BIO 330.
Notes: Includes a laboratory component. May not be taken more than twice; Students cannot receive credit for both BIO 341 and BIO 441.

BIO 441L Invertebrate Zoology Laboratory 1
Major invertebrate groups with emphasis on their phylogenetic relationships, ecology, physiology, evolution, and structural adaptations of representative types. Weekend coastal field trip may be required. Prerequisite or Corequisites: BIO 441.
Notes: Students cannot receive credit for both BIO 341 and BIO 441.

BIO 453 Vertebrate Morphogenesis 4
Vertebrate development focused on cellular and molecular mechanisms of induction, differentiation, and morphogenetic processes that give rise to the adult body plan. Laboratory includes study of vertebrate embryos and adult specimens.
Prerequisites: BIO 355.

BIO 453L Vertebrate Morphology Lab 0

BIO 464 Developmental Biology 3
A survey of developmental processes in plants and animals. Topics will include fertilization, achievement of multicellularity, cell determination and differentiation, pattern development, and the genetic regulation of such processes.
Prerequisites: C (2.0) or better in BIO 355 and BIO 392.

BIO 464L Developmental Biology Laboratory 1
Laboratory supporting BIO 464. Prerequisite or Corequisites: BIO 464.

BIO 470 Vertebrate Zoology 3
Evolution of major vertebrate groups with emphasis on morphology, ecology, and behavior. Comparisons of vertebrates in the laboratory through dissections and field work.
Prerequisites: BIO 330.
Notes: May not be taken more than twice. Students cannot receive credit for both BIO 370 and BIO 470.

BIO 470L Vertebrate Zoology Laboratory 1
Laboratory supporting BIO 470. Prerequisite or Corequisites: BIO 470.

BIO 472 Histology 3
Microscopic anatomy of vertebrate tissues. Emphasis on correlation of cell and tissue functions with structures visible under the light and electron microscopes.
Prerequisites: BIO 355. Prerequisite or Corequisites: BIO 472L.

BIO 472L Histology Laboratory 1
Laboratory supporting BIO 472. Prerequisite or Corequisites: BIO 472.

BIO 477 Animal Physiology 3
Physiology of invertebrates and vertebrates including metabolism, temperature regulation, respiration, blood, circulation, water and ion balance, excretion, and the nervous, sensory, endocrine, and muscular systems.
Prerequisites: BIO 355 and one of BIO 277, BIO 470, or BIO 441.

BIO 479 Neurobiology 3
Survey of major integrative mechanisms used by nervous systems from invertebrates to humans. Synaptic transmission, sensory processing and activity of neural circuitry controlling behavior will be analyzed.
Prerequisites: BIO 355.
Notes: PHY 212 or PHY 292 recommended.

BIO 479L Neurobiology Laboratory 1
Computer-based laboratory exercises to complement BIO 479 lecture material, including intracellular and extracellular recording simulations.
Prerequisites: Pr. or Coreq.: BIO 479.
Notes: PHY 212 or PHY 292 recommended.

BIO 481 General Microbiology 3
Introductory survey of microbiology, emphasizing the role of microorganisms in everyday life.
Prerequisites: BIO 301, BIO 355, and BIO 392, or permission of instructor.
Prerequisite or Corequisites: BIO 481L.

BIO 481L General Microbiology Laboratory 1
Laboratory supporting BIO 481. Prerequisite or Corequisites: BIO 481.

BIO 488 Essentials of Toxicology 3
This course is designed to introduce undergraduate students to the fundamentals of toxicology and serve as the key introductory course for students who require a background in toxicology.
Prerequisites: Grade of C- or better in BIO 111, BIO 112, BIO 301 and BIO 355, or permission of instructor.

BIO 493 Honors Work 3-6
Honors Work. A maximum of 6 (six) s.h. of any combination of 493, 496, 497, and 499 allowed.

BIO 494 Introduction to Biotechnology 4
Introduction to the principles and techniques of biotechnology. Includes molecular cloning, DNA sequencing, and gene expression. Explores topics such as gene amplification, gene therapy, and DNA fingerprinting.
Prerequisites: BIO 392 and BIO 375.

BIO 496 Science Pedagogy for Learning Assistants 1
Students learn about current research in science pedagogy in a weekly seminar and apply their knowledge to support active learning and inquiry as in-class learning assistants in a biology course.
Prerequisites: Permission of instructor.
Notes: May be repeated once for a total of 2 s.h.. A maximum of 6 s.h. total of any combination of BIO 493, BIO 496, BIO 497, or BIO 499 may be counted toward the BIOL major.

BIO 497 Internship in Biology 1-3
Students work at site outside University for a minimum of 45–135 hours under direction of faculty and on-site supervisor. Times vary. Prior approval required. A maximum of 6 (six) s.h. of any combination of 493, 496, 497, and 499 allowed.

BIO 498 Biology Seminar 1
Oral reports and discussions of topics from current literature of biology by students, faculty and guest lecturers.
BIO 499 Undergraduate Research 1-3
Biological research under the direction of a faculty member, culminating in a written report. Research will include laboratory and/or field work and/or directed readings of the literature. Times by arrangement. A maximum of 6 (six) s.h. of any combination of 493, 496, 497, and 499 allowed.

BIO 501 Advanced Topics in Animal Ecology 3
Directed readings in the literature of physiological ecology, growth and regulation of populations, community structure, energy flow, mineral cycling, and other areas of current research interest.
Prerequisites: Permission of instructor.

BIO 502 Advanced Topics in Animal Physiology 3
Study of physiological mechanisms; selected problems from current literature.
Prerequisites: Permission of instructor.

BIO 503 Advanced Topics in Biochemistry 3
Directed readings and reports from the biochemical literature. Structure and biosynthesis of macromolecules and the composition and kinetic characteristics of biochemical pathways.
Prerequisites: Permission of instructor.

BIO 504 Advanced Topics in Cell Biology 3
Advanced treatment of cell biology covering selected topics such as gene regulation, protein sorting, cell cycle control, apoptosis. The course will consist of lectures and discussion of research articles.
Prerequisites: Permission of instructor.

BIO 505 Advanced Topics in Ecological Physiology 3
Study of a major topic in ecological physiology of animals, including mechanisms by which physiological processes change in response to environmental alterations and the ecological significance of those changes.
Prerequisites: Permission of instructor.

BIO 506 Advanced Topics in Genetics 3
Basic mechanisms of gene action in microbes, animals, and plants.
Prerequisites: Permission of instructor.

BIO 507 Advanced Topics in Neurobiology 3
Directed readings on fundamental physiological principles of nervous system functioning. Topics may include motor pattern generation, sensory transduction, sensori-motor integration, neurohormonal modulation of behavior.
Prerequisites: Permission of instructor.

BIO 509 Advanced Topics in Microbiology 3
Critical review of current research covering a wide range of topics including infectious diseases, bacterial physiology, marine microbiology, and immunology. Focus on students’ interests or needs.
Prerequisites: Permission of instructor.

BIO 510 Advanced Topics in Plant Ecology 3
Studies of special terrestrial communities or plant groups.
Prerequisites: Permission of instructor.

BIO 511 Advanced Topics in Plant Physiology 3
The physiology of growth and development in vascular plants treated in terms of phytohormones, nutrition, theories of transport, and environmental factors.
Prerequisites: Permission of instructor.

BIO 512 Advanced Topics in Plant Structure and Evolution 3
Study of current topics in plant structure, development, and evolution. A term paper is normally required.
Prerequisites: Permission of instructor.

BIO 513 Advanced Topics in Reproductive Biology 3
Directed readings and original research on reproductive biology, with emphasis on structural, regulatory, behavioral, and evolutionary aspects.
Prerequisites: Permission of instructor.

BIO 515 Advanced Topics in Vertebrate History 3
Directed/independent study of classification and phylogeny of particular vertebrate groups that results in a term paper.
Prerequisites: Permission of instructor.

BIO 518 Computational Biology 3
The class will introduce concepts and methods to analyze biological data including DNA sequence data, genome assembly and annotation, DNA sequence comparison, phylogeny construction and protein structure analyses.
Prerequisites: BIO 330 and BIO 392.

BIO 519 Introduction to Nanotechnology 3
This course introduces students to the emerging field of nanotechnology and exposes them to current research and topics that are being influenced by nanomaterials including biology, healthcare, and the environment.
Prerequisites: BIO 392, BIO 355, CHE 342, CHE 351, or permission of instructor.
Notes: Same as NAN 519.

BIO 520 Ecosystem Ecology and Biogeochemistry 3
Introduction to ecosystem function, structure, and dynamics; basic ecosystem theories; discussions of key processes governing energy flow and nutrient cycling; comparison of ecosystems; selected original literature.
Prerequisites: BIO 301 or permission of instructor.

BIO 521 Advanced Topics in Ecological Physiology 3
Study of a major topic in ecological physiology of animals, including mechanisms by which physiological processes change in response to environmental alterations and the ecological significance of those changes.
Prerequisites: Permission of instructor.

BIO 522 Landscape Ecology 3
Prerequisites: BIO 301, STA 271; recommended
Corequisites: BIO 523.

BIO 523 Landscape Ecology Laboratory 1
Field labs to observe different landscape structures and conduct course projects for comprehending principles of landscape ecology. Students will use computer labs for GIS basics, landscape analyses.
Prerequisites: BIO 301.
Corequisites: BIO 522.

BIO 524 Conservation Biology 3
Introduction to habitat and species conservation; topics include genetic diversity, demographic patterns of rare species, habitat fragmentation, design and management of nature reserves, ecological restoration.
Prerequisites: BIO 301 and BIO 392. STA 271 recommended.

BIO 525 Microbial Ecology 3
Emphasis on current areas of active research with reference to applied problems.
Prerequisites: BIO 280 or BIO 481, or permission of instructor.

BIO 529 Aquatic Ecology 3
The study of the geology, physics, chemistry, and ecology of lakes, including reservoirs and streams with comparisons to the ocean.
Prerequisites: BIO 301 and CHE 114, or permission of instructor.
BIO 530 Aquatic Ecology Laboratory 1
Practical study of water chemistry methods, lake and stream morphometry, identification of freshwater zooplankton, benthic invertebrates and fish, and field trips to area reservoirs and streams.
Prerequisites: BIO 301.
Corequisites: BIO 529.

BIO 535 Biochemistry: Metabolic Regulation in Health and Disease 3
Chemical properties of major cellular compounds; biosynthesis, degradation, and function of carbohydrates, lipids, proteins, nucleic acids, vitamins, and hormones; energy metabolism; enzymatic catalysis.
Prerequisites: BIO 355 and BIO 392. or permission of instructor.

BIO 536 Biology of Aging 3
An integrative look at biological theory and mechanisms to explain the diversity of the aging process, including human implications.
Prerequisites: BIO 301, BIO 355, BIO 392, or permission of instructor.

BIO 538 Human Evolutionary Genetics 3
Study of primary literature testing hypotheses about human ancestry and evolution using molecular genetic methods.
Prerequisites: BIO 330 and BIO 392. or permission of instructor.

BIO 540 Genes and Signals 3
Investigates the regulation of gene expression in bacteria, yeast, and higher eukaryotes, and explores how such regulatory systems have evolved.
Prerequisites: BIO 355 and BIO 392.

BIO 541 Entomology 3
A theoretical and practical overview of the insect orders, selected topics of insect behavior, ecology, and evolution, and an introduction to human-insect interactions. BIO 392 and BIO 441 recommended.

BIO 543 Biophysics 3
Introduction to cellular biophysics, with emphasis on the physical properties of membranes, including membrane transport mechanisms and electrical properties of membranes.
Prerequisites: BIO 355, CHE 114, MAT 191, and either PHY 211 with PHY 212 or PHY 291 with PHY 292. or permission of instructor;
Notes: Same as PHY 543.

BIO 545 General Biochemistry Laboratory 1
Experimental work designed to complement lecture material of BIO 535.
Prerequisites: Pr. or Coreq.: BIO 535.

BIO 549 Current Topics in Biology 1-3
Advanced topics courses in the biological sciences. Topics vary with instructor.
Prerequisites: Minimum grade of C- in both BIO 111 and BIO 112 and permission of instructor.

BIO 549C Curr Tpc:Neurons / Behavior 1-3
BIO 549D Curr Tpc Bio:Synaptic Plstcty 3
BIO 549E Curr Tpc Bio:Hormmes / Phermns 1-3
Advanced topics courses dealing with contemporary issues in the biological sciences. Course topics vary with instructor.

BIO 552 Metamorphosis 3
Readings, discussions, and oral presentations of current literature on metamorphosis in animals, mechanisms controlling metamorphosis, evolution of complex life cycles, and adaptations to differing habitats.

BIO 554 Vascular Plant Systematics 4
Principles, methods, and the history of systematic biology are covered in the context of vascular plant classification and evolution.
Prerequisites: BIO 330 or BIO 301 or BIO 392.
Notes: Passing grade in lecture must be achieved for successful completion of this course. May not be taken more than twice.

BIO 554L Vascular Plant Systematics Lab 0
Principles, methods and the history of systematic biology are covered in the context of vascular plant classification and evolution. Passing grade in lecture must be achieved for successful completion of course. (LAB)

BIO 555 Vertebrate Reproduction 3
An advanced treatment of the diversity of vertebrate reproductive biology, with emphasis on structural, regulatory, behavioral, and evolutionary aspects.
Prerequisites: One of BIO 277, BIO 425, BIO 453, BIO 464, BIO 470, or BIO 477.

BIO 560 Symbiosis 3
Symbiotic interactions of living organisms from an evolutionary perspective. Metabolic, genetic, behavioral, and ecological adaptations which allow symbioses to be formed and maintained will be discussed.
Prerequisites: Three courses selected from BIO 301, BIO 330, BIO 355, BIO 392, BIO 554. or permission of instructor.

BIO 573 Drugs and the Brain 3
Pharmacology of major neurotransmitter systems in the brain and nervous system. Actions of clinically relevant drugs on these systems will be analyzed along with major drugs of abuse.
Prerequisites: BIO 355, and one of the following: BIO 277, BIO 477, BIO 479, PSY 230. or permission of instructor;
Notes: CHE 351 recommended.

BIO 575 Neuroanatomical Techniques 3
Practical experience with a variety of neuroanatomical procedures used to investigate the structural framework of nervous systems in invertebrate and vertebrate preparations. Students will learn to conduct independent projects.
Prerequisites: BIO 111 and BIO 112, and BIO 355 and one of the following: BIO 453, BIO 472, BIO 477, BIO 479, PSY 435, or permission of instructor.

BIO 578 Hormones in Action 3
Hormonal signaling in humans and other animals is examined using developmental, physiological, behavioral, cellular, and molecular perspectives, with special emphasis on the adrenal glands and the gonads.
Prerequisites: BIO 355 and BIO 392.

BIO 579 Environmental Physiology 3
Lectures, discussions, and student presentations on the physiology of animals as it is influenced by and is adapted to environmental conditions.
Prerequisites: BIO 355 and either BIO 277 or BIO 477.

BIO 583 Virology 3
Selected topics in virology. Emphasis upon new trends in the study of animal, plant, and bacterial viruses at both molecular and cellular levels.
Prerequisites: BIO 355 and BIO 392. or permission of instructor.

BIO 584 Immunology 3
Principles of immunology and serology covering both humoral and cellular aspects of immunobiology. Selected topics include: T and B cell, immunoglobulins, tolerance, hypersensitivity.
Prerequisites: BIO 481 or permission of instructor.
BIO 586 Cell Cycle and Cancer 3  
Molecular basis of cell division and cancer examined through lectures and discussions of primary literature. Topics include cell cycle control, genomic stability, carcinogenesis, and cancer genetics.  
Prerequisites: BIO 355 and BIO 392, or permission of instructor.

BIO 587 Epigenetics 3  
Study of epigenetic mechanisms involved in chromatin structure, DNA and histone modifications, gene expression, dosage compensation, imprinting, heterochromatin structure, stem cell differentiation, development, human disease, and environmental-gene interactions.  
Prerequisites: BIO 355 and BIO 392.

BIO 590 Introduction to Mathematical Models in Biology 3  
Exploration of research and methodology at the interface of mathematics and biology, with an overview of relevant fields and in-depth case studies. Focus will be on mathematical models in biology.  
Prerequisites: Minimum grade of C- in BIO 111 and minimum grade of B- in BIO 112 and either MAT 191 or STA 271. or permission of instructor;  
Notes: Same as MAT 590.

BIO 591 Population Genetics and Molecular Evolution 3  
Application of population genetic and molecular evolutionary theory to the study of natural history, natural selection, genome variation and organization, human evolution, conservation biology, and forensics.  
Prerequisites: BIO 330 and BIO 392. or permission of instructor.

BIO 592 Genetics of Complex Traits 3  
Theory, experimental methods, and analysis related to the genetic basis for variation in complex traits, including quantitative and threshold traits in animals and plants, and complex human diseases.  
Prerequisites: BIO 392 or permission of the instructor.

BIO 595 Advanced Genetics 3  
Selected topics in genetics at an advanced level. Emphasis placed on comparative view of molecular mechanisms underlying animal and plant development.  
Prerequisites: BIO 392.

BIO 596 Molecular Biological Approaches in Research 1  
Use of novel molecular approaches to address current questions in the life sciences will be explored by analyzing recent research reports and learning the principles underlying these approaches.  
Prerequisites: BIO 392.  
Notes: May be repeated for a total of 3 s.h. credit.

BIO 597 Workshops in Biotechnology 1  
Individual, intensive four-week workshops focused on specific techniques in biotechnology. Provides hands-on experience designing and implementing a focused project utilizing current methods and bioinformatics.  
Prerequisites: BIO 494 or permission of instructor.  
Notes: May be repeated for credit as long as letter suffix of course differs: workshops of a given letter may be taken only once.

BIO 597C Workshops in Biotechnology 1  
BIO 597D Wkshp Biotech: Cell Structure 1  
BIO 597E Wkshp Biotech: Forensic Tech 1  
BIO 597F Wkshp Biotech: Confocal Micr 1  
May be repeated for credit as long as letter suffix of course differs: workshops of a given letter may only be taken once. Individual, intensive four-week workshops focused on specific techniques in biotechnology. Provides hands-on experience designing and implementing a focused project utilizing current methods and bioinformatics. (Fall & Spring)

BIO 597J Comp Tools DNA Seq Genmc Anlys 1  
BIO 600 Introduction to Graduate Studies 1  
Training in research ethics and oral-visual communication. Topics include plagiarism, experimental design, statistical interpretation, conflicts of interest, animal safety, authorship, peer review, and scientific presentations.  
Prerequisites: Biology graduate student or permission of instructor.

BIO 601 Seminar in Animal Ecology 3  
Discussion of recent breakthroughs in topics ranging from the hormonal and neural mechanisms involved in homeostasis to the interactive effects of physiology and behavior.  
Prerequisites: BIO 301.

BIO 602 Seminar in Animal Physiology 3  
Study of recent progress in biochemical research; reading, discussion, and critical evaluation of current literature.  
Prerequisites: At least one previous course in biochemical.  
BIO 604 Seminar in Ecological Physiology 3  
Discussions of primary literature in the physiological ecology of animals.  
Prerequisites: BIO 477, BIO 505, or BIO 579.

BIO 605 Seminar in Ecology 3  
Broad view of ecological literature and in-depth studies of selected aspects of population and community ecology.  
Prerequisites: Previous course in ecology.

BIO 606 Seminar in Microbiology 3  
Study of recent progress in microbiological research; reading, discussion, and evaluation of current literature.  
Prerequisites: BIO 481.

BIO 609 Seminar in Molecular Cell Biology 3  
Topics in cell and molecular biology will be reviewed through discussion of research journal articles. Emphasis on modern experimental techniques and approaches.  
Prerequisites: BIO 355.

BIO 610 Seminar in Molecular Genetics 3  
Recent advances in molecular genetics, reinforcing basic concepts underlying these developments and understanding their impact on the life sciences.  
Prerequisites: BIO 355 and BIO 392.

BIO 612 Seminar in Plant Structure and Evolution 3  
Reading and discussion of current research in plant structure, development and evolution.  
Prerequisites: BIO 322, BIO 354, or BIO 440.

BIO 613 Seminar in Reproductive Biology 3  
Directed readings and original research on selected topics in reproductive biology, with emphasis on structural, regulatory, behavioral, and evolutionary aspects.  
Prerequisites: BIO 464.

BIO 614 Prenatal Development: Embryology and Teratology 3  
Human embryological development with emphasis on normal and abnormal development. Issues in teratology and birth defects, clinical problems associated with birth defects and their means of prevention.  
Prerequisites: Enrollment in MS genetic counseling program or permission of instructor.
BIO 616 Human Molecular Genetics 3
Review and extension of basic principles of molecular genetics and their application for the characterization, understanding, and treatment of genetically based disorders and susceptibilities.
Prerequisites: Enrollment in MS genetic counseling program or permission of instructor.

BIO 621 General Biology for Teachers I 3
Topics include scientific method, biochemistry, cells, cellular processes, animal development, and animal physiology.

BIO 622 General Biology for Teachers II 3
Topics include botany, cell division, genetics, evolution, and ecology.
Prerequisites: BIO 621.

BIO 625 Advanced Animal Behavior 3
Current research and theories including development and evolution of behavior, sociobiology, behavioral genetics, behavioral ecology, and the use of comparative method.
Prerequisites: BIO 435 or BIO 436 or BIO 438 or permission of instructor.
Notes: Same as PSY 726.

BIO 635 Molecular Toxicology 3
Molecular mechanisms involved in the toxicant-induced adverse health effects and discussion of molecular pathways altered in cells in response to environmental xenobiotic exposure.

BIO 636 Ecotoxicology 3
This course is designed to provide an in-depth understanding of the sources and transport of environmental pollutants, and their adverse ecological impacts.
Prerequisites: Introductory undergraduate-level course in Ecology or Environmental Sciences or equivalent or permission of the instructor.

BIO 641 Stream Ecology 3
Study of ecology and management of flowing water ecosystems.
Topics such as community and ecosystem processes, major paradigms, management of point versus non-point pollutants, and restoration addressed.
Prerequisites: BIO 301 or equivalent.

BIO 645 Ecopathology of Infectious Diseases 4
Understanding and managing emerging infectious diseases, primarily zoonotic, using an ecologically-based approach. Students learn theory and skills in the epidemiology and ecology of infectious diseases.
Prerequisites: Permission of instructor.
Notes: Registration in both lecture and laboratory is mandatory.

BIO 695 Biological Research 1-6
Student engages in advanced biological research under the supervision of a member of the Graduate Faculty.
Notes: Course may be repeated with a maximum of 9 hours credit counting toward the MS degree. Grade: Satisfactory/Unsatisfactory (S/U).

BIO 699 Thesis 1-6
Individual research for the completion of a thesis.
Prerequisites: Successful presentation of thesis proposal to Biology Department.

BIO 707 Seminar in Environmental Health Science 2
Development of critical-thinking and writing skills through discussions and critiques of primary literature in environmental health science and through writing assignments.
Prerequisites: Biology graduate student or permission of instructor.

BIO 711 Experimental Course 3
This number reserved for experimental courses. Refer to the Course Schedule for current offerings.

BIO 731 Environmental Health Science I: Ecosystems to Individuals 3
Causes of environmental problems that society faces and the effects on ecosystem and community function and species survival. Implications for environmental and human health are explored.
Prerequisites: Biology graduate student or permission of instructor.

BIO 732 Environmental Health Science II: Individuals to Molecules 3
Introduction to fundamentals of toxicology with a focus on toxicological consequences of environmental perturbations on physiological and cellular processes, genome structure, and gene function.
Prerequisites: Biology graduate student or permission of instructor.

BIO 733 Workshops in Environmental Health Science 1
Weekly discussion of research journal articles in the area of environmental health science. Students will present and discuss research journal articles.
Notes: May be repeated for a total of 2 credit hours.

BIO 749 Research Lab Rotations 1
Optional course providing credit for participation in laboratory meetings and/or the initiation of preliminary research training in the labs of 1 to 3 potential thesis advisors.
Notes: May be repeated for a maximum of 3 hours credit. Grade: Satisfactory/Unsatisfactory (S/U).

BIO 790 Directed Study in Environmental Health Science 1-6
Advanced research in environmental health science under the direction of a graduate faculty advisor. Preparation of doctoral research proposal and planning for dissertation research.
Prerequisites: Admitted to PhD in environmental health science and approval of graduate faculty advisor.
Notes: May be repeated for a maximum of 12 hours credit counting towards the PhD degree. Grade: Satisfactory/Unsatisfactory (S/U).

BIO 791 Independent Doctoral Research 1-6
Independent research in environmental health science related to the student’s primary area of research specialization leading to dissertation.
Prerequisites: Admitted to candidacy.
Notes: May be repeated for a maximum of 15 hours credit counting towards the PhD degree. Grade: Satisfactory/Unsatisfactory (S/U).

BIO 799 Dissertation 1-18
Individual research for the completion of the doctoral dissertation.
Prerequisites: Admitted to candidacy.
Notes: May be repeated for a maximum of 18 hours credit. Grade: Satisfactory/Unsatisfactory (S/U).

BIO 801 Thesis Extension 1-3
Thesis Extension.

BIO 802 Dissertation Extension 1-3
Dissertation Extension.

BIO 803 Research Extension 1-3
Research Extension.
Business Administration (BUS)

BUS 105 Blueprint for Professional Success 2
Establish business skills determined by employers as critical for success. Engage in professional development exercises. Explore academic opportunities to create student's personal and professional blueprint.
Prerequisites: Open to first and second semester freshmen who are Majors in ACCT, BADM, CARS, ECON, ENTR, FINC, INTB, ISSC, MKTG, or STHP.

BUS 130 Entrepreneurship in a Sustainable Global Environment 3
Global forces will restructure the world economy for the foreseeable future. Entrepreneurship, sustainability, and innovation will drive companies and individuals and produce major changes within that environment.
GE Marker: GL
Notes: Same as ENT 130.

BUS 201 Creativity, Innovation, and Vision 3
Creativity and innovation is examined through an interdisciplinary lens. We examine how creative and innovative thinking gives us the vision to see opportunities and how they impact society.
GE Core: GSB
Notes: Same as ENT 201.

BUS 206 Start Something 3
Students learn the basics of establishing a new business from idea to inception through the finalized business model. Students may have the opportunity to establish a viable business on campus.
Notes: Same as ENT 206.

BUS 240 Introduction to the Entrepreneurial Experience 3
Introduction to the entrepreneurial experience including historical perspectives, the role of entrepreneurs in supporting the economy, the entrepreneurial process, venture creation, and innovation.
Notes: Same as ENT 240.

BUS 300 Ideas to Opportunities: Feasibility Analysis 3
Provides the knowledge and skills to develop a feasibility plan for a new business venture that will be the basis for developing a business plan.
Prerequisites: ENT/FIN 200 or ACC 201. or permission of instructor;
Notes: Same as ENT 300.

BUS 305 Introduction to the Business of Health-Care Management 3
Prerequisites: Sophomore standing.

BUS 307 ExCr:Organztnl Leadership 3

BUS 328 Organizational Leadership 3
The course examines the theories and models of leadership. Environmental pressures, organizational objectives, company culture, and individual ethical standards will be examined to incorporate the situational determinants of leadership effectiveness.
Prerequisites: Sophomore standing.

BUS 336 Opportunities to Action: Business Plan 3
Provides the knowledge and skills to develop a feasibility plan into a business plan for a new venture, which culminates in a business plan competition.
Prerequisites: BUS 300 or ENT 300.
Notes: Same as ENT 336.

BUS 337 Family Business 3
Overview of family business, including what is required for family harmony and business continuity.
Notes: Same as ENT 337.

BUS 338 Global Franchising 3
This course introduces the student to opportunities in franchising including becoming a franchisee or franchisor.
GE Marker: GL
Prerequisites: ACC 201 or ENT/FIN 200.
Notes: Same as ENT 338, STH 338.

BUS 339 Entrepreneurial Leadership 3
Leadership theories, skills, and practices necessary for effectiveness in varied entrepreneurial settings, including private businesses, corporations, not-for-profit organizations, and social movements.
Notes: Same as ENT 339.

BUS 340 Social Entrepreneurship 3
Introduction to social entrepreneurship including identification of social problems and how they are solved through innovation, community impact, sustainability, ethical, scalable, economic value creation, and risk-taking efforts.
Notes: Same as ENT 340.

BUS 342 International Entrepreneurship 3
Creation and management of business ventures with international dimensions are examined, and economic and formal/informal institutions affecting entrepreneurship are discussed.
GE Marker: GL
Notes: Same as ENT 342.

BUS 450 Directed Business Practice 3
Planned work experience approved in advance by instructor. This is a web-based course that requires regularly scheduled work in an organization that sponsors your internship. In addition, the course requires reading, writing, and skill practice assignments.
Prerequisites: Junior standing and written permission of the instructor.
Notes: Open to all majors. Same as ENT 450.

BUS 455 Coordination of Work-Based Programs 3
Philosophy, principles, strategies, techniques, and procedures for coordination of work-based programs. Emphasis on elements common to all areas of work-based programs. Review and analysis of pertinent research.
Prerequisites: Junior standing.

BUS 463 Business/Marketing Education Instructional Materials and Methods 3
Analysis, planning, and evaluation of instructions in business education and marketing education, including attention to special needs groups.
Prerequisites: Senior standing.

BUS 465 Supervised Teaching 9
Observation, teaching under supervision, and participation in the total school and related community activities of a teacher. Full-time responsibility for at least twelve weeks.
Prerequisites: BUS 463. ELC 381, TED 450.

BUS 469 Business/Marketing Education Programs: Development, Organization, and Operation 3
Emphasizes historical development and present organizational structure of business education and marketing education at the district, regional, and state levels.
Prerequisites: Senior standing.
BUS 470 Entrepreneurial/Small Business Management 3
Application of management principles to small business organizations. How to start a new enterprise. Requirements for successful operation of a small business.
Prerequisites: Junior or senior standing or permission of instructor.
Notes: Same as ENT 470.

BUS 493 Honors Work 3-6
Prerequisite: Permission of instructor; 3.30 GPA in the major; 12 s.h. in the major;
Notes: May be repeated for credit if the topic of study changes.

BUS 497 Survey of Business and Marketing Education 3
Emphasis on philosophy and organization of business and marketing education programs in North Carolina, curriculum and instructional design, sources and uses of occupational information and program evaluative measures.
Prerequisites: Junior standing and permission of director.

BUS 498 Curriculum and Classroom Organization of Business and Marketing Programs 3
Designed for pre-service and in-service teachers of business and marketing programs. Emphasis on curriculum development, teaching techniques, resources, facilities, and evaluation.
Prerequisites: Junior standing and permission of director.

BUS 499 Selected Topics in Entrepreneurship 1-3
Study of topics of common interest to those interested in entrepreneurship. Group discussion and study rather than independent study emphasized. Generally non-recurring topics studied.
Prerequisites: Junior standing or permission of instructor
Notes: May be repeated for credit if the topic of study changes. Same as ENT 499.

BUS 540 Social Entrepreneurship: Justice and a Green Environment 3
Interdisciplinary engagement of social entrepreneurship as model for change on an issue of environmental sustainability. Exploration of models that respond to social, economic, environmental, and justice issues.
Prerequisites: Upper-division undergraduate or graduate student status.
Notes: Same as CST 540, ENT 540, PCS 540, SWK 540, WGS 540.

BUS 555 Coordination Work Based 3

BUS 597 Surv Bus/Mkt Education 3

BUS 598 Curr/Clsrn Org Bus/Mkt Prog 3

BUS 599 Sel Topics Bus/Mkt Educ 1-3

BUS 608 Corporate Entrepreneurship 3
Examination of the challenges and opportunities for employees and organizations in creating and maintaining an entrepreneurial culture. Students consult with local for profit or non-profit organizations to perform an entrepreneurial audit.

BUS 609 Franchising 3
Develop knowledge and skills needed to succeed as a franchisee, franchisor, or franchise executive, including understanding the Franchise Disclosure Document and the role of entrepreneurship in franchising.

BUS 614 Leadership in the International Environment 3
Understanding and analyses of leadership and followership in an international context. Application of theoretical frameworks and provision of practical advice for leading across cultural boundaries and addressing international challenges.

BUS 615 Global Business 3
Principles, practices and processes of conducting businesses in the globalized environment.

BUS 616 International Business Negotiations 3
This course provides theoretical principles and concepts that aid students in preparing for, performing in, and evaluating international business negotiations.
Prerequisites: BUS 622.
Corequisites: BUS 614.

BUS 617 International Strategy 3
Examines key frameworks and theories in international strategy and their application to strategy practice and research.
Prerequisites: BUS 615, BUS 621, BUS 622.

BUS 618 International Collaboration Project I 3
The course offers an opportunity to learn international collaboration through practice; an experiential exercise where the students complete an international business consulting project working in global virtual teams.
Prerequisites: BUS 614, BUS 622, BUS 623.

BUS 619 International Collaboration Project II 3
Offers theoretical training and the opportunity to further develop international collaboration skills through practice by participating in an experiential learning exercise as a coach and manager of global virtual teams.
Prerequisites: BUS 618.

BUS 621 Research Methods 3
Familiarize students with inductive and deductive research in international business. Selecting a data gathering method, designing a survey/questionnaire, and sampling methods. Analyzing data and interpreting results to make international business decisions.

BUS 622 Cross-Cultural Management 3
Examines the effect of cultural differences on management in organizations. Provides students with an understanding of the challenges and opportunities in managing people from diverse cultural backgrounds at the workplace.

BUS 623 International Marketing 3
Issues in international marketing are addressed from both theoretical and experiential learning perspectives.

BUS 695 Special Topics in International Business 3
This course focuses on current trends and topics in international business.

BUS 699 Thesis 1-3

BUS 801 Thesis Extension 1-3
Thesis Extension.

Chemistry (CHE)

CHE 101 Introductory Chemistry 3
Survey of fundamentals of measurement, molecular structure, reactivity, and organic chemistry; applications to textiles, environmental, consumer, biological, and drug chemistry.
GE Core: GNS
LEC: GPS
Notes: For elementary education, business, and liberal arts majors. Students cannot receive credit for both CHE 101 and either CHE 111 or CHE 103; CHE 110 is recommended as corequisite.
CHE 103 General Descriptive Chemistry I 3
Introductory course for students whose programs require only one year of college chemistry. Among the topics introduced are states of matter, atomic and molecular structure, nuclear chemistry, stoichiometry, and solutions.

GE Core: GNS
LEC: GPS
Corequisites: CHE 110 must be taken concurrently unless student takes CHE 104 or CHE 111 later.
Notes: Not open to students who have already taken CHE 111.

CHE 104 General Descriptive Chemistry II 3
Applications of the principles introduced in CHE 103 to representative organic and biological systems. Topics include introductory organic and biochemical concepts.

GE Core: GNS
LEC: GPS
Prerequisites: CHE 103 or permission of instructor.
Corequisites: CHE 110 must be taken concurrently unless taken with CHE 103.

CHE 110 Introductory Chemistry Laboratory 1
Designed to acquaint non-science majors with basic laboratory practices.

GE Core: GNS
LEC: GPS
Corequisites: To be taken concurrently with either CHE 103 or CHE 104. Also may accompany CHE 101.

CHE 111 General Chemistry I 3
Fundamental principles of chemistry, including stoichiometry, atomic structure, and states of matter.

GE Core: GNS
LEC: GPS
Prerequisites: One year of high school chemistry or CHE 103; students lacking high school chemistry should take the sequence CHE 103, CHE 111, CHE 114; Prerequisite or Corequisites: CHE 112.

CHE 112 General Chemistry I Laboratory 1
Laboratory work to accompany CHE 111. Prerequisite or

GE Core: GNS
LEC: GPS
Corequisites: CHE 111.

CHE 114 General Chemistry II 3
Continuation of CHE 111 with attention to ionic equilibria, elementary kinetics and thermodynamics, acid-base theory, coordination chemistry, and electrochemistry.

GE Core: GNS
LEC: GPS
Prerequisites: CHE 103, CHE 104, and CHE 110 with performance in each at the B level or higher, or CHE 111, CHE 112; Prerequisite or Corequisites: CHE 115.
Notes: Designed primarily for science majors and is the prerequisite to upper level courses in chemistry.

CHE 115 General Chemistry II Laboratory 1
Laboratory work to accompany CHE 114.

GE Core: GNS
LEC: GPS
Prerequisites: CHE 112 or equivalent. Prerequisite or Corequisites: CHE 114.

CHE 191 Introduction to Research 1
Introduction to the basic concepts of research, involving multistep experiments and discussion of research opportunities.
Corequisites: CHE 114.

CHE 205 Introductory Organic Chemistry 3
A course in organic chemistry designed for students whose programs require only one semester in this area.
Prerequisites: CHE 104, CHE 110, or CHE 114, CHE 115; Corequisites: CHE 206.

CHE 206 Introductory Organic Chemistry Laboratory 1
Laboratory work to accompany CHE 205.
Corequisites: CHE 205.

CHE 252 Chemistry and the Human Environment 3
Study of chemical problems central to current technological, biomedical, and environmental issues. Topics include energy alternatives, food chemicals, environmental chemistry, molecular basis of drug action, and consumer products.
Prerequisites: CHE 101, CHE 104, or CHE 114 or permission of instructor.

CHE 291 Sophomore Research 1-3
Sophomore-level research in chemistry and biochemistry. Participation in a research project directed by a faculty supervisor.
Prerequisites: CHE 114 and CHE 115.
Notes: May be repeated for credit for up to 3 s.h.

CHE 292 Sophomore Research 1-3
Sophomore-level research in chemistry and biochemistry. Participation in a research project directed by a faculty supervisor.
Prerequisites: CHE 114 and CHE 115.
Notes: May be repeated for credit for up to 3 s.h.

CHE 331 Quantitative Analysis 3
Introduction to the theory and practice of volumetric and gravimetric methods of analysis.
Prerequisites: CHE 114, CHE 115.
Corequisites: All students must take CHE 333 concurrently unless they have previous credit for an equivalent course.

CHE 333 Quantitative Analysis Laboratory 1
Laboratory work to accompany CHE 331.
Corequisites: CHE 331 must be taken concurrently.

CHE 342 Inorganic Chemistry 3
Introduction to theoretical principles, structure, and reactivity of main group metals and nonmetals and transition metals including industrial, bioinorganic and organometallic chemistry, and inorganic materials and nanomaterials.
Prerequisites: CHE 114, CHE 115.

CHE 351 Organic Chemistry I 4
Chemistry of aliphatic and aromatic compounds with attention to reaction mechanisms and synthetic applications, and the application of spectroscopy to structure determination.
Prerequisites: CHE 114, CHE 115.
Corequisites: CHEM and BCHE majors: CHE 353.
Notes: May not be taken more than twice.
CHE 352 Organic Chemistry II 3
Continuation of CHE 351 with attention to alcohols, ethers, aldehydes and ketones, carboxylic acids and derivatives, amines, lipids, carbohydrates, and organic spectroscopy.
Prerequisites: Grade of C or better in CHE 351.
Corequisites: CHEM and BCHE majors must take CHE 355 concurrently. Other students must take CHE 354 concurrently unless they have previous credit for an equivalent course.
Notes: May be repeated only once.

CHE 353 Organic Laboratory Techniques 1
Basic techniques for organic chemistry laboratory, with introduction of separation, characterization, and analysis of organic compounds including use of instrumental methods. To accompany CHE 351 for chemistry and biochemistry majors.
Prerequisites: CHEM or BCHE major.
Corequisites: CHE 351.

CHE 354 Organic Chemistry Laboratory 1
Laboratory work to accompany CHE 352.

CHE 355 Intermediate Organic Chemistry Lab 2
Advanced organic laboratory methods; modern reactions in synthesis; purification of compounds and characterization by spectroscopic instrumentation; qualitative organic analysis; chemical and biochemical literature; computational modeling; chemical database searching; safety resources.
Prerequisites: Chemistry or Biochemistry major. grade of C (2.0) or better in CHE 351 and CHE 353 or CHE 354;
Corequisites: CHE 352.

CHE 372 Introduction to Laboratory Methods 2
An introduction to the practical skills of laboratory work, to include safe handling and disposal of chemicals, laboratory practice and equipment, data handling, chemical literature, and searching for chemical information.
Prerequisites: CHE 205 or CHE 351.

CHE 391 Junior Research 1-3
Junior-level research in chemistry and biochemistry. Participation in a research project directed by a faculty supervisor.
Prerequisites: CHE 352 and CHE 353 (or CHE 354) or CHE 331 and CHE 333 and permission of instructor.
Notes: May be repeated for credit for up to three (3) credits.

CHE 392 Junior Research 1-3
Junior-level research in chemistry and biochemistry. Participation in a research project directed by a faculty supervisor.
Prerequisites: CHE 352 with CHE 353 (or CHE 354) or CHE 331 with CHE 333 and permission of instructor;
Notes: May be repeated for credit for up to three (3) credits.

CHE 401 Chemistry Seminar Introduction 0
Preparation for seminar. Attendance at weekly seminars given by visiting speakers, faculty, and students.
Prerequisites: CHE 355 or CHE 372. CHEM or BCHE major; junior standing;
Notes: Grade: Pass/Not Pass (P/NP). Should be taken in the term preceding CHE 402.

CHE 402 Chemistry Seminar 1
Oral reports and discussion of topics from the current chemistry literature by students, staff, and guest lecturers. Attendance at weekly seminars is required.
Prerequisites: CHE 401, senior standing.

CHE 405 Nutritional Biochemistry 3
The biochemical basis of nutrient structure, function, and metabolism; integration of metabolism at the cellular and biochemical levels; and applications of nutrient metabolism in total body function.
Prerequisites: C (2.0) or better in CHE 103, CHE 104, (CHE 110 lab) or CHE 111 (CHE 112 lab), CHE 114 (CHE 115 lab). CHE 205 (CHE 206 lab) or CHE 351, CHE 352 (CHE 354 lab); BIO 277; NTR 413; Nutrition major or permission of instructor.

CHE 406 Introductory Physical Chemistry 4
Study of the concepts basic to chemical kinetics, equilibrium, energetics, spectroscopy, solution phenomena, electrochemistry, and colloidal behavior with applications to biological systems. Theory of methods and instrumentation also examined.
Prerequisites: Two semesters of chemistry beyond general chemistry, MAT 292, one year of physics.
Notes: Students cannot receive credit for both CHE 406 and CHE 461 toward an undergraduate degree.

CHE 407 Introductory Physical Chemistry Laboratory 1
Laboratory work related to CHE 406 with emphasis on mathematical treatment of experimental data and communication of results in report form.
Corequisites: CHE 406.

CHE 420 Chemical Principles of Biochemistry 3
Introduction to major classes of biomolecules and to genetic and metabolic pathways in living systems; emphasis on chemical nature of biological processes and the driving forces that make them work.
Prerequisites: CHE 352. BIO 111 and BIO 112 strongly recommended.

CHE 442 Advanced Inorganic Chemistry I 3
Modern concepts of chemical bonding and its application to inorganic reactions and periodic relationships.
Prerequisites: CHE 342, CHE 406 or CHE 461.
Corequisites: CHE 406 or CHE 461 may be taken concurrently.

CHE 461 Physical Chemistry I 4
Chemical thermodynamics and equilibrium processes covered, including phase equilibria, thermodynamics of solutions, kinetics, and electrochemistry.
Prerequisites: MAT 292 and PHY 292.
Notes: Students cannot receive credit for both CHE 461 and CHE 406 toward an undergraduate degree.

CHE 462 Physical Chemistry II 3
Subject material deals with microscopic world including introductions to quantum mechanics, molecular spectroscopy, and statistical mechanics.
Prerequisites: CHE 461.

CHE 463 Physical Chemistry I Laboratory 1
Laboratory work related to CHE 461 with emphasis on mathematical treatment of experimental data and communication of results in report form.
Prerequisites: CHE 331, CHE 333.
Corequisites: CHE 406 or CHE 461.

CHE 464 Physical Chemistry II Laboratory 1
Additional laboratory work primarily in kinetics and the determination of molecular structure. This is a writing emphasis course.
Prerequisites: CHE 461, CHE 463.
Corequisites: CHE 462.
CHE 481 Synthetic Techniques 2
Theoretical discussion and laboratory practice in modern methods of synthesis in the areas of organic and inorganic chemistry. Emphasis given to regions of overlap such as organometallic chemistry.
Prerequisites: CHE 342, CHE 352, CHE 355.

CHE 490 Internship in Chemistry and Biochemistry 3
Practical experience in local industrial setting. Includes bi-weekly meeting with Departmental internship coordinator. Students must complete 12 hours a week at an internship site.
Prerequisites: CHE 333 and CHE 355, junior status; overall GPA of 3.0 or better; and permission of instructor.

CHE 491 Senior Research 1-3
Senior-level research in chemistry and biochemistry. Participation in a research project directed by a faculty supervisor.
Prerequisites: Three (3) years of chemistry or biochemistry and permission of instructor.
Notes: May be repeated for credit for a maximum of three (3) credits.

CHE 492 Senior Research 1-3
Senior-level research in chemistry and biochemistry. Participation in a research project directed by a faculty supervisor.
Prerequisites: Three (3) years of chemistry or biochemistry and permission of instructor.
Notes: May be repeated for credit for a maximum of three (3) credits.

CHE 493 Honors Work 3-6
Prerequisite: Permission of instructor; 3.30 GPA in the major, 12 s.h. in the major;
Notes: May be repeated for credit if the topic of study changes.

CHE 499 Senior Thesis 1
Preparation of a thesis based on a student’s undergraduate research.
Prerequisites: Senior standing, completion of five (5) semesters of undergraduate research, or permission of instructor.
Corequisites: CHE 492 for 2 or 3 s.h.

CHE 531 Instrumental Analysis 3
Theory and practice of advanced analytical techniques with emphasis on instrumental methods of analysis.
Prerequisites: CHE 331, CHE 333, CHE 205 or CHE 352 (either may be taken concurrently), PHY 212 or PHY 292.

CHE 533 Instrumental Analysis Laboratory 1
Laboratory work to accompany CHE 531.
Corequisites: CHE 531 must be taken concurrently.

CHE 536 Computational Chemistry 3
Survey of modern computational chemistry methods, including molecular mechanics, molecular dynamics simulations, conformational searching, and computational quantum mechanics.
Prerequisites: CHE 352, PHY 212 or PHY 292, or permission of instructor.

CHE 553 Advanced Organic Chemistry I 3
Advanced topics in organic chemistry with special emphasis on reaction mechanisms and stereochemistry.
Prerequisites: CHE 352.

CHE 555 Organometallic Chemistry 2
Theoretical and synthetic aspects of organometallic chemistry and applications to catalysis and synthetic organic chemistry.
Prerequisites: CHE 352, CHE 442.

CHE 556 Biochemistry I 3
Introductory biochemistry presented from a chemical perspective. Topics include amino acids, proteins and enzymes, carbohydrates, nucleic acids, lipids, membranes, and carbohydrate catabolism.
Prerequisites: CHE 352, BIO 111, BIO 112.

CHE 557 Biochemistry II 3
Continuation of CHE 556. Enzyme catalytic mechanisms, additional topics in intermediary metabolism, genetic biochemistry, and selected topics in molecular physiology.
Prerequisites: CHE 352, CHE 556, BIO 111, BIO 112, or permission of instructor.

CHE 558 Biochemistry Laboratory 1
Introduction to biochemical techniques, including isolation, purification and characterization of biological molecules.
Prerequisites: CHE 556 (or equivalent), CHE 353 (or CHE 354), and CHE 333; or permission of instructor.

CHE 570 Special Topics in Chemistry 1-3
Study in special areas of chemistry as listed below. Areas identified as follows: 570A, Analytical; 570B, Biochemistry; 570C, Inorganic; 570D, Organic; 570E, Physical; 570F, Chemical Education.

CHE 570B Special Topics in Chemistry: Biochemistry 1-3
See CHE 570.
Prerequisites: Permission of instructor.

CHE 570C Special Topics in Chemistry: Inorganic 1-3
See CHE 570.
Prerequisites: Permission of instructor.

CHE 570D Special Topics in Chemistry: Organic 1-3
See CHE 570.
CHE 570E Special Topics in Chemistry: Physical 1-3
See CHE 570.

CHE 570F Special Topics in Chemistry: Chemical Education 1-3
See CHE 570.
Prerequisites: CHE 401 or equivalent.

CHE 601 Graduate Seminar I 1
Oral reports from the current literature of chemistry by the students, as well as attendance at presentations by other students, staff, and guest speakers.
Prerequisites: CHE 401 or equivalent.

CHE 602 Graduate Seminar II 1
Oral reports from the current literature of chemistry by the students, as well as attendance at presentations by other students, staff, and guest speakers.
Prerequisites: CHE 601.

CHE 604 Advanced Polymer Chemistry 3
Modern concepts of addition, ring opening, and condensation polymerization, and the application of physical instrumentation to the characterization of polymers.

CHE 615 Entrepreneurship for the Sciences 3
Develop knowledge and skills in entrepreneurship to identify and evaluate sciences and technology ideas in chemistry and the life sciences as opportunities to take through the feasibility and business plan.

CHE 624 Survey of Natural Products Research 3
Survey of many different areas of natural products research, including taxonomy, genetics, nomenclature, biosynthesis, and process methods.
Prerequisites: Two courses in undergraduate organic chemistry and one course in undergraduate biochemistry.
CHE 632 Advanced Analytical Chemistry 3
Current research activities in the analytical area, primarily for first year graduate students. Four areas emphasized: chemical equilibrium, spectroscopy, separations, and electrochemistry.
Prerequisites: CHE 462 or CHE 406 or equivalent. One semester of instrumental analysis (CHE 531) recommended.

CHE 633 Bioanalytical Chemistry 3
Comprehensive study on various analytical methods used to characterize nucleic acid and protein drug targets and their molecular interactions with therapeutic agents.
Prerequisites: Permission of instructor.

CHE 641 Advanced Inorganic Chemistry II 3
Group theory, its applications, and other topics in advanced inorganic chemistry.
Prerequisites: CHE 442.

CHE 651 Advanced Medicinal Chemistry 3
Advanced topics in medicinal chemistry including drug design, chemistry of High Throughput Screening and focused libraries, lead development/optimization.
Prerequisites: Two courses in undergraduate organic chemistry and one course in undergraduate biochemistry.

CHE 652 Synthetic Organic Chemistry 3
Methods and problems in multi-step organic synthesis, including use of transition metal reagents and asymmetric synthesis. Applications in drug synthesis.
Prerequisites: Two courses in undergraduate organic chemistry.

CHE 653 Physical Organic Chemistry 3
Structure and mechanisms of organic chemistry. Topics include bonding theory, stereochemistry, conformational analysis, reactions, reaction mechanisms, reactivity.
Prerequisites: Two courses in undergraduate organic chemistry.

CHE 656 Enzyme Mechanisms 3
Detailed look at how enzymes catalyze a broad range of chemical reactions. Particular emphasis on the role of organic cofactors and metal ions in catalysis.
Prerequisites: CHE 352 and either CHE 420 or CHE 556, or permission of instructor.

CHE 657 Drug Metabolism and Pharmacogenetics 3
Introduction to the major classes of drug metabolizing enzymes in the body. Chemical mechanisms of action and potential drug interactions related to the induction or inhibition of these systems.
Prerequisites: CHE 556 or permission of instructor.

CHE 658 Nucleic Acid Biochemistry 3
Structure and functions of nucleic acid and their biochemical reactions with cellular proteins. Emphasis on the genomic approach to identify and validate drug targets.
Prerequisites: Permission of instructor.

CHE 659 Receptor Biochemistry 3
Structure and biochemical properties of the various cell-surface receptors. Emphasis on specific receptors chosen as drug targets for various diseases.
Prerequisites: One course in undergraduate biochemistry.

CHE 660 Biochemical Pharmacology and Disease Targets 3
Drug action at the biochemical and molecular level. Focus on the biochemical and cellular mechanisms of action that guide the drug discovery and development process.
Prerequisites: One course in undergraduate biochemistry.

CHE 661 Advanced Physical Chemistry I 3
Selected topics in quantum chemistry, spectroscopy, statistical thermodynamics, and chemical kinetics will be developed with attention to methods of application.
Prerequisites: CHE 461 and CHE 462 or equivalent (one year of physical chemistry).

CHE 662 Advanced Physical Chemistry II 3
Advanced topics in quantum chemistry, spectroscopy, statistical thermodynamics, and chemical kinetics.
Prerequisites: CHE 661.

CHE 663 Spectroscopy and Analysis of Biomolecules 3
Spectroscopic and structural methods for application to molecules of biochemical relevance. Topics include fluorescence, circular dichroism, chromatography, electrophoresis, mass spectrometry, FTIR, NMR, EPR, X-ray crystallography.
Prerequisites: CHE 406 or CHE 461, CHE 420 or CHE 556, or permission of instructor.
Notes: May be repeated for a maximum of 6 credits when topic varies.

CHE 670A Adv Special Topic Analytical 1-6
CHE 670B Adv Special Topic Biochemistry 1-6
CHE 670C Adv Special Topics Inorganic 2
CHE 670D Adv Special Topic Organic 1-6
CHE 670E Adv Special Topic Physical 1-6
CHE 670F Adv Sp Top: Polymer Science 1-6
CHE 670G Adv Sp Topics: Chemical Educat 1-6
CHE 680 Research Problems in Chemistry and Biochemistry 1-6
Advanced research in specialized areas of chemistry or biochemistry under the direction of a faculty member. Preparation for master’s thesis.
Prerequisites: Permission of instructor and department head.
Notes: May be taken for credit over two or more semesters.

CHE 691 Introduction to Graduate Research 1
Guides new students in the selection of a research advisor. Professors present brief summaries of their research projects. Topics relevant to research are also discussed.
Prerequisites: Admitted to graduate program in department.

CHE 699 Thesis 1-6
Prerequisite: Approval of research proposal by thesis committee.

CHE 751 Literature Seminar 1
A literature-based seminar focusing on scientific literature databases and presentation skills.
Prerequisites: CHE 780.

CHE 752 Dissertation Seminar 1
A research-based seminar focusing on the student’s dissertation research during the semester the student expects to graduate.
Prerequisites: CHE 780.

CHE 780 Research Problems in Medicinal Biochemistry 1-24
Advanced research in specialized areas of medicinal biochemistry under the direction of a faculty member. Research to be utilized for the preparation of the dissertation.
Prerequisites: CHE 780.

CHE 780 Research Problems in Medicinal Biochemistry 1-24
Advanced research in specialized areas of medicinal biochemistry under the direction of a faculty member. Research to be utilized for the preparation of the dissertation.
Prerequisites: CHE 780.
CHE 790 Medicinal Biochemistry Internship 3
Practical experience in a local industrial setting. Includes biweekly meetings with departmental internship coordinator.
**Prerequisites:** Permission of departmental internship coordinator and department head.
**Notes:** Student must complete a minimum of 12 hours per week at the internship site. May be repeated for 6 hours.

CHE 799 Dissertation Research in Medicinal Biochemistry 1-12
Prerequisite: Permission of instructor;
**Notes:** Grade: Satisfactory/Unsatisfactory (S/U).

CHE 801 Thesis Extension 1-3
Thesis Extension.

CHE 802 Dissertation Extension 1-3
Dissertation Extension.

CHE 803 Research Extension 1-3
Research Extension.

**Chinese (CHI)**

CHI 101 Elementary Chinese I 3
Introduction to communicative Chinese. Essentials of speaking, listening, writing, reading, and basic grammar.
**GE Marker:** GN

CHI 102 Elementary Chinese II 3
Second course in the introductory sequence to Chinese language studies. Essentials of speaking, listening, writing, reading, and basic grammar.
**GE Marker:** GN

CHI 203 Intermediate Chinese I 3
Third course in a sequence leading to intermediate-level Chinese language proficiency. Conversational listening, speaking, writing, reading, and grammar structures.
**GE Marker:** GN

CHI 204 Intermediate Chinese II 3
Fourth course in a four-course sequence leading to intermediate-level Chinese language proficiency. Conversational listening, speaking, writing, reading, and grammar structures.
**GE Marker:** GN
**LEC:** GFL

CHI 210 Masterworks of Chinese Literature in Translation 3
Readings and discussion of the best works of Chinese literature in English translation from the traditional to the modern periods. Taught in English.
**GE Core:** GLT
**GE Marker:** GN

CHI 220 Modern Chinese Literature and Culture 3
Introductory Chinese culture course with interdisciplinary perspectives on modern Chinese society, history, literature, and art. Taught in English.
**GE Core:** GLT
**GE Marker:** GN

CHI 301 Third-Year Chinese Language 3
Third-year Chinese language course to improve oral and written proficiencies, including the Mandarin writing system. Taught in Chinese.
**GE Marker:** GN

CHI 302 Third-Year Chinese Conversation and Composition 3
Third-year Chinese language course focusing on topics of current interest. Taught in Mandarin Chinese.
**GE Marker:** GN

CHI 305 Topics in Chinese Culture 3
Third-year Chinese course exploring topical issues of China through art, literature, film, and popular media. Taught in English and/or Chinese.
**GE Marker:** GN

CHI 313 Major Figures in Chinese Literature 3
Selected Chinese authors or figures read and discussed with attention to interpretation and literary analysis. Selection of figures vary. Taught in English with options to read and/or write in Chinese.
**GE Core:** GLT
**GE Marker:** GN

**Classical Civilization (CCI)**

CCI 102 The Classical Art of Persuasion 3
Introduction to Greek and Roman rhetoric. Study of selected speeches in their ancient contexts (law courts, funerals, politics) and early views on the art and power of persuasion.
**GE Core:** GSB
**GE Marker:** GL

CCI 201 Introduction to Greek Civilization 3
Introduction to Greek civilization from its beginnings to the Hellenistic age. Lectures and discussion will focus on the development of Greek literature, thought, and art in the context of society.
**GE Core:** GHP
**GE Marker:** GL
**LEC:** GPM

CCI 202 Introduction to Roman Civilization 3
Introduction to Roman civilization from its beginnings to the Roman Empire. Lectures and discussion will focus on the development of Roman literature, thought, and art in the context of society.
**GE Core:** GHP
**GE Marker:** GL
**LEC:** GPM

CCI 205 Mythology 3
Great myths of the world with emphasis on Greek and Roman mythology. Interpretation and evaluation of select works of literature dealing with mythological themes that have shaped human experience.
**GE Core:** GLT
**GE Marker:** GL
CCI 206 Classical Origins of the English Language 3
Analysis of Greek and Latin prefixes, stems, and suffixes used in English. Emphasis on the history of beliefs, institutions, and traditions reflected in the Greek and Latin elements.
GE Marker: GL

CCI 207 Ancient Sports and Society 3
Survey of the ancient Olympics and local games of Greece and the gladiatorial sports of the Roman world, with special attention to sociopolitical, economic, and religious impact of sporting behaviors.
GE Core: GSB

CCI 211 Introduction to Greek Archaeology 3
Archaeological consideration of the Mycenaean, Archaic, Classical, and Hellenistic periods of Greek civilization.
GE Core: GHP
GE Marker: GL
LEC: GPM

CCI 212 Introduction to Roman Archaeology 3
Introduction to the archaeology of the Roman world, with particular emphasis on Rome and the monumental remains of its vast empire.
GE Core: GHP
GE Marker: GL

CCI 227 Comparative Studies in World Epics 3
Major world epics in translation including the following works in whole or in part: Gilgamesh, Iliad, Odyssey, Aeneid, Chanson de Roland, Divine Comedy, Jerusalem Delivered, Beowulf, Joyce's Ulysses.
GE Core: GLT
GE Marker: GL

CCI 228 Comparative Studies in World Drama 3
Greek, Latin, and modern plays in translation: representative plays from Aeschylus through Euripides, Seneca, Terence, Racine, O'Neill, Cocteau, Anouilh, et al.
GE Core: GLT
GE Marker: GL

CCI 240 Ancient Warfare 3
Survey of ancient warfare covering major battles, generals, strategy, tactics, weapons, and technology from the ancient Near East through the Roman Empire.
GE Core: GHP

CCI 300 ExCr: Ceramics of Anc Greece 3

CCI 305 Classical Tragedy 3
Study of Greek tragedians of Athens in the fifth century and their subsequent influence on later literature. Readings from Aeschylus, Sophocles, Euripides, and Seneca.
GE Core: GLT
GE Marker: GL

CCI 306 Classical Comedy 3
Study of Greek comedy in the fifth and fourth centuries and its subsequent influence on later literature. Readings from Aristophanes, Menander, Terence, and Plautus.
GE Core: GFA
GE Marker: GL

CCI 312 The Art and Archaeology of Egypt 3
Introduction to the archaeology of Egypt, emphasizing the relations between Egypt and the Aegean in the Bronze Age.
GE Core: GFA
GE Marker: GN

CCI 313 Archaeology of the Aegean 3
Introduction to the Minoans and Mycenaeans. The archaeology of the Aegean Islands, Crete, the coast of Asia Minor, including Troy, and the mainland of Greece in the Bronze Age.

CCI 314 Ancient Cities 3
Introduction to the great cities of the past, emphasizing the physical design of those cities, especially as it reflects changing political and social structures.

CCI 321 The Archaic Age 3
Study of the Greek Archaic period, from the end of the Homeric Age to the dawn of the Classical era. Focus on literature, art, and religion within their social context.
GE Core: GPR

CCI 322 The World of Alexander the Great 3
An introduction to the Hellenistic period of Greek civilization, emphasizing its art and architecture, its religion and literature in their historical context.
Prerequisites: CCI 201 or CCI 211, or permission of instructor.

CCI 324 The Age of Cicero 3
Introduction to Roman literature and society in the first century BC Focus on the development of the genres of Latin literature and the relationship between politics and literature.
GE Core: GLT
GE Marker: GL

CCI 325 The Age of Augustus 3
Introduction to Roman literature and society during the reign of Augustus. Focus on the development of Latin epic poetry, historical writing, and elegy, and the relationship between authors and Emperor.
GE Core: GLT
GE Marker: GL

CCI 326 The Age of Nero 3
Introduction to Roman literature and society during the reign of Nero and his successors. Focus on readings that reflect changes in the Roman Empire of the first and second centuries.
GE Core: GLT
GE Marker: GL

CCI 327 The Age of Constantine 3
An introduction to the Roman empire under Constantine focusing on the major religious, political, artistic, and intellectual changes of the fourth century CE.

CCI 330 Women in Antiquity 3
Public and private lives of Greek and Roman women of the Classical Period, focusing on women's political, religious, and domestic roles, their general social status, health and welfare.
Prerequisites: CCI 201, CCI 202, or CCI 205.

CCI 336 Language Change 3
What makes languages change and how does language change affect individuals and societies? Survey of the empirical study of language change, with insights drawn from linguistics, sociolinguistics, and anthropology.
Prerequisites: Sophomore standing or above.
CCI 340 Ancient Cosmology 3
Survey of ancient theories of the origins and configuration of the universe. Focus on Greek and Roman philosophical accounts, with some attention to Old Testament and Babylonian creation narratives.

GE Core: GPR
GE Marker: GL

CCI 350 Roman Law and Society 3
Exploration of major concepts and principles of Roman law and the society in which they developed, primarily through the study of cases from the writings by Roman jurists.

GE Marker: GL
Prerequisites: CCI 202 or CCI 324 or permission of instructor.

CCI 360 Archaeology of the Roman Provinces: Britain and Gaul 3
Archaeological study of provinces of Gaul and Britain. Following in the footsteps of Julius Caesar to look at how incorporation into the empire changed the lives of the Celtic “barbarians.”

Prerequisites: CCI 212 or permission of instructor.

CCI 365 Archaeology of the Roman Provinces: Asia Minor and Syria 3
Archaeological study of Asia Minor and Syria, a region at the crossroads between East and West. Focus on the impact of the Roman Empire on Eastern culture and society.

Prerequisites: CCI 212 or permission of instructor.

CCI 370 Classical Rhetoric and Culture 3
Exploration and analysis of the role and importance of rhetoric and oratory in the literature and culture of the Greco-Roman world. Authors studied include Homer, Plato, Cicero, and Augustine.

Prerequisites: CCI 102 or CCI 201 or CCI 202 or permission of instructor.

CCI 393 Classical Studies Abroad 3
Extensive reading in Greek and Latin literature in translation, ancient history and archaeology, selected in accordance with student needs. For students participating in foreign study programs.

CCI 394 Classical Studies Abroad 3
Extensive reading in Greek and Latin literature in translation, ancient history and archaeology, selected in accordance with student needs. For students participating in foreign study programs.

CCI 401 Archaeological Practicum 1-3
Participation in pre-approved archaeological work and opportunity to learn the field methods of classical archaeology firsthand.

Notes: May be repeated for a maximum of 6 s.h.

CCI 405 Advanced Studies in Mythology 3
Study of selected myths from Greece, Rome, and comparative cultures. Focus on original literature, supplemented by ancient and modern critical works. Topics will vary; see description for each term.

Prerequisites: CCI 205 or permission of the instructor.

CCI 407 Roman Myth and Legend 3
Examination of the myths and legends of ancient Rome and their connection to the history of Roman political and religious life.

Prerequisites: CCI 205.

CCI 450 Internship in Classical Studies 1-6
Supervised field experience in museums or institutes devoted to the study of Ancient Greece or Rome and/or visitation of classical sites.

Prerequisites: Permission of department head.

Notes: May be repeated once, for a maximum of 6 s.h. credit.

CCI 455 UNCG in Rome 6
On-site study of the history and material culture of Rome in its social, literary, and political context from the prehistory of the city and its environs through Late Antiquity.

Prerequisites: Minimum overall GPA of 2.75 and CCI 202 or CCI 212 and permission of instructor.

CCI 475 Archaeology of Death in the Classical World 3
Survey of archaeological evidence for funerary customs and beliefs in the Bronze Age Aegean, Classical Greece, and Rome, with a study of comparative evidence from other ancient and modern cultures.

Prerequisites: CCI 211 or CCI 212 or ATY 258 or ATY 360.

CCI 490 Seminar in Classical Studies 3
Seminar on the history and methodologies of scholarship in Classical Studies. Topics will vary.

Prerequisites: Permission of instructor.

Notes: May be repeated once for credit when topic changes.

CCI 493 Honors Work 3-6
Honors Work.

CCI 501 Independent Study 3
Directed program of reading, research, and individual instruction in Classical Studies.

Prerequisites: Permission of instructor.

Notes: May be repeated for credit for up to 6 s.h.

CCI 502 History of Latin Literature 3
A survey of Latin literature in English translation from the third century BC to the beginnings of the Middle Ages.

Prerequisites: Permission of instructor.

CCI 512 The Archaeology of Roman Daily Life 3
Study of Roman daily life and the evidence from archaeology and ancient literature for daily life.

CCI 541 Ancient World: Selected Topics 3
Varying topics in ancient Near Eastern, Greek, and Roman history, including politics and public rituals, patterns of social organization, ancient slavery, and cross-cultural interactions.

Notes: May be repeated once for credit when topic varies. Same as HIS 541.

CCI 579 Readings in Roman History 3
Survey of major topics in Roman history through primary sources in translation from the founding of the Republic in 509 BC to Marcus Aurelius’ death in AD 180.

Prerequisites: Permission of instructor.

CCI 605 Mythology in Art / Literature 3
Study of Greek and Roman mythology as represented in literature and art from the Classical times to the present.

Comm Sciences and Disorders (CSD)

CSD 150 Communication Disabilities in Film 3
Popular films and their portrayal of individuals with various speech, language, or hearing problems; how that information promotes images that are positive and negative; and how those images influence public opinion.

CSD 219 Communication Disorders Laboratory 1
Supervised therapy for students with speech, voice, language, or hearing problems.

Prerequisites: Permission of instructor.

Notes: May be repeated for credit. Grade: Pass/Not Pass (P/NP).
CSD 250 Concepts in Communication Sciences 3
Concepts essential in understanding human communication; factors affecting life-long development and competency of speech, language and hearing.
Notes: For freshmen and sophomores.

CSD 306 Introduction to Phonetics 3
Recording of speech using the International Phonetic Alphabet in broad transcription. General American dialects and variations.
Prerequisites: Majors only, or by permission of instructor.
Corequisites: Must be taken concurrently with CSD 307, CSD 308, and CSD 309.
Notes: Not open to freshmen or sophomores.

CSD 307 Speech and Hearing Science 3
Acoustic principles of speech and hearing; analysis of the acoustic characteristics of speech and physiological correlates; speech perception.
Prerequisites: Majors only, or by permission of instructor.
Corequisites: Must be taken concurrently with CSD 306, CSD 308, and CSD 309.
Notes: Not open to freshmen or sophomores.

CSD 308 Language and Speech Development 3
Theory and evidence of the chronological development of phonology, syntax, semantics, and pragmatics in the child.
Prerequisites: Majors only, or by permission of instructor.
Corequisites: Must be taken concurrently with CSD 306, CSD 307, and CSD 309.
Notes: Not open to freshmen or sophomores. Students cannot receive credit for both this course and SES 240.

CSD 309 Anatomy and Physiology of the Speech and Hearing Mechanism 3
Anatomical and physiological bases of human communication.
Prerequisites: Majors only, or by permission of instructor.
Corequisites: Must be taken concurrently with CSD 306, CSD 307, and CSD 308.
Notes: Not open to freshmen or sophomores.

CSD 333 Independent Study 1-3
Directed study and/or research under faculty supervision.
Prerequisites: Permission of the instructor.
Notes: May be repeated once for credit for a total of 6 s.h. Grade: Pass/Not Pass (P/NP).

CSD 334 Introduction to Audiology 3
Basic anatomy and physiology of the auditory system, fundamental hearing science, and methods and techniques of hearing measurement and interpretation for the assessment, diagnosis, evaluation, and rehabilitation of hearing disorders.
Prerequisites: Pr. or Coreq.: CSD 308, and either SES 240 or CSD 307, or permission of instructor.
Notes: Speech Pathology/Audiology and Professions in Deafness majors only.

CSD 336 Speech Sound Disorders 3
Assessment and treatment procedures of speech and sound disorders.
Prerequisites: CSD 306, CSD 307, CSD 308, and CSD 309. or permission of instructor.

CSD 337 Language Disorders 3
Nature, theory, measurement, and management of language problems across the life span.
Prerequisites: CSD 306, CSD 307, CSD 308, CSD 309.

CSD 338 Voice and Fluency Disorders 3
Basic theories and principles in the onset, development, and maintenance of stuttering and voice disorders in children and adults. Primary factors in prevention, measurement, assessment, and management.
Prerequisites: CSD 306, CSD 307, CSD 308, CSD 309.

CSD 471 Honors Clinical Practice in Speech-Language Pathology 3
CSD 471 offers supervised clinical experience in the treatment of communication disorders to select undergraduate students majoring in Speech Language Pathology and Audiology (SPAU).
Prerequisites: CSD 334, CSD 336, and CSD 337 or permission of instructor;
Notes: Grade: Pass/Not Pass (P/NP).

CSD 490 Senior Honors Project 3
Independent original scholarship, completed under the supervision of a faculty member. Culminates in an original oral presentation, written document, or other creative work.
Prerequisites: Senior status and admission to the Lloyd International Honors College and the CSD Honors Program, or permission of the instructor. Notes: May be repeated once for credit.

CSD 493 Honors Independent Study 3-6
Directed study and/or research under faculty supervision.
Prerequisites: Senior status and admission to the Lloyd International Honors College and the CSD Honors Program, or permission of the instructor.
Notes: May be repeated once for credit.

CSD 494 Honors Seminar in Communication Disorders 3
Advance study of the nature and application of scholarship pertaining to different communication disorders in a forum that promotes collegiality and discussion.
Prerequisites: Acceptance into CSD Disciplinary Honors Program and permission of instructor.

CSD 495 Special Topics Seminar 1
Critical analysis of contemporary topics in Communication Sciences and Disorders.
Prerequisites: CSD 334, CSD 336, and CSD 337, or permission of instructor.
Notes: May be repeated for credit twice during the senior year of UNCG undergraduates. Second degree students may enroll twice during the year they are taking undergraduate courses.

CSD 550 Diagnostic Procedures: Inquiry, Observation and Measurement 3
Processes and techniques of data acquisition and analysis for the diagnosis, assessment, and evaluation of communication disorders.
Prerequisites: Completion of all CSD 300-level courses required for the major or permission of the instructor.

CSD 551 Speech and Language Disorders: Diagnostic Procedures 3
Differential diagnosis of speech, language, voice, and rhythm problems.
Prerequisites: permission of instructor.

CSD 552 Communication and Aging 3
Development of communication in old age; factors affecting development and competency; communication evidence and theories of aging; facilitation of life-long functional communication.
Prerequisites: CSD 308 or permission of instructor.
CSD 554 Advanced Speech Science 3
Acoustic theory and methods of analysis; acoustic structure of speech and its physiological correlates; application of acoustic information to clinical management of disorders of communication.
Prerequisites: CSD 306, CSD 307, CSD 308, CSD 309.

CSD 556 Aural Rehabilitation 3
Principles of aural rehabilitation with hearing impaired adults and their significant others.
Prerequisites: CSD 334.

CSD 557 Pediatric Aural Rehabilitation 3
Study of new technologies available for children with hearing impairment and the impact of these technologies on therapy and teaching.
Prerequisites: CSD 334 for undergraduates. permission of instructor for graduate students.

CSD 575 Instrumentation for Communication Disorders 3
Instrumentation commonly used in communication disorders; operation and measurement techniques for clinical and research applications.
Prerequisites: Permission of instructor.

CSD 587 Introduction to Adult Language Disorders 3
Assessment, treatment, and quality of life issues associated with acquired cognitive-linguistic disorders in adults will be addressed. The targeted disorders include aphasia, dementia, and traumatic brain injury.

CSD 588 Neurology of Speech, Language and Hearing 3
An overview of neuroanatomy and neurophysiology with a concentration on neurological mechanisms related to speech, language and hearing.
Prerequisites: CSD 309 or permission of instructor.

CSD 589A ExCr:Minor Ar Cln Audiology 1

CSD 600 Professional Issues and Ethics in Speech-Language Pathology 3
Issues related to the profession, service delivery, ethics, legal considerations, funding issues, program administration and credentialing. Content is in accordance with the American Speech-Language-Hearing Association Scope of Practice.
Prerequisites: Admission to appropriate degree program or permission of instructor.

CSD 601 Special Topics in Communication Sciences and Disorders 1-3
Topics in communication sciences and disorders.
Prerequisites: Admission to MA in speech-language pathology or permission of instructor.
Notes: May be repeated for credit when topic varies.

CSD 601A Sp Top in Child Sp/Lang Dev 3

CSD 602 Seminar in Speech Pathology: Organic Disorders 3
Study of organic disorders of communication.
Prerequisites: CSD 551 or equivalent and admission to appropriate degree program or permission of instructor.

CSD 603 Seminar in Voice Problems 3
Investigation of current literature and theories of vocal anomalies. Organic deviations.
Prerequisites: CSD 551 or equivalent and admission to appropriate degree program or permission of instructor.

CSD 604 Fluency Disorders 2
Assessment, diagnosis, and treatment of fluency disorders in children, adolescents, and adults.
Prerequisites: Admission to appropriate degree program or permission of instructor.

CSD 604A Pediatrc Fluency Disorders 3

CSD 605 Seminar in Speech and Language Pathology 3
Studies dealing with specialized areas of communication disorders. Topic to be announced each semester course is offered.
Prerequisites: Graduate-level courses in appropriate content area and admission to appropriate degree program or permission of instructor.
Notes: May be repeated for credit when topic varies.

CSD 605A Augmented Communicatn Systems 3

CSD 605B Sem Communctn Problems Aging 3

CSD 605C Sem Com Severe Profound Hnscp 3

CSD 605D Sem in Dysphagia 3

CSD 605E Sem:Adlsnt Lang Dev / Disrds 3

CSD 605F Sem:Rdg, Wtg Pnhlgc Dis Adol 3

CSD 605G Sem in Phonology 3

CSD 605J Lang Lit Disorders / Juv Del 3

CSD 605N Sem Spch Lang Path:Dysphagia 3

CSD 606 Cognitive-Linguistic Disorders in Adults 3
Assessment, diagnosis, and treatment of communication disorders resulting from stroke, dementia, and traumatic brain injury.
Prerequisites: Admission to appropriate degree program or permission of instructor.

CSD 606A Pediatrc Fluency Disorders 3

CSD 606B Sem Electphys Measurement 3

CSD 606C Sem Cl Aud:Adv Electrophyslgy 3

CSD 606D Seminar in Medical Audiology 3

CSD 606E Sem Clin Aud:Cochlear Implants 3

CSD 606F Sem in Central Audio Procsng 3

CSD 606G Sem in Pediatric Audiology 3

CSD 606H Seminar in Cleft Palate 3
Investigation of current literature and theories in cleft palate. Speech and hearing aspects; controversial procedures in repair and rehabilitation.
Prerequisites: CSD 551, CSD 570 or equivalent and admission to appropriate degree program or permission of instructor.

CSD 606I Seminar in Clinical Audiology 3

CSD 606J Seminar in Central Audiology 3

CSD 606K Sem Emrgcl Gen Bs Hr Loss 3

CSD 610 Augmented Communication Systms 3

CSD 610A Seminar in Clinical Audiology 3

CSD 610B Sem Electphys Measurement 3

CSD 610C Sem Cl Aud:Adv Electrophyslgy 3

CSD 610D Seminar in Medical Audiology 3

CSD 610E Sem Clin Aud:Cochlear Implants 3

CSD 610F Sem in Central Audio Procsng 3

CSD 610G Sem in Pediatric Audiology 3

CSD 610H Seminar in Hearing Conservatn 3

CSD 610I Seminar in Hearing Conservatn 3

CSD 610J Seminar in Hearing Conservatn 3

CSD 612 Augmentative and Alternative Communication 1
Knowledge of augmentative and alternative communications and problem-solving in the design and application of appropriate AAC systems.
Prerequisites: Admission to appropriate degree program or permission of instructor.

CSD 613 Communication Problems in Aging 3
Nature, assessment, and management of communication disorders in the elderly.
Prerequisites: Permission of instructor.
CSD 614 Language Learning Disabilities 3
Assessment and treatment of spoken and written language learning disabilities in school-age children and adolescents with special emphasis on the collaborative role of the speech-language pathologist in school-based settings.
Prerequisites: Admission to appropriate degree program or permission of instructor.

CSD 615 Communication and Severe/Profound Disabilities 3
Nature, assessment, and management of communication disorders in persons of all ages who have severe/profound disabilities.
Prerequisites: Permission of instructor.

CSD 616 Motor Speech Disorders 3
Neurologic basis, assessment and treatment of dysarthria and apraxia.
Prerequisites: Admission to appropriate degree program or permission of instructor.

CSD 617 Language Disorders and Neurological Theory 3
Latest knowledge on the specialization of the two hemispheres and clinical syndromes/language disorders resulting from left and right hemisphere dysfunction.
Prerequisites: Admission to appropriate degree program or permission of instructor.

CSD 618 Counseling and Interviewing Skills in Communication Sciences and Disorders 1
Instruction and practice in counseling and interviewing skills during the assessment and treatment of speech, language, and hearing disorders.
Prerequisites: Admission to appropriate degree program or permission of instructor.

CSD 619 The Supervisory Process in Communication Sciences and Disorders 1
Study and practice of clinical supervision in speech-language pathology. Theoretical models of supervision, pertinent research, and clinical practice.
Prerequisites: Admission to appropriate degree program or permission of instructor.

CSD 623 Seminar in Central Auditory Processing 3
Anatomy and physiology of the central auditory nervous system, methods and techniques of measurement and interpretation for the assessment, diagnosis, evaluation, and rehabilitation of individuals with central auditory processing disorders.
Prerequisites: Admission to appropriate degree program or permission of instructor.

CSD 627 Cultural and Linguistic Diversity in Communication Sciences and Disorders 1
Identification and treatment of speech and language differences in diverse populations.
Prerequisites: Admission to appropriate degree program or permission of instructor.

CSD 629 Dysphagia 3
Anatomical bases of normal and disordered swallowing in children and adults; evaluation and treatment of swallowing disorders.
Prerequisites: Admission to appropriate degree program or permission of instructor.

CSD 630 Fundamentals for Speech and Language Analysis 3
Basic linguistic structures that support oral and written English, including phonetics and phonology, morphology, orthography, semantics, and syntax.
Prerequisites: Admission to appropriate degree program or permission of instructor.

CSD 631 Structured Language Intervention for Language-Literacy Impairments 3
Certification course in the Language! TM Curriculum (Sopris West, Inc.), an intervention curriculum for individuals at risk for literacy problems.
Prerequisites: Admission to appropriate degree program or permission of instructor.

CSD 632 Introduction to Research in Communication Sciences and Disorders 3
Introduction to research procedures in the study of communication sciences and disorders.
Prerequisites: Admission to appropriate degree program or permission of instructor.

CSD 633 Special Projects in Communication Sciences and Disorders 3
Individual scholarly project developed by the student with faculty guidance.
Prerequisites: Admission to appropriate degree program or permission of instructor.

Notes:
Grade: Satisfactory/Unsatisfactory (S/U).

CSD 634 Research Design in Communication Sciences and Disorders 2
Development of research proposal, from generation of hypothesis through data analysis and interpretation.
Prerequisites: Admission to appropriate degree program or permission of instructor.

CSD 635 Advanced Phonetic Transcription 1
Detailed transcription of normal and disordered speech using the International Phonetic Alphabet.
Prerequisites: Completion of an introductory phonetics course and admission to appropriate degree program or permission of instructor.

CSD 636 Prevention, Assessment, and Intervention of Communication Disorders: Birth-5 3
Communication development and disorders (speech, language, and hearing) in infants, toddlers, and preschoolers.
Prerequisites: Admission to appropriate degree program or permission of instructor.

CSD 637 Prevention, Assessment, and Intervention of Communication Disorders: School Age 3
Communication development and disorders in school age children and adolescents.
Prerequisites: Admission to appropriate degree program or permission of instructor.

CSD 638 Minor Area Clinical Practicum for Speech-Language Pathology Majors 1
Instruction for speech-language pathology majors in the minor area of hearing assessment. Provides training and supervised clinical experiences in hearing screenings.

CSD 639 Prevention, Assessment, and Intervention of Communication Disorders: Late Adolescence and Early Adul 3
Communication development and disorders (speech, language, and hearing) in late adolescents and young adults.
Prerequisites: Admission to appropriate degree program or permission of instructor.

CSD 640 Prevention, Assessment, and Intervention of Communication Disorders: Middle and Older Adults 5
Communication development and disorders (speech, language, and hearing) in middle aged and older adults.
Prerequisites: Admission to appropriate degree program or permission of instructor.
CSD 650 Independent Study 1-3
Topic to be determined by faculty advisor and student.
Prerequisites: Admission to appropriate degree program or permission of instructor and major advisor.

CSD 670 Diagnostic Audiology I 3
Basic diagnostic procedures in audiology. Includes anatomy, physiology, and disorders of the hearing mechanism, basic evaluation and interpretation of auditory function.
Prerequisites: CSD 334 or permission of instructor.

CSD 671 Beginning Clinical Practice in Speech-Language Pathology 5
Beginning clinical practice in the diagnosis of and therapy for communication disorders and differences.

CSD 673 Studies and Practice in Supervision of Communication Sciences and Disorders 3
Supervision in speech-language pathology and audiology. Theoretical models of supervision, pertinent research, and clinical practice. Opportunities for observation.
Prerequisites: Permission of instructor.

CSD 674 Diagnostic Audiology II 3
Non-organic hearing loss; differential diagnosis; special problems in diagnosis.
Prerequisites: CSD 570 or equivalent.

CSD 677 Internship in Communication Disorders 3-9
Clinical experience under supervision of a certified speech-language pathologist in an off-campus facility.
Prerequisites: Permission of instructor.

CSD 678 Advanced Clinical Practice in Speech-Language Pathology 1-9
Advanced clinical practice in diagnosis of and therapy for communication disorders.
Prerequisites: Admission to appropriate degree program or permission of instructor.
Notes: Course may be repeated twice for a total of 9 credit hours when instructor determines that student requires more time in clinical practice.

CSD 679A Service Learning and Clinical Practicum in International Settings 6
Students will compare and contrast professional issues in global settings through guided study-abroad experiences, service learning experiences and interaction with students and teachers abroad while gaining clinical practicum hours.

CSD 699 Thesis 1-6
Prerequisite: Admission to appropriate degree program, or permission of instructor and major advisor.

CSD 751 Professional Seminars in Communication Sciences and Disorders 1
Weekly seminar on contemporary issues in communication sciences and disorders.
Notes: May be repeated four times for credit. Grade: Satisfactory/Unsatisfactory (S/U).

CSD 760 Advanced Seminar in Communication Sciences and Disorders 3
Critical analysis of special topics in communication sciences and disorders. Topics change each semester.
Notes: May be repeated when topic varies for a maximum of 18 hours.

CSD 771 Best Practices in Teaching Communication Sciences and Disorders 3
Introduction to best practices in teaching in communication sciences and disorders.
Prerequisites: Permission of instructor for non-CSD majors.

CSD 772 Doctoral Seminar in Grant Writing 3
The grant writing process, including the procedures and technical strategies for developing and submitting a grant proposal for funding.
Prerequisites: Permission of instructor for non-CSD majors.
Corequisites: CSD 790 with faculty advisor or course instructor for individualized mentoring of the grant writing project.
Notes: Grade: Satisfactory/Unsatisfactory (S/U).

CSD 773 Practicum in Teaching Communication Sciences and Disorders 3
Practicum in teaching in communication sciences and disorders.
Prerequisites: CSD 771 (or as corequisite). prior permission of instructor for non-CSD majors;
Notes: Course may be repeated once for credit. Grade: Satisfactory/Unsatisfactory (S/U).

CSD 780 Independent Study 1-3
Guided readings, research, and individual project work.
Prerequisites: Permission of doctoral advisory committee and graduate faculty mentor.
Notes: May be repeated for a maximum of 15 hours credit.

CSD 790 Directed Research 1-3
Individual work on directed research or topics of special interest, collection and analysis of data, critical review, integration, and interpretation of research literature on a topic pertinent to the student’s research.
Prerequisites: Permission of doctoral advisory committee and graduate faculty mentor.
Notes: May be repeated for a maximum of 15 hours credit.

CSD 799 Dissertation 1-12
Prerequisite: Completion of doctoral examinations.

CSD 801 Thesis Extension 1-3
Thesis Extension.

CSD 802 Dissertation Extension 1-3
Dissertation Extension.

CSD 803 Research Extension 1-3
Research Extension.

Comm Therap/Recr Studies (CTR)

CTR 101 Leisure and American Lifestyles 3
Examination of personal, philosophical, socio-cultural, economic, behavioral, and historical dimensions of leisure; evolution of leisure lifestyles; exploration of the interrelationship between individuals, groups, and society in the context of leisure.
GE Core: GSB
Prerequisites: Major other than RPMT.
Notes: Students may not receive credit for both CTR 101 and CTR 111.

CTR 102 Creating a Meaningful Life 3
Examine personal, social, and cultural bases for a creative and well-balanced life. Recognize and foster creative potential for lifelong personal growth, satisfying quality of life through leisure, and meaningful rewards.

CTR 111 Introduction to Recreation and Parks 3
Historical and philosophical foundations of recreation and parks; examination of agencies providing services, social and economic factors influencing recreation in contemporary society, professional organizations, and career opportunities.
Notes: RPMT majors and minors only. Students may not receive credit for both CTR 111 and CTR 101.
CTR 202 Environmental Education 3
Historical and philosophical foundations of environmental education. Exploration of various program types; emphasis on teaching and learning alternatives. Survey of environmental issues and current research.

CTR 203 Fundamentals of Outdoor Leadership 3
Introduction to basic wilderness living skills, conservation of wild areas, sound safety practices, outdoor leadership theory, and practical application as related to a college outdoor recreation program.
Prerequisites: Permission of instructor.

CTR 212 Leadership in Recreation and Parks 3
Analysis of techniques, principles, and practices of leadership and group dynamics in recreation and parks.

CTR 213 Program Planning in Recreation and Parks 4
General principles of program planning; intensive study of program areas available to participants; analysis of methods and techniques of program design, organization, implementation, and evaluation.

CTR 231 Introduction to Therapeutic Recreation 3
Survey of key concepts, theoretical underpinnings, and procedures in clinical and community recreation settings. Focuses upon varied special needs populations, prescriptive activities, and documentations using medical charting.

CTR 241 Community Recreation 3
Operation of public, nonprofit, and commercial recreation agencies, in a community, with emphasis on types of programs and services offered, current trends, and issues impacting delivery of services.
Prerequisites: RPMT majors and minors only. or permission of instructor.

CTR 251 Professional Preparation in Recreation and Parks 1
A laboratory format course with "hands-on" experience in developing cover letters and professional resumes, job search skills, and interviewing for positions in recreation and parks.
Prerequisites: CTR 111.
Notes: RPMT majors only.

CTR 304 Outdoor Challenge/Adventure Education Programs 3
Principles and practices of outdoor challenge/adventure education; administrative considerations for selection, use, design, and implementation of outdoor challenge/adventure programs.

CTR 314 Recreation Services with Underrepresented Groups 3
Awareness of and sensitivity to the needs of people with disabilities and other disenfranchised individuals with regard to planning, delivering, and evaluating recreation/leisure services in the community.

CTR 315 Practicum in Recreation and Parks 3,6
Directed practical experience in approved recreation and parks agency. Opportunities provide for student to develop knowledge, values, and skills appropriate for entry-level practice in the profession.
Prerequisites: CTR 111, CTR 212, CTR 213, CTR 231 or CTR 241; or permission of instructor; must have a cumulative 2.0 GPA to enroll;
Notes: A three (3) semester hour experience may be repeated once for a maximum of 6 s.h.

CTR 316 Leisure for Older Adults 3
Examines leisure and the sociological, legal, medical, and political aspects of older adulthood, as well as issues that impact the leisure of older adults (retirement, caregiving, health, finances).
GE Core: GSB

CTR 315 or permission of instructor.

CTR 324 Commercial and Entrepreneurial Recreation 3
Basic principles and procedures in entrepreneurial and commercial recreation; development and operation of commercial recreation businesses with emphasis on goods and services offered for profit in the leisure market.
Prerequisites: CTR 111 or STH 102.

CTR 332 Clinical Procedures in Therapeutic Recreation 3
Students learn clinical skills related to the therapeutic recreation process with a focus on developing individualized treatment plans; developing goals, objectives and treatment interventions; documentation skills, discharge planning and evaluation.
Prerequisites: Pr or Coreq.: CTR 111 or permission of instructor.

CTR 338 Client Assessment in Therapeutic Recreation 3
Introduction to the theories, concepts, and techniques used in client assessment for therapeutic recreation programs and treatment.
Prerequisites: CTR 111 or permission of instructor.

CTR 342 Recreation Area and Facility Development 3
Examination of the basic procedures involved in the planning process; basic considerations in park planning and maintenance management; analysis of the methods and techniques of site evaluation, design, and maintenance management.
Prerequisites: CTR 111.

CTR 343 Park and Recreation Maintenance Management 3
Principles and practices of maintenance management; operational policies and procedures in recreation and park agencies.
Prerequisites: CTR 111 and CTR 213. or permission of instructor.

CTR 346 Campus Recreation Management 3
Basic principles and procedures of campus recreation management with emphasis on programming, maintenance, budgeting, and risk management aspects of program development.

CTR 347 Outdoor Experiential Education for Small Groups 3
Introduction to experiential education theory. Emphasis on small group facilitation skills; policies, procedures and legal factors for management of challenge course; teambuilding; experiential activities to meet client’s needs.

CTR 401 Strategic Community Leadership 3
Focus on development of community leadership capacities; identification, analysis, and assessment of community issues; development of proposals for change; blending individual leadership experiences with current community leaders’ experiences.
Notes: Open to students in any discipline. Service-learning designation.

CTR 405 Special Topics Seminar 3
Specific course title identified by subscript, e.g., Problems Seminar: Leisure and Aging. Nature of problems themselves and their impact on societies studied.
Prerequisites: Course work in appropriate content area and/or permission of instructor.
Notes: May be repeated once for credit.

CTR 416 Management in Recreation and Parks 3
Principles and practices of management in recreation and parks agencies with emphasis on motivation, leadership, finance and budgeting, personnel policies and practices, and marketing and public relations.
Prerequisites: CTR 315 or permission of instructor.
CTR 417 Internship in Recreation and Parks 12
Advanced practical experience in an approved recreation and parks agency. Internship consists of a full-time placement for a minimum of 12 weeks and 480 clock hours. Therapeutic Recreation students are required to complete a full-time placement for a minimum of 14 weeks and 560 clock hours to comply with national and state credentialing standards.
Prerequisites: CTR 315 and CTR 416. must have a cumulative 2.0 GPA to enroll.

CTR 418 Research and Evaluation in Recreation and Parks 3
Analysis of research and evaluation methods in recreation and parks including problem identification, literature review, data collection methods and analysis, and report writing.
Prerequisites: CTR 315 and STA 108. or permission of instructor.

CTR 423 Meeting and Event Planning and Management 3
Comprehensive understanding of the elements necessary to conduct a quality event or meeting; emphasis on skills needed to identify, create, organize, implement, and evaluate a special event, conference, or meeting.
Prerequisites: CTR 111 and CTR 241. or permission of instructor.

CTR 429 Special Event Management 3
Study of elements necessary to manage and operate an event business; emphasis on development and presentation of event proposals, customer service, fee structures, event design, risk management, and legal issues.
Prerequisites: CTR 423 or permission of instructor.

CTR 433 Trends and Issues in Therapeutic Recreation 3
Study of trends and issues in therapeutic recreation; examination of current controversial issues, interdisciplinary team practice, supervisory functions, and professional advocacy.
Prerequisites: CTR 315 and CTR 332. or permission of instructor.

CTR 436 Leisure Education 3
Components of leisure education in the delivery of therapeutic recreation services. Emphasis on program development for people with disabilities in transition from educational, clinical, and home environments to community environments.
Prerequisites: CTR 111 or permission of instructor.

CTR 437 Interventions and Facilitation Techniques in Therapeutic Recreation 3
This course will prepare students to plan, implement, and evaluate a variety of therapeutic recreation using various therapeutic facilitation techniques. Relevant efficacy research and theoretical foundations will be included.
Prerequisites: Pr. or Coreq.: CTR 231.

CTR 438 Therapeutic Recreation for Older Adults in the Teaching Nursing Home 6
Investigation of the cross-cultural models of geriatric care along with their evolving applied non-pharmacological research initiative will be undertaken through study abroad.
Prerequisites: RPMT major with Therapeutic Recreation concentration and minimum overall 3.3 GPA. or permission of instructor.

CTR 443 Recreation Facility Management 3
Comprehensive understanding of the elements necessary to manage a recreation facility in the public, not-for-profit, and/or private sectors, including supervision, operational control, capacity management, and pricing.
Prerequisites: CTR 315 or permission of instructor.

CTR 445 Financing Recreation and Parks 3
Financial methods and techniques utilized in recreation and parks. Emphasis on new approaches to financing, alternative financing techniques, fees and charges, and revenue producing facilities.
Prerequisites: CTR 416 or equivalent. or permission of instructor.

CTR 446 Advanced Management Practices in Recreation and Parks 3
Principles and practices of management in recreation and park organizations with emphasis on strategic planning and management, organizational change, decision-making, conflict management, problem solving, and managing diversity.
Prerequisites: CTR 416.

CTR 451 Service Management 3
Integration of service systems management, human behavior, and marketing in the creation, delivery, and assurance of service quality and customer service.
Notes: Same as ENT 451, STH 451.

CTR 489 Special Topics in Parks, Recreation, and Health 3
Special topics in parks, recreation, and health.

CTR 491 Family-Centered Interdisciplinary Practice: System of Care 3
System of care core values/principles infuse service planning/delivery. Students develop competencies in family-centeredness, client partnerships; community services; cultural competency; interagency collaboration. Placement with families included.
Prerequisites: Permission of instructor.
Notes: Same as HEA 491, SWK 491.

CTR 493 Honors Work 3-6
Prerequisite: Permission of instructor; 3.30 GPA in the major; 12 s.h. in the major;
Notes: May be repeated for credit if the topic of study changes.

CTR 511 Financing and Budgeting in Recreation and Parks 3
Examination of the financial needs and techniques utilized in recreation and parks. Emphasis on philosophy, terminology, and measurement of economies, revenue streams, and budgets.
Prerequisites: CTR 315. Senior RPMT major, or permission of instructor.

CTR 519 Directed Research in Recreation, Parks, and Tourism 3
Identification and investigation of research questions in recreation and parks. Opportunity for students to conduct research with direction from scholars in the field.
Prerequisites: Permission of instructor.

CTR 535 Animal Assisted Therapy 3
An introduction to the theories, concepts, and techniques used in animal assisted therapy in long-term care, rehabilitation, acute care hospitals, special schools, and other settings.

CTR 544 Recreation, Parks, and Health 3
Examination of evidence regarding the impacts of recreation, parks, green space, and leisure on the health and well-being of individuals and communities.
Prerequisites: Senior standing or graduate student. or permission of instructor.

CTR 611 Foundations of Recreation and Parks 3
Understand and apply various theories and concepts, as well as current research, which influence the study of leisure behavior and the delivery of recreation services.

CTR 612 Rsrch Appls Recr,Parks,Tourism 3
Utilization and application of current data analytic procedures in leisure research in the context of various research methods. (Formerly RPM 612)
CTR 613 Recreation and Parks Management 3
Thories and patterns of management appropriate for leisure service delivery systems. Organizational planning, legal foundations, financial management, personnel management, and the politics of leisure service delivery systems.
Prerequisites: CTR 611 or permission of instructor.

CTR 614 Organizational Behavior in Recreation and Parks 3
Organizational behavior within recreation and park organizations. Management and organizational behavior, perception, motivation, diversity, power and politics, leadership, group dynamics, communications, conflict, and organizational design, culture, and change.
Prerequisites: CTR 613 or permission of instructor.

CTR 630 Geriatric Recreational Therapy Practice: Roles and Responsibilities 3
Analysis of advanced roles and responsibilities of geriatric recreational therapists in the broad delivery of evidence-based treatment services in long term care.
Prerequisites: Certified Therapeutic Recreation Specialist (CTRS) or permission of instructor.

CTR 631 Geriatric Assessment for Therapists 3
Development of necessary skills to master the process and techniques required to assess older adults and interpret assessment values for planning and treatment and evaluation of outcomes.
Prerequisites: Certified Therapeutic Recreation Specialist (CTRS) or permission of instructor.

CTR 632 Evidence-based Practice in Geriatric Recreational Therapy 3
Introduces recreational therapy practitioners to principles of evidence-based practice and policy, practice guidelines, and information utilization for practice modeling.
Prerequisites: Certified Therapeutic Recreation Specialist (CTRS) or permission of instructor.

CTR 633 Professional Issues in Therapeutic Recreation 3
Study of professional issues in therapeutic recreation including professionalism, credentialing, research, professional preparation, continuing education, health care, ethics, advocacy, legislation, marketing, and role of TR managers in addressing these issues.

CTR 634 Advanced Procedures in Therapeutic Recreation 3
Health care delivery service in community and medical arenas. Role of therapeutic recreation within that system. Administrative/managerial procedures.
Prerequisites: CTR 611 or permission of instructor.

CTR 637 Advanced Interventions and Facilitation Techniques in Therapeutic Recreation 3
This course will prepare students to select, plan, implement, and evaluate advanced therapeutic recreation interventions using various therapeutic facilitation techniques. Relevant efficacy research and theoretical foundations will be included.
Prerequisites: CTR 611 or permission of instructor.

CTR 645 Financial Trends Recr / Parks 3
Study of financial trends in the public and private nonprofit sectors of recreation and parks. Emphasis on financing and acquiring recreation and park resources. (Formerly RPM 645)

CTR 646 Community Development 3
Historical, sociological, and contemporary investigations of the concept of “community” and how it is used for bringing together disparate networks, negotiating resource allocation, group solidarity and collaboration, and civic engagement.

CTR 695 Independent Study 3
Independent study to support graduate-level research and demonstration projects under the close supervision of a graduate faculty member in CTR.
Prerequisites: Permission of instructor.
Notes: May be repeated once for credit.

CTR 696 Directed Readings 3
Opportunity to conduct in-depth study and library work on a particular topic in recreation and parks under close supervision of a graduate faculty member in CTR.
Prerequisites: Permission of instructor.
Notes: May be repeated once for credit.

CTR 697 Internship in Recreation and Parks 3-6
A supervised field experience including a final paper.
Prerequisites: CTR 544, CTR 611, CTR 613, CTR 633.
Notes: Grade: Satisfactory/Unsatisfactory (S/U).

CTR 698 Field Project in Recreation and Parks 3-6
A supervised field project including a major literature-based paper.
Prerequisites: CTR 544, CTR 611, CTR 613, CTR 645.

CTR 699 Thesis 1-6
Individual guidance in the development and examination of a research problem.
Prerequisites: CTR 611, CTR 613 and either ERM 604, KIN 611, SOC 616, or GRO 620 and ERM 517, HEA 604, or KIN 723 and CTR 633 and either CTR 634 or CTR 646.

CTR 801 Thesis Extension 1-3
Thesis Extension.

CTR 803 Research Extension 1-3
Research Extension.

Communication Studies (CST)

CST 105 Introduction to Communication Studies 3
Students will learn to construct and deliver coherent oral arguments for various contexts. Principles of competent communication will be addressed. Recordings will be used to evaluate and enhance communication skills.
GE Core: GRD

CST 199 Introduction to Communication Inquiry 1
This course prepares students to ask and answer questions from a communication perspective. Students will engage critical thinking skills to evaluate evidence, interpret communication journal articles, and package information.

CST 200 Communication and Community 3
Exploration of role and impact of communication in diverse communities. Ethical and social responsibilities of civic action are examined in the context of community problem solving. Includes service learning experience in a supervised setting.

CST 207 Relational Communication 3
Contemporary theory and practice of relational communication, with emphasis on increasing awareness of strategic and ethical uses of communication to build relationships.

CST 210 Communicating Ethically 3
Provides students with an opportunity to think critically about ethical and moral dimensions of current practices in interpersonal, institutional, and public communication.
CST 300 Communication Theory 3
Critical analysis and evaluation of scientific, rhetorical, and critical theories of communication. Emphasis on how theory assists us to understand, predict, and transform society.
Prerequisites: CST 105 and junior standing.

CST 305 Persuasion in Western Culture 3
The history of rhetoric (persuasion) and its evolution in Western culture, from ancient Greece to our current age. Application of rhetorical theory/criticism to various historical and contemporary communicative events.
Prerequisites: CST 105 and junior standing.

CST 308 Organizational Communication 3
Examines contemporary organizational communication theory and practices as they enable organizations to function, change, learn, and create/recreate identities.

CST 311 Deliberation and Decision Making 3
Course content explores the theory and practice of collaborative argumentation. This includes analysis and deliberation over contemporary issues and training in reasoned, persuasive oral and written communications.

CST 315 Persuasion and Social Influence 3
Theories and practices of persuasion in critically evaluating and creating/composing persuasive messages. Role of ethics in relational, group, and mass mediated persuasive communication.

CST 333 Special Problems 1-3
Guided individual study in an area of special interest to the student.
Prerequisites: Permission of faculty supervisor.
Notes: May be repeated for credit.

CST 337 Intercultural Communication 3
Drawing from multiple theoretical perspectives, this course explores theories, research, and issues important to the understanding of communication between people from different racial, ethnic, national, and other cultural backgrounds.

CST 341 Communication and Workplace Relationships 3
Advanced communication skills applied to the workplace. Emphasis on both oral and written communication in interviewing, making presentations, and creating ethically grounded professional communication.

CST 342 Communication and Public Relations: Strategies and Innovations 3
Prepares students for effective and ethical public communication and relations on behalf of profit and not-for-profit organizations. Students conduct research, apply strategies, and utilize innovative methods to meet organizational communication objectives.

CST 343 Crisis Communication 3
Investigates the range of crises facing us in every segment of society. From readings, case studies, videos, and presentations an understanding of current communication functions relating to these issues are studied.

CST 344 Conflict Communication 3
Course explores how communication is central to expressing opposing voices and managing conflicted relationships, change, diversity/difference, and identities.

CST 350 Small Group and Team Communication 3
Theory and practice of small group/team communication, emphasizing student participation. Develops skills for leadership in small group/teams. Develops framework for analysis of effective small groups/teams.

CST 390 Speaking Center Theory and Practice 3
Explores principles of Communication Across the Curriculum, applying them to interpersonal communication, listening, group communication, public speaking, and pedagogy to prepare Communication Consultants in UNCG’s Speaking Intensive program.
Prerequisites: CST 105 or CST 341 (may be taken as a corequisite). 3.0 GPA in the student’s major; written permission from the Speaking Across the Curriculum Center Director.

CST 399 Communication Research Methods 3
Theoretical examination and practical application of the philosophical, ideological, and processual bases for selecting, using, and evaluating methods of conducting and reporting communication research.

CST 401 Communication Internship 3-6
Field learning experience using communication theory, research, and strategies in agencies and organizations within the larger community.
Prerequisites: Will vary. junior or senior status, and permission of instructor;
Notes: May be repeated for maximum of 6 s.h. credit. Open to majors only.

CST 407 Gender and Communication 3
Using a case study method, this course examines the relationship of gender to communication process. Identity, language, and relationships within cultural context are key concepts under study.
Prerequisites: CST 207 or equivalent.

CST 408 Health Communication 3
Focuses on current trends in the design of health messages. Explores health campaigns, interpersonal interventions, health care institutions, and consumer-based models and participatory approaches to health.
Prerequisites: CST 105
Notes: May be repeated once for credit.

CST 412 Communication Internship 3-6
Field learning experience using communication theory, research, and strategies in agencies and organizations within the larger community.
Prerequisites: Will vary. junior or senior status, and permission of instructor;
Notes: May be repeated for maximum of 6 s.h. credit. Open to majors only.

CST 415 Family Communication 3
Exploration of family communication, including symbols, meanings, rules, traditions, stories, secrets, roles, artifacts, and theoretical frameworks. Practical application exercises and research related to family communication practices and patterns.

CST 416 Communication and Ethnography: Writing Life 3
Intensive study and practice of methodologies of personal narrative, ethnography, autoethnography, and memoir. Examination and expression of self, identity, and communication in close personal relationships via writing life histories.
Prerequisites: Junior or senior standing.

CST 417 Communication and Friendship 3
Course focuses on communication in friendships, via a close examination of friendships in everyday and popular culture contexts. Ethnographic methodology and dialectical, narrative, and identity theory frame our study.

CST 420 Environmental Communication 3
Explores environmental communication including current issues, theoretical frameworks, ethical frameworks, and the symbolic relationship of humans to nature. Emphasizes research, analysis, critical self-reflection, and practices.

CST 440 Reclaiming Democracy: Dialogue, Decision-Making, Community Action 4
This course asks: How do we reclaim our democracy as a humane, inclusive process responsible to the needs of all community members and what does this require of us?
Prerequisites: Junior or senior standing.
CST 460 Special Topics in Communication Research 3
Seminar in applying communication theory and research to current topics.
Notes: May be repeated for credit an unlimited number of times when topics vary.

CST 499 Senior Capstone 3
Graduating seniors synthesize their experience of the communication studies major by reflecting on course work and scholarly focus areas, assessing departmental learning outcomes, and constructing a career portfolio.
Prerequisites: Senior status or permission of instructor.

CST 502 The Semiotics of Everyday Life 3
Language, meaning, and sign systems as communication process. Emphasis on projects to apply theoretical concepts from general semantics and semiotics to promote understanding of how humans symbolically construct reality.
Prerequisites: CST 305 recommended for undergraduates.

CST 506 Speaking Out for Community Change 3
Exploration of theory and practice in community advocacy. Focus on public deliberation, moral conflict, and community dialogue in value-laden topics and controversies.
Prerequisites: CST 305 recommended for undergraduates.

CST 520 African American Culture and Identity 3
Examines dynamic ways that African Americans construct, maintain, and negotiate their social identities in a variety of contexts. Explores the connections among race/ethnic identity, communication, and culture.
Prerequisites: Junior, senior, or graduate standing.

CST 555 Relational Communication and the Hollywood Feature Film 3
Analysis and application of images, discourses, and practices concerning human communication and relationships as they are represented in the powerful cultural medium of film.
Prerequisites: Undergraduates: CST 207, CST 300 or CST 305, and upper division standing.

CST 589 Experimental Course 3
This number reserved for experimental courses. Refer to the Course Schedule for current offerings.

CST 599 Communication Pedagogy 3
Seminar focusing on the effect of communication upon learning. For graduate teaching assistants in any discipline, graduates or undergraduates interested in teaching or training. Emphasis on pedagogical principles and instructional materials.
Prerequisites: Graduate status or permission of instructor.

CST 601 Engaging Communication Scholarship I 3
Theories and research methodologies in communication studies. Emphasis on application of theory to social and cultural contexts and use of methods to solve research problems/answer research questions.

CST 602 Engaging Communication Scholarship II 3
Study of theories and research methodologies in communication studies. Application of communication theory to social and cultural contexts and use of methods to solve research problems/answer research questions.

CST 612 Seminar in Communication Studies 3
Subject matter varies.
Prerequisites: Admission to appropriate degree program or permission of instructor.
Notes: May be repeated for credit.

CST 630 Organization, Democracy, and Community 3
Draws upon critical organizational communication and critical/cultural studies to consider the role of communication in creating and sustaining democratic organizing in micro, meso, and macro contexts.

CST 632 Seminar in Communication Ethics 3
Theory and practice of communication ethics in a free society. Issues and cases ranging from interpersonal to mass media communication situations.
Prerequisites: Admission to appropriate degree program or permission of instructor.

CST 635 Identity, Culture, and Communication 3
Takes critical/cultural studies approaches to examine how culturally significant identity sites such as race, ethnicity, gender, and diaspora are constructed, negotiated, and resisted through communication.

CST 650 Independent Study 1-3
Topic to be determined by faculty advisor and student.

CST 652 Research Practicum in Communication 1-3
Engagement in communication research with the direct supervision of a member of the Graduate Faculty.
Prerequisites: Permission of Graduate Faculty member with whom student wishes to work.
Notes: Grade: Satisfactory/Unsatisfactory (S/U).

CST 659 Communication and Gendered Communities 3
Ways in which communication process constructs gendered communities. Analysis of gendered language codes, speech communities, and messages that transform community.

CST 663 Seminar in Relational Communication 3
Major interpersonal communication theories and constructs, and methods for investigating them.
Prerequisites: Admission to appropriate degree program or permission of instructor.

CST 698 Capstone Experience in Communication (Final Research Project) 1-3
Synthesis of theories, research methods, and practices of communication that will shape the 21st Century, demonstrated through independent scholarly research conducted in consultation with faculty committee.
Notes: Grade: Satisfactory/Unsatisfactory (S/U).

CST 803 Research Extension 1-3
Research Extension.

Comp Trans/Post Second Ed (CTP)

CTP 104 Principles of Advocacy 3
Introduction to principles of advocacy with emphasis on self-determination and personal responsibility in relationship to self, peers and community.
Prerequisites: Integrative Community Studies student.

CTP 106 Introduction to Personal Finance 3
Introduction to basic financial literacy skills including assessment of personal resources, budgeting and goal setting, and prioritization and/or tracking of personal spending habits.
Prerequisites: Integrative Community Studies student.

CTP 111 Academic Success Planning 3
Introduction to student-centered academic planning and goal setting with an emphasis on strategies for success in a college environment.
Prerequisites: Integrative Community Studies student.
CTP 124 Human Rights 3
Overview of concepts related to human rights, including Universal Declaration of Human Rights, different civil rights movement in the U.S., and the impact of discrimination on marginalized groups.
Prerequisites: Integrative Community Studies student.

CTP 126 Financial Services, Providers, and Products 3
Designed to increase knowledge of the different characteristics and functions of financial services and providers in the U.S., along with exploration of personal relationship to banking.
Prerequisites: Integrative Community Studies student.

CTP 158 Introduction to Dimensions of Campus and Community 3
Introduction to exploring a new campus community and making the most out of what it has to offer socially and recreationally, given individual interest and desires.
Prerequisites: Integrative Community Studies student.
Notes: May be repeated for a total of 6 s.h.

CTP 190 First Year Practicum 2
Course designed to enhance student’s understanding of personal management and success through experiential learning activities.
Prerequisites: Integrative Community Studies student.
Notes: May be repeated once for credit.

CTP 191 Introductory Independent Study 3
Course is designed to provide the student an introductory opportunity to participate in the creation of academic learning experiences geared to individual needs, interests, aptitudes, and desired outcomes through and independent academic project.

CTP 204 Self-Determination and Community Engagement 4
Through this course, students will explore and apply knowledge of the relationship between personal advocacy and self-determination in the context of community engagement.
Prerequisites: Integrative Community Studies student.

CTP 206 Financial Security on a Budget 3
Expanding knowledge of personal finance methods and strategies for maximizing financial resources as a student in college.
Prerequisites: CTP 106. Integrative Community Studies student.

CTP 211 Navigating College Life 3
Interactive seminar designed to build on student's knowledge of personal responsibility skills required for successful navigation of life on campus and in community.
Prerequisites: Integrative Community Studies student.

CTP 214 Legislative Action 4
Exploration of the basic functions of the various branches and areas of government, legislative processes, options for taking action, and personal interaction with legislators and public officials.
Prerequisites: Integrative Community Studies student.

CTP 224 Holistic Success Planning 3
Provides opportunities for deeper engagement with person-centered planning process through class-led meetings and activities.
Prerequisites: Integrative Community Studies student.

CTP 257 Career Exploration 3
Exploration of personal interests and strengths related to career goals: resume building, informational interviewing, and other discovery-related activities.
Prerequisites: Integrative Community Studies student.

CTP 258 Comprehensive Transition and Postsecondary Education 3
Follow-up to CTP 158, with emphasis on personal reflection and development of ability to adapt to a variety of social and recreational activities and/or settings in the greater community.
Prerequisites: CTP 158. Integrative Community Studies student;
Notes: May be repeated once for credit.

CTP 267 Internship Preparation 3
Professional preparation and planning for 156 hour internship experience.
Prerequisites: CTP 257. Integrative Community Studies student.

CTP 290 Sophomore Practicum 2
Course designed to give students an opportunity to further develop personal management and success through experiential learning activities.
Prerequisites: Integrative Community Studies student.
Notes: May be repeated once for credit.

CTP 291 Independent Study 3
Course is designed to provide the student with an opportunity to participate in the creation of academic learning experiences that are foundational to the ICS program of study through an independent academic project.

CTP 306 Essential Elements of Credit Management 3
Expanding knowledge of credit building and management skills including ability to protect oneself against identity theft, impact of bankruptcy, and other concepts related to long-term financial stability.
Prerequisites: Integrative Community Studies student.

CTP 314 Planning to Protect Your Rights 3
Exploration of individualized methods of goal planning and development of support networks with eye to preservation of person-centered process through a firm understanding of the Disability Rights Movement.
Prerequisites: CTP 224. Integrative Community Studies student.

CTP 324 Directing Your Resources 3
Interactive seminar designed to broaden knowledge of philosophy of self-direction and practical strategies for building self-directed supports in the community.
Prerequisites: CTP 224. CTP 314; or permission of instructor; Integrative Community Studies student.

CTP 326 Personal Financial Planning Seminar 3
Interactive seminar providing overview of taxpayer rights and responsibilities, tax regulations, and expansion of asset building strategies. Culmination of CTP finance curriculum offering basis for development of post-college financial plan.
Prerequisites: CTP 106. CTP 206; CTP 306; Integrative Community Studies student.

CTP 390 Junior Practicum 3
Course designed to enhance student’s understanding of personal management and success through experiential learning activities in their junior year at UNCG.

CTP 391 Advanced Independent Study 3
Course is designed to provide the student with an opportunity to participate in the creation of academic learning experiences through the development of an advanced independent academic project that furthers learning in a desired area of interest.

CTP 393 Internship 2
Practical experience in the desired career field.
Prerequisites: CTP 257. CTP 267; Integrative Community Studies student;
Notes: May be repeated once for credit.
CTP 404 Senior Seminar 3
Interactive seminar that focuses on the development of presentation
skills and strategies for the effective use of the senior capstone portfolio
as a tool for sustained self-direction.
Prerequisites: Integrative Community Studies student.
Notes: May be repeated for a total of 6 s.h.

CTP 459 Senior Practicum 3
Guided practice of activities designed to increase self-direction skills.
Prerequisites: Integrative Community Studies student.

CTP 490 Senior Capstone Portfolio 3
Development of senior portfolio that outlines student progress and
overall command of the learning outcomes within the program of study.
Prerequisites: Integrative Community Studies student.
Notes: May be repeated once for credit.

CTP 492 Internship and Job Development 3
Practical experience in desired career field with emphasis on
development of skills necessary to identify job-related needs and
negotiate with potential employers.
Prerequisites: CTP 257. CTP 267; CTP 393; Integrative Community
Studies student;
Notes: May be repeated once for credit.

Computer Science (CSC)

CSC 100 The Beauty and Joy of Computing 3
A broad-based introduction to key concepts and principles of computer
science. Exploration of seven big ideas of computing: creativity,
abstraction, data, algorithms, programming, the Internet, and impact of
computing.

CSC 101 Introduction to Computer Concepts 3
Introduction to computers and computing. Topics cover impact
of computers on society, ethical issues, hardware, and software
applications.

CSC 110 Computational Problem Solving 3
Using computing to apply mathematical concepts in developing
algorithmic solutions to real-world problems, stressing analysis and
logical reasoning. A modern programming language will be introduced for
examples and assignments.
GE Core: GMT
Prerequisites: Non-Computer Science majors only or permission of
instructor.

CSC 130 Introduction to Computer Science 3
Programming in a high-level language. Emphasis on problem analysis,
problem-solving techniques, and software design principles and
techniques.
Prerequisites: Acceptable score on the computer science placement test
or a grade of at least C (2.0) in MAT 120, MAT 150, MAT 151, MAT 190, or
MAT 191.
Notes: Computer Science majors should not take MAT 120.

CSC 230 Elementary Data Structures and Algorithms 3
Advanced syntax of high level language taught in CSC 130. Emphasis on
modularization and abstraction. Big-O analysis of algorithms. Design and
use of abstract data types with various implementations.
Prerequisites: Grade of at least C (2.0) in CSC 130.

CSC 237 Programming Language Laboratory 1-3
Syntax and use of a programming language. Language covered
announced at preregistration.
Notes: May be taken twice for credit with permission of the Department
Head.

CSC 250 Foundations of Computer Science I 3
An introduction to the fundamental ideas underlying contemporary
computer science with a focus on the computation and construction of
objects.
Prerequisites: Grade of at least C (2.0) in CSC 130 or permission of
instructor.

CSC 261 Computer Organization and Assembly Language 3
Introduction to the organization of the computer through the use of
Assembly Language programming. Data representation, parts of the
computer system, Assembly Language fundamentals, instruction sets,
memory, and floating-point operations.
Prerequisites: Grade of at least C (2.0) in CSC 230 and in CSC 250, or
permission of instructor.

CSC 312 Ethics in Computer Science 1
Historical and social context of computing, ethical responsibilities of
the computing professional, intellectual property rights, and risks and
liabilities.
Prerequisites: Grade of at least C (2.0) in CSC 230 and in CSC 250, or
permission of instructor.

CSC 398 Concepts of Programming Languages 3
Concepts of block-structured, object-oriented, functional, logic, and
and concurrent programming languages. Comparative study of syntactic and
semantic features of these languages and writing programs using them.
Prerequisites: Grade of at least C (2.0) in CSC 330.

CSC 340 Software Engineering 3
Practical and theoretical concepts of software engineering.
Prerequisites: Grade of at least C (2.0) in CSC 330.

CSC 350 Foundations of Computer Science II 3
High level concepts in the theoretical foundations of computer science.
Prerequisites: Grade of at least C (2.0) in CSC 250, or permission of
instructor.

CSC 462 Basic Systems Administration Laboratory 1
Installing operating systems, peripherals, hardware, and software.
Backups, recompiling the kernel (loading/unloading modules), providing
Web services, and user administration.
Corequisites: CSC 462 and CSC 477. or permission of instructor.

CSC 464 Intermediate Systems Administration Laboratory 1
Topics selected from routing, firewall, Primary Domain Controller, Backup
Domain Controller, Domain Controller trust, SAMBA, DNS round robin, and
PPP connectivity setup.
Prerequisites: Grade of at least C (2.0) in CSC 463.

CSC 466 Advanced Systems Administration Laboratory 1
Automated installation, software installation, systems programming,
system administration in a large organization. Projects will include
departmental or university computer system work.
Prerequisites: Grade of at least C (2.0) in CSC 464.
CSC 471 Principles of Database Systems 3
Contemporary database systems. Emphasis on query processing, design, and implementation of applications in relational (SQL) databases. Introduction to other database models such as XML, object-oriented, and deductive.
Prerequisites: Grade of at least C (2.0) in CSC 330, or permission of instructor.

CSC 490 Senior Capstone 3
Application of classroom knowledge and skills in computer science to solve real-world problems and to develop research and development skills.
Prerequisites: Permission of instructor. Student must be in the final semester of major coursework.

CSC 493 Honors Work in Computer Science 3
Research in a topic of special interest at the Honors level.
Prerequisites: Permission of instructor.
Notes: May be repeated for credit when topic changes.

CSC 495 Selected Topics in Computer Science 3
A topic of special interest is studied in depth.
Prerequisites: Junior standing and permission of instructor.
Notes: May be repeated for credit for a total of 6 s.h. when topic of study changes.

CSC 505 Data Science 3
Problem-based learning introduction to Data Science, including programming with data; data mining, munging, and wrangling; statistics, analytics, visualization; and applied machine learning, directed towards scientific, social, and environmental challenges.
Prerequisites: A grade of C or better in CSC 330 and (STA 271 or STA 290), or permission of instructor (prior programming and statistics experience is required).

CSC 510 Big Data and Machine Learning 3
Big data definitions and characteristics, computing environment for big data management and processing, machine learning models and algorithms, and scaling up machine learning (high dimensionality reduction).
Prerequisites: CSC 330. MAT 191; STA 271; Corequisites: CSC 567. MAT 292.

CSC 521 Computer Graphics 3
Survey of graphics algorithms, data structures, and techniques.
Prerequisites: Grades of at least C (2.0) in CSC 340, CSC 350, and MAT 292, or permission of instructor.

CSC 522 Digital Image Processing 3
Image representation, enhancement, compression, coding, restoration, and wavelet transforms.
Prerequisites: Grades of at least C (2.0) in CSC 330, CSC 350, and MAT 292, or permission of instructor. Successful completion of STA 271 or STA 290 recommended.

CSC 523 Numerical Analysis and Computing 3
Number systems and errors, solutions of non-linear and linear systems, interpolation, numerical differentiation and integration, solution of differential equations. Implementation of numerical methods using a high-level programming language.
Prerequisites: Grades of at least C (2.0) in CSC 350 and MAT 293, or permission of instructor.

CSC 524 Numerical Analysis and Computing 3
Continuation of CSC 523 with special topics in numerical analysis, emphasis on applied mathematics.
Prerequisites: Grade of at least C (2.0) in CSC 523.

CSC 526 Bioinformatics 3
Introduction to the problems and methods in Bioinformatics. Problem areas include restriction mapping, map assembly, sequencing, DNA arrays, and sequence comparison.
Prerequisites: Permission of instructor.

CSC 529 Artificial Intelligence 3
Logical foundations, knowledge representation and reasoning, search, and selected topics such as natural language processing and reasoning under uncertainty.
Prerequisites: Grade of at least C (2.0) in CSC 330 and CSC 350 or permission of instructor.

CSC 539 Introduction to Compiler Design 3
Basic techniques of compiler design and implementation: lexical analysis, parsing, code generation. Sizable programming project implementing a compiler for a block-structured language with strong typing.
Prerequisites: Grades of at least C (2.0) in CSC 261 and CSC 330 or permission of instructor.
Notes: Successful completion of CSC 533 helpful.

CSC 540 Human-Computer Interface Development 3
Survey of concepts and techniques for human-computer interface development. Topics include user-centered design, user interface programming, and usability evaluation.
Prerequisites: Grades of at least C (2.0) in CSC 340 or permission of instructor.

CSC 550 Combinatorics on Words 3
Introduction to the problems and methods in algorithmic combinatorics on words. Problem areas include periodicity, primitivity, and borderedness.
Prerequisites: Permission of instructor.

CSC 553 Theory of Computation 3
Finite state automata and regular expressions, context-free grammars, push-down automata and their use in parsing, overview of language translation systems, models for programming language semantics, computability and undecidability.
Prerequisites: Grade of at least C (2.0) in CSC 350. or permission of instructor.

CSC 555 Algorithm Analysis and Design 3
Sequential algorithm design and complexity analysis. Dynamic programming. Greedy algorithms. Graph algorithms. Selected advanced topics from NP-completeness; approximation, randomized, parallel, number-theoretic algorithms; Fast Fourier Transform; computational geometry; string matching.
Prerequisites: Grade of at least C (2.0) in CSC 330.

CSC 561 Principles of Computer Architecture 3
Hardware and software components of computer systems, their organization and operations. Topics: comparative instruction set architectures, microprogramming, memory management, processor management, I/O, interrupts, and emulation of processors.
Prerequisites: Grades of at least C (2.0) in CSC 261, CSC 330, and CSC 350, or permission of instructor.

CSC 562 Principles of Operating Systems 3
Techniques and strategies used in operating system design and implementation: managing processes, input/output, memory, scheduling, file systems, and protection.
Prerequisites: Pr. grades of at least C (2.0) in CSC 261 and CSC 340 or permission of instructor.
Notes: Successful completion of CSC 561 helpful.
CSC 550 Principles of Computer Networks 3
Hardware and software components of computer networks, their organization and operations. Topics: open system interconnection; local area networks; TCP/IP internetworking, routing, and packet switching; network programming.
**Prerequisites:** Grades of at least C (2.0) in CSC 261 and CSC 330, or permission of instructor.

CSC 560 Principles of Wireless Networks 3
Digital communications, communication networks, wireless communication technology, wireless networking, wireless LANs, and wireless network programming.
**Prerequisites:** Grades of at least C (2.0) in CSC 330 and CSC 567, or permission of instructor.

CSC 580 Cryptography and Security in Computing 3
**Prerequisites:** Grades of at least C (2.0) in CSC 330 and one of CSC 471, CSC 561, CSC 562, or CSC 567, or permission of instructor.

CSC 581 Principles of Computer Security 3
Core concepts in computer security, including the security goals of confidentiality, integrity, and availability; authentication; access control; security software development; use of cryptography; and basic network security.
**Prerequisites:** Grade of C or better in CSC 261 and CSC 330, or permission of instructor.

CSC 583 Firewall Architecture and Computer Security 3
Firewall hardware and software technologies. Architectures, protocols and their applications.
**Prerequisites:** Grades of at least C (2.0) in CSC 567 and CSC 580, or permission of instructor.

CSC 593 Directed Study in Computer Science 1-3
Directed study in Computer Science.

CSC 594 Directed Study in Computer Science 1-3
Notes: Grade: Pass/Not Pass (P/NP).

CSC 622 Advanced Digital Image Processing 3
Image restoration, segmentation, coding, representation and description, morphological transforms, object recognition.
**Prerequisites:** CSC 522 or permission of instructor.

CSC 626 Advanced Bioinformatics 3
Advanced topics in bioinformatics related to sequence comparison and database search, fragment assembly of DNA, physical mapping of DNA, phylogenetic trees, genome rearrangements, and molecular structure prediction.
**Prerequisites:** CSC 526 or permission of instructor.

CSC 640 Software Engineering 3
Organization and scheduling of software engineering projects and structured software design. Specification methods, metrics, software engineering tools, design, prototyping, version control, and testing.
**Prerequisites:** CSC 330 or permission of instructor.

CSC 650 Language Theory 3
Important aspects of language theory. Advanced topics such as grammar, codes, L systems, and combinatorics on words.
**Prerequisites:** CSC 550 or permission of instructor.

CSC 653 Advanced Theory of Computation 3
Computability theory including Church-Turing thesis (Turing machines, variants, other models), decidability (decidable and undecidable problems for automata and grammars, the halting problem), reducibility (undecidability of mathematical truth).
**Prerequisites:** CSC 553, or permission of instructor.

CSC 655 Advanced Topics in Algorithms 3
Modern development of algorithm design and analysis for sequential and parallel computers; parallel, number-theoretic, probabilistic, and approximation algorithms, string matching, computational geometry, NP-completeness: worst-case versus average-case.
**Prerequisites:** Grade of at least C in CSC 555.

CSC 656 Foundations of Computer Science 3
Introduces the mathematical foundations that support advanced studies in computer science including computer programming and the analysis of algorithms.
**Prerequisites:** CSC 350 or permission of instructor.

CSC 663 Advanced Topics in Computer Systems 3
**Prerequisites:** CSC 330 and CSC 567 or CSC 561 or CSC 562 or permission of instructor.

CSC 665 Advanced Wireless Networks 3
Wireless technology and architecture, wireless network types, wireless network design approaches, wireless application development and wireless network programming.
**Prerequisites:** CSC 330 or equivalent and one of the following: CSC 561 or CSC 562 or permission of instructor.

CSC 671 Advanced Database Systems 3
**Prerequisites:** CSC 330 or permission of instructor.

CSC 672 Database System Architecture 3
File organization and indexing techniques. Query processing and optimization. Concurrency control and crash recovery. Distributed and heterogeneous database systems. Selected topics of current interest in database and knowledge-base systems.
**Prerequisites:** CSC 570 or CSC 671, or permission of instructor.

CSC 675 Principles of XML Databases 3
XML from a database point of view, concentrating on information retrieval (querying) and integration.
**Prerequisites:** CSC 671 or permission of instructor.

CSC 676 Topics in Database Systems 3
Selected topics of current interest such as: deductive databases, modeling and management of uncertain and inaccurate information, multi-database systems, data mining, on-line analytical processing and data warehousing.
**Prerequisites:** CSC 671 or permission of instructor.

CSC 680 Advanced Topics in Computer Security 3
Topics in cryptography and computer security, including cryptographic protocols, Web server security, Java security, security in the healthcare domain, and experimental quantum cryptography.
**Prerequisites:** CSC 339 and CSC 580.
CSC 693 Advanced Topics in Computer Science 3-6
Algorithms, architecture, languages, systems, theory, or other areas of computer science.
Prerequisites: Permission of instructor.
Notes: May be repeated once for credit.

CSC 695 Current Problems in Computer Science 3
Topics of current research interest in computer science.
Prerequisites: Permission of instructor.

CSC 697 Research Problems in Computer Science 3
Advanced research in specialized areas of computer science under the direction of a faculty member. Preparation for master's thesis.
Prerequisites: Permission of instructor.
Notes: Grade: Satisfactory/Unsatisfactory (S/U).

CSC 699 Thesis 1-6
CSC 801 Thesis Extension 1-3
Thesis Extension.
CSC 803 Research Extension 1-3
Research Extension.

Consortium (CNS)
CNS 100A Inter-Institutional Bennett 99.99
CNS 100B Inter Inst Greensboro College 99.99
CNS 100C Inter Inst Guilford College 99.99
CNS 100D Inter Inst Guil Coll Urbn Cntr 99.99
CNS 100E Inter Inst High Point College 99.99
CNS 100F Inter Inst N C A/T State Univ 99.99
CNS 100G Inter Inst UNC Chapel Hill 99.99
CNS 100H Inter Inst N C State Univ 99.99
CNS 100I Inter Inst Duke University 99.99
CNS 100J Inter Inst UNC Charlotte 99.99
CNS 100K Inter Inst Guil Tech Comm Coll 99.99
CNS 100L Inte Inst Elon University 99.99
CNS 100M Inter Inst N C Central Univ 99.99
CNS 500 Consortium Elective 1-6
CNS 550 Consortium Elective 1-6
CNS 888 No Courses Scheduled 0

Consumer, Apparel, Retail Stds (CRS)
CRS 211 Textile Science: From Fiber to Finish 3
Principles of textile science with emphasis on fiber chemical composition, physical structure, and properties; analyses of yarn and fabric structures and properties; and fundamentals of coloration and finishing.

CRS 221 Culture, Human Behavior, and Clothing 3
Interaction of clothing and textiles with the individual and society; sociological and psychological implications for non-Western cultures.
GE Core: GSB
GE Marker: GN

CRS 231 Introduction to Apparel and Related Industries: From Concept to Consumer 3
Interaction of the consumer with apparel, retail, and associated industries. Overview of industry processes from raw material to consumption for apparel and other consumer products. Career opportunities explored.

CRS 242 Design Principles and Technology 3
Application of the elements and principles of design to analysis of textile products and solution of design problems. Emphasis on textile product design evaluations through verbal and written communications.
Prerequisites: CARS major.

CRS 255 Consumer Behavior in Apparel and Related Industries 3
An interdisciplinary study of how and why consumers make specific decisions and behave as they do. Principles and strategic implications of consumer behaviors for apparel and related industries.

CRS 262 Fashion Marketing and Communication 3
Integrated marketing communication approach to consumer, apparel, and retailing communication issues. Special emphasis put on professional oral and visual communication of advertising and promotional concepts.

CRS 312 Technical Apparel Analysis 3
Overview of the physical structure and properties of fiber, yarns, fabric, and apparel. Examination and evaluation of ready-to-wear apparel and related consumer goods from a consumer perspective.
Prerequisites: Minimum grade of C (2.0) in CRS 211.
Corequisites: CRS 312L.

CRS 312L Technical Apparel Analysis Lab 0
Laboratory supporting CRS 312.
Prerequisites: Minimum grade of C (2.0) in CRS 211.
Corequisites: CRS 312.
Notes: No grade is awarded with this course number. Grades are awarded with the lecture course.

CRS 321 Social Psychology of Dress 3
Social and cognitive processes related to the meanings people assign to clothing cues when perceiving one another. Focus on appearance-related stereotypes: age, gender, physical attractiveness, status, and ethnicity.
GE Core: GSB

CRS 331 Professional Development: Consumer, Apparel, and Retail Industries 3
Guidance and preparation for relevant and successful internship experiences in the major. Emphasis on professional norms and behavior. Examination of processes, content, requirements, and options for self-directed learning opportunities.
Prerequisites: Overall minimum GPA of 2.20 required for all concentrations. Minimum grade of C (2.0) in APD 252 for Apparel Design concentration; Minimum grade of C (2.0) in RCS 361 for GARI and RCS concentrations.
CRS 332 Internship: Consumer, Apparel, and Retail Industries 6  
Campus-monitored, structured internship experiences in off-campus businesses, minimum 300 supervised clock hours. Application and development of professional skills directly related to the student's concentration in the major.  
**Prerequisites:** Minimum grade of C (2.0) in CRS 331. Overall GPA of 2.20; 18 s.h. in major; restricted to CARS majors;  
**Notes:** May not be taken concurrently with CRS 331.

CRS 363 Global Sourcing of Apparel and Related Consumer Products 3  
Sourcing strategies for apparel and related consumer products, global platforms, business and cultural environments, and financial transactions used in conducting business in the international marketplace.  
**Prerequisites:** Minimum grade of C (2.0) in CRS 231.

CRS 372 Survey of Historic Costume 3  
Survey of historic costume from prehistory to present, with emphasis on social, economic, and political events as well as various cultures that have influenced modern dress.  
**GE Core:** GHP  
**LEC:** GMO

CRS 400 Special Problems in Consumer Apparel and Retail Studies 1-4  
Individual study. Conference hours to be arranged.  
**Prerequisites:** Permission of instructor.

CRS 401 Supervised Professional Experience 1-4  
Internship with selected commercial or industrial organizations, public or private agencies in accordance with the major course of study.  
**Notes:** TDM 500 prior to Fall 2004. TDM 401 during 2004–05.

CRS 421 Entrepreneurship Practicum in Apparel and Consumer Retailing: Store Operations 3  
Operation of student-run on-campus retail store. Application of industry knowledge and skills to maintain financial success using appropriate customer service, inventory management, and merchandise display techniques.  
**Prerequisites:** Completion of 30 semester hours at UNCG.  
**Notes:** Same as ENT 421.

CRS 431 Entrepreneurship in Apparel Retailing and Design 3  
Exploration of issues in entrepreneurship relative to apparel retailing and design and development of skills necessary to establish and maintain a successful business.  
**Prerequisites:** Minimum grade of C (2.0) in CRS 231 and either BUS 240 or ENT 240.

CRS 481 Contemporary Professional Issues in Consumer, Apparel, and Retail Studies 3  
Study of contemporary issues related to consumer, apparel, and retail studies. Application of knowledge and skills to solve real world industry problems.

**Prerequisites:** For Apparel Design concentration: minimum grade of C (2.0) in APD 341. For GARI concentration: minimum grade of C (2.0) in RCS 464; For RCS concentration: minimum grade of C (2.0) in RCS 460.

CRS 482 Special Problems in Consumer, Apparel, and Retail Studies 1-4  
Study tours. Conference hours to be arranged.  
**Notes:** May be repeated once for a total of four (4) semester hours.

CRS 493 Honors Work 3-6  
Prerequisite: Permission of instructor; 3.30 GPA in the major.

CRS 513 Apparel and Related Consumer Products Analysis and Standards 3  
Process of developing and analyzing product standards as they relate to consumers, industry, and international trade. Analysis of products in relation to existing or proposed standards.  
**Prerequisites:** Grade of C (2.0) or better in CRS 312 or graduate standing.

CRS 530 Economics of the Textile and Apparel Complex 3  
Economics and social aspects of production, distribution, and utilization of apparel and textiles.  
**Prerequisites:** Grade of C or better in ECO 201 or its equivalent as determined by the instructor, or graduate standing.

CRS 570 Apparel Brand Management 3  
All aspects of managing an apparel brand portfolio, including creating and positioning the brand, establishing brand equity and differentiation, and providing a brand experience for global apparel consumers.

CRS 582 Problems in Consumer, Apparel, and Retail Studies 2-6  
Individual study.

CRS 589 Experimental Course 3  
This number reserved for experimental courses. Refer to the Course Schedule for current offerings.

CRS 605 Research Methodology in Consumer, Apparel, and Retail Studies 3  
Beginning graduate course in research methodology within the domains of consumer, apparel, and retailing. Concepts, frameworks, and relationships of theory and research. Epistemological issues, types of analysis, methods.

CRS 614 Global Luxury Products Market Analysis 3  
Analysis of global markets for luxury apparel products. Employ information sources and techniques for market, competitor, and company analysis to support strategic marketing decisions.

CRS 615 Advanced Textiles and Experimental Methods 3  
Analysis of structure and functional performance of advanced textiles (geotextiles, biomedical, nonwovens) using experimental methods such as Kawabata Hand Evaluation System, Differential Scanning Calorimeter, Thermal Gravimetric Analysis.  
**Prerequisites:** CRS 614, CHE 205 or CHE 351 or permission of instructor.

CRS 620 Analysis of Apparel and Related Industries 3  
Analysis of apparel and related industries from raw materials through consumption. Examination of production and marketing of products, technological developments, and domestic and global market strategies.

CRS 630 Economic Dynamics of the Retail Complex 3  
Application of economic concepts to consumption behaviors in the retail industry with special emphasis on apparel and related products. Impact of history, trends, brands, and demographics explored.  
**Prerequisites:** CRS 530 and MBA 603 or permission of instructor.

CRS 632 Supervised Industry Practicum in Consumer, Apparel, and Retail Studies 3-6  
Supervised industry practicum combining practical and academic elements. Course supervised by the Director of Graduate Study or designated faculty member.  
**Prerequisites:** Permission of Director of Graduate Study.  
**Notes:** Six hours of this course may be taken in one semester or three hours may be taken in two consecutive semesters.
CRS 642 Adv Experimental Product Dsgn 3
CRS 663 Experience in Consumer, Apparel, and Retail Issues Abroad 3
Cultural, political, business, and consumer issues within the apparel and retail industries of a specific country. May be repeated for credit with different country.
Prerequisites: CRS 560 or permission of instructor.
CRS 682 Graduate Seminar in Consumer, Apparel, and Retail Studies 3
Fundamentals of graduate studies in Consumer, Apparel, and Retail Studies, including guidelines for development and evaluation of research.
CRS 685 Problems in Retail and Consumer Studies 1-3
CRS 688 Readings in Retail and Consumer Studies 1-3
CRS 690 Minor Research 2-6
CRS 699 Thesis 1-6
CRS 701 Literature and Thought in Consumer, Apparel, and Retail Studies 3
Overview of concepts, frameworks, theory, thought, and empirical research within the domains of consumer, apparel, and retailing.
Emphasis on contemporary thinking and identifying opportunities and directions for future research streams.
Prerequisites: Admission to PhD in consumer, apparel, and retail studies and permission of instructor.
CRS 712 Theory Development in Consumer, Apparel, and Retail Studies 3
Examination of business related marketing theories to consumer, apparel, and retail studies. Analysis of marketing theories, models, and conceptual frameworks. Includes business-to-business, consumer, customer relationship, and economic theories.
Prerequisites: CRS 630, CRS 660, CRS 662 or permission of instructor.
CRS 713 Qualitative Methodology in Consumer, Apparel, and Retail Studies 3
Exploration of development and use of qualitative research methodology in consumer, apparel, and retail studies. Focus on application of qualitative methodology to diverse research problems, data collection procedures, and analysis approaches.
CRS 714 Advanced Quantitative Methods in Consumer, Apparel, and Retail Studies 3
Concepts, frameworks, theory, and empirical research methods and models within the consumer, apparel, and retailing domains. Emphasis on application of research methods and multivariate statistical models of consumer and retail research issues.
Prerequisites: STA 671 or ERM 682 or equivalent and admission to PhD in consumer, apparel, and retail studies or permission of instructor.
CRS 720 Social Psychology of Consumption 3
Investigation of approaches to research on consumption within social psychology. Focus on the study of apparel and related consumer products.
CRS 721 Consumer Behavior in Apparel and Retailing 3
Current theories and research in consumer behavior. Application of consumer behavior models to apparel, apparel-related products, and retailing through individualized research products.
Prerequisites: CRS 562 or permission of instructor.
CRS 731 Special Topics in Consumer, Apparel, and Retail Studies 3
Investigation of select topics specific to consumer, apparel, and retail studies.
Notes: May be repeated once for credit when topic varies.

CRS 765 College Teaching Practicum in Consumer, Apparel, and Retail Studies 3
Supervised, structured experiences in planning, teaching, and evaluating a college level course. Professors provide guidance and mentoring of graduate students during the experience.
Prerequisites: Admission to PhD program in consumer, apparel, and retail studies and permission of instructor.
CRS 781 Directed Independent Study in Consumer, Apparel, and Retail Studies 1-6
CRS 783 Problems in Apparel 1-3
CRS 784 Problems in Retail Marketing 1-3
CRS 786 Readings in Apparel 1-3
CRS 787 Readings in Retail Marketing 1-3
CRS 790 Independent Doctoral Research 1-6
Individual work on research problem(s) related to student’s primary area(s) of specialization. Research conducted with faculty guidance and direction. Objective: develop one or more publishable manuscript(s).
Prerequisites: STA 661, STA 662.
CRS 799 Dissertation 1-12
Notes: Required of all candidates for the Doctor of Philosophy degree. May be divided over two or more semesters.
CRS 801 Thesis Extension 1-3
Thesis Extension.
CRS 802 Dissertation Extension 1-3
Dissertation Extension.
CRS 803 Research Extension 1-3
Research Extension.

Counseling and Ed Devlp (CED)

CED 210 Career and/or Life Planning 3
Introduction to career/life planning; knowledge of career development theories and decision-making theories; emphasis on collecting information related to the world of work and relating this information to the individual.

CED 310 Helping Skills 3
Skills useful for facilitating helping relationships. Practical model for counseling and learning about helping by practicing the helping skills.
Prerequisites: Advanced undergraduates in appropriate major.

CED 392 Love, Sex, and Relationships: Skills for Building Satisfying, Healthy Relationships 3
This course promotes students’ knowledge and skills that foster satisfying and healthy personal relationships. Students will learn strategies to strengthen all relationships, with a primary focus upon intimate partnerships.
GE Core: GSB

CED 393 Adult Violence and Victimization 3
This course examines the dynamics of intimate partner violence, sexual assault, and elder abuse. Students will learn about community-based prevention and intervention approaches to addressing these issues.
GE Core: GSB
CED 516 Entrepreneurship in Clinical Settings 3
Designed to teach students how to effectively build and implement a successful business model for the design and delivery of clinical practices, or related services.
Prerequisites: Advanced undergraduate student, graduate student, Visions student. or permission of instructor;
Notes: Same as ENT 616.

CED 574 Contemporary Topics in Counseling 3
Designed to study issues, problems, and new approaches in helping relationships. Emphasis placed on current topic(s) of interest.

CED 574A Contemporary Topics in Counseling: Counseling Women 3
This number reserved for experimental courses. Refer to the Course Schedule for current offerings.

CED 574C Contmp Tpcs:Stress Managemnt 3

CED 602 Student Development in Higher Education 3
Study of development services. Areas such as admissions, orientation, career counseling, academic advising, student activities, housing, and financial aid are reviewed.
Prerequisites: CED 610 or permission of instructor.
Corequisites: CED 675.
Notes: Students who took this course as CED 579 are not eligible to take CED 602 and receive credit.

CED 603 Contemporary College Students 3
Developmental tasks and processes, including cognitive, moral, emotional, career, and identity, as applied to traditional and nontraditional students and diverse populations.
Prerequisites: CED 602 or permission of instructor.

CED 605 Counseling Diverse Populations 3
Examination of substantive and theoretical issues concerning counseling diverse populations. Includes study of counseling issues relevant to race/ethnicity, gender, sexual orientation, and other diversity topics.
Prerequisites: CED 610 and counseling major.
Corequisites: CED 653.
Notes: Students who took this course as CED 505 are not eligible to take CED 605 and receive credit.

CED 610 Helping Relationships 3
Fundamental principles of providing a helping relationship through counseling and interviewing are integrated in a conceptual framework for subsequent professional studies in counseling. Personal and professional development through skills training in techniques.
Corequisites: CED 653 for counseling majors.

CED 611 The Counselor as Scientist-Practitioner 3
Ways in which counselors can demonstrate accountability in a broad range of settings and from a variety of theoretical perspectives.
Prerequisites: Counseling major.

CED 612 Developmental Counseling 3
Developmental theories and processes of diverse individuals, families, and groups form the basis for understanding and applying techniques of developmental assessment and intervention. Cognitive-developmental approaches are emphasized.
Prerequisites: CED 610 and CED 620, counseling major, human development/developmental psychology or equivalent or permission of instructor.
Corequisites: CED 653.

CED 620 Counseling Theories and Practice 3
Examine various counseling theories, their philosophical underpinnings, techniques, cultural implications, and the relationship between theory and practice. Apply theories through case conceptualization, observations, and supervised practice.
Prerequisites: CED 610 and counseling major.
Corequisites: CED 653.

CED 641 Counseling Children 3
Case conceptualization and intervention strategies for working with young children in school and community settings, with an emphasis on play therapy and behavioral interventions.
Prerequisites: CED 610, CED 620, and/or permission of instructor.
Corequisites: CED 653.
Notes: Students who took this course as CED 576 are not eligible to take CED 641 and receive credit.

CED 642 Substance Abuse Counseling 3
Counseling intervention strategies related to prevention, substance use, abuse and dependency will be emphasized. Etiology, assessment, and professional counseling concerns discussed.
Prerequisites: CED 610 or permission of instructor.
Corequisites: CED 653.

CED 644 Foundations of Mental Health Counseling 3
Theoretical and applied information for counselors working in clinical mental health counseling settings. Explores delivery systems, procedures, and techniques related to counseling individuals, groups, couples, and families in these settings.
Prerequisites: CED 610, counseling major.
Corequisites: CED 675.

CED 645 Mental Health Issues for Genetic Counselors 3
Overview of mental health-related theories and constructs relevant to genetic counseling. Development of interviewing skills and strategies. Focus on professional self-awareness, with emphasis on demands of professional practice.
Prerequisites: Matriculation to fourth semester of the MS in genetic counseling.

CED 648 Foundations of School Counseling 3
The role and functions of school counselors, including their work with students, teachers, administrators, and parents, as well as their complimentary relationships with other student services personnel.
Prerequisites: CED 610 and counseling major.
Corequisites: CED 653.
Notes: Must be completed successfully before post-master’s certificate student can enroll in internship.

CED 650 Group Counseling Theory and Practice 3
Develop understanding and skills in the theory and practice of group work, the relationship of group activities to counseling, and fundamental group counseling techniques.
Prerequisites: CED 610, CED 620, and counseling major.
Corequisites: CED 653.

CED 653 Practicum in Counseling 1
Skill development and application of theory to practice in counseling, assessment and consultation through supervised work with clients in a laboratory setting.
Prerequisites: Counseling major.
CED 653A Pract in Couns: Theories 1
CED 653B Pract in Couns: Assessment 1
CED 653D Pract in Couns: Group 1
CED 653F Pract in Couns: Lifespan 1
CED 653G Pract in Couns: Couples 1
CED 653H Prac Couns Reality Therapy 1
CED 653I Pract in Couns: Consult Hum Ser 1
CED 653J Pract Coun: Adolescents 1
CED 653M Pract in Couns: Group Appl 1
CED 653P Pract in Couns: Family Counslng 1
CED 653Q Pract Coun: Mid And Later Life 1
CED 661 Group Counseling in Schools 3

Prerequisites: Admission to the Post-Master’s Certificate Program in Advanced School Counseling.

CED 662 Multicultural Considerations in School Counseling 3

Explore the influence of student diversity on the role of school counselor. Racial identity, self-awareness, diversity knowledge, and multicultural counseling skills.

Prerequisites: Admission to the Post-Master’s Certificate Program in Advanced School Counseling.

CED 663 School Counselors as Consultants in Educational Settings 3

Consultation methods for school counselors working with parents and teachers in a collaborative, strength-based approach. Strategies for improving student interaction in educational settings.

Prerequisites: Admission to the Post-Master’s Certificate Program in Advanced School Counseling.

CED 664 Advanced Contemporary Topics in School Counseling 3

Current topics affecting school counselors: the impact of leadership and advocacy, the ASCA National Model, and ethics and legal issues.

Prerequisites: Admission to the Post-Master’s Certificate Program in Advanced School Counseling.

CED 669 Career Development and Career Counseling 3

Traditional and contemporary career development theories. Career counseling processes, techniques, and information resources. Career development influences and needs of diverse populations.

Prerequisites: CED 610, CED 620, and counseling major.

Corequisites: CED 653.

CED 671 Understanding and Counseling Adolescents 3

Contemporary adolescence; theories of psycho-social, cognitive, emotional and moral development, combined with selective readings on adolescent problems, and evaluating the implications of these ideas for developing more effective approaches in working with adolescent youth.

Prerequisites: CED 610 or permission of instructor.

Corequisites: CED 653.

CED 674 Career Counseling 3

CED 675 Counseling Field Practicum 3

Introduction to staff, structures, functions, programs, and policies of a counseling site through a minimum of 45 hours of field-based experiences and weekly supervision session on campus.

Corequisites: CED 605, ED 610, ED 620 and ED 678, ED 602 or ED 644, any ED 653 corequisite experiences for these courses. Must have liability insurance.

Notes: Grade: Satisfactory/Unsatisfactory (S/U).

CED 676 Organizational Counseling, Maladjustment 3

CED 676E Organ Admin: Stud Union Prof/Mgt 3

Organizing and administering student development services for postsecondary institutions of varying types and sizes; process and function of management in student development, student financial aid, student union programming and management, residential life, admissions, career counseling and placement, student development services.

CED 677 School Certification 3

Introduction to staff, structures, functions, programs and policies of a school counseling program through a minimum of 45 hours of field-based experiences and weekly supervision sessions on campus.

Corequisites: Liability insurance.

Notes: Grade: Satisfactory/Unsatisfactory (S/U).

CED 678 Professional Orientation 3

Goals and objectives of professional organizations, codes of ethics, legal considerations, standards of preparation, certification, licensing, and role identity of counselor and other personnel services specialists.

CED 679 Advanced Counseling Practicum 3

Application of counseling skills, theories and multicultural competencies through a minimum of 40 direct service hours with clients in Departmental Clinic, under intense/close supervision.

Prerequisites: Counseling major, CED 605, CED 610, CED 620, CED 678, and CED 602/CED 644/CED 648 and related CED 653 corequisites. Must have liability insurance.

CED 680A Counseling Internship 6

On-the-job experience for counselors totaling a minimum of 600 hours over a one-year period.

Prerequisites: Advanced standing and recommendation by the major professor.

Corequisites: Liability insurance.

Notes: Grade: Satisfactory/Unsatisfactory (S/U).

CED 680B Counseling Internship 6

On-the-job experience for counselors totaling a minimum of 600 hours over a one-year period.

Prerequisites: Advanced standing and recommendation by the major professor.

Corequisites: Liability insurance.

Notes: Grade: Satisfactory/Unsatisfactory (S/U).

CED 680C Counseling Internship 6

On-the-job experience for counselors totaling a minimum of 600 hours over a one-year period.

Prerequisites: Advanced standing and recommendation by the major professor.

Corequisites: Liability insurance.

Notes: Grade: Satisfactory/Unsatisfactory (S/U).

CED 680D Counseling Internship 6

On-the-job experience for counselors totaling a minimum of 600 hours over a one-year period.

Prerequisites: Advanced standing and recommendation by the major professor.

Corequisites: Liability insurance.

Notes: Grade: Satisfactory/Unsatisfactory (S/U).
CED 682 Application of Measurement and Clinical Appraisal Techniques 3
Selecting, administering, and interpreting a variety of standardized and
nonstandardized instruments, assessments, and appraisal techniques
in various settings with diverse populations. Relevant psychometric
principles and ethical/legal issues.
Prerequisites: Counseling major.
Corequisites: CED 653.

CED 687 Diagnosis and Treatment Planning in Counseling 3
Provides the skills needed to diagnose accurately and effectively and to
develop a comprehensive treatment plan. Emphasis on understanding
and evaluating diagnosis with a diverse clientele.
Prerequisites: CED 610, CED 644 and counseling major.
Corequisites: CED 653.

CED 688 Contemporary Problems Seminar 1-3
Specific course title identified each semester by subscript, e.g.,
Contemporary Problems Seminar; Issues in Professional Counseling.
Prerequisites: Advanced master’s or doctoral standing, or permission of
instructor.
Notes: May be repeated for credit when topic varies.
CED 688A Cont Pr Sem:Prf Sem Teaching 1-3

CED 689 Global Perspectives in Counseling 6
This course will require travel, cultural immersion, and the provision of
services to members of that community, with an overarching goal of
improving cultural competence and awareness as a counselor.
Prerequisites: Admission to CED graduate programs, successful
completion of CED 610, or permission of instructor.

CED 690 Counselors Working with Families 3
Counseling families from family systems and multicultural theoretical
perspectives. Clinical skills including assessment, treatment planning,
and techniques.
Prerequisites: CED 610, CED 620.
Corequisites: CED 653.
Notes: Must be completed successfully before post-master's certificate
student can enroll in internship.

CED 691 Advanced Clinical Topics in Couple and Family Counseling/
Therapy 3
Advanced seminar in the scientific and cultural foundations for practice
of couple and family counseling/therapy.
Prerequisites: CED 690 or permission of instructor.
Corequisites: CED 653.
Notes: May be repeated for credit when topic varies. Must be completed
successfully before post-master's certificate student can enroll in
internship.

CED 692 Independent Study 1-4
Guided readings, research, and individual project work under direction of
a staff member.
Prerequisites: Permission of instructor.

CED 692A Independent Study Counseling 1-4

CED 698 Implementing and Evaluating School Counseling Programs 3
Methods for designing, implementing, and evaluating comprehensive
school counseling programs, in relation to the academic, career, and
personal-social development of children and adolescents.
Prerequisites: CED 648.
Corequisites: CED 641, CED 671, and CED 680.

CED 699 Thesis 1-6

CED 720A Research Apprenticeship 3
Hands-on research experience working with CED faculty member(s) and/
or research team (e.g. data collection, data coding, critiquing relevant
literature, writing for publication) and focused reflection on the research
process.

CED 720B Research Apprenticeship 3
Hands-on research experience working with CED faculty member(s) and/
or research team (e.g. data collection, data coding, critiquing relevant
literature, writing for publication) and focused reflection on the research
process.

CED 740 Research Practicum in Counseling 3
Individual data-based work on problems of special interest in counseling
and development. Registration requires approval of dissertation
committee chair.
Prerequisites: ERM 680, ERM 681 or equivalent courses.

CED 756A Advanced Counseling Theory and Research 2
Involves study of research about counseling theories, including
discussion of common factor underlying counseling theories, strategies
for evaluating theories, and critical analysis of research about theories.
Prerequisites: Admission to doctoral program or permission of instructor.

CED 756B Advanced Counseling Theory and Research 2
The second course of this two-course sequence focuses on exploring
theories of change, particularly as they relate to research with
contemporary career development, group counseling, and multicultural
counseling theories.
Prerequisites: Admission to doctoral program or permission of instructor.

CED 757 Internship in University Teaching in Counseling 3
Supervised teaching in the area of counseling and development in a
college or university setting.
Prerequisites: Permission of instructor.

CED 760A Consultation in Counseling and Counselor Education 2
Theory pertaining to the principles and practice of consultation in
a variety of settings. Includes models, skills, issues, and ethical
considerations in consultation.
Prerequisites: Doctoral standing or permission of instructor.

CED 760B Leadership in Counseling and Counselor Education 2
Theory pertaining to the principles and practice of leadership in a variety
of settings. Includes models, skills, issues, and ethical considerations in
leadership.
Prerequisites: CED 760A and doctoral standing or permission of
instructor.

CED 775 Directed Doctoral Research 3
Individual work on research problems consisting of collection, analysis,
critical review, integration, and interpretation of research literature on a
topic.
Prerequisites: Advanced doctoral standing or permission of instructor.
Notes: May be repeated for credit.

CED 777A Seminar in Counseling 2
Research methods in counseling; clinical assessment tools and issues;
contemporary issues and trends in counselor education, including
professional and ethical issues and global perspectives.
Prerequisites: Advanced doctoral standing in counselor education and
recommendation of doctoral adviser.
CED 777B Seminar in Counseling 3
Research methods in counseling; clinical assessment tools and issues; contemporary issues and trends in counselor education, including professional and ethical issues and global perspectives.
Prerequisites: Advanced doctoral standing in counselor education and recommendation of doctoral adviser.

CED 777C Seminar in Counseling 3
Research methods in counseling; clinical assessment tools and issues; contemporary issues and trends in counselor education, including professional and ethical issues and global perspectives.
Prerequisites: Advanced doctoral standing in counselor education and recommendation of doctoral adviser.

CED 777D Seminar in Counseling 3
Research methods in counseling; clinical assessment tools and issues; contemporary issues and trends in counselor education, including professional and ethical issues and global perspectives.
Prerequisites: Advanced doctoral standing in counselor education and recommendation of doctoral adviser.

CED 779 Advanced Counseling Practicum 3
Counseling skills, multicultural competencies and applied counseling theories for 40 direct hours with actual clients under faculty supervision.
Prerequisites: Full doctoral admission.

CED 780A Advanced Counseling Internship 6
In-depth supervised field experience for advanced doctoral students in counselor education. Concentrated practice in individual, group, family, and/or consultation modes of counseling with individual faculty supervision in selected clinical settings.
Prerequisites: CED 756 or CED 774.
Corequisites: Liability insurance.

CED 780B Advanced Counseling Internship 6
In-depth supervised field experience for advanced doctoral students in counselor education. Concentrated practice in individual, group, family, and/or consultation modes of counseling with individual faculty supervision in selected clinical settings.
Prerequisites: CED 756 or CED 774.
Corequisites: Liability insurance.
Notes: Grade: Satisfactory/Unsatisfactory (S/U).

CED 780C Advanced Counseling Internship 6
In-depth supervised field experience for advanced doctoral students in counselor education. Concentrated practice in individual, group, family, and/or consultation modes of counseling with individual faculty supervision in selected clinical settings.
Prerequisites: CED 756 or CED 774.
Corequisites: Liability insurance.
Notes: Grade: Satisfactory/Unsatisfactory (S/U).

CED 780D Advanced Counseling Internship 6
In-depth supervised field experience for advanced doctoral students in counselor education. Concentrated practice in individual, group, family, and/or consultation modes of counseling with individual faculty supervision in selected clinical settings.
Prerequisites: CED 756 or CED 774.
Corequisites: Liability insurance.
Notes: Grade: Satisfactory/Unsatisfactory (S/U).

CED 781A Clinical Supervision 3
Clinical supervision theories, models, research, interventions and skills, relationship and diversity issues; ethical and legal considerations. Didactic instruction followed by graduated supervised experiences.
Prerequisites: CED 780A, advanced doctoral standing, and recommendation by the major professor.
Corequisites: Liability insurance, CED 653 for CED 781A.

CED 781B Clinical Supervision 3
Clinical supervision theories, models, research, interventions and skills, relationship and diversity issues; ethical and legal considerations. Didactic instruction followed by graduated supervised experiences.
Prerequisites: CED 780A, advanced doctoral standing, and recommendation by the major professor.
Corequisites: Liability insurance, CED 653 for CED 781A.

CED 781C Clinical Supervision 3
Clinical supervision theories, models, research, interventions and skills, relationship and diversity issues; ethical and legal considerations. Didactic instruction followed by graduated supervised experiences.
Prerequisites: CED 780A, advanced doctoral standing, and recommendation by the major professor.
Corequisites: Liability insurance, CED 653 for CED 781A.

CED 781D Clinical Supervision 3
Clinical supervision theories, models, research, interventions and skills, relationship and diversity issues; ethical and legal considerations. Didactic instruction followed by graduated supervised experiences.
Prerequisites: CED 780A, advanced doctoral standing, and recommendation by the major professor.
Corequisites: Liability insurance, CED 653 for CED 781A.

CED 781E Clinical Supervision 3
Clinical supervision theories, models, research, interventions and skills, relationship and diversity issues; ethical and legal considerations. Didactic instruction followed by graduated supervised experiences.
Prerequisites: CED 780A, advanced doctoral standing, and recommendation by the major professor.
Corequisites: Liability insurance, CED 653 for CED 781A.

CED 781F Clinical Supervision 3
Clinical supervision theories, models, research, interventions and skills, relationship and diversity issues; ethical and legal considerations. Didactic instruction followed by graduated supervised experiences.
Prerequisites: CED 780A, advanced doctoral standing, and recommendation by the major professor.
Corequisites: Liability insurance, CED 653 for CED 781A.

CED 781G Clinical Supervision 3
Clinical supervision theories, models, research, interventions and skills, relationship and diversity issues; ethical and legal considerations. Didactic instruction followed by graduated supervised experiences.
Prerequisites: CED 780A, advanced doctoral standing, and recommendation by the major professor.
Corequisites: Liability insurance, CED 653 for CED 781A.

CED 799 Dissertation 1-12
Individual direction in the development and execution of a doctoral dissertation.

CED 801 Thesis Extension 1-3
Thesis Extension.

CED 802 Dissertation Extension 1-3
Dissertation Extension.

CED 803 Research Extension 1-3
Research Extension.

Dance (DCE)

DCE 101 Introduction to Dance 3
Introduction to the basic concepts and principles of modern/postmodern dance through readings, studio experiences, discussions, and concert attendance.

GE Core: GFA

Notes: For non-majors. Dance majors should enroll in DCE 117.

DCE 111 Introduction to Contemporary Dance 1
Introduction to the movement techniques of contemporary dance, with emphasis on aesthetic and expressive qualities.
Notes: May be repeated for credit.
DCE 112 Contemporary Dance I 1
Development of technical skills in contemporary dance, including rhythmic perception and spatial awareness, with emphasis on aesthetic and expressive qualities that lead to performance.
Prerequisites: Department placement at this level. Ineligible students will be withdrawn; enrollment priority given to dance majors;
Notes: May be repeated for credit.

DCE 112R Adv Beginning Contemporary Dce 1

DCE 113 Introduction to Ballet 1
Introduction to basic ballet techniques.
Notes: May be repeated for credit.

DCE 114 Ballet I 1
Development of technical skills in ballet, including directions of the body, alignment, function and access of turnout, and use of the French ballet lexicon, with emphasis on safe and efficient body use.
Prerequisites: Department placement at this level. Ineligible students will be withdrawn; enrollment priority given to dance majors;
Notes: May be repeated for credit.

DCE 116 Jazz Dance I 1
Introduction to the style, technique, and rhythmic structures of jazz dance with emphasis on increasing movement capabilities and personal expression.
Notes: May be repeated for credit.

DCE 117 Movement as a Medium 3
Orientation to the field of dance. Presentation of materials and experiences related to the role of dance in societies.
Prerequisites: Dance majors only.

DCE 132 African Dance I I
Introduction to the history and vocabulary of West African dance, emphasizing the central role that dance plays in African cultures.
Notes: May be repeated for credit.

DCE 133 Tap Dance I I
Introduction to theory, historical context, and technique of traditional and contemporary tap dance forms.
Notes: May be repeated for a maximum of two (2) credits.

DCE 143 Dance Performance Workshop 1
Workshop experiences in dance creation and performance practices. Informal or formal presentation of choreographic works created with faculty and/or graduate students in dance.
Prerequisites: Dance major.
Notes: May be repeated once for credit.

DCE 200 Dance Appreciation 3
Introductory study of dance in historical and cultural contexts through a variety of critical lenses. Course includes lectures, discussions, analysis of dance on film, concert attendance, and practical dance experiences.
GE Core: GFA
GE Marker: GL
Notes: Selected sections may be designated for DANC majors.

DCE 206 Dance History: Global, Cultural, and Historical Considerations 3
Overview of dance history in cultural and historical contexts, from its earliest documentation to current practices, including the emergence of new dance forms through transmigration.
Prerequisites: Dance major, minor or permission of instructor.
Notes: Students must be simultaneously enrolled in OPDI (the Online Professional Development Institute of the National Dance Education Organization).

DCE 207 Dance History: Modernism and Postmodernism 3
Critical study of modernism and postmodernism in dance in the U.S. and Europe. Broadens the traditional dance history canon and focuses on sociocultural events that shaped innovation in dance.
Prerequisites: Dance majors and minors or permission of instructor.
Notes: Students may not receive credit for both DCE 207 and DCE 305.

DCE 212 Contemporary Dance II 1-3
Further development of technical skills in contemporary dance, including increased movement capabilities, rhythmic accuracy, and spatial relationships, with emphasis on aesthetic and expressive qualities that lead to performance.
Prerequisites: Department placement at this level. Ineligible students will be withdrawn; enrollment priority given to dance majors;
Notes: May be repeated for credit.

DCE 212A Intermediate Contemporary Dce 1
DCE 212B Intermediate Contemporary Dce 1

DCE 214 Ballet II 1-2
Development of technical skills in ballet, including safe and efficient alignment and clear articulation of movement vocabulary, with emphasis on increased vocabulary and musicality.
Prerequisites: Department placement at this level. Ineligible students will be withdrawn; enrollment priority given to dance majors;
Notes: May be repeated for credit.

DCE 216 Jazz Dance II 1
Continuation of DCE 116.
Prerequisites: Department placement at DCE 112 or DCE 114 or completion of DCE 116. Ineligible students will be withdrawn; enrollment priority given to dance majors;
Notes: May be repeated for unlimited credit.

DCE 217 Exploration and Improvisation in Dance 1
Guided exploration in the elements of dance for the creative development of personal movement repertoire, spontaneous group interaction, and choreographic and movement observation skills.
Prerequisites: Dance major or permission of instructor.

DCE 230 Somatic Practices in Dance 1
The study of somatic practices in dance. Students will explore and discuss issues related to one body practice. Topics include body awareness, alignment, injury prevention, and movement observation.
Notes: May be repeated for credit. Priority enrollment given to dance majors.

DCE 231 Global Dance Forms 1
Prerequisites: Required placement in DCE 112 or DCE 114 or departmental permission;
Notes: May be repeated for credit.

DCE 231A Ethnic Dance: 1
DCE 231B Ethnic Dance: 1

DCE 232 African Dance II 1
Intermediate-level African dance technique. Further exploration of the principles of West African movement and the historic and cultural contexts in which the dances are presented.
Prerequisites: Department placement at DCE 112 or DCE 114 or completion of DCE 132. Ineligible students will be withdrawn; enrollment priority given to dance majors;
Notes: May be repeated for unlimited credit.
DCE 233 Tap Dance II 1
Continuation of tap dance technique through traditional movement vocabulary, contemporary forms and improvisation, and historical context of tap dance.
Notes: May be repeated for credit.

DCE 241 Music for Dance 2
Study of the relationship of sound and movement, accompaniment and dance, accompaniment/composer and teacher/choreographer, and a practical application of these understandings.
Prerequisites: DANC major.

DCE 243 Dance Repertory II 1
Development of performance skills for dancers placed at the 200-technique level or higher through rehearsals and performances of a dance work choreographed by dance faculty or professional dance artists.
Prerequisites: Pr. or Coreq.: DCE 212 or DCE 214 or higher.
May be repeated for credit.

DCE 245 Creative Process for Dance Integration 2
An exploration of arts integration through use of the creative process as a method for developing movement and integrating dance into other subjects.
Notes: Students must be simultaneously enrolled in OPDI 105, offered through the Online Professional Development Institute of the National Dance Education Organization, to earn UNCG credit. Students not enrolled in OPDI 105 will be withdrawn from the UNCG course.

DCE 250 Dance Performance Practicum 1
Extensive rehearsal culminating in formal or informal presentation of choreography created by students.
Prerequisites: Open by audition or invitation.
Notes: May be repeated for a maximum of five credits. Grade: Pass/Not Pass (P/NP).

DCE 253 Choreography I: Craft 3
Study of the elements of time, space, and design as they are artistically significant in dance.
Prerequisites: DCE 217. DANC major.

DCE 255 Dance Production Practicum I 1
Supervised experience in introductory level technical production work supporting dance performances.
Notes: May be repeated for credit.

DCE 259 Introduction to Laban Movement Analysis 1
An exploratory introduction to LMA through movement integration.

DCE 300 Faculty Creative Research Project 1-3
Directed work with a dance faculty member on the exploration, development, and/or presentation of creative research methods, materials, and works.
Notes: May be repeated for credit.

DCE 307 Dance History: Mapping Dance 3
Study of the routes and roots of dance practices: the changes over time of dance cultures that adapt to new places and contexts through migration, colonization, and globalization.
GE Marker: GN
Prerequisites: DCE 207. Dance majors and minors or permission of instructor;
Notes: Students may not receive credit for both DCE 307 and DCE 205.

DCE 312 Contemporary Dance III 1-3
Further development of technical skills in contemporary dance. Increased complexity of movement, rhythm, and spatial design, with emphasis on aesthetic and expressive qualities.
Prerequisites: Department placement at this level. ineligible students will be withdrawn; enrollment priority given to dance majors;
Notes: May be repeated for credit.

DCE 312A High Intermediate Contemp Dce 1
DCE 312B High Intermediate Contemp Dce 1
DCE 314 Ballet III 1-2
Further development of technical skills in ballet, including dynamic alignment, body/mind connection, and proprioception, with emphasis on self expression through the ballet aesthetic.
Prerequisites: Department placement at this level. ineligible students will be withdrawn; enrollment priority given to dance majors;
Notes: May be repeated for credit.

DCE 316 Jazz Dance III 1
Continuation of DCE 216 for further development of skill, style, and understanding of the jazz form of dance.
Prerequisites: Department placement at DCE 112 or DCE 114. ineligible students will be withdrawn; enrollment priority given to dance majors;
Notes: May be repeated for unlimited credit.

DCE 323 The Arts as Human Experience 3
An examination of the meaning of the arts experience, including its historical and personal significance. Includes reading and related work in art, dance, drama, and music.
Notes: Same as ART 323, VPA 323, THR 323.

DCE 324 Contemporary Dance: Theory and High Intermediate-Level Technique 2
Theory and practice of intermediate-level contemporary dance technique and its relationship to the artistic and professional field.
Prerequisites: Department placement at this level. ineligible students will be withdrawn; enrollment priority given to dance major;
Notes: May be repeated for credit.

DCE 330 Iyengar Yoga: Somatic Practice 1
Study of a somatic artform as articulated in the Iyengar Yoga method. Iyengar Yoga focuses on alignment, sequencing of poses and yoga philosophy through the study of Patanjali's Yoga Sutras.
Notes: May be repeated twice for credit.

DCE 332 African Dance III 1
Advanced study of complex rhythms of African dance. The class will connect traditional songs, dances, and music with the culture and use those elements in choreography.
Prerequisites: Departmental permission.
Notes: May be repeated for credit.

DCE 340 The Body and Motion in Dance 3
Study of the body and movement as relevant to dance. Emphasis on anatomical and kinesiological principles, alignment, body issues, prevention and care of injuries.
Prerequisites: Junior or senior status or permission of instructor.
DCE 341 Dance Kinesiology and Applied Teaching Practices 3
Introduction to the field of dance kinesiology with an emphasis on applied teaching practices. Emphasis on the anatomy of the body as it pertains to dance movement and evaluating technique.
**Prerequisites:** Dance major, minor or permission of instructor.
**Notes:** Requires simultaneous enrollment in OPDI 110 (offered through the Online Professional Development Institute of the National Dance Education Organization). Students not enrolled in OPDI 110 will be withdrawn from the course.

DCE 343 Repertory III 1
Development of performance skills for dancers placed at the 300-level technique or higher through rehearsals and performances of a dance work choreographed by dance faculty or professional dance artists.
**Prerequisite or Corequisite:** DCE 312 or higher.
**Notes:** May be repeated for unlimited credit.

DCE 343A Intermediate Dance Repertory 1

DCE 345 Dance in Preschool and Elementary Settings 3
Observe, participate, learn, and develop as a dancer. Create appropriate lesson plans integrating dance movement as a learning tool with 3–5 year old preschool students and with elementary school students.

DCE 355 Dance Production Practicum II 1
Supervised experience in advanced level technical production work supporting dance performances.
**Prerequisites:** One credit of DCE 255. Some sections may have additional prerequisites;
**Notes:** May be repeated for credit.

DCE 359 Foundations for Dance Education 2
Introduction to major issues in the field as they affect decisions about teaching dance.
**Prerequisites:** Dance major.

DCE 360 Dance Production 3
Theory and practice in technical production areas of dance performance. Topics include lighting, sound, costumes, scenery, and video and production management. Laboratory work with department dance concerts and events.
**Prerequisites:** DANC major or minor.

DCE 365 Practicum: Dance in School and Community Settings 1-6
Practical experience in an approved dance or dance-related setting. Each credit earned requires a minimum of 45 clock hours.
**Prerequisites:** Junior or senior standing. 2.70 overall GPA with a 3.0 GPA in Dance; and permission of instructor;
**Notes:** Grade: Pass/Not Pass (P/NP). May be repeated for credit for a maximum of 6 hours.

DCE 390 Community and Studio Dance: Methods and Experience 2
Planning, teaching, and evaluating dance technique in studio and community settings for elementary, middle, and high school age students. Emphasis on fundamentals of developmentally appropriate practice in the teaching of dance.
**Prerequisites:** DANC major or minor. DCE 212 or DCE 214 or DCE 216 or DCE 223; or permission of instructor.

DCE 412 Contemporary Dance IV 1
Refinement of technical skills in contemporary dance. Complex movement, rhythm, and spatial design, with emphasis on aesthetic and expressive qualities that lead to performance.
**Prerequisites:** Department placement at this level. ineligible students will be withdrawn; enrollment priority given to dance majors;
**Notes:** May be repeated for credit.

DCE 412A Advanced Contemporary Dance 1

DCE 412B Advanced Contemporary Dance 1

DCE 412E Advanced Contemporary Dance 1

DCE 414 Ballet IV 1
Mastery of kinesthetic, expressive, and aesthetic principles of contemporary ballet at an advanced/professional level.
**Prerequisites:** Department placement at this level. ineligible students will be withdrawn; enrollment priority given to dance majors;
**Notes:** May be repeated for credit.

DCE 417 Contact Improvisation 1
Development of improvisational performance skills for advanced dancers through a thorough study of Contact Improvisation.
**Prerequisites:** DCE 217 or permission of instructor.
**Notes:** May be repeated for credit.

DCE 443 Advanced Dance Repertory 1-3
Development of performance skills for advanced dancers through rehearsals and performances of a significant dance work choreographed by dance faculty or approved dance artists in the field.
**Prerequisites:** DCE 312, DCE 324, DCE 412, or DCE 424, and permission of instructor.
**Notes:** May be repeated for credit. Enrollment by audition or by invitation of the instructor.

DCE 443A Advanced Dance Repertory 1-3

DCE 443B Advanced Dance Repertory 1-3

DCE 445 Introduction to Dance Education Research 3
Survey of current research paradigms in dance education inquiry with particular emphasis on research process, design, methodology, and pedagogical implications for improved dance teaching and curriculum.
**Prerequisites:** Dance major, minor or permission of instructor.
**Notes:** Students must be simultaneously enrolled in OPDI 105, offered through the Online Professional Development Institute of the National Dance Education Organization, to earn UNCG credit. Students not enrolled in OPDI 105 will be withdrawn from the UNCG course.

DCE 446 Choreographic Explorations Since 1953 3
Study of choreographic works viewed through six thematic lenses: non-narrative dance, myth, gender and sexuality, culturally specific explorations, social and political commentary, and music and choreography.
**Prerequisites:** Dance major, minor or permission of instructor.
**Notes:** Students must be simultaneously enrolled in OPDI 105, offered through the Online Professional Development Institute of the National Dance Education Organization, to earn UNCG credit. Students not enrolled in OPDI 105 will be withdrawn from the UNCG course.

DCE 453 Choreography III: Group Forms 3
Study of and experience in developing choreographic materials for various sized groups. Special emphasis on techniques for the integration of formal values and artistic intention.

DCE 455 Arts and Entrepreneurship: Career Strategies for Artists 3
Overview of professional performing arts career management tools. Students learn the basics of applying entrepreneurship skills and strategies to starting and sustaining an arts-related business.
**Prerequisites:** AAD, DANC, DRAM, MEDU, MUSI, or PRFM major. or permission of instructor;
**Notes:** Same as AAD 455, ENT 455.
DCE 456 Field Study: Dance in New York City 1
A study trip to experience dance and performance in New York City; activities include attending dance concerts, classes, and meeting with dancers who live and work in NYC.

DCE 459 Dance Education Methods and Field Experience 4
Methods of teaching dance with observation, participation, and planning/teaching/evaluating at elementary, middle, or high school level.
Prerequisites: Permission of department. must have earned a grade of B (3.0) in DCE 212 before beginning high school placement; Pr. or Coreq.: DCE 359.
Notes: May be repeated twice for a total of 12 s.h. In order to repeat the course, one of ELC 401, ERM 401, SES 401, TED 401, TED 402, or TED 403 must be successfully completed and student must be admitted to the Teacher Education Program.

DCE 461 Student Teaching in Dance Education 11
Supervised student teaching experience in dance education. Full-time teaching in a school setting.
Prerequisites: Admission to Student Teaching through application.
Notes: Grade: Pass/Not Pass (P/NP).

DCE 463 Seminar in Dance Education 1
Reflection on student teaching experiences and preparation for future career as a dance educator.
Prerequisites: All DANC licensure requirements except DCE 461.

DCE 470 Creative Synthesis in Dance 3
Culminating choreographic experience for students completing choreography concentration in B.F.A.
Prerequisites: Grades of B or higher in DCE 453 and DCE 465; senior status in DANC B.F.A.; major; or permission of instructor.

DCE 475 Independent Study 1-3
Intensive work in area of special interest in dance. Available to exceptionally qualified students on recommendation of academic advisor and instructor.
Prerequisites: Demonstrated competency for independent work and permission of academic advisor and instructor.
Notes: May be repeated for a maximum of 6 s.h.

DCE 476 Selected Topics in Dance 1-3
Current topics and issues in dance as art, education, or therapy for students with sufficient preparation for intensive study of identified area.
Prerequisites: Permission of instructor.
Notes: May be repeated for credit if topic varies, up to a maximum of nine credits.

DCE 476C Selected Topics in Dance 3

DCE 476D Selected Topics in Dance 3

DCE 487 Performance Theory and Practice 2
Rehearsal and performance of choreography designed to challenge student dancers at their highest level of performance. Choreography by full time faculty. Selected readings and written assignments accompany practical work.
Prerequisites: Pr. or Coreq.: 3 s.h. of DCE 312, DCE 324, DCE 412, or DCE 424.

DCE 493 Honors Work 3-6
Prerequisite: Permission of instructor; 3.30 GPA in the major; 12 s.h. in the major.
Notes: May be repeated for credit if the topic of study changes.

DCE 505 Choreographies and Choreographers 3
Exploration of concert dance over the twentieth and twenty-first centuries in a variety of geographic areas. Through various critical lenses, this course analyzes the choreographic production of influential dance makers.
Prerequisites: DANC major, DCE 305.

DCE 530 Pilates: Movement Fundamentals for Dancers 1
The course is designed to develop core strength, flexibility, posture, and range of motion and covers the fundamentals of Pilates with an emphasis on breathing, alignment, and core stability.
Prerequisites: DANC major; or permission of instructor;
Notes: May be repeated twice for credit.

DCE 531 Capoeira History and Practice 3
Introduction to the history and practice of Brazilian capoeira, with emphasis on the style known as capoeira angola. Includes readings, discussion, film viewing and studio practice.
Prerequisites: Junior standing or above; or permission of instructor;
Notes: May be repeated once for credit.

DCE 553 Screen Dance 3
Exploration of how dance and dance film technologies work best together and why, including composing for the camera, recording dancers in action, and editing footage to create original work.
Prerequisites: DCE 253, DCE 453; graduate standing in dance program; or permission of instructor.

DCE 559 Laban Movement Analysis 1
An introduction to Laban Movement Analysis through movement integration, observation, critical research, notation, and analysis.
Prerequisites: DANC major; or permission of instructor;
Notes: May be repeated once for credit.

DCE 560 The Dancer’s Body 3
An introduction to the study of body theories and practices in dance. Topics include somatic theory and practice, and body issues related to dance performance, choreography, and pedagogy.
Prerequisites: Two semesters of dance technique. DCE 340 or equivalent; or permission of instructor.

DCE 562 Advanced Study in Somatic Practices 3
Advanced work in a somatic practice. Areas of study include foundations, reading the body, student and teacher issues, resource lectures, and practice teaching.
Prerequisites: DCE 340 and DCE 630; or permission of instructor.

DCE 589 Experimental Course 3
This number reserved for experimental courses. Refer to the Course Schedule for current offerings.

DCE 589A ExpCrs: Developmental Somatics 3
The study of developmental learning, somatics, body theories and practices in dance. Topics include developmental learning, anatomy and body issues related to dance performance, choreography, and pedagogy.

DCE 589B EC: Capoeira History/Practice 2
Introduction to the history and practice of Brazilian capoeira, with emphasis on the style known as capoeira angola. Includes readings, discussion, film viewing and studio practice.

DCE 610 Dance Studies I: Theories and Methods 3
Introduction to scholarship and research methodologies in dance studies. Students will be introduced to key theories and methodologies that have shaped the interdisciplinary field of dance research.
Prerequisites: Admission to graduate degree program in dance and completion of undergraduate dance history prerequisite.
DCE 611 Dance Studies II: Research Projects 3
In-depth personal inquiry into the nature and making of meaning for a selected area of concern in dance. Includes significant individual project.
Prerequisites: DCE 610 or permission of instructor.

DCE 614 New Media and Technology in Dance Education 1-3
Theory and practice related to teaching dance technology, including new media and interdisciplinary relationships. Includes planning, teaching, and assessing student learning in one unit of study.
Prerequisites: DCE 651 or other graduate course in choreography.

DCE 620 Music for Dancers 3
The relationship of sound and movement, accompaniment and dance, accompanist/composer and teacher/choreographer, and bringing these understandings to practical application.

DCE 621 Administration of Dance 3
Introduction to the business of dance including aspects of building a professional practice relevant to career goals including grant writing, project development and management, public relations, and concert production and presentation.

DCE 624 Movement for Dance 1
Opportunities for dancers to practice their craft, developing working knowledge of different styles of contemporary dance, ballet, improvisation, and other movement forms. Style and emphasis will vary each semester.
Prerequisites: Graduate standing in dance.
Notes: May be repeated for a maximum of six credits. Grade: Satisfactory/Unsatisfactory (S/U).

DCE 630 Advanced Body Theories and Practices in Dance 4
Advanced study of body theories and practices in dance. Topics include sociocultural constructions of dancer bodies, somatic theory, body pedagogies, and somatic practices related to dance performance, choreography, and pedagogy.
Prerequisites: Two semesters of dance technique and DCE 340 or equivalent or permission of instructor.

DCE 645 Foundations for Assessment in Dance 3
Presentation of formative and authentic/performance assessment for dance, including construction and application of assessment instruments, evaluation of instruction, and assessment-based grading.
Prerequisites: Graduate standing in dance or education.
Notes: Students must be simultaneously enrolled in OPDI 105, offered through the Online Professional Development Institute of the National Dance Education Organization, to earn UNCG credit. Students not enrolled in OPDI 105 will be withdrawn from the UNCG course.

DCE 646 Reflective Practice in P-12 Dance Education 3
Planning and implementation of projects related to master’s standards for dance licensure, with ongoing reflection and dialogue.
Prerequisites: Admission to MA in dance education.

DCE 650 Dance Design Practicum 3
Advanced practicum in the technical, aesthetic and theoretical aspects of dance design.
Prerequisites: DCE 555 and graduate standing in dance.

DCE 651 Choreographic Practice 3
Exploration of diverse perspectives on choreography: process, period, style, and genre. Individualized problems and projects developed with each student artist.
Notes: May be repeated for credit.
DCE 688 Practicum in Dance Performance 1-3
Rehearsal and performance of choreography created or reconstructed by faculty or guest artist.
Prerequisites: Graduate standing in dance or permission of the instructor.
Notes: One credit per 60 rehearsal hours. Only one credit per choreographer; May be repeated for three credits; Grade: Satisfactory/Unsatisfactory (S/U).

DCE 693 Portfolio in K-12 Dance Education 1-6
Development of teaching portfolio to meet specific requirements for M licensure in dance. Students may substitute National Board Professional Teaching Standards portfolio with prior permission.
Prerequisites: Satisfactory completion of all required courses for the MA in dance with a dance education (M license) concentration, a Portfolio Review, and at least two years full-time or equivalent teaching K-12 dance.
Notes: May be repeated for a maximum of 6 semester hours. Grade: Satisfactory/Unsatisfactory (S/U).

DCE 695 Independent Study 1-3
Intensive study in an area of special interest in dance.
Prerequisites: Demonstrated competency for independent work and consent of academic advisor and the instructor.

DCE 697 Masters Production Project 1-6
Culminating choreography research with a performed or presented outcome. Possibilities include structured choreography, improvisation, lecture demonstration, master class, community based or historical research with performance, and digitally based projects.
Prerequisites: Admission to candidacy, successful completion of proposal.
Notes: Grade: Satisfactory/Unsatisfactory (S/U).

DCE 698 Practicum in Dance Performance 1-3
Available to students to gain practical experience in choreography and performance. May be repeated for a maximum of 6 semester hours. Grade: Satisfactory/Unsatisfactory (S/U).
Prerequisites: Graduate standing in dance or permission of the instructor.

DCE 699 Thesis 1-6
Prerequisite: Satisfactory completion of portfolio review.

DCE 801 Thesis Extension 1-3
Thesis Extension.

DCE 803 Research Extension 1-3
Research Extension.

Economics (ECO)

ECO 100 Economics of a Global Sustainable Society 3
Sustainable development, with a natural emphasis on non-Western nations; will consider issues around such topics as demographics, development theories, the environment, health and education, the role of institutions, etc.
GE Core: GSB
GE Marker: GN

ECO 101 Introduction to Economics 3
Introduction to basic economic concepts and public policy issues with application to the contemporary American economy.
GE Core: GSB
Notes: Students with credit for ECO 201, ECO 202 or equivalent, cannot also receive credit for ECO 101.

ECO 201 Principles of Microeconomics 3
Introduction to microeconomic principles and analysis. Topics include: the market economy, supply and demand, shortages and surpluses, competition and monopoly, international trade, and public policy issues.
GE Core: GSB

ECO 202 Principles of Macroeconomics 3
Introduction to macroeconomic principles and analysis. Topics include the national income, the monetary system, inflation, business cycles, fiscal policy, the national debt, exchange rates, balance of payments, and economic growth.
GE Core: GSB
Prerequisites: ECO 101 or ECO 201.

ECO 219 Essential Mathematics for Economics 3
Pre-calculus mathematical applications in economics. Provides mathematical tools for upper-level courses in economics.
Prerequisites: At least one year of high school algebra.

ECO 250 Economic and Business Statistics I 3
Introduction to statistical methods with applications in economics and business. Topics include descriptive statistics, probability, statistical inference, correlation, and regression. Emphasis on problem solving with microcomputer applications.
Prerequisites: An acceptable score on the mathematics placement test or any one of the following: MAT 115, MAT 120, MAT 150, MAT 151, MAT 190, MAT 191, MAT 292, ECO 219.

ECO 300 The International Economy 3
Examines the history, structure, and institutional foundations of the international trading system. Analyzes the impact of trade on economic growth, employment and living standards with a focus on contemporary issues.
GE Marker: GL
Prerequisites: ECO 101 or ECO 201, and ECO 202. or permission of instructor.

ECO 301 Intermediate Microeconomic Theory 3
Intermediate level analysis of consumer theory and theory of the firm. Other topics include market failure, savings and investment, risk and uncertainty, wage determination, and income distribution.
Prerequisites: ECO 101 or ECO 201. MAT 120 or MAT 191 or ECO 219.

ECO 302 Intermediate Macroeconomic Theory 3
Intermediate level analysis of national income and employment with attention to fiscal and monetary policy, theories of business fluctuations, and economic growth.
Prerequisites: ECO 202.

ECO 310 The U.S. in the Global Economy 3
Examination of the history of the United States in the international economy. Examines trade policy, technological and industrial leadership, immigration, the depression, and American post-WWII dominance.
Prerequisites: ECO 101 or ECO 201, and ECO 202. or permission of instructor.

ECO 311 Managerial Economics 3
Economic analysis of management and firm behavior. Topics include: the nature of the firm, managerial decision-making, demand, market structures, competitive strategies, finance, costs, supply, pricing, RD, and mergers.
Prerequisites: ECO 250.
ECO 312 Economics of Technology 3
Economic analysis of technological change. Topics include sources of productivity, inventive activity, entrepreneurship, innovation strategy, RD management, patenting, and technology assessment.
Prerequisites: ECO 101 or ECO 201.
Notes: Same as ENT 312.

ECO 315 The Economics of Entrepreneurship 3
Study of entrepreneurship from history of economic thought perspective and application of such concepts to economic agents. Emphasis on economic thought, market activity, and economic growth.
Prerequisites: ECO 101 or ECO 201.
Notes: Same as ENT 315.

ECO 319 Quantitative Analysis 3
Introduction to mathematical methods in economics. Includes applications of mathematics to consumer and production theory, equilibrium analysis, input-output models, and optimization.
Prerequisites: Minimum grade of B (3.0) in MAT 120 or minimum grade of C (2.0) in MAT 191 or minimum grade of B (3.0) in ECO 219. ECO 201.

ECO 325 Sports Economics 3
Economic theory of sports leagues: competitive balance, player labor markets, and owner capital markets. Theories of league expansion, rival leagues, franchise relocation, and sports venues.
Prerequisites: ECO 101 or ECO 201.

ECO 327 Money and Economic Activity 3
Emphasis on legal, institutional, and economic forces which mutually interact to determine supply of money. Elementary monetary theory and monetary flows, institutions, policies, and problems analyzed. International as well as domestic monetary analysis.
Prerequisites: ECO 202.

ECO 350 Economic and Business Statistics II 3
Continuation of ECO 250. Multiple regression, time series analysis, simple forecasting, basic econometric models applied to case studies in business, economics, and finance. Use of statistical programs.
Prerequisites: ECO 250.

ECO 365 The Economics of European Integration 3
Examines the historical, current and expected future economics of the European Union. Topics include: trade, protectionism, harmonization, labor issues, the Euro, expansion and interrelation with the global economy.
Prerequisites: ECO 201 and ECO 202.

ECO 375 Government and Business 3
Government regulation and control of markets. Emphasis on antitrust laws and economics as well as control by regulation.
Prerequisites: ECO 101 or ECO 201.

ECO 380 Environmental and Natural Resource Economics 3
Examination of environmental problems in market economies. Topics include the economic theory of pollution and its control, common-property resources, renewable and other resources, endangered species, population growth, and international problems.
Prerequisites: ECO 101 or ECO 201.

ECO 385 Introduction to Industrial Organization 3
The behavior of firms in imperfectly competitive markets, the acquisition and use of market power by firms, strategic interactions among firms, and the role of government in addressing market failures.
Prerequisites: ECO 201.

ECO 423 Public Economics Seminar 3
The analysis of taxes and expenditures. Topics include: rationale for government (public goods, externalities), expenditure analysis (including income redistribution), tax analysis (including income, sales, and property taxes).
Prerequisites: ECO 301.

ECO 426 Internship: Experiential Learning in Economics 1-3
Campus-monitored, supervised off-campus internships that involve the application of economic analysis and methods and develop professional skills. Minimum of fifty supervised internship hours per one credit hour earned.
Prerequisites: Minimum overall GPA of 2.50 and permission of instructor.
ECON major;
Notes: May be repeated for a total of 6 s.h.

ECO 460 International Monetary Economics Seminar 3
Analysis of balance of payments and international monetary systems. Monetary and fiscal policies under the gold standard, fixed exchange, and flexible exchange systems. Breakdown of the Bretton Woods system and the current exchange rate policies of central banks.
Prerequisites: ECO 302.

ECO 467 Economic Growth and Development Seminar 3
Investigation of the determinants of the long-run economic growth of nations. Application of economic concepts to problems of developing and lesser developed countries.
Prerequisites: ECO 302.

ECO 470 Labor Economics Seminar 3
Examination of wage and employment determination in U.S. labor markets. Topics include labor supply and labor demand theory, investments in education and training, job search and migration, unemployment, unions, racial and sex discrimination, income inequality, and public policy.
Prerequisites: ECO 301.

ECO 490 Health Economics Seminar 3
Examination of supply and demand for health care, medical malpractice, health insurance, government provision of health care, international comparisons, and health care reform.
Prerequisites: ECO 301.

ECO 493 Honors Work 3-6
Honors Work.

ECO 499 Problems in Economics 3
Independent study, research, and discussion covering a topic or group of related topics of current interest in economic policy or economic theory. Topics covered vary from semester to semester.
Prerequisites: Permission of instructor.
Notes: May be repeated for credit with approval of department head.

ECO 513 Directed Studies in Economics I 1-3
Individual study of economic problems of special interest to the student. Regular conferences with instructor required.
Prerequisites: 21 s.h. of economics and permission of instructor.

ECO 518 American Economic History 3
Evolution of the American economy with emphasis on economic performance through time measured against goals of full employment, price stability, and rapid growth.
Prerequisites: ECO 201.
Notes: Same as HIS 518.
ECO 523 Topics in Public Policy 3
Examination of market failure, public goods, economic efficiency, and income incidence, allocative effects, and public policy.
Prerequisites: ECO 301.

ECO 613 Directed Studies in Economics II 1-3
Individual study of an advanced topic in economics. Regular conferences with the instructor are required.
Prerequisites: Graduate admission and permission of the Director of Graduate Study in economics and the professor who will supervise the study.

ECO 619 Mathematical Economics 3
Reviews statistics and probability, matrix algebra and optimization and introduces theory and applications in integral calculus and differential equations.
Prerequisites: ECO 301, ECO 319 or equivalent.

ECO 641 Microeconomics 3
Theory of consumer and firm behavior under certainty and uncertainty including exchange, production, income distribution, market structure and welfare economics.
Prerequisites: ECO 301, ECO 619, or permission of instructor.

ECO 642 Microeconomics II 3
Examination of market failures that can occur within competitive, decentralized market systems. Topics include market power, uncertainty, asymmetric information, externalities, and public goods.
Prerequisites: ECO 641 or permission of instructor.

ECO 643 Econometric Methods 3
Introduction to advanced econometric applications. Topics may include seemingly unrelated regressions, simultaneous equations, identification, two-stage least squares, and sample selection models. Application to economic data using statistical software emphasized.

ECO 644 Econometric Theory 3
Foundations of mathematical statistics and linear econometric models. Topics include discrete and continuous probability distributions, random sampling and asymptotic analysis, the linear regression model, hypothesis testing, and statistical programming and simulation using SAS or other statistical software.

ECO 646 Macroeconomics 3
Advanced theory of aggregate economic activity. Economic models developed to explain economic growth, activity, and fluctuations based on classical, Keynesian, monetarist, and new classical schools of thought.
Prerequisites: ECO 619, ECO 641, or permission of instructor.

ECO 652 Advanced Economic and Business Statistics 1.5-3
Topics will include regression analysis, analysis of variance, and nonparametric tests. SAS is employed.
Prerequisites: ECO 641 and ECO 642, or permission of instructor.

ECO 664 Time Series and Forecasting 3
Students learn to analyze and forecast time series data. Topics include stochastic linear difference equations, tests for trends and stationarity, and ARIMA modeling. Application to economic data emphasized.
Prerequisites: ECO 643, ECO 644, or permission of instructor.

ECO 691 Economics Internship 1-3
Individual course of study consisting of an applied economics and/or data analysis component and written work that complements the program's academic work. Supervised by faculty and an appropriate manager.
Prerequisites: Permission of the Director of Graduate Study.
Notes: May be repeated. Maximum of 3 credit hours may apply toward MA degree; This course cannot be applied toward the PhD degree.

ECO 712 Directed Studies in Economics III 1-3
Individual study of an advanced topic in economics. Regular conferences with the instructor are required.
Prerequisites: Permission of Director of Graduate Study.
Notes: May be repeated for credit.

ECO 721 Empirical Microeconomics 3
Examines empirical investigations of advanced microeconomic theory including experimental and nonexperimental designs and natural experiments. Applications vary by semester but are typically drawn from labor, health, public and financial economics.
Prerequisites: ECO 641, ECO 643, ECO 644, or permission of instructor.
Notes: May be repeated for credit.

ECO 725 Data Methods in Economics 3
Advanced techniques in data preparation; topics include data formats, error checking, merging data, large data sets, and missing observations. Students work extensively with SAS.

ECO 731 Applied Policy Methods 3
Provides applied foundation for policy study with emphasis on an economic efficiency perspective including history of policy analysis, market and government failure, and alternative methods for policy analysis. Prerequisite/Corequisite: ECO 641 or permission of instructor.

ECO 734 Public Policies Toward Innovation and Sustainability 3
Examines public-sector innovation and sustainability policies from a domestic and global perspective.
Prerequisites: ECO 731 or permission of instructor.

ECO 735 Labor Economics 3
Examines the operation of the labor market, its institutions, and labor market policies. Topics include labor supply and demand, returns to education, family and household economics, wage inequality, and unions.
Prerequisites: ECO 641 and ECO 642, or permission of instructor.
Notes: May be repeated for credit.

ECO 736 Public Economics 3
Examines governmental expenditures and taxes and the constraints imposed on them within a federal, multi-tiered governmental structure. Topics include education, public health, housing and community development, infrastructure, and environmental regulation.
Prerequisites: ECO 641 and ECO 642, or permission of instructor.
Notes: May be repeated for credit.

ECO 737 Health Economics 3
Examines the market for health services and the production of health. Topics include the demand and supply for health care professionals, health insurance and financing, and regulation of medical markets.
Prerequisites: ECO 641 and ECO 642, or permission of instructor.
Notes: May be repeated for credit.

ECO 738 Topics in Economics 3
Application of economic theory and econometrics to a specific topic in public, labor, or health.
Prerequisites: ECO 641 and ECO 643 or permission of instructor.
Notes: May be repeated for credit.
**ECO 739 Independent Field Course 1-4**  
A faculty-directed, independent study of a research area that is particularly related to a student’s primary field of interest.  
**Prerequisites:** ECO 641, ECO 642, and permission of Director of Graduate Study.  
**Notes:** May be repeated for credit. May serve as one required major field course.

**ECO 741 Advanced Mathematical Economics 3**  
Mathematical concepts and techniques that are used in advanced economic theory. Material includes sets and functions, constrained and unconstrained programming, and difference and differential equations.  
**Prerequisites:** ECO 619, ECO 641, or permission of instructor.

**ECO 742 Advanced Microeconomic Theory 3**  
Examines decision making by households and firms with an emphasis on the meaning and empirical interpretation of theoretical models. Topics include duality theory, general equilibrium, and welfare economics.  
**Prerequisite/Corequisite:** ECO 741 or permission of instructor.

**ECO 745 Advanced Econometric Theory 3**  
Examines decision making by households and firms with an emphasis on the meaning and empirical interpretation of theoretical models. Topics include duality theory, general equilibrium, and welfare economics.  
**Prerequisite/Corequisite:** ECO 741 or permission of instructor.

**ECO 746 Advanced Econometric Theory II 3**  
Examines decision making by households and firms with an emphasis on the meaning and empirical interpretation of theoretical models. Topics include duality theory, general equilibrium, and welfare economics.  
**Prerequisite/Corequisite:** ECO 741 or permission of instructor.

**ECO 754 Applied Theory I: Game Theory 2**  
Examines decision making under uncertainty and in strategic environments, covering probability and risk, expected utility, complete information games, and, more intensively, dynamic games and games of incomplete information.  
**Prerequisites:** ECO 742 or permission of instructor.

**ECO 755 Applied Theory II: Economics of Information 2**  
An examination of adverse selection and moral hazard in labor, insurance, and credit markets. Students learn the impact of information imperfections on individual choice, equilibrium, welfare, and regulation.  
**Prerequisites:** ECO 742 or permission of instructor.

**ECO 757 Seminar in Empirical Economics 3-6**  
A supervised seminar in which students formulate a major empirical research project and identify, collect, and assemble the data required to pursue that research.  
**Prerequisites:** Permission of Director of Graduate Study.  
**Notes:** May be repeated for credit.

**ECO 798 Seminar in Economic Research 3-6**  
A supervised research seminar in which students complete an extensive review of the literature in their chosen area of research specialization.  
**Prerequisites:** Permission of Director of Graduate Study.  
**Notes:** May be repeated for credit.

**ECO 799 Dissertation 1-12**  
**ECO 802 Dissertation Extension 1-3**  
Dissertation Extension.  
**ECO 803 Research Extension 1-3**  
Research Extension.
ELC 616 Culturally Responsive Leadership 3
Theories of and strategies related to culturally responsive leadership that will prepare K-12 school leaders to develop effective and equitable, multicultural school communities.

ELC 625 Seminar in Teaching and Social Foundations of Education 3
Critical consideration of the purpose and philosophy of undergraduate social foundations courses, perspectives and approaches to teaching, and reflection on issues and problematics of critical pedagogy.
Notes: This course can be taken up to 2 times for credit.

ELC 641 Designing Educational Programs 3
Aspects of systematic educational program planning. Each student will be required to design an educational program plan.

ELC 657 Critical Multicultural Education 3
Introduces students to critical multicultural education, including historical and sociological dynamics of power, privilege, and oppression, and contemporary equity topics in education, using multicultural education theory and educator narratives.

ELC 659 Education Finance 3
Financial management of education; basic economic theory. A business management appreciation of the complexity and magnitude of education as an important resource in the public sector. How the American economy provides funding for public education, how funds are administered, and trends toward more efficient utilization of resources. Equity in the provision of school services and support as crucial concerns of the public school administrator.

ELC 660 The School Principalship 3
For prospective principals. Functions in organizing people to meet educational goals, leadership in instruction, supervision, curriculum design and development, personnel administration, and ethical and legal responsibilities.

ELC 661 Ethics and Education 3
Appraisal of human aims and practices, attitudes towards character, and conceptions of desirable human life, as these are related to educational theory and practice.
Prerequisites: ELC 696 or ELC 697 or their equivalents.

ELC 662 Power, Politics, and Schools 3
The politics of education as the set of interactions that influence and shape the authoritative allocation of values in this society and its educational organizations.

ELC 663 Educational Administration in Historical Perspective 3
Evolution of administrative thought and practice in ancient, medieval, and modern times and their relevance to the functioning of educational organizations.

ELC 664 Introduction to Qualitative Inquiry: A Social Justice Approach 3
Theoretical and philosophical dimensions of interpretive inquiry in education; concepts that are the foundation for qualitative methodologies in educational research.

ELC 665 Approaches to Qualitative Inquiry 3
Introduction to empirical qualitative research: philosophical foundations, research design strategies, method for data collection and analysis (especially interviewing and field observation), options for reporting research. Emphasis on skill development.
Prerequisites: ELC 609, ELC 664 recommended.

ELC 666 Writing Preparation and Proposal Development 3
Workshop addresses dissertation process and academic professional development in ways that build on the theory and practice of scholarly writing.

ELC 670 Leadership for Teaching and Learning 3
Examines conceptions of “good” schools and the nature of instruction, curriculum, assessment, and professional development. Explores leadership, change, and school renewal that works toward good schooling and pedagogy.
Prerequisites: Admission to MSA, PMC, EdS, or EdD program in educational leadership or permission of instructor.

ELC 671 Principal Fellows Seminar 3
Provides enrichment activities for Principals Fellows as required by the Principal Fellows Program.
Prerequisites: Enrollment as a Principal Fellow.
Notes: Required for Principal Fellows each semester during their enrollment in the MSA program.

ELC 672 Technology and Administrative Leadership 3
How school leaders can use technology to meet their management, instructional, inquiry, and problem solving responsibilities.

ELC 673 Principal Leadership for Special Education 3
Strategies school principals can use to advocate and implement programs for exceptional children that are effective for students and compliant with legal requirements.

ELC 675 Schools as Centers of Inquiry 3
Effective schools function as professional learning communities characterized by a culture of inquiry and collaboration. Builds the skills of students in facilitating individual and whole school inquiry.
Prerequisites: Admission to MSA, PMC, EdS, or EdD program in educational leadership or permission of instructor.

ELC 676 Writing Preparation and Proposal Development 3
Workshop addresses dissertation process and academic professional development in ways that build on the theory and practice of scholarly writing.

ELC 677 Educational Leadership for Trauma Responsive Schools 3
Focuses on understanding trauma and it’s impact, in addition to strategies for responding to trauma.
Prerequisites: ELC 670 or permission of instructor.

ELC 678 Feminist Theories and Education 3
Where feminism and education intersect, specifically how gender and other social categories impact lived experience. Political, economic, social inequities studied to transfer theory and practice in educational contexts.

ELC 680 Transnational and Postcolonial Feminist Perspectives 3
Study of transnational and postcolonial feminist perspectives in multiple world regions. Emphasis on global political developments, grassroots efforts to use education as social change, and developing critical power literacies.

ELC 682 Teaching Social Justice 3
Examines various ways people might teach to promote social justice. Explores conceptual frameworks for understanding issues of oppression and privilege. Opportunity to apply diverse pedagogical strategies.

ELC 683 Engaging the Public in Education 3
Examination of parent involvement in schooling, school/family/community partnerships, civic deliberation about education, school’s role in community transformation. Emphasis on equity/justice, school’s accountability to the public, research evidence, effective practice.

ELC 684 Teacher Rights, Recruitment, Retention, and Evaluation 3
Processes and systems to recruit, induct, support, evaluate, develop, and retain a high quality staff. Legal and ethical reasoning systems influencing school administrators with regard to teachers’ legal rights.

ELC 685 Principal Leadership for Special Education 3
Strategies school principals can use to advocate and implement programs for exceptional children that are effective for students and compliant with legal requirements.

ELC 686 Curriculum Theory 3
The nature of theory and of theory building; application of theoretical criteria to the field of curriculum.
Prerequisites: ELC 515 or its equivalent.
ELC 687 Legal and Ethical Dimensions of Leadership 3
The constitutional and statutory precedents and principles underlying the roles of federal, state, and local governments in public education. Recent court decisions relating to public education; development of awareness of freedoms and constraints of law and ability to implement and apply the intention of law and court decisions to practical problems of school administration.
Prerequisites: Basic knowledge of history of American education, governance and organization of education and basic U.S. history and/or constitutional law.

ELC 688 Contemporary Problems Seminar 1-3
Specific course title identified each semester by subscript, e.g., Contemporary Problems Seminar: Issues in Professional Negotiations.
Notes: May be repeated for credit when topic varies.

ELC 688A Contemporary Problems Seminar 1-3
ELC 688B Contemporary Problems Seminar 1-3
ELC 688C Contemporary Problems Seminar 1-3
ELC 688D Contemporary Problems Seminar 1-3
ELC 688E Contemporary Problems Seminar 1-3
ELC 688F Contemporary Problems Seminar 1-3
ELC 688G Contemporary Problems Seminar 1-3
ELC 688H Contemporary Problems Seminar 1-3
ELC 688I Contemporary Problems Seminar 1-3
ELC 688J Contemporary Problems Seminar 1-3
ELC 688K Contemporary Problems Seminar 1-3
ELC 690 Practicum in Educational Administration 3-6
Planned administrative functions in appropriate school setting with objective of providing direct experience with processes and functions of educational administration. Supervision is shared responsibility of university and public school faculties.
Prerequisites: For educational administration majors at either master's or sixth-year level. Completion of 12 hours in MSA program and permission of instructor.
Notes: May be repeated for a maximum of 12 hours credit. Grade: Satisfactory/Unsatisfactory (S/U).

ELC 691 Urban School Organizational Leadership: Best Practices 3
Examines organizational dimensions of urban schooling including structure, culture, politics, bureaucracy, community. Explores practical organizational leadership reform initiatives that aim to promote educational excellence and encourage social justice.

ELC 692 Independent Study 1-4
Guided readings, research, and individual project work under direction of a staff member.
Prerequisites: Permission of instructor.

ELC 694 Cultural and Political Dimensions of Schooling 3
Structures and processes of school governance, including the impacts of district, state and Federal policies, and influence of special interest groups. Attention to policy development, advocacy, implementation, analysis, and critique.

ELC 695 Comparative Education 3
Definition, purpose, and scope of comparative education, the role of such factors in education as race, language, religion, geography, economics, nationalism, socialism, and democracy, and a survey of education in England, France, Germany, U.S.S.R., China, Japan, and India.

ELC 696 or ELC 697 or their equivalents.

ELC 697 Selected Critical Issues in American Education 3
Identification and analysis of selected major policy questions facing education; relationship between the social, political, and cultural milieus, and issues in education.

ELC 698 Gender, Art, Politics, and Pedagogy 3
Focus on artists whose art is political and pedagogical. How artists use art as public voice, identity formation, documentation of public memory/history, redefinition of aesthetics, and reconstruction of learning.

ELC 699 Thesis 1-6
Individual guidance and direction in the development of a research problem in the master's degree thesis.

ELC 700 Critical Perspectives in Education, Leadership, and Culture 3
Explores the challenges of educational transformation, including improved teaching and learning, equity/social justice, and democracy in institutions with complex cultural contexts. Introduction to habits of mind for advanced graduate study.

ELC 701 The School Superintendency 3
Designed for both aspiring superintendents and central office administrators. Focuses on basic knowledge and skill development around a broad range of issues critical to superintendent success.
Prerequisites: Admission to EdS or EdD program in educational leadership or permission of instructor.

ELC 702 School District Leadership 3
This course prepares school administrators to lead school districts. District leadership requires envisioning, organizing personnel, and managing operations to address human and community needs.

ELC 705 Foundations of Critical Theory 3
Provides a survey of foundational critical theorists, the Frankfurt School, and contemporary fields of study on power, social, cultural, and economic life through historical and sociopolitical analysis.

ELC 706 History of Education in the United States 3
Historical foundations of the educational system in the U.S. Contributions of selected educational leaders and the responses of the educational system to the dilemmas posed by major events and movements in the history of the country.

ELC 707 Philosophies in Education 3
Major philosophic viewpoints (traditional and contemporary) as they apply to education; analysis of past and present changes in educational outlook and practices.

ELC 708 Educational Sociology: Race, Class, and Gender Power Dynamics 3
Key sociological concepts and theories are utilized to analyze, critique, and understand how power operates on both micro and macro levels within United States educational systems.

ELC 709 Introduction to Critical Pedagogy 3
Introduction to the theory and practice of critical pedagogy including its relationship to critical social theory. Emphasis on education as vehicle for social change, moral critique, and personal transformation.

ELC 710 Data Literacy and Structured Inquiry 3
This course focuses on data literacy and structured inquiry for educational leaders. Throughout the course, there will be an emphasis on ethical and equity issues regarding data and inquiry.

ELC 721 Social and Cultural Change and Education 3
Consideration of social, cultural, political, and moral challenges facing education in the 21st century. Critical social and educational perspectives on the crises of meaning, democracy, globalization, religion, and identity.
Prerequisites: ELC 696 or ELC 697 or their equivalents.
ELC 722 Aesthetics, Visual Studies, and Critical Pedagogy 3
Aesthetics, visual literacy, visual culture, semiotics, and their influences in contemporary education. Development of critical visual literacy for the understanding and integration of the arts in pedagogy.

ELC 730 Democracy and Education 3
Study of the meaning of democracy, the relationship between democracy and education, and the role of schooling in preparing citizens.

ELC 749 Doctoral Dissertation Seminar 1-3
Develop, discuss, and defend a dissertation prospectus.
Prerequisites: Permission of instructor.
Notes: Grade: Satisfactory/Unsatisfactory (S/U).

ELC 750 Advanced Seminar in School Law Research 3
Case studies in school law.
Notes: For EdS students or the doctoral student writing a legal dissertation.

ELC 751 Cases and Concepts in Educational Leadership 3
Uses cases and problem-based learning as opportunities to explore key analytic/theoretical perspectives and research evidence relevant to leadership for meaningful and equitable educational reform.

ELC 752 Theories in Educational Administration 3
The nature of theory, definition, utilization; contemporary theories applied to educational administration; system theory and its application possibilities to educational administration.

ELC 753 Problems and Dilemmas in Administering Education 1
Student/faculty teams will identify problems of administrative practice in education, identify methods or processes to study each problem, analyze problems/solutions in situ, explore alternative solutions (e.g. literature search) and develop conclusions.

ELC 754 Personal Leadership Assessment and Enhancement 3
For students who intend to pursue educational leadership roles and careers in administration. Emphasizes development of creative leadership potential and maximization of personal growth.
Prerequisites: Admission to EdS or EdD program in educational leadership or permission of instructor.

ELC 755 Law and Policy in Special Education 3
Examination of legal, ethical, and policy perspectives in the leadership of special education programs in schools and school districts and their integration into diverse organizational settings.
Prerequisites: ELC 673 or equivalent or permission of instructor.

ELC 767 Qualitative Data Collection and Analysis 3
In-depth experience in qualitative data collection and analysis beyond the introductory level. Completion of a qualitative research project in collaboration with other students in the class.
Prerequisites: ELC 664, ELC 665, or other course in qualitative research.

ELC 770 Community Engaged Research and Practice 3
An in-depth exploration of the history, theory, ethics, research methods, and reporting of community-engaged research with an emphasis on positionality and reflexivity. Research practices in community settings are required.
Prerequisites: TED 730, ELC 664, ELC 665, ERM 750 or permission of instructor.

ELC 775 Directed Doctoral Research 3
Individual work on dissertation research problems: collection analysis, critical review, integration, and interpretation of research literature on a topic pertinent to the student's dissertation.
Prerequisites: Doctoral students in ELC or TED/HED and permission of instructor.
Notes: May be repeated once for credit.

ELC 790 Internship in Educational Leadership 3-18
Directed year-long internship in an appropriate educational administration field-based setting. Supervision shared by department faculty and field-based mentors.
Prerequisites: Minimum of 24 semester hours beyond the master’s or a minimum of all prerequisite courses and 24 additional semester hours for those admitted to the program without a master’s degree. All such work to be approved in writing by the student’s Advisory/Dissertation Committee.
Notes: Grade: Satisfactory/Unsatisfactory (S/U).

ELC 799 Dissertation 1-12
Individual direction in the development and execution of a doctoral dissertation.

ELC 802 Dissertation Extension 1-3
Dissertation Extension.

ELC 803 Research Extension 1-3
Research Extension.

Educational Research Methodology (ERM)

ERM 401 Assessment I: Accountability in Our Nation's Schools 1
Students will examine Federal, State, and classroom accountability systems. Enrollment is limited to students who are pursuing initial teaching licensure.
Prerequisites: Admission to the Teacher Education Program.

ERM 402 Assessment II: Standardized Tests 1
Students will examine standardized testing, key statistical terms, and the application of testing data to instructional planning. Enrollment is limited to students who are pursuing initial teaching licensure.
Prerequisites: Admission to the Teacher Education Program.

ERM 403 Assessment III: Classroom Assessment 1
Development, monitoring, and evaluation of student progress through classroom assessments. Enrollment is limited to students who are pursuing initial teaching licensure in B–K, K–12, and secondary programs.
Prerequisites: Admission to the Teacher Education Program.

ERM 405 Measurement and Assessment in Teaching 3
The fundamentals of measurement and assessment used in teaching middle and secondary grades, including the concepts of assessment types, assessment development, reliability, validity, interpreting test results.

ERM 517 Statistical Methods in Education 3
Introductory course in applied descriptive statistics, correlational methods, and linear regression that provides a conceptual and theoretical foundation for more advanced work and a thorough grounding in the use of computers for descriptive statistical analysis, and interpretation of results.
Prerequisites: Elementary Algebra.
ERM 600 Validity and Validation 3
Validity is fundamental to all testing operations. The course covers seminal theories, critical perspectives, as well as prominent validation research of critical importance to professionals working in diverse industry settings.

ERM 604 Methods of Educational Research 3
Techniques and uses of research in education. Designed to provide the student with the ability to read, understand, and critically evaluate published empirical research.
Notes: Students who took this course as EAR 593 are not eligible to take ERM 604 and receive credit.

ERM 605 Educational Measurement and Evaluation 3
For teachers, counselors, and administrators. Principles of measurement and evaluation, methods of scoring and interpreting tests. Construction and use of teacher-made tests. Statistical concepts basic to understanding and interpreting test data.
Notes: Students who took this course as EAR or ERM 670 are not eligible to take ERM 605 and receive credit.

ERM 633 Second Language Assessment and Testing 3
Theoretical and practical issues related to second language testing with special attention paid to the assessment of English as a second language, world Englishes, and foreign languages.

ERM 636 Advanced Studies in Second Language Testing 3
Language testing for English and foreign language learners, as well as the World Englishes domain. It investigates policies, theories, research, and tools employed to measure different language modalities.

ERM 642 Evaluation of Educational Programs 3
Existing and emerging formulations of educational evaluation. Developing operational guidelines for conducting evaluations in educational settings.
Prerequisites: Permission of instructor and ERM 517 or equivalent.

ERM 643 Applied Educational Evaluation 3
An application course that uses modern evaluation models, data collection, statistical analyzes, and interpretation of findings to establish the effectiveness and utility of an educational program.
Prerequisites: ERM 642.

ERM 644 Approaches to Collaborative Research and Evaluation in Education 3
This course provides a comprehensive overview of collaborative and participatory approaches to evaluation and research in educational settings and how these approaches are differentiated from other methodological approaches.
Prerequisites: ERM 604.

ERM 645 Culturally Responsive Approaches to Research and Evaluation 3
This course provides a comprehensive overview of culturally responsive approaches to evaluation and research in educational settings and includes both theoretical and practical applications.
Prerequisites: ERM 604.

ERM 650 Foundations of Qualitative Research Methods 3
This course will provide graduate students with a theoretical understanding of qualitative research and practical, hands-on experience conducting a small-scale study.

ERM 667 Foundations of Educational Measurement Theory 3
Statistical foundations, classical test theory, reliability, validity, item analysis, and norms; selected topics in modern test theory. Designed for those who will develop, evaluate, and select measurement instruments in their professional roles.
Prerequisites: ERM 680 or equivalent course.
Notes: Credit may not be obtained for PSY 437.

ERM 668 Survey Research Methods in Education 3
Theory, methods, and procedures of survey research as this methodology is applied to problems in education. Sampling from finite populations.
Prerequisites: ERM 517 and ERM 680 or equivalent.

ERM 669 Item Response Theory 3
Conceptual and mathematical foundations, parameter estimation, tests of model assumptions and goodness of fit, and practical applications of IRT.
Prerequisites: ERM 667 and either ERM 681 or STA 662 or equivalent courses and permission of instructor.

ERM 675 Data Presentation and Reporting 3
Modern techniques for summarizing and visualizing univariate and multivariate data using various statistical and graphical software packages. Covers theories and research on graphics and the perception of visual data.
Prerequisites: ERM 680.

ERM 680 Intermediate Statistical Methods in Education 3
Applied descriptive and inferential statistics. Topics include applied probability, power analysis, chi-square distributions, hypothesis testing for a variety of applications, and correlation and regression. Concept learning, applications, and computer analyses are stressed.
Prerequisites: Elementary algebra.
Notes: Students who took this course as ERM 618 are not eligible to take ERM 680 and receive credit.

ERM 681 Design and Analysis of Educational Experiments 3
Advanced inferential statistics including factorial ANOVA, repeated measures design, multiple regression, ANCOVA, log-linear analysis. Applications in education and the social sciences.
Prerequisites: ERM 680 or equivalent, or permission of instructor.

ERM 682 Multivariate Analysis 3
Advanced master's or doctoral standing or permission of
Prerequisites: ERM 680 or equivalent course.
ERM 688A Contemporary Problems Seminar 1-3
ERM 688B Cont Pr Sem:Hot Topics Ed Res 3
ERM 692 Independent Study 1-4
Guided readings, research, and individual project work under direction of a staff member.
Prerequisites: Permission of instructor.
ERM 720 Evaluation and Public Policy 3
This course will provide students with a critical understanding of the multiple connections (and disconnections) between public policy and evaluation.
Prerequisites: ERM 642 or equivalent.
ERM 725 Applied Methods of Educational Research 3
Investigates procedures and methodologies necessary to pursue research problems in measurement, evaluation, and applied statistics. Student work must demonstrate the ability to organize and conduct a research project.
ERM 726 Advanced Topics in Educational Measurement 3
Technical developments and applications in classical test theory, item response theory, generalizability theory, models of selection bias, differential item functioning, and test score equating.
ERM 727 Computer-Based Testing: Methods and Applications 3
Computer-based testing applications including automated test assembly, item banking, computer-adaptive and multistage testing, web-based testing, large scale assessment development and support systems, and computer-based performance assessments. Covers state-of-the-art research and developments.
Prerequisites: ERM 667.
ERM 728 Exploratory and Confirmatory Factor Analytic Methods for Scale Construction 3
Exploratory and confirmatory factor analysis methods for developing and validating measurement scales. Includes PCA, common factor models, and structural equation modeling applications using SPSS, SAS, Systat and LISREL statistical packages.
Prerequisites: ERM 682 or permission of instructor.
ERM 729 Advanced Item Response Theory 3
Estimation techniques for various unidimensional dichotomous and polytomous IRT models using various software packages. IRT applications such as computerized testing, equating, test construction, and differential item/test functioning are also covered.
Prerequisites: ERM 669 or equivalent.
ERM 730 Practicum in Educational Research and Evaluation 3
Field-based and mentored practicum.
Prerequisites: Permission of instructor.
Notes: Grade: Satisfactory/Unsatisfactory (S/U).
ERM 731 Structural Equation Modeling in Education 3
Formulation of structural models, estimation of structural coefficients using LISREL, estimation of model fit, confirmatory factor analysis models, practical applications.
Prerequisites: ERM 682 or permission of instructor.
ERM 732 Hierarchical Linear Modeling 3
Structure of hierarchical data, random intercepts, individual change/growth models, applications in meta-analysis, assessing hierarchical models, hierarchical generalized linear models, hierarchical models for latent variables, cross-classified random effects, estimation.
Prerequisites: ERM 682, STA 671, or permission of instructor.
ERM 734 Equating 3
Equating designs, equating and scaling assumptions, design of anchor sets, observed score equating methods, true-score equating methods, standard error of equating, use and interpretation of relevant statistical software.
Prerequisites: ERM 681, ERM 667, or permission of instructor.
ERM 735 Multidimensional Item Response Theory 3
Multidimensional item response theory models including their estimation, representation, and application. Use of relevant estimation and graphing software discussed.
Prerequisites: ERM 669 and ERM 729 or permission of instructor.
ERM 737 Diagnostic Classification Models 3
Prerequisites: ERM 669.
ERM 742 Advanced Topics in the Evaluation of Educational Programs 3
Theoretical understanding of evaluation design and strengthening of practical program evaluation skills.
ERM 743 Advanced Theory in Program Evaluation 3
Advanced seminar of complex issues in program evaluation. Students will develop a deep synthesis of the major approaches and theories of evaluation. The purpose of evaluation in society will be examined.
Prerequisites: ERM 642 or equivalent.
ERM 750 Case Study Methods in Educational Research 3
Overview of the methodology of case study research; enhancement of students' skills in using case study methods.
Prerequisites: ERM 604, ERM 642, or equivalent.
ERM 775 Directed Doctoral Research 1-6
Individual work on dissertation research problems: collection and analysis of data; critical review, integration, and interpretation of research literature on a topic pertinent to the student's dissertation.
Prerequisites: Doctoral students in ERM and permission of instructor.
ERM 799 Dissertation 1-12
Individual direction in the development and execution of a doctoral dissertation.
ERM 801 Thesis Extension 1-3
Thesis Extension.
ERM 802 Dissertation Extension 1-3
Dissertation Extension.
ERM 803 Research Extension 1-3
Research Extension.

English (ENG)

ENG 100 Basic Writing 3
Instruction and practice in basic writing skills, in preparation for 101. Admission to the course is by advice of the Director of Composition on the basis of SAT scores and placement testing.
ENG 101 College Writing 1 3
A course in academic writing, focusing on analysis, argument, and critical reflection using the tenets of rhetoric. Instruction in drafting, revising, and compilation of a final portfolio.
GE Core: GRD
Notes: Equivalent to FMS 115 or RCO 101. Students may not receive credit for both ENG 101 and either FMS 115 or RCO 101.
ENG 102 College Writing II 3
A course in research-based writing, focused on analysis, argument, and critical reflection using the tenets of rhetoric. Instruction in research methodologies as relevant to college writing projects.
GE Core: GRD
Prerequisites: ENG 101, or FMS 115 or RCO 101.
Notes: Equivalent credit to FMS 116 or RCO 102. Students may not receive credit for ENG 102 and either FMS 116 or RCO 102.

ENG 103 Essentials of Professional and Business Writing 3
Focus: written skills needed for workplace success. Emphasizes process strategies for clear, concise, and accurate messages. Develops skills in producing professional documents, analyzing the writing of others, and collaborating on written assignments.
GE Core: GRD
Prerequisites: ENG 101.

ENG 104 Approach to Literature 3
Critical reading and analysis of fiction, poetry and drama with an emphasis on a variety of major themes and their relevance to contemporary life.
GE Core: GLT

ENG 105 Introduction to Narrative 3
Critical reading and analysis of American and British novels, short stories, and narrative poems. Attention to historical, cultural, and literary backgrounds as appropriate.
GE Core: GLT

ENG 106 Introduction to Poetry 3
Critical reading and analysis of British and American lyric, dramatic, and narrative poetry. Attention to historical, cultural, and literary backgrounds as appropriate.
GE Core: GLT

ENG 107 Introduction to Drama 3
Critical reading and analysis of British and American drama. Attention to historical, cultural, and literary backgrounds, especially the Continental dramatic background, as appropriate.
GE Core: GLT

ENG 108 Topics in British and American Literature 3
Variable topics. Offerings may include Southern Writers, The Mystery Novel, Women Writers, The Imperial Imagination, and Grail Literature.
GE Core: GLT

ENG 109 Introduction to Shakespeare 3
Intensive study of a limited number of plays (and perhaps some sonnets) using such approaches as textual analysis, historical material, filmed versions, attendance at productions, discussion, writing, and performance study.
GE Core: GLT

ENG 110 World Literature in English 3
Introductory survey of literature written in English by authors from regions outside the United States and the British Isles—the West Indies, India, Canada, Africa, Australia, and New Zealand.
GE Core: GLT
GE Marker: GL

ENG 111 Introduction to Linguistics 3
Introductory study of the science of language: principles of sound, meaning, structure, use, and the interactions of language and society.

ENG 201 European Literary Classics: Ancient to Renaissance 3
Critical reading and analysis of works in translation: Homer, Dante, Cervantes, and others.
GE Core: GLT
GE Marker: GL

ENG 202 European Literary Classics: Enlightenment to Modern 3
Critical reading and analysis of works in translation: Molière, Goethe, Dostoevsky, Tolstoy, Kafka, and others.
GE Core: GLT
GE Marker: GL

ENG 204 Nonwestern Literary Classics 3
Reading and analysis of the most influential literary texts of Non-Western cultures, ancient through modern; readings include translations of prose and poetry from Asia, the Middle East, and Africa.
GE Core: GLT

ENG 205 Literature and Social Sciences 3
Exploration of literature in the context of social scientific findings and theories. Empirical and theoretical focus, drawn from disciplines such as sociology, psychology, anthropology, and economics, will vary.
GE Core: GLT
Notes: May be repeated once for credit when topic and instructor varies.

ENG 208 Topics in Global Literature 3
Variable topics, with emphasis on regional interconnections. Offerings may include Europe at War, World Women Writers, Literature and Revolution, and Holocaust Literature.
GE Core: GLT
GE Marker: GL

ENG 209 Topics in Non-Western Literature 3
Variable topics, with emphasis on regional interconnections. Offerings may include South Asian Diaspora, Comparative Indigenous Writings, Postcolonial Childhood, Afro-Caribbean Writers, and Australasian Writers.
GE Core: GLT

ENG 210 Literature and the Arts 3
Exploration of the relationships between literary and extraliterary arts such as music, visual arts, cinema, and architecture. Extraliterary focus will vary.
GE Core: GLT

ENG 211 Major British Authors: Medieval to Eighteenth Century 3
Major poets, dramatists, satirists read within the context of their times: Marie de France, Chaucer, Shakespeare, Milton, Behn, Pope, Swift, and others.
GE Core: GLT
Prerequisites: Sophomore standing or ENGL major or permission of instructor.

ENG 212 Major British Authors: Romantic to Modern 3
Major authors of the Romantic, Victorian and Modern periods studied in relation to their times and traditions: Wordsworth, Tennyson, Yeats, Joyce, and others.
GE Core: GLT
Prerequisites: Sophomore standing or ENGL major or permission of instructor.

ENG 213 Transcultural Literatures: Medieval to Enlightenment 3
Historical and transnational or transatlantic development of literatures in English from 700 to 1780.
Prerequisites: Sophomore standing or English major or permission of instructor.
ENG 214 Transcultural Literatures: Romantic to Postmodern 3
Transnational, transatlantic, and transcultural developments in literatures in English from the late 18th century to the present.
Prerequisites: Sophomore standing or English major or permission of instructor.

ENG 215 Literature and Film 3
Selected short stories, novels, plays, film scripts and their film versions, with emphasis on rendering literary values into film.
GE Core: GFA

ENG 219 Journalism I: Fundamentals of Newswriting 3
Introduction to newspaper journalism. Emphasis on basic newswriting and reporting. Combines writing workshop and lecture.

ENG 221 Writing of Poetry: Introductory 3
Introductory workshop in writing poetry for students beyond the freshman year.
Prerequisites: Satisfaction of GLT requirement.

ENG 223 Writing Opinion Essays 3
Reading and writing essays that advocate ideas and causes.
Prerequisites: ENG 101. permission of instructor.

ENG 225 Writing of Fiction: Introductory 3
Introductory workshop in writing fiction for students beyond the freshman year.
Prerequisites: Satisfaction of GLT requirement.

ENG 230 Writing for the Workplace and Public Audiences 3
Reading and writing multiple genres of expository prose, focusing on the products of different writing communities in workplace and public settings.
GE Core: GRD
Prerequisites: ENG 101 or RCO 101 or FMS 115.

ENG 235 Special Topics: Speculative Fiction 3
Historical and critical study of texts from various kinds of speculative fiction, such as fantasy, science fiction, and utopian and/or dystopian writing.
GE Core: GLT
Notes: May be repeated once for credit when topic changes.

ENG 236 Genre Literature 3
Selected writers from a popular kind (genre) of literature, such as horror, spy, crime, fantasy, sports. Topic to vary.

ENG 251 Major American Authors: Colonial to Romantic 3
Classic authors and their contributions to the intellectual life of America: Hawthorne, Melville, Douglass, Poe, Whitman, Dickinson, and others.
GE Core: GLT
Prerequisites: Sophomore, junior, or senior standing. or English major; or permission of instructor.

ENG 252 Major American Authors: Realist to Modern 3
Late nineteenth- and twentieth-century authors and their contributions to the development of modern thought. Dickinson, Twain, Frost, Faulkner, Hemingway, and others.
GE Core: GLT
Prerequisites: Sophomore, junior, or senior standing. ENGL major; or permission of instructor.

ENG 260 Introduction to the English Language 3
Relationship between the English language as a system and individual uses of language. Techniques for describing language, theories about language, and introduction to the structure and history of English.

ENG 261 Dialects of American English 3
Consideration of the historical, geographical, and social factors which have influenced the varieties of modern American English, the methodology of dialect study, and the representation of dialects in American literature.

ENG 262 Language and Society 3
Introduction to language in its sociocultural context. Topics include geographical and social dialects, language and identity, domains of language use, language attitudes, and the nature of multilingual societies.
GE Core: GSB

ENG 263 Critical Approaches to the Study of Literature 3
Introduction to critical approaches to literature. Guidelines for and practice in writing about literature.
Prerequisites: ENGL major.

ENG 265 Language and Multilingual Literacies 3
Study of language in its sociocultural context. Topics include language development issues; theoretical and pedagogical approaches to working with linguistically and culturally diverse learners.

ENG 271 Survey of Language Acquisition 3
Survey of language acquisition theories, including first and second language development issues; theoretical and pedagogical approaches to working with linguistically and culturally diverse learners.

ENG 272 International Literacies 3
Introduction to language in its sociocultural context. Topics include language development issues; theoretical and pedagogical approaches to working with linguistically and culturally diverse learners.

ENG 273 Teaching Language and Literacy 3
Survey of language acquisition theories, including first and second language development issues; theoretical and pedagogical approaches to working with linguistically and culturally diverse learners.

ENG 274 Exploring Language and Literacy 3
Survey of language acquisition theories, including first and second language development issues; theoretical and pedagogical approaches to working with linguistically and culturally diverse learners.

ENG 301 American Literature 3
Focus on the historical and critical study of the Young Adult genre; examination of themes; strategies of effective reading; discussion techniques for teachers.
Prerequisites: Permission of instructor.

ENG 302 Second Language Acquisition 3
Survey of language acquisition theories, including first and second language development issues; theoretical and pedagogical approaches to working with linguistically and culturally diverse learners.

ENG 303 The Rhetoric of Social Movements 3
An introduction to major rhetorical theories and philosophies in their socio-historical context from the ancient Greeks through the twentieth century.
GE Core: GHP
LEC: GPM
Prerequisites: ENG 101.

ENG 304 History and Theory of Rhetoric 3
Introduction to contemporary rhetorical theory and practice; practice with writing and reading in a variety of genres/disciplines using tools of rhetoric.
Prerequisites: ENG 101.

ENG 305 Contemporary Rhetoric 3
Introduction to contemporary rhetoric theory and practice; practice with writing and reading in a variety of genres/disciplines using tools of rhetoric.
Prerequisites: ENG 101.

ENG 306 Digital Rhetoric 3
Study of rhetorical theory and practice in digital environments; practice analyzing and composing a variety of visual, online, and multimodal texts.
Prerequisites: ENG 101.

ENG 307 Public Advocacy and Argument 3
Designed for students of all majors, this course addresses the rhetorical dimensions of the advocacy and implementation of ideas and projects in professional and social arenas.

ENG 310 Young Adult Literature 3
Focus on the historical and critical study of the Young Adult genre; examination of themes; strategies of effective reading; discussion techniques for teachers.
Prerequisites: Permission of instructor.

ENG 312 Literary Studies Abroad 3
Selected literary topics—themes, authors, genres, periods—with emphasis on their relationships to physical and cultural settings associated with the literature. Residence abroad.
ENG 315 Postcolonial Literatures 3
Literature from South Asia, Africa, the Caribbean, Australia, and Canada marked by the experience of European colonialism. Topics include non-European literary forms, colonization, political resistance, nationalism, gender, postcolonial predicaments.
Prerequisites: Sophomore, junior, or senior standing.

ENG 316 Studies in Human Rights and Literature 3
Exploration of how literature treats human rights violations and how human rights norms shape stories. Topics will vary and may include such subjects as genocide, hunger, child soldiers, censorship, torture.
Notes: May be repeated for credit when topic varies.

ENG 318 Journalism IV: Advanced Reporting and Writing 3
This course focuses on developing advanced skills in print and online journalism. Students will pursue projects in investigative and feature writing, as well as computer-assisted reporting.
Prerequisites: ENG 219.

ENG 319 Journalism II: Editing the Newspaper 3
Values and practices in newspaper editing. Emphasis on ethics, editing skills, newspaper design, and writing editorials.
Prerequisites: ENG 219 or permission of instructor.

ENG 320 Journalism III: Feature Writing and Reviewing 3
Writing workshop: values and journalistic practices in writing feature articles and reviews; includes book reviewing and critical writing on other arts.
Prerequisites: ENG 219 or permission of instructor.

ENG 321 Linguistics for Teachers 3
Introduction to formal study of the English language, including intensive review of structural and transformational grammars. Other topics of interest to teachers of English, including geographical and social dialects and teaching composition. Course satisfies a Program requirement for prospective English teachers.

ENG 322 The Teaching of Writing 3
Principles of written discourse with a survey of techniques of teaching composition. Instruction in composing, editing, and criticizing written discourse.
Prerequisites: University Reasoning and Discourse requirements must already have been met. For students seeking licensure in English; it is recommended that ENG 321 be taken first.

ENG 324 Teaching Writing in Elementary and Middle Grades 3
Principles of written discourse with a survey of techniques of teaching composition in the middle and elementary grades. Instruction in composing, editing, and criticizing written discourse.
Prerequisites: and ELED majors.

ENG 325 Writing of Fiction: Intermediate 3
Continuation of introductory workshop in writing fiction for students beyond the freshman year.
Prerequisites: ENG 225 or permission of instructor.

ENG 326 Writing of Poetry: Intermediate 3
Continuation of introductory workshop in writing poetry for students beyond the freshman year.
Prerequisites: ENG 221 or permission of instructor.

ENG 327 Writing for Professionals and Entrepreneurs 3
Principles of written communication emphasizing clarity, precision, audience analysis, arrangement, and collaboration applied to a variety of professional and entrepreneurial writing tasks and workplace settings; includes elements of summaries, reports, and proposals.
Prerequisites: General Education Reasoning and Discourse requirement (GRD) must already have been met.
Notes: May be repeated for credit. Same as ENT 327.

ENG 330 Exp Crse Intro Film 3

ENG 331 Women in Literature 3
Study of women as readers, writers, and characters in literature. Attention to questions of literary canon and to women in position in drama, the novel, and poetry.
GE Core: GLT

ENG 332 English Women Writers before 1800 3
Study of the literary and social significance of texts written in various genres by English women prior to 1800.

ENG 333 Southern Writers 3
Fiction, poetry, drama of the modern and contemporary South. Emphasis on Southern perspectives, values, traditions. Faulkner, Welty, Wright, Tate, O'Connor, Percy, and others.

ENG 335 Dante in English 3
Introduction to Dante's Divine Comedy in English translation. Students examine and interpret Dante's epic poem and minor works; his sources and circumstances; and literature in English influenced by his works.
Prerequisites: Sophomore standing or higher.

ENG 336 Introduction to Chaucer 3
Chaucer's major poetry examined within the context of medieval cultural traditions. Readings in the early dream visions, Troilus and Criseyde, and selected Canterbury Tales. Attention given to language and pronunciation.

ENG 337 English Literature to 1500 3
Culture of the Middle Ages. Selected reading in English literature from Beowulf to Malory. Works in Anglo-Saxon and some in Middle English in translation.

ENG 338 The Sixteenth Century 1500-1610 3
Earlier English Renaissance lyric, romance, prose, and drama; study of humanist backgrounds and contexts; emphasis on development of thought and style.

ENG 339 Shakespeare: Early Plays and Sonnets 3
A selection of representative plays including Romeo and Juliet, A Midsummer Night's Dream, 1 Henry IV, Much Ado about Nothing, Henry V, and Hamlet.
GE Core: GLT

ENG 340 Shakespeare: Later Plays 3
A selection of representative plays, including Othello, King Lear, Macbeth, Anthony and Cleopatra, Measure for Measure, and The Tempest.
GE Core: GLT

ENG 341 Themes in Literature 3
Study of a major theme in literature of general interest. Through a variety of sources, mainly literature, but including art, film, history, and music, the class will explore the dimensions and complexities of the theme.
Notes: May be repeated for credit when theme varies.

ENG 342 The Seventeenth Century 3
Main lines of thought and style noted in major writers of the later Renaissance from Donne and Jonson through Milton. Emphasis on lyric and metaphysical poetry.
ENG 343 Topics in Pre-1800 Literature 3  
Exploration of selected topics in literature in English before 1800.  
**Notes:** May be repeated once for credit when topic changes.

ENG 344 The Romantic Period 3  
Critical study of British literature, and its historical and/or cultural contexts, in the period from the French Revolution through the 1830s.

ENG 345 The Victorian Period 3  
Critical study of British literature, and its historical and/or cultural contexts, from the late 1830s through the early 1900s.

ENG 346 English Literature from Victorian to Modern 3  
Critical study of English literature from the end of Victorian period to beginning of the modern era. Features such writers as Pater, Wilde, Yeats, Shaw, Hardy, Conrad, Ford, and Wells.

ENG 347 Topics in Post-1800 Literature 3  
Exploration of selected topics in literature in English after 1800.  
**Notes:** May be repeated once for credit when topic changes.

ENG 348 Contemporary British Literature and Culture 3  
Post-1945 British literature in cultural, political/historical context. Topics include history, social class, sexuality, gender, race, immigration, post-imperial nostalgia, realism, the legacy of modernism, postmodernism, and cultural studies.

ENG 349 English Novel from Defoe to Hardy 3  
Introduction to the great tradition of the English novel. Selected novels by Fielding, Austen, the Brontes, Dickens, and others.

ENG 350 The Twentieth-Century English Novel 3  
Development of the English novel from Conrad through end of World War II, featuring such writers as Forster, Lawrence, Joyce, Woolf, Huxley, and Greene.

ENG 351 The American Novel through World War I 3  
Historical and critical study of Hawthorne, Stowe, Twain, Alcott, Chesnutt, James, Johnson, and others.

ENG 352 The Twentieth-Century American Novel 3  
Historical and critical study of Wharton, Cather, Fitzgerald, Hemingway, Hurston, Faulkner, Wright, Welty, and others.

ENG 353 The Contemporary Novel 3  
Historical and critical study of Updike, McCarthy, Gaddis, Morrison, Tan, Pynchon, and others.

ENG 357 Modernism 3  
A study of the avant-garde literature of the early twentieth-century, focusing on poetry, prose, and drama by writers such as Marcel Proust, Virginia Woolf, T. S. Eliot, Franz Kafka, and others.

ENG 358 Modern Poetry 3  
Poets and schools of poetry, British and American, from 1915 to 1945, with emphasis on the great variety of styles and subjects.

ENG 359 Contemporary Poetry 3  
British and American poetry from 1945 to present. Emphasis on themes and styles, with particular attention given to classical sources, world history, and modern innovations in technique.

ENG 360 The Restoration and the Eighteenth Century 3  
Selected writers of the Restoration and eighteenth century in a historical, literary, and cultural context: Dryden, Behn, Finch, Pope, Swift, Haywood, Johnson, and others.

ENG 363 Topics in Rhetoric and Composition 3  
Exploration of selected topics in Rhetoric and Composition.  
**Notes:** May be repeated once for credit when the topic changes.

ENG 365 Writing Across the University 3  
Introduction to theories of genre and scholarship on writing across disciplines. Students investigate the communication practices of a selected academic community and propose a discipline-specific research project.  
**Prerequisites:** ENG 101 or equivalent. sophomore, junior, or senior standing.

ENG 371 Literary Study of the Bible 3  
The Bible as part of the world's great literature. Designed to give students a better comprehension of the Bible through study of its origins, history, structure, and literary qualities.  
**GE Core:** GLT  
**GE Marker:** GL

ENG 372 Early American Literature 3  
Literature in the New World to 1820. Topics include exploration and contact, Puritanism, the Great Awakening, the Revolution, and the rise of captivity and travel narratives and the novel.

ENG 373 American Romanticism 3  
Survey of selected major romantic writers, c. 1800–1900: Irving, Bryant, Cooper, Prescott, Poe, Hawthorne, Melville, and authors from the Brahmin and Transcendentalist groups. Authors and topics will vary.

ENG 374 Early African American Writers 3  
Critical survey of the traditions, ideas, techniques, and directions of African American writing from its beginnings to the early Harlem Renaissance.

ENG 375 Topics in Native American and Indigenous Studies 3  
Exploration of the literatures, cultural productions, histories, and politics of indigenous peoples. Topic will vary depending on section.  
**Notes:** May be repeated for credit when topic varies. Same as WGS 375.

ENG 376 African American Writers after the 1920s 3  
Critical survey of the traditions, thought, and directions of African American writing from the late Harlem Renaissance to the present.

ENG 377 American Realism and Naturalism 3  
Survey of major realistic and naturalistic writers, c. 1860–1920: Stowe, Twain, Howells, James, Chopin, Dreiser, Chesnutt, Wharton, Glasgow, and others. Authors and topics will vary.

ENG 378 American Life-Writing 3  
Survey of various forms of American life-writing, such as autobiographies, diaries, letters, journals, tribal history, narrative poetry, and travel writing; and affiliated critical work.

ENG 379 American Women's Writing 3  
Survey of a particular area, period, theme, or genre of American women's writing and affiliated critical work.

ENG 380 Literature and the Environment 3  
Exploration of some important post-1800 literary texts about "nature," of ecocritical theories, and of affiliated social movements, with particular attention to place-based differences.

ENG 381 English Drama to 1800 3  
Critical, cultural, and historical study of the English drama—excluding Shakespeare—from medieval plays to eighteenth-century comedy.  
Marlowe, Jonson, Webster, Dryden, Congreve, Sheridan, and others.

ENG 382 Modern British and American Drama 3  
Historical and critical survey of British and American drama 1890 to the present. Shaw, O'Neill, Yeats, Synge, Pinter, Miller, Williams, and others.
ENG 383 Topics in Queer Studies 3
Exploration of the writings and cultural production, in any period, through the lens of queer studies.
Notes: May be repeated for credit when topic varies.

ENG 390 Studies in Writing Center Theory and Practice 3
Principles of writing center theory, including writing center history, philosophy, and pedagogy; training of writing center consultants and experience in teaching writing in individualized or small-group tutorial sessions.

ENG 391 Studies in Digital Studio Theory and Practice 3
Explores digital rhetoric, aesthetic design, and pedagogy; training Digital Studio consultants to conduct individualized tutorials and workshops.
Notes: ENGL major cannot receive elective credit for both ENG 390 and ENG 391.

ENG 400 Contemporary Publishing in America 3
An introduction to the issues and practices in contemporary publishing in America, from acquiring, editing, and preparing manuscripts to their publication as printed books and e-books.
Prerequisites: ENGL major and junior or senior standing, or permission of instructor.

ENG 401 Internship in Journalism and Editing 3
Field experience for junior and senior English majors and minors with a newspaper or magazine publisher. Academic supervision provided by Internship Coordinator and direction in field provided by job supervisor.
Prerequisites: ENGL major or minor, junior or senior standing, 3.0 cumulative GPA; recommendation of UNCG English faculty member and permission of the Internship Coordinator.

ENG 402 Internship in English Studies 3
Field experience for junior and senior English majors and minors in jobs related to English studies. Academic supervision provided by Internship Coordinator and direction in field provided by job supervisor.
Prerequisites: ENGL major or minor, junior or senior standing, 3.0 cumulative GPA; recommendation of UNCG English faculty member and permission of the Internship Coordinator.

ENG 425 Writing of Fiction: Advanced 3
Advanced workshop in writing fiction. Discussion of student fiction supplemented by readings of fiction and essays about fiction by historical and contemporary masters of the genre.
Prerequisites: ENG 325 or permission of instructor.

ENG 426 Writing of Poetry: Advanced 3
Advanced workshop in writing poetry. Discussion of student poetry supplemented by readings of poetry and essays about poetry by historical and contemporary masters of the genre.
Prerequisites: ENG 326 or permission of instructor.

ENG 450 Pre-1800 Literature Senior Seminar 3
Variable topic seminar course intended for senior English majors.

ENG 451 Post-1800 Literature Senior Seminar 3
Variable topic seminar course intended for senior English majors.
Prerequisites: Senior standing and English major, or permission of instructor.

ENG 493 Honors Work 3-6
Prerequisite: Permission of instructor; 3.30 GPA in the major, 12 s.h. in the major;
Notes: May be repeated for credit if the topic of study changes.

ENG 494 Honors Seminar 3
Study of an important topic in Literature, Criticism, Theory, or Rhetoric.

ENG 510 Old English 3
Language and literature of the Anglo-Saxon period (AD 600–1100). The language is studied primarily in conjunction with literary texts in the context of their history and culture.

ENG 513 History of the English Language 3
Origins and development of the English language, methods of historical language study, and competing theories of linguistic change. Practical emphasis on reading and analysis of texts in Old, Middle, and Early Modern English.

ENG 522 Teaching Composition: Theories and Applications 3
Theories of the composing process and of discourse generally as they apply to the problems of teaching composition. Background studies in language and other related areas. Specific approaches to teaching composition, their rationales and their comparative usefulness.
Notes: ENG 321 or ENG 660 recommended.

ENG 524 Writing-Advanced: Analytical and Technical 3
Problems of organization and expression in books, articles, and reports. For those writing for publication or whose work in business or government requires a great deal of writing.

ENG 531 Feminist Theory and Women Writers 3
Examines gender and creativity, women's place in literary tradition, and connections among art, gender, race, and class. Focuses on contemporary theory and on literary works from one historical period.

ENG 535 Entrepreneurship and Independent Press Publishing 3
Exploration, analysis, and participation in independent press publishing from inception to final product while practicing the entrepreneurial strategies needed to begin a successful venture.
Prerequisites: Permission of instructor.
Notes: Same as ENT 535.

ENG 537 Middle English Literature 3
Language and literature of the thirteenth-, fourteenth-, and fifteenth-century England.

ENG 540 Shakespeare 3
Major comedies, histories, tragedies selected for topical study. Related background readings and criticism.

ENG 541 Milton 3
Milton's major poems and his most important prose works in their seventeenth-century setting.

ENG 545 Nineteenth-Century British Writers 3
Major Romantic and/or Victorian writers. Attention to poetry and prose.

ENG 549 The Critical Canon and Contemporary Issues 3
Important critical writings from ancient Greece through the nineteenth century, emphasizing their influence upon modern theory and practice.

ENG 550 Modern British Writers 3
Major novelists, poets, and playwrights of the modernist period.

ENG 553 Topics in English Studies 3
Studies in selected topics in English or American literature or language.
Notes: May be repeated once for credit when topic varies.

ENG 558 American Poetry After 1900 3
Critical and historical study of major twentieth-century American poets to World War II.

ENG 559 Twentieth-Century British Poetry 3
Critical and historical study of twentieth-century British poetry to World War II.
ENG 561 Eighteenth-Century British Writers 3
Selected major writers, 1660–1800, from among Dryden, Swift, Pope, Johnson, and others.

ENG 563 American Poetry Before 1900 3
American poetry and related critical theory with special emphasis on Taylor, Poe, Emerson, Whitman, and Dickinson.

ENG 564 American Prose Before 1900 3
Genres, themes, and movements of American prose, fiction and non-fiction, written before 1900.

ENG 565 American Prose After 1900 3
American prose written after 1900, with an emphasis on historical context, prose traditions in America, and the development of form, style, and genre.

ENG 582 Modern Drama 3
Drama of late nineteenth century and twentieth century, continental, English, and American.

ENG 590 Literacy, Learning, and Fieldwork 4
Examines the historical, pedagogical, ideological and theoretical threads of literacy studies, debates and programs. Includes training/tutoring fieldwork in local literacy programs, primarily in the public libraries.

ENG 601 English Studies: Content, Methods, and Bibliography 3
A general consideration of the discipline of English, the most useful materials and approaches, and the objectives, problems, and issues in the study of language and literature.
Prerequisites: Admission to MA program in English or permission of the instructor.

ENG 602 Electronic Research, Writing, and Editing 3
Theory and application of computer technology in the study of language, rhetoric and composition, and literature, including related ethical, social, and philosophical issues.

ENG 604 Electronic Discourse and User Documentation 3
The study of such user documentation as reference manuals, tutorials, and operating procedures in its traditional, paper-based form and its transformation into electronic form.

ENG 608 Chaucer 3
Chaucer’s major works, including The Canterbury Tales and Troilus and Criseyde.

ENG 616 Restoration and Eighteenth-Century Drama 3
Critical and historical study of comic and serious plays from the period 1660-1800.

ENG 617 The Eighteenth-Century British Novel 3
Historical and critical study of such novelists as Defoe, Richardson, Fielding or Burney.

ENG 618 Literary Citizenship 3
Exploration of the concepts and motivations of literary citizenship, focusing on its collaborative nature and its potential to enhance both your practice as a writer and your professional presence.

ENG 620 Contemporary Publishing 3
An introduction to current practices in the publishing industry from manuscript preparation to the printed book or magazine.

ENG 621 Seminar on Publishing 3
Intensive study of a major area of the publishing industry from manuscript or proposal to final form as magazine or book. Topics to vary.
Prerequisites: ENG 620.

ENG 622 Internship in English 3
Practical experience in writing, editing, or other fields related to English studies. Students work under supervision of professionals.
Prerequisites: ENG 620 or permission of instructor.

ENG 623 Writing-Advanced: Nonfiction 3
Workshop in writing and publishing essays and nonfiction literature (including biography, autobiography, literary and cultural criticism, and extended forms of investigative and analytical reporting).

ENG 625 MFA Fiction Workshop 3
Notes: This course reserved for full-time MFA candidates.

ENG 626 MFA Fiction Workshop 3
Notes: This course reserved for full-time MFA candidates.

ENG 627 MFA Poetry Workshop 3
Notes: This course reserved for full-time MFA candidates.

ENG 628 MFA Poetry Workshop 3
Notes: This course reserved for full-time MFA candidates.

ENG 630 Early American Literature 3
Literature in the New World to 1820. Topics include exploration and contact, Puritanism, the Great Awakening, the Revolution, and the rise of captivity and travel narratives and the novel.

ENG 632 American Prose Before 1900 3
Study of the writings of D.H. Lawrence and Virginia Woolf, with emphasis on the evolution of their careers.

ENG 637 American Prose After 1900 3
Study of American prose written before 1900.

ENG 638 Southern American Writers 3
Principal authors, from colonial times to the present, and literary movements related to the development and influence of the Southern tradition in American literature.

ENG 639 American Literary and Cultural Criticism 3
Survey of major movements of the criticism of American literature, including the first definers of "American" literature, the New Criticism, American Studies, Gender Criticism, New Historicism, and Ethno-Criticism.

ENG 641 Elizabethan and Jacobean Drama 3
Representative plays of the early modern theatre, especially various comedies and tragedies staged between 1585 and 1625, from Marlowe to Ford. Textural and cultural analysis.

ENG 642 Topics in Pre-1800 Literature 3
Exploration of selected topics in literature in English before 1800.
Notes: Course can be repeated twice for a total of 9 hours credit if the topic or instructor varies.

ENG 646 The Nineteenth-Century British Novel 3
Historical and critical study of such novelists as Austen, Dickens, Eliot, and Hardy.

ENG 650 Modern Literary and Cultural Theory 3
Survey of literary theory from the linguistics of Saussure through recent developments such as poststructuralism, feminist theory, reception theory, and cultural studies. Emphasis on relationships among language, culture, and literature.

ENG 653 Modern Irish Literature 3
Irish literature from the Literary Revival to the present, usually emphasizing Yeats, Synge, Joyce, and O’Casey.

ENG 654 Contemporary American and British Poetry 3
Critical and historical study of American and British poetry from World War II to the present.

ENG 657 James Joyce 3
Study of the writings of James Joyce, with emphasis on Ulysses.

ENG 658 DH Lawrence / Virginia Woolf 3
Study of the writings of D.H. Lawrence and Virginia Woolf, with emphasis on the evolution of their careers.
ENG 659 Digital Literacies and Online Rhetorics 3
Analysis of online rhetorics, digital literacies, and Internet/multimedia technologies as applicable to research on readers and writers interacting within online environments.

ENG 660 Modern Language Theory 3
Linguistic approaches, such as traditional, structural, and transformational-generative, to the study of English structure, American English dialects, and discourse.

ENG 661 Second Language Writing 3
Survey of first and second language writing theories and research methods; pedagogical approaches to working with linguistically and culturally diverse writers.

ENG 663 Postcolonial Literary and Cultural Theory 3
Literary and cultural theory that pertains to European colonialism and its aftermath. Topics include orientalism, colonial discourse analysis, critiques of colonialism, resistance theories, nationalism, postcolonial gender studies, globalization.
Prerequisites: ENG 601 or ENG 650 or permission of instructor.

ENG 664 Topics in Post-1800 Literature 3
Exploration of selected topics in literature in English after 1800.
Notes: Course can be repeated twice for credit if the topic or instructor varies (total of 9).

ENG 665 Topics in Post-1800 Literature 3
Exploration of selected topics in literature in English after 1800.

ENG 670 Directed Master's Research 3
Directed research project for students in the MED program. To be taken at the end of the student's plan of study.
Prerequisites: Limited to MED candidates.

ENG 671 Graduate Tutorial in Writing: Fiction 3
Notes: This course reserved for full-time MFA candidates.

ENG 672 Graduate Tutorial in Writing: Fiction 3
Notes: This course reserved for full-time MFA candidates.

ENG 673 Graduate Tutorial in Writing: Poetry 3
Notes: This course reserved for full-time MFA candidates.

ENG 674 Graduate Tutorial in Writing: Poetry 3
Notes: This course reserved for full-time MFA candidates.

ENG 675 Scholarly and Critical Writing for the Profession 3
Instruction in scholarly and professional writing for doctoral students in English. Emphasis on writing for presentation and publication in the field. Practice in disciplinary conventions through in and out-of-class exercises.
Prerequisites: Enrollment in PhD Program in English or permission of instructor.

ENG 677 Special Problems in Writing 3
Notes: This course reserved for full-time MFA candidates.

ENG 678 Special Problems in Writing 3
Notes: This course reserved for full-time MFA candidates.

ENG 680 Teaching Internships in English 3
Practice in planning and conducting college-level classes under guidance of senior faculty member. Research project in conjunction with internship, under guidance of supervisor and assigned faculty.
Prerequisites: Admission to graduate degree program.
Notes: Grade: Satisfactory/Unsatisfactory (S/U).

ENG 682 The Structure of Verse 3
Verse forms and sound patterns in English and American poetry.

ENG 683 The Structure of Fiction 3
Elements of prose fiction, with an emphasis on the theory and art of narrative structure.
Prerequisites: Admission to MFA program or permission of instructor.

ENG 688 Women's Rhetoric and Feminist Pedagogy 3
Seminar in history and theory of women's rhetoric and feminist approaches to teaching. Examines women's writing and teaching in their cultural, social, ethnic, racial contexts.
Notes: ENG 522, ENG 531, or ENG 747 recommended.

ENG 689 Institutional His of Comp Stdy 3
History and politics of composition studies as a discipline both within the Department of English and universities as a whole.

ENG 690 History of Rhetoric: Classical through Renaissance 3
Origins, developments, and competing views of rhetoric from classical antiquity into the 17th century; intersections of rhetoric and public discourse, poetics, education, and gender.

ENG 691 History of Rhetoric: Enlightenment through Contemporary 3
Developments and competing views of rhetoric from the Enlightenment to the present; intersections of rhetoric and public discourse, poetics, education, and gender.

ENG 693 Classical Rhetoric 3
Theories of persuasion of the philosophers and teachers of Greece and Rome with an emphasis on the writings of Plato, Aristotle, Cicero, and Quintilian.

ENG 697 Composing Theories in Reading and Writing 3
Theories of composition and reading and implications for research and teaching; process of theories of writing, psycholinguistic, transactional and feminist theories of reading and the connections between them.

ENG 698 Topics in Rhetoric/Composition 3
Exploration of selected topics in the study of rhetoric and composition.

ENG 699 Thesis 1-6

ENG 704 Studies in Contemporary Literary and Cultural Theory 3
Problems and topics in literary and critical theory studied in conjunction with specific cultural contexts and phenomena.
Prerequisites: ENG 601 or ENG 650.
Notes: May be repeated once for credit when topic varies.

ENG 705 Cultural Studies 3
Problems and topics in contemporary cultural studies; recent trends, issues, methods in the study of literature as a site of cultural, social, and political reflection.
Prerequisites: ENG 601 or ENG 650.
Notes: May be repeated once when topic varies.

ENG 706 Topics in Gender and Sexuality Studies 3
Intensive work at an advanced level on a selected topic in Gender and Sexuality Studies.
Notes: Same as WGS 706.

ENG 708 Studies in Middle English Literature 3
Historical and cultural approach to a major work, author, genre, or topic of Middle English literature. Methodology of medieval scholarship.
Notes: May be repeated once when topic varies.

ENG 710 Studies in English Renaissance Literature 3
Investigation of selected authors or topics.
Notes: May be repeated once for credit when topic varies.
ENG 713 Studies in Seventeenth-Century British Literature 3
Selected writers, topics, and genres characteristic of the Stuart era in English literature. Topics include 17th century English lyrics and 17th century prose.
Notes: May be repeated once when topic varies.

ENG 714 Studies in Shakespeare 3
Problems of text, interpretation, and structural, stylistic, and character analysis of selected plays or poems.
Notes: May be repeated once when topic varies.

ENG 717 Studies in Eighteenth-Century British Literature 3
Study of a major author, movement, or genre, 1660-1800.
Notes: May be repeated once for credit when topic varies.

ENG 719 Studies in British Romanticism 3
Study of one or more British Romantic writers, and of Romanticism as a movement.
Notes: May be repeated once for credit when topic varies.

ENG 721 Studies in Victorian Literature and Culture 3
Topics in Victorian literature, with emphasis on such broad cultural issues as empire, gender, industrialization, or aestheticism.
Notes: May be repeated once for credit when topic varies.

ENG 724 Studies in British Literature after 1900 3
Selected modern and contemporary writers, such as Conrad, Shaw, Forster, Larkin, Stoppard, and Byatt.
Notes: May be repeated once for credit when topic varies.

ENG 725 Studies in Modernism 3
Study of literary modernism in the period 1890-1940, with particular emphasis on the range of textual and ideological experiment characteristic of the era.
Notes: May be repeated once for credit when topic varies.

ENG 729 Postcolonial Literatures 3
Selected topics in postcolonial literature, culture, and theory.
Notes: May be repeated once for credit when topic varies.

ENG 730 Studies in American Literature 3
Exploration of topics in American literature to connect works from different periods, genres, and communities, uncovering broad patterns and trends.
Notes: May be repeated once for credit when topic varies.

ENG 731 Studies in American Literature before 1900 3
Selected major literary figures and movements.
Notes: May be repeated once for credit when topic varies.

ENG 733 Studies in American Literature after 1900 3
Selected major literary figures and movements.
Notes: May be repeated once for credit when topic varies.

ENG 734 Studies in American Women Writers 3
Intensive study of a particular area of American women's writing and affiliated critical work.
Notes: May be repeated once for credit when topic varies.

ENG 735 Studies in African-American Literature 3
Topics, theories, movements, and authors that comprise the African-American literary tradition.
Notes: May be repeated once for credit when topic varies.

ENG 736 Studies in Multi-Ethnic American Literature 3
Literatures of American ethnic groups, especially less-taught texts written by Chicano/Latino/Latina-, Asian-, African-, Native-, and Euro-Americans (Jewish, Italian, Irish, German, etc.).
Notes: May be repeated once for credit when topic varies.

ENG 740 Studies in Contemporary and Postmodern American Literature 3
Topics in contemporary and postmodern American literature, culture, and theory.
Notes: May be repeated once for credit when topic varies.

ENG 742 Studies in Rhetorical Theory and Practice 3
Themes, eras, and/or theorists in the history of rhetorical theory and practice.
Notes: May be repeated once for credit when topic varies.

ENG 744 Seminar in Composition Studies 3
Studies in special topics related to literacy, the process of composing, composition pedagogy, and composition research.
Prerequisites: ENG 522, ENG 747, or permission of instructor.
Notes: May be repeated once for credit when topic varies.

ENG 745 Seminar in Writing Program Administration 3
Focus on current theories and practices of writing program administration; design and implementation of first-year and writing-intensive program curricular development, assessment and review; and historical studies of WPA.

ENG 746 Studies in Contemporary Rhetorical Theory 3
Problems and topics in contemporary rhetorical theory; recent trends, issues, methods of rhetorical theory and related disciplines.
Notes: May be repeated once for credit when topic varies.

ENG 747 Teaching College Writing 3
The teaching of first-year writing at the college level, including history and theories of writing pedagogy and current best practices.
Prerequisites: Teaching assistant appointment in English.
Notes: Required for new teaching assistants in English.

ENG 778 Directed Reading 3-6
Individual conferences. Program of reading formulated to meet the varying needs of each student.
Prerequisites: Admission to PhD program, 18 hours of course work beyond the MA, and permission of the Director of Graduate Study.

ENG 780 Independent Doctoral Study 1-6
Intensive review of literature and criticism in a given field in preparation for preliminary examination or dissertation.
Prerequisites: 36 hours of PhD course work and permission of Director of Graduate Study.
Notes: May be repeated for up to six hours credit. Grade: Satisfactory/Unsatisfactory (S/U).

ENG 799 Dissertation 1-21
ENG 801 Thesis Extension 1-3
Thesis Extension.

ENG 802 Dissertation Extension 1-3
Dissertation Extension.

ENG 803 Research Extension 1-3
Research Extension.

Music Ensemble (ENS)

ENS 320 Flute Ensemble 1
Performance of literature from all eras, including contemporary works for this medium.
Notes: May be repeated every semester.

ENS 321 Oboe Ensemble 1
Performance of literature from all eras, including contemporary works for this medium.
Notes: May be repeated every semester.
ENS 322 Clarinet Ensemble 1
Performance of literature from all eras, including contemporary works for this medium.
Notes: May be repeated every semester.

ENS 323 Bassoon Ensemble 1
Performance of literature from all eras, including contemporary works for this medium.
Notes: May be repeated every semester.

ENS 324 Saxophone Ensemble 1
Performance of literature from all eras, including contemporary works for this medium.
Notes: May be repeated every semester.

ENS 330 Violin Ensemble 1
Performance of literature from all eras, including contemporary works for this medium.
Notes: May be repeated every semester.

ENS 331 Viola Ensemble 1
Performance of literature from all eras, including contemporary works for this medium.
Notes: May be repeated every semester.

ENS 332 Cello Ensemble 1
Performance of literature from all eras, including contemporary works for this medium.
Notes: May be repeated every semester.

ENS 333 Bass Ensemble 1
Performance of literature from all eras, including contemporary works for this medium.
Notes: May be repeated every semester.

ENS 334 Camerata 1
Performance of literature from all eras, including contemporary works for this medium.
Prerequisites: PRFM, MEDU, or MUSI major. or permission of instructor;
Notes: May be repeated every semester.

ENS 347 Casella Sinfonietta 1
Performance of conducted chamber literature for winds, strings, and percussion from all areas, including contemporary works for this medium.
Prerequisites: Permission of instructor.
Corequisites: ENS 393 or ENS 391.
Notes: May be repeated every semester provided different repertoire is selected.

ENS 348 Chamber Music 1
Group study and performance of selected chamber music literature/jazz combo literature (nonconducted) with emphasis on development of independent chamber music performance skills. Personnel and repertoire assigned by performance faculty.
Notes: May be repeated every semester provided different repertoire is selected.

ENS 349 Keyboard Accompanying 1
Students are assigned vocal and/or instrumental students to accompany with literature appropriate to the student’s level. Fulfills large ensemble requirement for keyboard performance majors.
Prerequisites: MUP 284/MUP 285 or permission of instructor.
Notes: May be repeated for a total of 5 semester hours.

ENS 366 Trumpet Ensemble 1
Performance of literature from all eras, including contemporary works for this medium.
Prerequisites: MEDU or PRFM major. or permission of instructor;
Notes: May be repeated every semester.

ENS 367 Horn Ensemble 1
Performance of literature from all eras, including contemporary works for this medium.
Notes: May be repeated every semester.

ENS 368 Trombone Ensemble 1
Performance of literature from all eras, including contemporary works for this medium.
Notes: May be repeated every semester.

ENS 369 Tuba/Euphonium Ensemble 1
Performance of literature from all eras, including contemporary works for this medium.
Notes: May be repeated every semester.

ENS 370 Percussion Ensemble 1
Performance of literature from all eras, including contemporary works for this medium.
Notes: May be repeated every semester.

ENS 376 Period Music Ensembles 1-2
Performance of conducted and nonconducted period (Renaissance through Contemporary) literature.
Prerequisites: Permission of instructor.
Notes: Open to all university students. May be repeated provided different repertoire is selected.

ENS 377 Old Time Ensemble 1-2
Performance of traditional Old Time repertoire.
Notes: Open to all university students. May be repeated provided different repertoire is selected.

ENS 378 Indian Music 1
Performance of Classical Indian Music.
Notes: May be repeated for credit.

ENS 380 Men’s Glee Club 1
Choral organization for graduate and undergraduate men’s voices.
Prerequisites: Membership by audition.
Notes: Open to all university students. May be repeated for credit.

ENS 381 Women’s Glee Club 1
Choral organization for graduate and undergraduate women’s voices.
Prerequisites: Membership by audition.
Notes: Open to all university students. May be repeated for credit.

ENS 382 University Chorale 1
Mixed choral organization of approximately 50 graduate and undergraduate singers.
Prerequisites: Membership by audition.
Notes: Open to all university students. May be repeated for credit.

ENS 383 Touring Opera 1
Performance of literature from all eras, including contemporary works for this medium.
Prerequisites: PRFM, MEDU, or MUSI major. or permission of instructor;
Notes: May be repeated every semester.

ENS 384 Opera Role 1-2
Performance of literature from all eras, including contemporary works for this medium.
Prerequisites: PRFM, MEDU, or MUSI major. or permission of instructor;
Notes: May be repeated every semester.
ENS 385 Opera Chorus 1
Performance of literature from all eras, including contemporary works for this medium.
Prerequisites: PRFM, MEDU, or MUSI major, or permission of instructor;
Notes: May be repeated every semester.

ENS 386 Schola Cantorum 1
Choral organization for graduate and undergraduate mixed voices.
Prerequisites: Membership by audition.
Notes: May be repeated for credit.

ENS 387 Coro di Belle Voci 1
Choral Organization for graduate and undergraduate advanced soprano and alto voices.
Prerequisites: Membership by audition.
Notes: The course is open to all UNCG Sopranos and Altos. May be repeated every semester of enrollment for a total of 8 credit hours.

ENS 388 Chamber Singers 1
Select mixed vocal ensemble of 16 graduate and advanced undergraduate singers.
Notes: May be repeated for credit.

ENS 390 Sinfonia 1
String orchestra, performance of important works from symphonic repertoire of eighteenth, nineteenth, and twentieth centuries.

ENS 391 University Symphony Orchestra 1
Full symphony orchestra, performance of important works from symphonic repertoire of eighteenth, nineteenth, and twentieth centuries.
Notes: Open to all university students. May be repeated for credit.

ENS 392 University Band 1
Performance of literature from all eras, including contemporary works for this medium.
Notes: Open to all university students. May be repeated for credit.

ENS 393 University Wind Ensemble 1
Wind ensemble for advanced students. Performance of appropriate wind ensemble works from all eras.
Notes: Open to all university students. May be repeated for credit.

ENS 394 Symphonic Band 1
Performance of literature from all eras, including contemporary works for this medium.
Notes: Open to all university students. May be repeated for credit.

ENS 395 Jazz Ensemble I 1
Performance of literature encompassing all of the jazz idioms with emphasis on contemporary composition.
Prerequisites: Membership by audition.
Notes: May be repeated for credit.

ENS 396 Jazz Ensemble II 1
Performance of literature encompassing all of the jazz idioms with emphasis on contemporary composition.
Prerequisites: Membership by audition.
Notes: May be repeated for credit.

ENS 397 Pep Band 1
The pep band performs music in a variety of styles, drives sports crowds to enthusiastic support of our Athletic teams, and provides in-game leadership in school spirit.
Notes: May be repeated every semester.

ENS 620 Flute Ensemble 1
Performance of literature from all eras, including contemporary works for this medium.

ENS 621 Oboe Ensemble 1
Performance of literature from all eras, including contemporary works for this medium.

ENS 622 Clarinet Ensemble 1
Performance of literature from all eras, including contemporary works for this medium.

ENS 623 Bassoon Ensemble 1
Performance of literature from all eras, including contemporary works for this medium.

ENS 624 Saxophone Ensemble 1
Performance of literature from all eras, including contemporary works for this medium.

ENS 630 Violin Ensemble 1
Performance of literature from all eras, including contemporary works for this medium.

ENS 631 Viola Ensemble 1
Performance of literature from all eras, including contemporary works for this medium.

ENS 632 Cello Ensemble 1
Performance of literature from all eras, including contemporary works for this medium.

ENS 633 Camerata 1
Performance of literature from all eras, including contemporary works for this medium.

ENS 647 Casella Sinfonietta 1
Chamber literature for winds, strings, and percussion from all eras, including contemporary works for this medium.
Prerequisites: Permission of instructor.
Corequisites: MUP 691 or MUP 693.
Notes: May be repeated when repertoire varies.

ENS 648 Chamber Music 1
Group study and performance of selected chamber music literature/jazz combo literature (non-conducted) with emphasis on development of independent chamber music performance skills. Personnel and repertoire assigned by performance faculty.
Notes: May be repeated for credit when repertoire varies.

ENS 666 Trumpet Ensemble 1
Performance of literature from all eras, including contemporary works for this medium.

ENS 667 Horn Ensemble 1
Performance of literature from all eras, including contemporary works for this medium.

ENS 668 Trombone Ensemble 1
Performance of literature from all eras, including contemporary works for this medium.

ENS 669 Tuba/Euphonium Ensemble 1
Performance of literature from all eras, including contemporary works for this medium.

ENS 670 Percussion Ensemble 1
Performance of literature from all eras, including contemporary works for this medium.
ENS 675 Pres-Cont New Mus Ensmble 1
Provides advanced performers with the opportunity of performing contemporary repertoire as well as music of visiting composers and members of the UNCG community. The instrumentation of the ensemble varies from 4 to 18 performers.
Prerequisites: Permission of instructor.

ENS 676 Period Music Ensembles 1
Performance of conducted and non-conducted period literature for winds, string, percussion, and voice.
Prerequisites: Permission of instructor.
Notes: May be repeated for credit when different repertoire is selected.

ENS 677 World Music Ensemble 1
Performance of conducted and non-conducted world music literature.
Notes: May be repeated for credit when different repertoire is selected.

ENS 678 Indian Music 1
Performance of classical Indian music.

ENS 680 Men’s Glee Club 1
Choral organization for graduate men’s voices.

ENS 681 Women’s Glee Club 1
Choral organization for women’s voices.
Notes: Membership by audition.

ENS 682 University Chorale 1
Mixed choral organization of approximately 50 singers.
Notes: Membership by audition.

ENS 683 Touring Opera 1
Performance of literature from all eras, including contemporary works for this medium.

ENS 684 Opera Role 1-2
Performance of literature from all eras, including contemporary works for this medium.
Prerequisites: By audition.

ENS 685 Opera Chorus 1
Performance of literature from all eras, including contemporary works for this medium.
Prerequisites: By audition.

ENS 686 Women’s Chorus 1
Choral organization for women.
Notes: Membership by audition.

ENS 687 Coro di Belle Voci 1
Choral organization for graduate and undergraduate advanced soprano and alto voices. Audition is required or permission of instructor for admittance into the course.

ENS 688 Chamber Singers 1
Select mixed vocal ensemble of graduate and advanced undergraduate singers.
Notes: Membership by audition.

ENS 690 Sinfonia 1
String orchestra, performance of important works from symphonic repertoire of eighteenth, nineteenth, and twentieth centuries.

ENS 691 University Orchestra 1
Full symphony orchestra performing works from the symphonic repertoire of the eighteenth, nineteenth, and twentieth centuries.

ENS 692 University Band 1
Performance of literature from all eras, including contemporary works for this medium.

ENS 693 University Wind Ensemble 1
Performance of selected works for wind ensemble including both original and transcribed literature.
Notes: Advanced performers only. Membership by audition.

ENS 694 Symphonic Band 1
Performs literature from all eras, including contemporary works for this medium.
Notes: Open to all University students.

ENS 695 Jazz Ensemble 1
Performance of literature encompassing all of the jazz idioms with emphasis on contemporary composition.
Prerequisites: Membership by audition.
Notes: May be repeated for credit.

ENS 696 Jazz Ensemble II 1
Performance of literature encompassing all of the jazz idioms with emphasis on contemporary composition.
Prerequisites: Membership by audition.
Notes: May be repeated for credit.

ENS 697 Pep Band 1
The pep band performs music in a variety of styles, drives sports crowds to enthusiastic support of our Athletic teams, and provides in-game leadership in school spirit.

Entrepreneurship (ENT)

ENT 130 Entrepreneurship in a Sustainable Global Environment 3
Global forces will restructure the world economy for the foreseeable future. Entrepreneurship, sustainability, and innovation will drive companies and individuals and produce major changes within that environment.
GE Marker: GL
Notes: Same as BUS 130.

ENT 200 Introduction to Entrepreneurial Finance 3
Introduction to problems and methods in business finance within the context of entrepreneurial ventures. Topics include business formation, sources of financing, financial statements, business valuation, budgeting, and measuring financial performance.
Notes: Same as FIN 200.

ENT 201 Creativity, Innovation, and Vision 3
Creativity and innovation is examined through an interdisciplinary lens. We examine how creative and innovative thinking gives us the vision to see opportunities and how they impact society.
GE Core: GSB
Notes: Same as BUS 201.

ENT 202 Arts Admin and Entrepreneurship 3
Introduces foundational skills for successful management, launching and growth of arts organizations. Topics include strategy, organizational structure, new venture launch, entrepreneurship, market analysis, marketing, fundraising and audience engagement.
Notes: Same as AAD 202.

ENT 206 Start Something 3
Students learn the basics of establishing a new business from idea to inception through the finalized business model. Students may have the opportunity to establish a viable business on campus.
Notes: Same as BUS 206.
ENT 240 Introduction to the Entrepreneurial Experience 3
Introduction to the entrepreneurial experience including historical perspectives, the role of entrepreneurs in supporting the economy, the entrepreneurial process, venture creation, and innovation.
Notes: Same as BUS 240.

ENT 250 Purpose-Driven Entrepreneurship 3
Students will engage in exercises to understand their purpose, develop a plan to create self-employed, meaningful work, and learn strategies to stay connected to the self and the world.
Notes: May be repeated once for credit. Business project must be different than the project completed first time taking the course; Same as HHS 250.

ENT 275 Entrepreneurial Personal Branding 3
Students will have a better understanding of the entrepreneurial mindset, how to use entrepreneurship strategies personally, and how to best brand and uniquely market themselves.
Notes: Same as HHS 275.

ENT 276 Creative Space: The Meeting of Art and Entrepreneurship 3
Students develop self-employment skills with a focus on blending contemporary creative practices and entrepreneurship. Research and basic art skills are combined with entrepreneurship resulting in personal business models.
Prerequisites: ART or ENTR major.
Notes: Same as ART 276.

ENT 286 Foundations of Sport Coaching 3
Research and sport coaching skills will be explored as well as entrepreneurial learning theories and skills that allow coaches to develop their own coaching products for income/profit.
Notes: Same as KIN 286.

ENT 290 Entrepreneurship and the Internet 3
This introductory course provides students with the theoretical and practical foundation needed to become an entrepreneur able to conceive and develop business plans to create a new venture on the Internet.
Notes: Same as ISM 290.

ENT 291 Entrepreneurship and Technology in Health Care 3
Introduces how technology helps create new business ventures in the health care industry. Health care delivery processes and mechanisms relevant to turning ideas into profitable opportunities will be addressed.
Prerequisites: Junior standing.
Notes: Same as ISM 291.

ENT 292 IT Entrepreneurship 3
Fundamentals of advanced technologies are presented and entrepreneurial skills needed to manage the challenges inherent in attempting to take advantage of innovations driven from those technologies are discussed.
Notes: Same as ISM 292.

ENT 300 Ideas to Opportunities: Feasibility Analysis 3
Provides the knowledge and skills to develop a feasibility plan for a new business venture that will be the basis for developing a business plan.
Prerequisites: ENT 200 or FIN 200 or ACC 201 or permission of instructor.
Notes: Same as BUS 300.

ENT 307 Global Health 3
Study of disease burden and health systems in high-, middle-, and low-income countries. Emphasis on challenges and public health and entrepreneurial approaches to improvements in resource-constrained and emerging nations.
GE Marker: GN
Notes: Same as HEA 307.

ENT 309 Entrepreneurship in the Public Sector 3
Introduction to principles and practices of entrepreneurship in the public sector through literature, case studies of initiatives, such as citizen innovation and cross-sectoral collaborations, online class discussions, and group projects.
Notes: Same as PSC 309.

ENT 312 Economics of Technology 3
Economic analysis of technological change. Topics include sources of productivity, inventive activity, entrepreneurship, innovation strategy, RD management, patenting, and technology assessment.
Prerequisites: ECO 101 or ECO 201.
Notes: Same as ECO 312.

ENT 315 The Economics of Entrepreneurship 3
Study of entrepreneurship from history of economic thought perspective and application of such concepts to economic agents. Emphasis on economic thought, market activity, and economic growth.
Prerequisites: ECO 101 or ECO 201.
Notes: Same as ECO 315.

ENT 320 Multimedia for Social Entrepreneurship and Civic Engagement 3
Introduction to multimedia reporting and production, with the creation of a home page for civic organizations engaged in social entrepreneurship to enhance learning by engaging in community service activities.
Notes: Same as MST 320.

ENT 321 Design Thinking and/or Entrepreneurial Thinking 3
Theories and applications of design thinking and entrepreneurial thinking will be explored. Students interested in innovation and creativity with application ranging from regional to global in practice will benefit.
GE Marker: GL
Notes: Same as IAR 321.

ENT 324 Professional Selling 3
Professional selling provides students with the knowledge and skill sets needed to give them the ability to make effective sales presentations to businesses or consumers.
Notes: Same as MKT 324.

ENT 327 Writing for Professionals and Entrepreneurs 3
Principles of written communication emphasizing clarity, precision, audience analysis, arrangement, and collaboration applied to a variety of professional and entrepreneurial writing tasks and workplace settings; includes elements of summaries, reports, and proposals.
Prerequisites: General Education Reasoning and Discourse requirement (GRD) must already have been met.
Notes: May be repeated for credit. Same as ENG 327.

ENT 328 Sales Leadership 3
Problems in selling and sales management are dealt with from the strategic marketing perspective. The sales management process is addressed from the perspective of the profit-maximizing allocation of resources of the firm.
Prerequisites: Sophomore standing.
Notes: Same as MKT 328.

ENT 335 Entrepreneurial Finance 3
This course focuses on financial analysis, financial forecasting, financing, capital costs, and working capital management of start-up businesses and existing businesses in the early stages of development.
Notes: Same as FIN 335.
ENT 336 Opportunities to Action: Business Plan 3
Provides the knowledge and skills to develop a feasibility plan into a business plan for a new venture, which culminates in a business plan competition.
Prerequisites: BUS 300 or ENT 300.
Notes: Same as BUS 336.

ENT 337 Family Business 3
Overview of family business, including what is required for family harmony and business continuity.
Notes: Same as BUS 337.

ENT 338 Global Franchising 3
This course introduces the student to opportunities in franchising including becoming a franchisee or franchisor.
GE Marker: GL
Prerequisites: ACC 201 or ENT/FIN 200.
Notes: Same as BUS 338, STH 338.

ENT 339 Entrepreneurial Leadership 3
Leadership theories, skills, and practices necessary for effectiveness in varied entrepreneurial settings, including private businesses, corporations, not-for-profit organizations, and social movements.
Notes: Same as BUS 339.

ENT 340 Social Entrepreneurship 3
Introduction to social entrepreneurship including identification of social problems and how they are solved through innovation, community impact, sustainability, ethical, scalable, economic value creation, and risk-taking efforts.
Notes: Same as BUS 340.

ENT 342 International Entrepreneurship 3
Creation and management of business ventures with international dimensions are examined, and economic and formal/informal institutions affecting entrepreneurship are discussed.
GE Marker: GL
Notes: Same as BUS 342.

ENT 354 Restaurant Entrepreneurship 3
Students will explore the role of entrepreneurship in the hospitality and tourism industry, determine risks and rewards of self-employment, and develop business concepts based on the hospitality and/or tourism skill set.
Prerequisites: Junior or senior standing.
Notes: Same as STH 354.

ENT 362 Ethical Issues in Entrepreneurship 3
Application of ethical theory to global entrepreneurship; including entrepreneur’s role in ethical actions, economic justice, responsibility, self and government regulation, conflict of interest, investment policy, advertising, and environmental responsibility.
GE Core: GPR
GE Marker: ON
Notes: Students may not receive credit for both PHI 361 and PHI 362. Same as PHI 362.

ENT 394 Advanced Studio Practicum: Art and Entrepreneurship 3
Development and operation of student-run art studio offering services ranging from graphic design and photography to painting and sculpture. Emphasis on developing professional and entrepreneurial skills.
Prerequisites: Junior or senior standing.
Notes: Grade: Pass/Not Pass (P/NP). May be repeated once. Same as ART 394.

ENT 396 Transition Planning and School-Based Entrepreneurship 3
This course will provide a background in transition planning for students with disabilities. Emphasis is placed on career development and transition services and entrepreneurial efforts in schools and communities.
Prerequisites: Junior standing.
Notes: Same as SES 396.

ENT 402 Entrepreneurship in the Performing Arts 3
Focus on entrepreneurship knowledge, skills and career development in the performing arts.
Prerequisites: Junior or senior standing.
Notes: Same as VPA 402, MUP 402.

ENT 403 Entrepreneurial Marketing 3
Focuses on marketing strategy, planning, and tactics for entrepreneurial firms. Addresses general marketing issues and specific “real world” marketing problems. Entrepreneurial firms serve as clients for student consulting teams.
Notes: Same as MKT 403.

ENT 404 Entrepreneurship and Innovation in Community Leadership 3
A service-learning designated course using experiential learning to prepare students for positions of organizational leadership required in preparation for self-sufficiency and potential self employment within any community context.
Prerequisites: Junior or senior standing.
Notes: Course has service-learning designation. Same as ELC 404.

ENT 421 Entrepreneurship Practicum in Apparel and Consumer Retailing: Store Operations 3
Operation of student-run on-campus retail store. Application of industry knowledge and skills to maintain financial success using appropriate customer service, inventory management, and merchandise display techniques.
Prerequisites: Completion of 30 semester hours at UNCG.
Notes: Same as CRS 421.

ENT 427 Personal Selling Internship 3
Minimum of 100 hours planned work experience in an organization with a personal sales force. Instructor will provide placement or must approve placement in advance.
Prerequisites: permission of instructor.
Notes: Grade: Pass/Not Pass (P/NP).

ENT 450 Directed Business Practice 3
Planned work experience approved in advance by instructor. This is a web-based course that requires regularly scheduled work in an organization that sponsors your internship. In addition, the course requires reading, writing, and skill practice assignments.
Prerequisites: Junior standing and written permission of the instructor.
Notes: Open to all majors. Same as BUS 450.

ENT 451 Service Management 3
Integration of service systems management, human behavior, and marketing in the creation, delivery, and assurance of service quality and customer satisfaction.
Notes: Same as CTR 451, STH 451.

ENT 455 Arts and Entrepreneurship: Career Strategies for Artists 3
Overview of professional performing arts career management tools. Students learn the basics of applying entrepreneurship skills and strategies to starting and sustaining an arts-related business.
Prerequisites: ARAD, DANC, DRAM, MEDU, MUSI, or PRFM major or permission of instructor.
Notes: Same as AAD 455, DCE 455.
ENT 470 Entrepreneurial/Small Business Management 3
Application of management principles to small business organizations. How to start a new enterprise. Requirements for successful operation of a small business.
Prerequisites: Junior or senior standing, or permission of instructor.
Notes: Same as BUS 470.

ENT 493 Honors Work in Entrepreneurship 3
Paper or project in one of the seven profiles in Entrepreneurship; may be in conjunction with the North Carolina Entrepreneurship Center.
Prerequisites: Permission of instructor, 3.30 GPA in the major, 12 s.h. in the major.

ENT 498 Internship in Arts Administration and Entrepreneurship 3
Supervised work experience pre-approved that requires regularly scheduled hours in an entrepreneurial arts organization. The course meets online throughout the semester and requires reading, writing, and oral communication assignments.
Prerequisites: Permission of Instructor.
Notes: Same as AAD 498.

ENT 499 Selected Topics in Entrepreneurship 1-3
Study of topics of common interest to those interested in entrepreneurship. Group discussion and study rather than independent study emphasized. Generally non-recurring topics studied.
Prerequisites: Junior standing, permission of instructor;
Notes: May be repeated for credit if the topic of study changes. Same as BUS 499.

ENT 502 Entrepreneurial Urban Planning 3
Fundamental concepts and techniques of urban planning as it relates to enhancing overall quality of life with a primary focus on land use patterns, the environment, business and entrepreneurship.
Notes: Same as GES 402/GES 602.

ENT 511 Silver Industries 3
Overview of the longevity economy and its influences on entrepreneurial opportunities. Case illustrations highlighted. Using the entrepreneurial business model, students explore opportunities, risks, and rewards in the silver industries market.
Notes: Same as GRO 511.

ENT 516 Entrepreneurship in Clinical Settings 3
Designed to teach students how to effectively build and implement a successful business model for the design and delivery of clinical practices, or related services.
Prerequisites: Advanced undergraduate student, graduate student, Vision student, or permission of instructor;
Notes: Same as GRO 511.

ENT 530 Researching Opportunities in Entrepreneurship and Economic Development 3
Students will learn how to conduct research necessary to make informed decisions for an entrepreneurial venture and measure and assess economic development opportunities. No business research experience necessary.
Prerequisites: Junior, senior, or graduate standing.
Notes: Same as GES 430/GES 630, LIS 530, MKT 530.

ENT 535 Entrepreneurship and Independent Press Publishing 3
Exploration, analysis, and participation in independent press publishing from inception to final product while practicing the entrepreneurial strategies needed to begin a successful venture.
Prerequisites: Permission of instructor.
Notes: Same as ENG 535.

ENT 540 Social Entrepreneurship: Justice and a Green Environment 3
Interdisciplinary engagement of social entrepreneurship as model for change on an issue of environmental sustainability. Exploration of models that respond to social, economic, environmental, and justice issues.
Prerequisites: Upper-division undergraduate or graduate student status.
Notes: Same as BUS 540, CST 540, PCS 540, SWK 540, WGS 540.

ENT 589 Experimental Course 3
This number reserved for experimental courses. Refer to the Course Schedule for current offerings.

ENT 608 Corporate Entrepreneurship 3
Examination of the challenges and opportunities for employees and organizations in creating and maintaining an entrepreneurial culture. Students consult with local for profit or non-profit organizations to perform an entrepreneurial audit.

ENT 609 Franchising 3
Develop knowledge and skills needed to succeed as a franchisee, franchisor, or franchise executive, including understanding the Franchise Disclosure Document and the role of entrepreneurship in franchising.

ENT 615 Entrepreneurship for the Sciences 3
Develop knowledge and skills in entrepreneurship to identify and evaluate science and technology ideas in chemistry and the life sciences as opportunities to take through the feasibility and business plan.

ENT 661 Entrepreneurial Career Development in Music 3
Focus on the entrepreneurship knowledge, skills, and career development to enable students to become the architect of his/her future.

ENT 671 Issues in Apparel and Related Industries Entrepreneurship Research 3
Current state of research on entrepreneurship studies in general and particularly within the apparel and related products industry.

ENT 672 Web Programming 3
Apply fundamental programming concepts in designing and implementing applications for the web. Foundations for developing web applications.
Notes: Same as ISM 672.

ENT 677 Entrepreneurship Opportunities in Healthy Aging 3
Examination of entrepreneurship opportunities related to the aging population, with specific attention to products and services that extend the healthy lifespan. Includes development of Business Opportunity Analysis.

ENT 701 Promoting and Protecting Health through Entrepreneurship 3
Introduction to Federal Small Business Research grant mechanisms for entrepreneurial research. Preparation of a grant proposal for submission to NIH, CDC, or Department of Education.

ENT 803 Research Extension 1-3
Research Extension.

Environmental Studies (ENV)

ENV 100 Introduction to Environmental Studies 3
Interdisciplinary survey of environmental issues. Emphasis on sciences (biology, chemistry, ecology, geography). Also includes perspectives from social sciences (anthropology, economics, politics, sociology) and humanities (arts, history, literature, philosophy, religion).
Prerequisites:

- Project required.
- Research and prepare and present a research report.
- Sustainability Studies major or minor; or permission of instructor.

Sustainability Studies major or minor; or permission of instructor.

Prerequisites:

- Depth from interdisciplinary perspectives. Students conduct senior level work that meets the “Related Area Electives” requirement; Senior Environmental Studies, Sustainability Studies, or Environmental & Sustainability Studies major or minor; or permission of instructor.

Prerequisites:

- Considers various current environmental and sustainability issues in depth from interdisciplinary perspectives. Students conduct senior level research and prepare and present a research report.
- Written permission of instructor.
- Notes: May be repeated once for credit when the internship site varies.

Notes:

- May be repeated for credit if the topic of study changes.

FIN 100 Introduction to Entrepreneurial Finance 3

Introduction to problems and methods in business finance within the context of entrepreneurial ventures. Topics include business formation, sources of financing, financial statements, business valuation, budgeting, and measuring financial performance. Cross Listed Courses Same as ENT 200.

FIN 300 The Management of Personal Finance 3

Personal budgeting and accounting; borrowing money; buying on credit; personal income tax returns; saving and wise investment of savings; insurance; home ownership.

FIN 315 Business Finance I 3

Prerequisites: Grade of C or better in FIN 315. Recognition and analysis of financial problems. Integrated approach to financial management emphasizing basic concepts of valuation, investment, and financial structure.

FIN 320 Principles of Risk Management and Insurance 3

Investigation of risk and the risk management process including the role of insurance. Social insurance, financial planning issues, employee benefits and pension and retirement planning are included.

FIN 330 Financial Institutions and Markets 3

Investigation of risk and the risk management process including the role of insurance. Social insurance, financial planning issues, employee benefits and pension and retirement planning are included.

FIN 335 Entrepreneurial Finance 3

Introduction to problems and methods in business finance within the context of entrepreneurial ventures. Topics include business formation, sources of financing, financial statements, business valuation, budgeting, and measuring financial performance. Cross Listed Courses Same as ENT 200.

FIN 401 Individual Study 1-3

Reading or research. Available to qualified students upon recommendation of supervising instructor.

Prerequisites: Departmental permission.

Notes: May be repeated for credit if the topic of study changes.

FIN 493 Honors Work 3-6

Prerequisite: Minimum 3.30 GPA in the major; 12 s.h. completed in the major; departmental permission.

Notes: May be repeated for credit if the topic of study changes.
FIN 360 Internship in Finance 3
Provides students with an opportunity to apply finance knowledge in a business environment and to gain a better understanding of the finance profession.
Prerequisites: Grade of C or better in FIN 315. Finance major; permission of internship coordinator.

FIN 410 Business Finance II 3
Theory and practical application of capital budgeting, cost of capital and capital structure analysis, working capital management, and financial analysis and planning.
Prerequisites: Grade of C or better in FIN 315.

FIN 420 Real Estate Finance 3
Working knowledge of real estate finance. Topics include mortgage markets and institutions, methods and practices of real estate finance, and real estate appraisal and investment analysis.
Prerequisites: Grade of C or better in FIN 315.

FIN 430 Real Estate Investment 3
Introduction to the foundations and practices in real estate investment. The principal emphasis is on real estate investment principles and concepts, the investment environment, financial analysis and practical applications.
Prerequisites: Grade of C or better in FIN 315.

FIN 442 Investments 3
Investment principles and practices, investment policies, security analysis, and the mechanics and mathematics of security purchases. Long- and short-term fluctuations of security prices, functions of securities markets and regulatory bodies, and individual investment needs.
Prerequisites: Grade of C or better in FIN 315.

FIN 444 International Finance 3
Examination of international finance from standpoint of the firm. Topics include international money and capital markets, foreign exchange markets, investments in foreign operations, as well as financing strategies for foreign operations.
Prerequisites: Grade of C or better in ACC 201 or ACC 218, ECO 250; and a grade of C or better in FIN 315.

FIN 449 Seminar in Finance 3
Independent study, research, and class discussion covering a topic or group of related topics of current interest in financial theory, policy, or practice. Topics may vary each semester.
Prerequisites: Grade of C or better in FIN 410.

FIN 450 Derivatives 3
Investigation of risk and the financial risk management process including portfolio insurance. Topics include options, futures, hedging, decision trees, and sensitivity analysis.

FIN 471 Life Insurance and Financial Planning 3
Emphasis on life insurance in the financial planning process. Explores the role of savings and investment and the creation, preservation, and taxation of wealth.
Prerequisites: FIN 320.

FIN 472 Property and Liability Insurance 3
Examination of coverages and exclusions found in direct damage and indirect loss contracts and liability insurance contracts as risk management devices for the treatment of pure risk.
Prerequisites: FIN 320.

FIN 473 Risk Management 3
Identification and evaluation of risk with emphasis on risk treatment. Attention given to risk financing, including cash-flow plans.
Prerequisites: Grade of C or better in FIN 315.

FIN 493 Honors Work 3-6
Prerequisite: Permission of instructor; 3.30 GPA in the major, 12 s.h. in the major;
Notes: May be repeated for credit if the topic of study changes.

FIN 499 Problems in Finance 3
Independent study, research, and class discussion covering a topic or group of related topics of current interest in theory or policy of finance. Topics may vary from semester to semester.
Prerequisites: Senior majors. permission of Department Head; grade of C or better in FIN 315;
Notes: May be repeated for credit with approval of Department Head.

FIN 613S Directed Studies 3

Foundations for Learning (FFL)

FFL 200 The Sophomore Experience 1
This course equips sophomores with essential competencies for academic and personal success including development of personal strengths, exploration of majors and careers, critical thinking, academic skills, and using campus resources.

FFL 225 Special Topics in Social Movements 3
Examines principles and definitions of social justice through the focused study of specific social movements.
Prerequisites: UNCG students with 12 or more semester hours.
Notes: May be repeated twice for credit.

FFL 250 Enhancing the Transfer and Adult Student Experience 2
Engages transfer and adult students in an exploration of resources, skills, and competencies essential to academic success at UNCG, while also examining the role of higher education in achieving personal, academic, and career goals.

French (FRE)

FRE 101 Beginning French I 3
Introduction to French with practice in listening, speaking, writing, and reading.
GE Marker: GL

FRE 102 Beginning French II 3
Continued introduction to French with practice in listening, speaking, writing, and reading.
GE Marker: GL

FRE 103 Intermediate French 3

FRE 150 Applied French 1

FRE 203 Intermediate French I 3
Review and further study of basic French structures. Emphasis on the active use of language skills: listening, speaking, writing, reading.
GE Marker: GL
LEC: GFL
Prerequisites: FRE 102 or equivalent.
FRE 204 Intermediate French II 3
Further study of basic French focusing on an introduction to French and Francophone literature. Emphasis on reading, writing, and vocabulary.
GE Marker: GL
LEC: GFL
Prerequisites: FRE 203 or equivalent.
Notes: Students may not receive credit for both FRE 204 and FRE 241.

FRE 208 Survey of French Literature 3
Training in spoken French in the context of French culture. A bridge to advanced work in all areas.
GE Marker: GL
Prerequisites: FRE 204/FRE 241 or equivalent, or departmental permission.
Notes: Grade: Pass/Not Pass (P/NP). May be repeated for credit up to 2 s.h.

FRE 211 French Conversation 3
FRE 222 Explorations in French Literature: English Versions 3
The best of French literature read and discussed in English. Topics vary, each taking a broad perspective on an important theme, genre, or period.
GE Core: GL
GE Marker: GL
Notes: May not be used for credit toward French major or minor.

FRE 232 Images of France and the Francophone World 3
A study in English of French and Francophone civilizations and cultures and their impact on modern Western culture. Emphasis on understanding present-day issues and evaluating stereotypical images.
GE Marker: GL
Notes: May not be used for credit toward French major or minor.

FRE 241 Intermediate French: Culture and Business 3
Further study of basic French focusing on topics and vocabulary pertaining to the culture and business practices of present-day France. Emphasis on speaking, reading, writing, and grammar.
GE Marker: GL
LEC: GFL
Prerequisites: FRE 203 or equivalent.
Notes: Students may not receive credit for both FRE 204 and FRE 241.

FRE 301 Advanced French 3
An opportunity to increase proficiency in oral and written language skills while extending knowledge of French literature and contemporary French culture. A bridge to advanced work in all areas.
GE Marker: GL
Prerequisites: FRE 204 or FRE 241 or equivalent, or departmental permission.
Notes: May not be taken for credit by students who have successfully completed FRE 315 or above.

FRE 303 Francophone Cultures: An Introduction 3
An introduction to the Francophone cultures and literatures with focus on North Africa, sub-Saharan Africa, the Caribbean, and Quebec. Includes review of grammatical structures and development of language skills.
GE Marker: GL
Prerequisites: FRE 204 or FRE 241. or permission of instructor.

FRE 311 French Conversation and Phonetics 3
Training in spoken French and phonetics.
Prerequisites: FRE 204 or FRE 241 or equivalent, or departmental permission.

FRE 312 French Conversation and Culture 3
Training in spoken French in the context of French culture.
GE Marker: GL
Prerequisites: FRE 204 or FRE 241 or equivalent, or departmental permission.

FRE 313 Conversation in France 3
Intensive formal and informal training in French conversation in a living French setting.

FRE 315 Advanced Grammar and Composition 3
Study of grammar and idiom. Formal and informal writing.
GE Marker: GL
Prerequisites: FRE 204 or FRE 241 or equivalent, or departmental permission.

FRE 331 Culture and Civilization in France 3
Study of French culture and civilization in France.

FRE 341 Business French 3
French used in various types of business, with practice in writing and speaking. Readings on economic aspects of the French-speaking world.
GE Marker: GL
Prerequisites: FRE 204 or FRE 241 or equivalent, or departmental permission.

FRE 353 Survey of French Literature 3
French literature from Middle Ages through the twentieth century.
Prerequisites: FRE 204 or FRE 241 or equivalent, or departmental permission.

FRE 415 Advanced French Composition 3
Advanced studies in French composition. Emphasis on the explication de texte and the dissertation littéraires.
Prerequisites: FRE 315 or departmental permission.

FRE 432 Introduction to French Civilization and Culture 3
An introduction to French civilization and culture with a primary focus on modern institutions of the Fifth Republic.
Prerequisites: FRE 204 or FRE 241 or equivalent, or departmental permission.

FRE 453 Topics in French Literature: Ancien Régime 3
Advanced studies in French literature of the Middle Ages and Renaissance, or of the seventeenth and early eighteenth centuries.
Prerequisites: FRE 353 or departmental permission.
Notes: May be repeated for credit when topic varies.

FRE 454 Topics in Modern French Literature 3
Advanced studies in French literature of the late eighteenth and nineteenth centuries, or of the twentieth century.
Prerequisites: FRE 353 or departmental permission.
Notes: May be repeated for credit when topic varies.

FRE 455 Topics in French Literature and Film 3
Advanced-level studies of a theme in French and/or Francophone literature and/or film that transcends the traditional period divisions. Taught in French.
Prerequisites: FRE 353 or departmental permission.
Notes: May be repeated for credit when topic changes.

FRE 493 Honors Work 3-6
Prerequisite: Permission of instructor; 3.30 GPA in the major, 12 s.h. in the major.
Notes: May be repeated for credit if the topic of study changes.
FRE 496 Directed Study in French and Francophone Civilization and Culture 3  
Directed study and research in French and Francophone civilization and culture.  
**Prerequisites:** Departmental permission required.  
**Notes:** May be repeated for credit when topic varies.

FRE 497 Directed Study in French Language 3  
Directed study and research in French language.  
**Prerequisites:** Departmental permission required.  
**Notes:** May be repeated for credit when topic varies.

FRE 498 Directed Study in French and Francophone Literature 3  
Directed study and research in French and Francophone literature.  
**Prerequisites:** Departmental permission required.  
**Notes:** May be repeated for credit when topic varies.

FRE 507 Teaching French through French Literature 3  
Strategies for teaching the French language through its literature. All major genres represented.  
**Prerequisites:** FRE 353 or departmental permission.  
**Notes:** For upper-level majors and graduate students who plan to teach French.

FRE 511 The Theory and Practice of French Translation 3  
An exploration of the theory and practice of translation from and into French.  
**Prerequisites:** FRE 315 or permission of instructor.

FRE 532 French and Francophone Civilization and Culture 3  
Study of the vast heritage of French civilization. Discovery of the historical, geographical, sociological, political, cultural, and artistic life of France and the Francophone world.  
**Prerequisites:** FRE 331, FRE 332, or FRE 496, or permission of instructor.

FRE 553 Topics in French Literary Movements 3  
In-depth study of a major literary trend: mannerism, classicism, realism, naturalism, and others.  
**Prerequisites:** FRE 353 or departmental permission.  
**Notes:** May be repeated for credit when topic varies.

FRE 554 Topics in French Prose Fiction 3  
Studies in prose fiction—roman, conte, nouvelle, etc.—through a variety of critical and historical approaches, each topic focusing on one such approach.  
**Prerequisites:** FRE 353 or departmental permission.  
**Notes:** May be repeated for credit when topic varies.

FRE 555 Topics in French Poetry 3  
Studies in French poetry through a variety of critical and historical approaches.  
**Prerequisites:** FRE 353 or departmental permission.  
**Notes:** May be repeated for credit when topic varies.

FRE 556 Topics in French Theatre 3  
Studies in French theatre through a variety of critical and historical approaches.  
**Prerequisites:** FRE 353 or departmental permission.  
**Notes:** May be repeated for credit when topic varies.

FRE 557 Advanced Topics in French Literature 3  
Nontraditional perspectives on literature in the French language: thematic topics, and others.  
**Prerequisites:** FRE 353 or departmental permission.  
**Notes:** May be repeated for credit when topic varies.

FRE 558 Topics in Francophone Literature 3  
Studies in Francophone literature through a variety of aspects or genres, each topic focusing on one such aspect or genre.  
**Prerequisites:** FRE 353 or departmental permission.  
**Notes:** May be repeated for credit when topic varies.

FRE 561 The Auteur Director 3  
Works of an individual film director. Subject differs from offering to offering.  
**Prerequisites:** Permission of department.  
**Notes:** May be repeated for credit when topic varies. Same as ITA 517, SPA 561.

FRE 562 Studies in Film Genre 3  
Technical, dramatic, social, and rhetorical dimensions of a film genre or genres. Subject differs from offering to offering.  
**Prerequisites:** Permission of department.  
**Notes:** May be repeated for credit when topic varies. Same as ITA 518, SPA 562.

FRE 599 Community-Based Service Learning in Francophone Studies 3  
Field experience for French graduate students, French majors and minors, and advanced French undergraduates requiring interaction/active language use with Francophone immigrant families in the community.  
**Prerequisites:** 15 s.h. of course work in French at the 300 level or above, minimum 3.0 GPA (overall and in major); and permission of the instructor.

FRE 633 Seminar in French Literature 3  
Advanced study and investigation of current scholarship on a topic of French literature.  
**Notes:** May be repeated for credit when topic varies.

FRE 693 Special Problems in French Language and Literature 3  
Problems and area of French and Francophone civilization, language, and literature.  
**Notes:** May be repeated for credit when topic varies, but no more than two (2) FRE 693 courses may be applied toward graduate credit without permission of the Director of French Graduate Study.

FRE 695 Independent Study 3  
Directed program of reading or research in an area of special interest in French studies.  
**Prerequisites:** Permission of instructor and Director of French Graduate Study.

FRE 699 Thesis 1-6  
**Notes:** Departmental permission required.

FRE 801 Thesis Extension 1-3  
Thesis Extension.

FRE 803 Research Extension 1-3  
Research Extension.

**Freshman Seminars Program (FMS)**

**FMS 100 College Connections 1**  
Introduction to learning in the College of Arts and Sciences.

**FMS 115 Freshman Seminar in Reasoning and Discourse I 3**  
Instruction and practice in deliberative, informative, and reflective writing based on the study of primary texts. Emphasis on the writing/revising process and on critical reading.  
**GE Core:** GRD  
**Notes:** Equivalent credit to ENG 101/RCO 101. students may not receive credit for both FMS 115 and either ENG 101/RCO 101.
FMS 116 Freshman Seminar in Reasoning and Discourse II 3  
Writing, reasoning, and rhetoric about the works of Western culture.  
**GE Core:** GRD  
**Prerequisites:** ENG 101, FMS 115 (or FMS 103) or RCO 101  
**Notes:** Equivalent credit to ENG 102/RCO 102. students may not receive credit for FMS 116 and either ENG 102/RCO 102.  
FMS 120 Freshman Seminar in Literature 3  
A study of major selected works in literature.  
**GE Core:** GLT  
**GE Marker:** GL  
FMS 121 Freshman Seminar in Literature-Global Perspectives 3  
Global perspectives on major works in literature.  
**GE Core:** GLT  
**GE Marker:** GL  
FMS 122 Freshman Seminar in Literature-Global Non-Western Perspectives 3  
Global Non-Western perspectives on major works in literature.  
**GE Core:** GLT  
**GE Marker:** GN  
FMS 130 Freshman Seminar in Fine Arts 3  
An introductory study of selected topics in the fine arts (which include painting, sculpture, cinema, dance, music, and theatre).  
**GE Core:** GFA  
FMS 131 Freshman Seminar in Fine Arts-Global Perspectives 3  
Global perspectives on the study of selected topics in the fine arts (which include painting, sculpture, cinema, dance, music, and theatre).  
**GE Core:** GFA  
**GE Marker:** GL  
FMS 140 Freshman Seminar in Philosophical, Religious, and Ethical Principles 3  
Studies of the philosophical, religious, and/or ethical traditions that have shaped societies in the past and present.  
**GE Core:** GPR  
FMS 141 Freshman Seminar in Philosophical, Religious, and Ethical Principles-Global Perspectives 3  
Global perspectives on the studies of the philosophical, religious, and/or ethical traditions that have shaped societies in the past and present.  
**GE Core:** GPR  
**GE Marker:** GL  
FMS 142 Freshman Seminar in Philosophical, Religious, and Ethical Principles-Global Non-Western Perspective 3  
Global Non-Western perspectives on the studies of the philosophical, religious, and/or ethical traditions that have shaped societies in the past and present.  
**GE Core:** GPR  
**GE Marker:** GN  
FMS 150 Freshman Seminar in Historical Perspectives: Premodern 3  
Introduction to the historical study of culture from ancient times through the Reformation.  
**GE Core:** GHP  
**LEC:** GPM  
FMS 151 Freshman Seminar in Historical Perspectives: Premodern-Global Perspectives 3  
Global perspectives on the historical study of culture from ancient times through the Reformation.  
**GE Core:** GHP  
**GE Marker:** GL  
**LEC:** GPM  
FMS 152 Freshman Seminar in Historical Perspectives: Premodern-Global Non-Western Perspectives 3  
Global Non-Western perspectives on the historical study of culture from ancient times through the Reformation.  
**GE Core:** GHP  
**GE Marker:** GN  
**LEC:** GPM  
FMS 160 Freshman Seminar in Historical Perspectives: Modern 3  
Introduction to the historical study of culture from the 17th century through modern times.  
**GE Core:** GHP  
**LEC:** GMO  
FMS 170 Freshman Seminar in Social and Behavioral Studies 3  
Introduction to the scientific study of individuals, societies, and human institutions with an emphasis on the methods and results of investigations in these areas.  
**GE Core:** GSB  
FMS 171 Freshman Seminar in Social and Behavioral Studies-Global Perspectives 3  
Global perspectives on the scientific study of individuals, societies, and human institutions with an emphasis on the methods and results of investigations in these areas.  
**GE Core:** GSB  
**GE Marker:** GL  
FMS 183L Freshman Seminar in Physical Science Laboratory 1  
Laboratory work to accompany FMS 183.  
**GE Core:** GNS  
**LEC:** GPS  
FMS 184 Freshman Seminar in Life Science 3  
Introduction to the study of life science in the natural world. Illustrates the nature of scientific inquiry and the formulation of hypotheses.  
**GE Core:** GNS  
**LEC:** GLS  
FMS 184L Freshman Seminar in Life Science Laboratory 1  
Laboratory work to accompany FMS 184.  
**GE Core:** GNS  
**LEC:** GLS  
FMS 195 Freshman Seminar in Mathematics 3  
Introduction to selected areas of study in the mathematical sciences.  
**GE Core:** GMT  

**Genetic Counseling (GEN)**  

**GEN 601 Principles of Genetic Counseling 3**  
Introduction to techniques used in genetic evaluation and counseling. Issues in preconception and prenatal genetic counseling. Skill development including basic interviewing techniques, psychosocial assessment, pedigree construction, searching on-line resources.  
**Prerequisites:** Enrollment in MS genetic counseling program.  
**GEN 602 Principles of Genetic Counseling II 3**  
Issues in genetic counseling for pediatric and adult-onset genetic disorders including cancer genetics. Skill development, including working with special populations, decision-making, elements of informed consent.  
**Prerequisites:** Matriculation to second semester of MS genetic counseling program.
GEN 605 Research Design in Genetic Counseling 3
Knowledge and skills basic to critical analysis, interpretation of research findings. Use of the scientific method and research process to address issues in the practice of genetic counseling.
Prerequisites: Matriculation to second semester of MS genetic counseling program.

GEN 610 Genetic Counseling and the Community 2
Impact of genetic disorders on patients and families, structure and function of support groups, and role of allied health professionals in evaluation, treatment and referral of patients with genetic disorders.
Prerequisites: Enrollment in MS genetic counseling program.

GEN 614 Prenatal Development: Embryology and Teratology 3
Human embryological development with emphasis on normal and abnormal development. Issues in teratology and birth defects, clinical problems associated with birth defects and their means of prevention.
Prerequisites: Enrollment in MS genetic counseling program or permission of instructor.
Notes: Same as BIO 614.

GEN 616 Human Molecular Genetics 3
Review and extension of basic principles of molecular genetics and their application for the characterization, understanding, and treatment of genetically based disorders and susceptibilities.
Prerequisites: Enrollment in MS genetic counseling program or permission of instructor.
Notes: Same as BIO 616.

GEN 618 Psychosocial Seminar 1
Application of psychosocial aspects of genetic and genomic medicine with an emphasis on genetic counseling and the general public. Implementation of peer-supervision for discussion of components of particularly challenging cases.

GEN 630 Medical/Clinical Genetics I 3
Introduction to clinical/medical genetics for genetic counseling students. Topics include clinical cytogenetics and molecular genetics, Mendelian and non-traditional inheritance, dysmorphology, genetics of common cancers.
Prerequisites: Enrollment in MS genetic counseling program or permission of instructor.

GEN 648 Capstone Preparation Seminar 1
Introduction to research methods for genetic counselors. Knowledge and skills basic to critical analysis, interpretation of research findings, and proposal preparation.
Prerequisites: Enrollment in MS genetic counseling program or permission of instructor.

GEN 658 Molecular Diagnostics 2
Survey of human molecular genetics and current clinical methods used for the diagnosis of human genetic disorders. Special emphasis given to the molecular principles, interpretations, and limitations of these tests.

GEN 669 Clinical Skills Seminar 1
Skill development, eliciting histories, pedigree construction, case preparation and presentation, written documentation of clinical contacts. Introduction to components of clinical and dysmorphology examination and physical measurements.
Prerequisites: Matriculation to Summer Session I of MS genetic counseling program.

GEN 688 Genetics Journal Club 1
Students will select or be assigned articles from the genetics literature for presentation/class discussion. Topics will reflect current trends in research, clinical practice, public policy and social issues.
Prerequisites: Enrollment in MS genetic counseling program or permission of instructor.
Notes: May be repeated for a maximum of two semester hours credit.

GEN 698 Summer Clinical Rotations 2
Introduction to clinical genetic counseling. Supervised observational and participatory activities, skill development.
Prerequisites: Matriculation to Summer Session II of MS genetic counseling program.
Notes: Grade: Satisfactory/Unsatisfactory (S/U).

GEN 701 Principles of Genetic Counseling III 3
Issues in professional development, public policy and health care systems. Introduction to legal issues in genetic counseling. Skill development including advanced genetic counseling skills, case management and preparing educational programs.
Prerequisites: Matriculation to third semester of MS genetic counseling program.

GEN 718 Clinical Rotations I 4
Supervised clinical experiences in genetic counseling: case preparation, risk assessment and intervention, psychosocial assessment and support, identification of testing and support resources for patients, skill development.
Prerequisites: Matriculation to second year of MS genetic counseling program.
Notes: Grade: Satisfactory/Unsatisfactory (S/U).

GEN 719 Clinical Rotations II 4
Supervised clinical experiences in genetic counseling: case preparation, risk assessment and intervention, psychosocial assessment and support, identification of testing and support resources for patients, skill development.
Prerequisites: Matriculation to second year of MS genetic counseling program.
Notes: Grade: Satisfactory/Unsatisfactory (S/U).

GEN 730 Medical/Clinical Genetics II 3
Introduction to research methods for genetic counselors. Knowledge and skills basic to critical analysis, interpretation of research findings, and proposal preparation.
Prerequisites: Matriculation to third semester (GEN 748) of MS genetic counseling program and successful completion of PSY 624.
Notes: Grade: Satisfactory/Unsatisfactory (S/U).

GEN 748 Research Project 3
Research project in genetic counseling.
Prerequisites: Matriculation to third semester (GEN 748) and fourth semester (GEN 749) of MS genetic counseling program and successful completion of PSY 624.
Notes: Grade: Satisfactory/Unsatisfactory (S/U).

GEN 749 Research Project 3
Research project in genetic counseling.
Prerequisites: Matriculation to third semester (GEN 748) and fourth semester (GEN 749) of MS genetic counseling program and successful completion of PSY 624.
Notes: Grade: Satisfactory/Unsatisfactory (S/U).

GEN 803 Research Extension 1-3
Research Extension.

German (GER)

GER 101 Beginning German I 3
Essentials of speaking, listening, reading, writing, vocabulary, and grammar. Supplementary work in the Multimedia Language Laboratory.
GE Marker: GL
GER 101L Elementary German Laboratory 1
Optional supplementary multimedia lab course at the elementary level for students interested in improving their command of the language. Course meets one hour a week for the whole semester.
Corequisites: Concurrent registration in GER 101.

GER 102 Beginning German II 3
Second course in the introductory sequence to German language studies. Essentials of speaking, listening, reading, writing, vocabulary, and grammar.
GE Marker: GL
Prerequisites: GER 101.

GER 102L Elementary German Laboratory 1
Optional supplementary multimedia lab course at the elementary level for students interested in improving their command of the language. Course meets one hour a week for the whole semester.

GER 103 Intensive Beginning German 3
The class introduces students to the basic concepts of the German language through an approach that highlights multiple forms of communication and contextualizes the language learning process with cultural information.
GE Marker: GL
Prerequisites: Placement test and permission of department.

GER 203 Intermediate German 3
Third course in a sequence leading to intermediate-level German language proficiency. Continuation and further study of basic German structures with emphasis on spoken and written language skills.
GE Marker: GL
LEC: GFL
Prerequisites: GER 102 or equivalent.

GER 204 Intermediate German Topics 3
Fourth course in a sequence leading to intermediate-level German language proficiency. Reading, composition and discussion, at an intermediate level, based on German texts on various topics.
GE Marker: GL
LEC: GFL
Prerequisites: GER 203 or equivalent.

GER 215 German Civilization: Readings in English 3
Cultural, political, and social development of Germany from its origin to the present. GER 215-Middle Ages (Romanesque, Gothic) through the fifteenth century. GER 216-from the Reformation to the present. Attention given to the German elements in America. Taught in English. Majors required to do additional reading in German.

GER 216 German Civilization: Readings in English 3
Cultural, political, and social development of Germany from its origin to the present. GER 215-Middle Ages (Romanesque, Gothic) through the fifteenth century. GER 216-from the Reformation to the present. Attention given to the German elements in America. Taught in English. Majors required to do additional reading in German.
GE Marker: GL

GER 217 Masterworks of German Literature Read in English 3
Discussions and readings in English translation of some of the best works of German literature. 217—the Middle Ages, Baroque and Classical Periods, Romanticism, Realism. 218—Selected literary prose and poetry from the Bismarck era to the present.
GE Core: GLT
GE Marker: GL

GER 218 Masterworks of German Literature Read in English 3
Discussions and readings in English translation of some of the best works of German literature. 217—the Middle Ages, Baroque and Classical Periods, Romanticism, Realism. 218—Selected literary prose and poetry from the Bismarck era to the present.
GE Core: GLT
GE Marker: GL

GER 221 Sagas, Legends, Fairy Tales: Readings in English 3
Course taught in translation. Myths of Northern Europe, their main personages and events as preserved in the heroic sagas and epics, the traces of these myths in later literature, in folklore and art, the history of their revival in the nineteenth century (Brothers Grimm, Richard Wagner), the variety of interpretations given to them.
GE Core: GLT
GE Marker: GL

GER 222 The Holocaust in Literature and Art 3
Interdisciplinary course exploring the history and legacy of the Holocaust in memoir literature, prose, poetry, art, and film. Taught in English or 300-level German.
GE Core: GLT
GE Marker: GL

GER 301 German Conversation and Composition: Topics 3
For students desiring some proficiency in spoken and written German. Conversation and composition based on various announced topics. Attendance at Kaffeestunde required unless excused by instructor.
GE Marker: GL

GER 302 German Language and Society: Topics 3
For students desiring proficiency in written German, especially geared toward students who plan to study abroad or who plan to enter graduate school. Compositions based on various announced topics.

GER 305 German Literature: Advanced Intermediate Topics 3
Course aims at improving students’ language proficiency and familiarity with German literature. Taught in English or advanced intermediate-level German.
GE Marker: GL
Notes: May be repeated for credit when topic varies.

GER 306 German Culture: Advanced Intermediate Topics 3
Course aims at improving students’ language proficiency and familiarity with German civilization. Taught in advanced intermediate-level German or English.
GE Marker: GL
Notes: May be repeated for credit when topic varies.

GER 307 Advanced German Grammar 3
Intensive study of grammar (including features not covered in lower levels of instruction) and of contrasting structures of German and English. Introduction to reference tools.

GER 308 Topics in Central European Studies to 1918 3
Interdisciplinary foci on cultural, literary, and historical trends. Taught in English or advanced intermediate-level German.
GE Marker: GL
Notes: May be repeated when topic varies.

GER 309 Topics in Central European Studies since 1918 3
Interdisciplinary foci on modernist culture, literature, and media. Taught in English or advanced intermediate-level German.
GE Marker: GL
Notes: May be repeated when topic varies.
GER 310 German Culture: Advanced Intermediate-Topics in German Film 3
Course aims at improving students’ language proficiency and familiarity with German films and filmmakers. Taught in English or advanced intermediate-level German.

GE Marker: GL

Notes: May be repeated for credit when topic varies.

GER 311 German Conversation Topics 1
Intermediate-level speaking intensive training during formal and informal conversations in German. Interdisciplinary topics focus on current affairs in the German-speaking countries.

GE Marker: GL

GER 341 Business German 3
Introduction to the special vocabulary and syntax as used in business contacts, correspondence and articles. Intermediate-level practice in reading and writing for business purposes and travel.

Prerequisites: GER 204 or equivalent.

GER 403 German Literary Studies: An Introduction 3
Readings from various genres by representative authors from the Age of Goethe to Symbolism, Expressionism, and contemporary literature. Introduction to methodologies of literary analysis. Taught in English or advanced-level German.

Notes: May be repeated for credit when topic varies.

GER 405 Advanced Topics in German Literature 3
Topics will be of a literary nature. Reading and discussion of texts with attention to interpretation and analysis. Taught in English or advanced-level German.

Notes: May be repeated for credit when topic varies.

GER 406 Advanced Topics in German Culture 3
Focus on culture and civilization. Studying texts and multimedia materials with attention to interpretation and analysis. Taught in English or advanced-level German.

Notes: May be repeated for credit when topic varies.

GER 407 Advanced Topics in German Language 3
Linguistic or pedagogical topics include: history of the language; Indo-European to modern German. Reading Old High and Middle High texts. Taught in advanced German or English.

Notes: May be repeated for credit when topic varies.

GER 422 German Memory in Fiction and Film 3
Interdisciplinary course investigating cultural memory and notions of remembering and forgetting in autobiography, prose, poetry, art, and film. Taught in English or 300-level German.

Notes: May be repeated for credit when topic varies.

GER 491 Tutorial 1-3
Directed program of reading, research, and individual instruction in Germanic literatures and languages.

Prerequisites: Permission of instructor.

Notes: May be repeated for credit when topic varies.

GER 492 Tutorial 1-3
Directed program of reading, research, and individual instruction in Germanic literatures and languages.

Prerequisites: Permission of instructor.

Notes: May be repeated for credit when topic varies.

GER 493 Honors Work 3-6
Prerequisite: Permission of instructor; 3.30 GPA in the major; 12 s.h. in the major;

Notes: May be repeated for credit if the topic of study changes.

GER 589 Experimental Course 3
This number reserved for experimental courses. Refer to the Course Schedule for current offerings.

Gerontology (GRO)

GRO 201 Envisioning Your Old Age 3
Students think critically about aging in the current US context and develop proposals for change to ensure their ideal old age will be possible. Required for minor in Gerontology.

GRO 511 Silver Industries 3
Overview of the longevity economy and its influences on entrepreneurial opportunities. Case illustrations highlighted. Using the entrepreneurial business model, students explore opportunities, risks, and rewards in the silver industries market.

Notes: Same as ENT 511.

GRO 589 Experimental Course: The Grateful Dead Legacy 3
Examines the fans of the Grateful Dead as a baby boomer lifestyle community, their music and legacy, including their impact on music, business, art, technology, etc., and their fans.

GRO 602 Seminar: Critical Issues of Aging 3
Intensive review and analysis of the literature and research on issues and unresolved problems of aging. Offered both face-to-face and online.

GRO 610 Life Planning for the Third Age 3
Integrative approach to explore how trends in finances, relationships, health, self-development, housing and work/leisure time interact to impact quality of life and options available to aging adults.

GRO 611C Wrkfrce/HumRes Pol - Aging Soc 1.5
Examines the impact of aging societies on workforce issues and the need for government and employer policies and programs.

GRO 620 Research Methods in Gerontology 3
The integration and application of qualitative and quantitative research designs and methods used in gerontology. Additional attention focuses on the formulation and writing of a research proposal.

Prerequisites: GRO 501 and permission of instructor.

GRO 621 Health and Aging 3
Examines aspects of health and aging from an integration of biomedical and psychosocial perspectives. Foundations for the professional practice of gerontology.

GRO 622 Financing Longevity: Topics in Insurance 3
Overview of concepts and products of insurance related to financing longevity in the United States. Topics include Medicare, Medicaid, long term care insurance and related products.

GRO 631 Planning and Evaluation for Professionals in Aging 3
Introduction to the knowledge and skills related to planning and evaluating innovative responses to the aging of society using program theory as a foundation.

GRO 634 Diversity, Inclusion, and Aging 3
An examination of issues related to diversity among older adults. Focus will be on the interaction of class, gender, race/ethnicity, culture, sexual orientation, and historical period with the aging process.

GRO 649 Gerontology Internship or Research Experience I 3
First internship or research experience for graduate students in gerontology. 140 to 160 hours in a program approved site developed from among nonprofit, governmental, or business settings.

Prerequisites: GRO 501 and permission of instructor.

Notes: Grade: Satisfactory/Unsatisfactory (S/U).
GRO 651 Theoretical Foundations of Aging 3
Integration of current literature and theoretical applications in gerontology focusing on specific area(s) of student's specialty and practicum experiences. Additional emphasis on professional writing, presentations, networks, and extramural funding.

GRO 676 Special Topics in Gerontology 1-3
Study of a special topic in gerontology.
Notes: May be repeated for credit when topic varies.

GRO 677 Entrepreneurship Opportunities in Healthy Aging 3
Examination of entrepreneurship opportunities related to the aging population, with specific attention to products and services that extend the healthy lifespan. Includes development of Business Opportunity Analysis.
Notes: Same as ENT 677, KIN 677.

GRO 679 Gerontology Internship or Research Experience II 3
Supervised experience as a participant/observer in structured setting with older adults in order to link theory and practice and increase professional expertise or supervised research in gerontological topic.
Prerequisites: Admission to the MS in Gerontology; completion of at least two-thirds of coursework including GRO 602, GRO 620, GRO 621, GRO 651, and SWK 570; and permission of instructor.

GRO 695 Independent Study 1-3
Intensive study in an area of special interest in gerontology.
Notes: May be repeated for a maximum of 6 semester hours credit.

GRO 699 Thesis 1-6
Individual guidance in the development of a specific research problem. May be repeated for a maximum of 6 hours credit. (_graded on S-U basis)

GRO 801 Thesis Extension 1-3
Thesis Extension.

GRO 803 Grad Resrch Proj Ext 1-3
Research Extension.

Greek (GRK)

GRK 150 Applied Modern Greek 1
Training in spoken demotic Greek.
Prerequisites: Open to all students with instructor's permission.
Notes: May be repeated for credit up to 4 s.h. Grade: Pass/Not Pass (P/ NP). Will not satisfy foreign language requirement.

GRK 201 Elementary Ancient Greek I 3
Introduction to ancient Greek. Emphasis on understanding principles of grammar and developing skills for reading ancient Greek.

GRK 202 Elementary Ancient Greek II 3
Continuation of GRK 201. Emphasis on advanced grammar and reading of selections from ancient Greek authors (e.g., Euripides, Xenophon, Plato, New Testament).
Prerequisites: GRK 201.

GRK 203 Intermediate Ancient Greek I 3
Designed to develop proficiency in the reading of ancient Greek prose and to introduce students to Greek prose authors. Plato and Lysias and/or Herodotus (or another historian) taught in alternate years.
LEC: GFL
Prerequisites: A grade of C- or better in GRK 202 or permission of instructor.

GRK 204 Intermediate Ancient Greek II 3
Continuation of GRK 203. Designed to develop proficiency in reading ancient Greek poetry and to introduce students to Greek poets. Greek tragedy/Homer taught in alternate years.
LEC: GFL
Prerequisites: GRK 203.

GRK 303 Greek Drama 3
Selected works of Sophocles, Aeschylus, Euripides, and Aristophanes.
Prerequisites: GRK 204 or permission of instructor.

GRK 311 The Greek Orators 3
Selections from the works of Greek orators; emphasis on Antiphon, Lysias, Isocrates, and Demosthenes.
Prerequisites: GRK 204 or permission of instructor.

GRK 312 Greek Historical Writers 3
Selections from the works of the Greek historians; emphasis on Herodotus and Thucydides.

GRK 331 The New Testament 3
Selections from the New Testament.
Prerequisites: GRK 204, or permission of the instructor.

GRK 341 Homer 3
Selections from Iliad and Odyssey.

GE Marker: GL
Prerequisites: GRK 204 or permission of instructor.

GRK 351 Special Topics in Greek Studies 3
Opportunity for students to work individually or in small groups on problems of special interest in Greek literature or language. Work may represent either survey of a given field or intensive investigation of a particular problem.

GRK 393 The Study of Greek Abroad 3
Extensive reading in Greek literature selected in accordance with student needs. For students participating in foreign study programs.
Prerequisites: GRK 204 and permission of department.

GRK 394 The Study of Greek Abroad 3
Extensive reading in Greek literature selected in accordance with student needs. For students participating in foreign study programs.
Prerequisites: GRK 204 and permission of department.

GRK 401 The Greek Epic 3
Selections from the works of Homer, Hesiod, and Apollonius of Rhodes.
Prerequisites: GRK 204 or permission of instructor.

GRK 403 Greek Lyric Poetry 3
Survey of Greek lyric poetry with emphasis on Sappho and Alcaeus; the pastoral poetry of Theocritus, Bion, and Moschus.
Prerequisites: GRK 204 or permission of instructor.

GRK 405 Hellenistic Poetry 3
Selections from Hellenistic poetry; emphasis on Callimachus and Theocritus.
Prerequisites: GRK 204 or permission of instructor.

GRK 421 The Greek Philosophers 3
Selections from the Presocratics, Plato, Aristotle, and representatives of the Hellenistic schools.
Prerequisites: GRK 204 or permission of instructor.

GRK 450 Seminar in Greek Studies 3
Extensive reading in literature of the Classics selected in accordance with student needs. Periodic conferences, written reports, and quizzes throughout the semester.
Prerequisites: GRK 204 or permission of instructor.
GRK 501 Independent Study 1-3
Directed program of reading, research, and individual instruction in Greek language and literature.

Grogan College (GRC)

GRC 101 The Grogan College Experience 1
Introductory examination of critical issues in educational theory and practice related to the learning community concept. The course also exposes students to essential competencies for academic and personal success.
Prerequisites: Enrollment in a Grogan College Learning Community.

GRC 102 Topics in Connected Thinking: An Introduction to Interdisciplinary and Cross-Professional Problem Solving 1
Topical exploration of interdisciplinary and cross-professional thinking through real world applications and community engagement.
Prerequisites: GRC 101 or ISL 101. enrollment in Grogan College.

Health and Human Sciences (HHS)

HHS 110 Bridging Differences through Community Relationships: Health and Human Sciences 1
Expanding experience of race, gender, ethnicity, social class, and/or other identities through developing relationships in community settings related to health and human sciences.
Notes: Open to all undergraduates. Grade: Pass/Not Pass (P/NP).

HHS 120 College, Career & Life (Part I) 3
Preparing students for the realities of college, career and life. Topics include current events, financial literacy, personal branding, life design, multiculturalism, and identity development.
Prerequisites: First-year college students and Middle College students and written permission.

HHS 125 Design Your Life I: What Could I Do With My Life? 1
Develop essential knowledge and skills to enhance personal and academic success, with emphasis on self-awareness, self-management, interdependence, and self-responsibility.
Notes: May be repeated once for a total of 2 s.h.

HHS 131 College, Career & Life (Part II) 3
Prepares students for the realities of college, career and life. Topics: personal and academic success; higher education decision-making; reliance on self and establishing routes from college to career.
Prerequisites: First-year college students and Middle College students and written permission.

HHS 135 Design Your Life II: Redesign a Life You'll Love 1
Students identify meaningful learning opportunities based on purpose, mission, dreams, and vision; create specific projects to move toward a desired state; and then engage in coaching techniques to accomplish projects.
Notes: May be repeated once for credit.

HHS 140 College, Career & Life (Part III) 3
Prepare students for the realities of college, career and life - with emphasis on career focused goal-setting. Topics: fiscal responsibilities & solutions; career goal planning; meaningful work.
Prerequisites: First-year college students and Middle College students and written permission.

HHS 250 Purpose-Driven Entrepreneurship 3
Students will engage in exercises to understand their purpose, develop a plan to create self-employed, meaningful work, and learn strategies to stay connected to the self and the world.
Notes: SAE may be repeated once for credit. Business project must be different than project completed the first time taking the course; Same as ENT 250.

HHS 275 Entrepreneurial Personal Branding 3
Students will have a better understanding of the entrepreneurial mindset, how to use entrepreneurship strategies personally, and how to best brand and uniquely market themselves.
Notes: Same as ENT 275.

HHS 589A Experimental Course: Exploring Intersections of Latino Individual, Family, and Community Life 6
This course is an in-depth study of Latino culture in Costa Rica. Students will examine the psychosocial intersections of how individuals, families, and communities experience economic, political, and gendered lives.

HHS 589C Experimental Course: Refugee Experiences, Protection, and Well-Being in Global Contexts 6
For this course, international travel led by qualified faculty is organized to different world regions for interdisciplinary and inter-professional study of refugee experiences, protection, challenges, and wellbeing.
Prerequisites: Open to rising Juniors and Seniors. post-baccalaureate students; Students/professionals with graduate level standing.

HHS 589D Experimental Course: Sikkim: Buddhism, Peace, and Postcolonial Paradox 6
This course focuses on Sikkim’s history and present political status as a state of India. Traveling internationally student’s will examine the political economy and postcolonial paradoxes of the region.

HHS 625 Research Methods in the Health and Human Sciences 3
Research methods and designs for the study of families and individuals across the lifespan. Focus is on application of method to research in the health and human sciences.

HHS 630 Survey Design: Health and Human Sciences 3
Survey design and implementation applied to problems in health and human sciences. Topics: maximizing response rates; selecting/writing/evaluating questions for different populations; reliability; validity; layout; modes of survey administration.

HHS 650 Applied Multiple Regression 4
Applied instruction on the theoretical underpinnings and assumptions of multiple regression analysis and the valid implementation of this statistical model in testing of meaningful and nuanced research questions and hypotheses.
Prerequisites: ERM 680, STA 571, PSY 609, or permission of instructor.

HHS 654 Ethics in Practice, Teaching, and Research 3
In-depth coverage of contemporary ethical issues facing practitioners, teachers, and researchers in health and human science fields. Focus on providing the tools necessary for addressing situations requiring ethical decision-making.
Notes: Open to master’s and doctoral level students and with permission of instructor.
HHS 702 Professional Grant Writing for Community Organizations 3
Theoretical and applied avenues to learning Professional Grant Writing for Health and Human Service Organizations in the Community.
Prerequisites: Enrolled graduate students in the School of HHS, or permission of instructor.
Notes: Same as HEA 702.

HHS 703 Teaching Undergraduates in Health and Human Services 3
Analysis and application of innovative approaches to undergraduate course design, teaching, and evaluation in Health and Human Sciences.

HHS 745 Cluster and Mixture Modeling 3
Theoretical underpinnings and assumptions in the application of finite mixture modeling in the study of health behavior, formulation of research questions, and strategies for reporting of results.
Prerequisites: HHS 650 or NUR 702 or ERM 681 or permission of instructor.

HHS 746 Applied Longitudinal Analysis 3
Theoretical underpinnings and assumptions of statistical techniques for the analyses of data from longitudinal designs, formulation of research questions, and strategies for reporting of results.
Prerequisites: HHS 650 or NUR 702 or ERM 681 or permission of instructor.

HHS 750 Professional Development Seminar 3
Preparation for academic careers, including expectations for promotion and tenure; effective writing techniques for publishing in academic journals; and planning for the academic job market, job applications, and campus interviews.

HHS 776 Higher Education Administration and Leadership in Health and Human Sciences 3
Addresses the major areas of responsibilities of a variety of academic administrative roles within a university, from program director and department chair/head to provost, from the base of HHS.
Prerequisites: Students must have an administrative mentor who agrees to participate in the practicum section of this course.
Notes: Grade: Satisfactory/Unsatisfactory (S/U).

HHS 797 Directed Studies in HHS: Writing NRSA Fellowship Grants 1-3
In collaboration with faculty sponsor, write an individualized, mentored training plan to support pre-doctoral (F31) or post-doctoral (F32) research and career development. Regular meetings with the faculty sponsor are required.
Prerequisites: permission from graduate faculty sponsor who will supervise and evaluate the directed studies activities.

Higher Education (HED)

HED 601 Foundations of College Student Affairs Administration 3
Learn about the major areas of responsibilities of a variety of academic administrative roles within a university, from program director and department chair/head to provost, from the base of HED.

HED 602 Student Development Theory in Higher Education 3
Reviews the theory and research on the effects of the college experience on contemporary college students.
Prerequisites: HED 601, HED 602, HED 609. Restricted to students enrolled in the SAAHE master’s degree program or the Higher Education doctoral program (if needed as a supporting course and with instructor permission).

HED 603 Effects of College on Students 3
Reviews the theory and research on the effects of the college experience on contemporary college students.
Prerequisites: HED 601, HED 602, HED 609. Restricted to students enrolled in the SAAHE master’s degree program or the Higher Education doctoral program (if needed as a supporting course and with instructor permission).

HED 604 Organization and Administration of Student Affair in Higher Education 3
Basic skills and theories of organization and administration of student affairs programs in higher education.
Prerequisites: HED 601.

HED 607 Adult Learning and College Teaching 3
HED 608 Leadership in Higher Education 3
Examines the concepts of "good" and "effective" leadership and the nature of leadership development in higher education. Explores and investigates leadership models, theories, and frameworks in higher education.

HED 609 Student Development Theory II 3
Examines the concepts of social justice in higher education. Explores and investigates various theories, perspectives, issues, and frameworks of social justice and social identities in higher education.

HED 612 Current Issues in Higher Education 3
HED 625 Acad Advsg/Retent-Higher Ed 3
Addresses academic advising as a key element in the retention of college students; academic advising on the college campus.

HED 661 Higher Education in the U.S. 3
Policy governance and legal issues affecting contemporary higher education in the U.S. and their historical background.

HED 663 Planning Programs in Postsecondary Education 3
Designing and implementing developmentally appropriate programs in higher education. Constructing learning outcomes. Evaluating and reporting program effectiveness.

HED 668 Contemporary Problems Seminar 1-3
Specific course title identified each semester by subscript (e.g., Contemporary Problems Seminar; Issues in Professional Negotiations).
Prerequisites: Advanced master’s or doctoral standing, or permission of instructor.
Notes: May be repeated for credit when topic varies.

HED 690 Internship and Professionalism in Student Affairs 3
Provides experiential learning opportunities in functional area of higher education. Learners engage in professional work activities, explore career interests, and prepare for full-time employment.
Prerequisites: HED 601 and 602 and permission of instructor.

HED 692 Independent Study 1-4
Guided readings, research, and individual project work under direction of a staff member.

HED 699 Thesis 1-6
Individual guidance and direction in the development of a research problem in the master’s degree thesis.

HED 728 Topics in CUI 3
HED 738 Mixed Methods Rsrch Desgn-CUI 3
Overview of mixed methods research including its history, current literature, and typology. Topics include research design, data collection, data analysis, validity, and proposal writing for a mixed methods study.

HED 745 Higher Education: Equity, Inclusion and Learning 3
HED 746 Organizational Theory in Higher Education 3
Competing theories of college and university organization form a transdisciplinary perspective with attention to the cultural singularities of academia. Production of an in-depth literature review on a related topic.
Prerequisites: HED 601, HED 606, and HED 661.
HED 747 Advanced Student Devel Theory 3
Advanced study of the impact of college on students with emphasis on developmental needs and peer group characteristics. Requires an in-depth literature review on a related topic.

HED 748 The Law of Higher Education 3
An overview of law and implications for decision-making in higher education. Focus on constitutional, statutory, and case law. Prepares higher education leaders to protect rights of faculty, staff, students, others.

HED 749 Professional Seminar in Higher Education Research 3
Overview of research interests, practice critical reading and writing strategies, and produce an in-depth literature review.
Prerequisites: HED 601, HED 606, and HED 661.

HED 756 Public Policy in Higher Ed 3
Overview of the roles of principal forces and actors in formulating federal and state policies related to access, affordability, and accountability in postsecondary education.

HED 765 Research in Equity Education 3
Examines the research knowledgebase in equity education and facilitates the design of culturally sensitive studies. Particular emphasis on race/ethnicity, gender, and class issues related to the design of research studies that affirm equity and perpetuate social justice.

HED 767 Qualitative Data Coll/Analysis 3

HED 775 Directed Doctoral Research 3
Individual work on dissertation research problems: collection analysis, critical review, integration, and interpretation of research literature on a topic pertinent to the student's dissertation. May be repeated once for credit.

HED 799 Dissertation 1-12
Individual direction in the development and execution of a doctoral dissertation.

HED 802 Dissertation Extension 1-3
Dissertation Extension.

HED 803 Research Extension 1-3
Research Extension.

History (HIS)

HIS 204 History of Africa since 1870 3
Colonial partition, missionaries, wars of resistance, styles of colonial rule, development and underdevelopment, independence movements and de-colonization, neo-colonialism, capitalism and socialism, civil wars, apartheid in South Africa.
GE Core: GHP
GE Marker: GN
LEC: GMO

HIS 206 Topics in Premodern Western History 3
Cross-cultural themes in premodern Continental European history explored in a world context, such as: History of Christianity; Atlantic Exploration and the Columbian Exchange; Everyday Life before 1750.
GE Core: GHP
GE Marker: GL
LEC: GMO
Notes: May be repeated for credit when topic of study changes.

HIS 207 Topics in Premodern World History 3
Cross-cultural themes in premodern African, Asian, or Latin American/Caribbean history explored in a world context, such as: Merchants, Trade, and Cultural Encounters; Islam in Asia and Africa; Ancient American Empires.
GE Core: GHP
GE Marker: GN
LEC: GPM
Notes: May be repeated for credit when topic of study changes.

HIS 208 Topics on the West and the Modern World 3
Transnational themes in modern continental European history explored in a world context, such as: Emigration and Immigration; Nation States and National Identities; History of "Development"; European Expansion and Colonial Empires.
GE Core: GHP
GE Marker: GL
LEC: GMO
Notes: May be repeated for credit when topic of study changes.

HIS 209 Topics in Modern World History 3
Transnational themes in modern African, Asian, or Latin American/Caribbean history explored in a world context, such as: Borderlands, Frontier, and Cultural Change; Contradictions of Colonial Experience; Gender, Labor, and Modernization.
GE Core: GHP
GE Marker: GN
LEC: GMO
Notes: May be repeated for credit if the topic of study changes.

HIS 210 Human Rights in Modern World History 3
A historical survey of human rights as a concept and political cause in international law, transnational movements, and global events from the 18th century to the present.
GE Core: GHP
GE Marker: GN
LEC: GMO
Notes: May be repeated for credit if the topic of study changes.

HIS 211 The United States: A General Survey to 1865 3
First semester: to 1865. Second semester: since 1865.
GE Core: GHP
LEC: GMO

HIS 212 The United States: A General Survey Since 1865 3
First semester: to 1865. Second semester: since 1865.
GE Core: GHP
LEC: GMO
HIS 213 Topics in American History 3
Selected topics in American history at an introductory level. Topics may vary from colonial era through the twentieth century. This course stresses the analysis and interpretation of primary sources.

GE Core: GHP

HIS 215 The Civilizations of Asia 3
History, institutions, and culture of India, China, and Japan, from earliest times to about 1700. Limited reference to Southeast Asia, Central Asia, and Korea.

GE Core: GHP
GE Marker: GN
LEC: GPM

HIS 216 The Civilizations of Asia 3
Impact of West on Asia and Asia's response; development of nationalism and Communism. Focus is on India, China, and Japan in nineteenth and twentieth centuries.

GE Core: GHP
GE Marker: GN
LEC: GMO

HIS 217 The World in the Twentieth Century 3
Political, social, and economic forces affecting Africa, the Americas, Asia, and Europe. Issues include Cold War, imperialism, nationalism, terrorism, world war. Covers the twentieth century from 1900 to 1945.

GE Core: GHP
GE Marker: GN
LEC: GMO

HIS 218 The World since 1945 3
Political, social, and economic forces affecting Africa, the Americas, Asia, and Europe since 1945. Issues include Cold War, imperialism, nationalism, terrorism, and decolonization.

GE Core: GHP
GE Marker: GN
LEC: GMO

HIS 220 The Ancient World 3
Early civilizations: Near Eastern, Egyptian, Greek, and Roman to Reign of Constantine.

GE Core: GHP
LEC: GPM

HIS 221 Medieval Legacy 3
Survey of Western European history from the end of the Roman Empire to the fifteenth century exploring such varied aspects of the medieval experience as pilgrimage, crusade, peasant life, the emergence of national states, and the rise of the university.

GE Core: GHP
GE Marker: GL
LEC: GPM

HIS 222 Europe 1400-1789 3
Survey of major socio-economic, political, and cultural trends in Europe from the Renaissance to the French Revolution.

GE Core: GHP
GE Marker: GL
LEC: GPM

HIS 223 European Revolutions, 1789-1989 3
Survey of major socio-economic, political, and cultural trends in Europe from the French Revolution to the present.

GE Core: GHP
GE Marker: GL
LEC: GMO

HIS 239 The First America: Latin America, 1492-1830 3
Introduction to the early history of Latin America. Emphasis on the clash of cultures, Indian-Spanish relations, and the structure and mechanisms of empire.

GE Core: GHP
GE Marker: GN
LEC: GMO

HIS 240 (Dis)order and Progress: Latin America since 1810 3
Introduction to the political and economic history of Latin America since independence. Survey covers political dynamics, social transformations, and the evolution of export economics.

GE Core: GHP
LEC: GMO

HIS 251 The History of Western Science: A Survey 3
Introduction to major developments in the history of Western science. First semester: from antiquity to the Scientific Revolution. Second semester: from 18th to 20th century

LEC: GPM

HIS 301 Race and Slavery 3
Examination of the black experience from ancient to modern times, including pre-colonial Africa, the Atlantic slave trade, slavery in the Americas with special emphasis on the United States before 1865.

LEC: GMO

HIS 302 Race and Segregation 3
Race and segregation in the United States since the Civil War, including the origins of Jim Crow laws, civil rights movement, black urbanization, the Harlem Renaissance, black nationalism, and the black experience in America.

LEC: GMO

HIS 303 South Africa and Its Neighbors 3
Early African societies and states, slave trade and slavery, European settlement and expansion, mineral revolution, colonialism and independence in Zimbabwe, Angola, Mozambique, Namibia; apartheid and African nationalism in South Africa.

HIS 304 Gender, Family, and Wealth in African History 3
Examines how relations, obligations, and transactions between men and women have affected the production and distribution of wealth in African societies during precolonial times, colonial rule, and since independence.

HIS 306 Islam and Popular Culture in Africa 3
Examines the ways in which the towns of Medieval Europe constructed social unity and the ways in which that unity was threatened by cultural change and social unrest.

HIS 307 Unity and Unrest in Medieval Towns 3
Examines the ways in which the towns of Medieval Europe constructed social unity and the ways in which that unity was threatened by cultural change and social unrest.

GE Marker: GL

HIS 310 Daughters of Eve: Women in the Middle Ages 3
Examines the political, social, religious, and cultural experiences of women during the European Middle Ages. Consideration given to gender roles, family structure, and writings by and about women.

GE Marker: GL
HIS 311 Darwin and the Theory of Evolution 3
Study of the background, genesis, and reception of Darwin's theory in its scientific and social context as the basis for an examination of the nature and scope of scientific explanations.
LEC: GMO

HIS 312 The Crusades 3
Social, political, and religious causes of crusading: events of the crusades (1097–1250); impact of the crusades on Christian Europe and the Muslim Near East.

HIS 314 The Modern British Empire, 1750-Present 3
This course examines the British Empire from the mid-eighteenth century to the present. Themes include: the changing nature of imperial expansion, methods of colonial rule, decolonization, and legacies of empire.

HIS 315 Witchcraft and Magic in European History 3
Examination of witchcraft beliefs and persecution as a way of studying the social history of Europe before industrialization. Emphasizes the "Witch Craze" of the sixteenth and seventeenth centuries.

HIS 316 Interpreting American History 3
Examination of a broad variety of primary source evidence and historiographical methods for studying the American past from the colonial era through the twentieth century.
Prerequisites: Middle Grades or Secondary Social Studies Licensure candidates or permission of instructor.

HIS 317 Creating a Public Past: History beyond the University 3
Explores the place of the past in contemporary life and introduces the field of public history: the effort to make history for and with audiences beyond the university.

HIS 318 Revolution and Reform in Modern Latin America 3
Origins and historical influence of major social and cultural movements in Latin America since 1800. Topics include liberalism, populism, and communism; gender movements, counter cultures, and Catholic traditionalism; and ethnic nationalism.

HIS 319 Sugar, Soccer, Samba: History of Brazil 3
General history of Brazil since 1500. Topics include cultural and environmental history; the history of slavery and colonization; immigration, race, and economic development; and modern struggles for equality and democracy.

HIS 320 History of Mexico and Central America 3
The political and economic history of Mexico and Central America from the dissolution of colonial New Spain in 1821 to the debates over neoliberalism in the early 21st century.
LEC: GMO

HIS 321 Latin America and the United States 3
A history of inter-American relations from the Monroe Doctrine to the Caribbean Basin Initiative. An examination of traditional interpretations and contemporary arguments and the Latin American context and perspective.

HIS 322 American Indian History: 1840 to the Present 3
Explores the history of American Indians in the area now encompassed by the United States from 1840 to the present.

HIS 323 American Indians and Nature 3
Examines the interaction of American Indians and nature from before European arrival today.
GE Core: GHP
GE Marker: GN

HIS 324 The Frontier in American Culture 3
Role of the frontier as symbol and region in the development of American culture from early settlement to the twentieth century. Topics include race, gender, ethnicity, and popular culture.

HIS 325 History of the American Home 3
Study of houses as historical evidence of social change from the colonial period to the twentieth century. Topics include: impact of gender, region, social class, and ethnicity on American housing.

HIS 326 Using Photographs as Historical Evidence 3
Case study approach using photographs as historical evidence from the Civil War to the Great Depression. History and interpretation of specific print materials. Identification, care and handling of historic photographs.

HIS 327 American Cultural History 3
Using paintings, houses, literature, radio, television, and other materials, this course explores the creation and development of American culture from early settlement through the twentieth century.
LEC: GMO
Notes: Not open to freshmen.

HIS 328 U.S. Women's History to 1865 3
A history of women in the U.S. to the Civil War. Topics include Native American gender systems, midwives, witchcraft, women's labor and education, families, slavery, and social reform.

HIS 329 U.S. Women's History Since 1865 3
A history of women in the U.S. since the Civil War. Topics include women's activism, labor, reproduction, public policy, race and class inequalities, and contemporary women's issues.

HIS 330 American Popular Music and Social Change Since 1900 3
Explores how musical movements (including jazz, folk, soul, rock, and hip hop) shaped new visions of America, from the Great Depression to the Civil Rights movement to the present day.
GE Core: GHP

HIS 331 Southern and African American History, 1492-1980 3
Southern and national civil rights politics in light of local and human rights dimensions of the wider black freedom movement. Special attention to leadership, economics, local movements, and white resistance.

HIS 332 American Indian History to 1840 3
Explores the history of American Indians in the area now encompassed by the United States through the era of Indian Removal in the 1830s.

HIS 333 United States Environmental History 3
Examines the interaction of humans and nature in American history from the colonial period to today.

HIS 334 The American Colonial Period, 1607-1763 3
Selected topics pertaining to development of colonies to eve of American Revolution.
LEC: GMO

HIS 335 The Age of the Democratic Revolution, 1764-1789 3
The politics, social structure, warfare, and ideology of the American Revolution set against the background of early modern European thought and modern American constitutional development.
GE Core: GHP
LEC: GMO

HIS 336 The Age of Jefferson and Jackson, 1789-1848 3
A study of American History, 1789–1848, including examination of political events and politicians, economic and social trends and developments, and growth of sectionalism.
HIS 338 Civil War, Reconstruction, and Reunion, 1848-1896 3
American history from the end of the Mexican War to the Bryan campaign, centering on the slavery controversy, Civil War and Reconstruction, industrialization, urbanization, and agrarian problems.

HIS 339 War, Society, and Reform: America, 1896-1945 3
Examines the impact during the first half of the twentieth century of two world wars, reform, industrialization, the changing status of women and minorities, and the emergence of mass culture.

HIS 340 The United States since World War II 3
Selected social, political, and international trends and events: Cold War and Vietnam; conservatism from McCarthy to Reagan; black freedom, radicalism and the Great Society; feminism; mass immigration and multicultural America.

HIS 341 Pirates of the Caribbean: The Real Story 3
Introduces students to the fascinating, complex, and changing roles of corsairs, buccaneers, and privateers in shaping the emerging colonial economies, societies, and cultures of the early modern Caribbean.

HIS 342 Gender, Sex, and Health in the 20th Century US 3
Women's bodies and health in historical perspective. Topics include: anatomy, menstruation, childbirth, birth control, abortion, violence, pregnancy, nutrition, eating disorders, HIV/AIDS, menopause, breast cancer, and sexuality.

HIS 343 The Old South 3
Economy, society, and politics of the South from colonial times to the Civil War. The institution of slavery. Emphasis on period 1820–1860.

HIS 344 The New South 3
Southern history from Reconstruction to the present. Emphasis on race, politics, agriculture, and industry.

HIS 345 The Unfit: Race Cleansing in the United States 3
Study of America's role in international eugenics. Themes include racial nationalism; fears of race suicide; and the segregation and sterilization of nonwhites, women, Jews, immigrants, and the disabled to "cleanse" humanity.
LEC: GMO

HIS 347 History of North Carolina 3
History of North Carolina from its colonial origins to the twentieth century, including the evolution of its political system, economy, social structure, and culture.

HIS 348 The World at War, 1914-1918 3
Origins, course, and impact of the First World War. Emphasis on political, social, and cultural as well as military perspectives.

HIS 349 The World at War, 1939-1945 3
Emphasis on the political systems responsible for the Second World War; military establishments that fought it, the populations that suffered it, and sociopolitical and cultural changes it brought about.
GE Marker: GL

HIS 351 History of Greece, 2000 BC-31 BC 3
Mycenaean society, Greek "dark ages" colonization and tyranny, Athens and Sparta, flowering in the fifth and fourth centuries, conquests of Alexander, Hellenistic empires, and the diffusion of Greek civilization.

HIS 353 Athens in the Fifth Century BC 3
Study of the social and political history of Athens in the fifth century BC Ruzicka
Prerequisites: HIS 220 or HIS 351 or permission of instructor.

HIS 354 The Roman Republic, 754 BC-44 BC 3
Study of the social and political forces that led to Rome's conquest of the Mediterranean World—and of the transformation which world conquest wrought on Rome itself. Topics covered include: the Roman Constitution and politics, the Roman conquest of Italy and then of the whole Mediterranean, and the decline of the Republic.

HIS 355 The Roman Empire, 44 BC-AD 337 3
Survey of politics and society at Rome under the Empire, when Rome dominated Western Civilization. Topics covered include: Augustus and the rise of one-man rule at Rome, the long "Roman Peace" and the civilizing of Europe under the Emperors, the rise of Christianity, and the transformed Empire of Constantine the Great.

HIS 356 The Making of the African Diaspora 3
This course will explore the histories of Africans and their decedents across the Indian Ocean and Atlantic worlds.

HIS 359 Sexuality in Historical Perspective 3
Survey of the history of sexuality since the 17th century, with emphasis on America. Topics include agrarian sexual patterns, the impact of industrialization, Victorianism, birth control, the effects of Freud, and the 20th-century "sexual revolution."

HIS 360 The Structure of Scientific Change: Topics in the History of Science 3
In-depth examination of selected topics to elucidate the nature of scientific change. Representative topics: Thomas Kuhn's image of science; the Chemical Revolution; evolution; relativity.
LEC: GMO

HIS 361 History of Economic Thought 3
The history of economic thought and criticism since the eighteenth century. Major topics include classical economics, socialism, communism, marginalism, Keynesianism, corporatism, Austrian economics, monetarism, developmentalism, neoliberalism, and modern anti-market revolutions.

HIS 363 European Economic History 3
Study of the evolution of European economies from early modern times to the twentieth century. Emphasis on sources of growth: trade, migration, industry, technical change, labor, and capital.
Prerequisites: ECO 201.

HIS 364 The French Revolutionary Era 3
France in the age of the French Revolution, including the old regime, Enlightenment, narrative and interpretive treatment of the Revolution.

HIS 365 Modern France 3
Social, political, and cultural forces that shaped France through the Third Republic, World Wars, rise of communism and fascism, Occupation and Resistance, postwar Fourth and Fifth Republics.

HIS 368 Medieval Thought and Learning from 300 to 1500 3
A survey of the formation of a medieval intellectual tradition and its institutional expression in the Latin West from late Roman times to the sixteenth century.

HIS 369 History of Spain 3
Exploration of major themes in Spanish history, including the concept of crusade, the experience of empire, and struggle for religious, ethnic, and political unity. Focuses on Spain during its "Golden Age" (1500–1700).
LEC: GPM
HIS 371 Europe since World War I 3
A survey of modern Europe with emphasis on the two world wars, political ideologies and cultural developments, and the postwar movement to European integration.
LEC: GMO

HIS 373 English History to 1660 3
Origins and evolution of English culture and English constitution.
LEC: GPM

HIS 374 British History 1688-Present 3
Major landmarks in the social, political, intellectual, and cultural history of the diverse peoples of the British Isles from the Glorious Revolution of 1688 to the 21st century.
LEC: GMO

HIS 375 Germany in the Nineteenth Century, 1800-1914 3
Examination of German social and political structures and their functioning between 1800 and outbreak of World War I. Attendant emphasis placed upon cultural and intellectual issues which illuminate German (and European) culture of the nineteenth century.
GE Marker: GL

HIS 376 German History, 1914-1945 3
German social and political structures and their functioning during World War I, Weimar Republic, and Third Reich with attendant emphasis on cultural and intellectual themes.
GE Marker: GL

HIS 377 Russian History to 1900 3
Introduction to old Russia of Kiev and Muscovy, followed by a more intensive survey of eighteenth and nineteenth centuries.

HIS 378 Russian History since 1900 3
End of Tsarist Empire, Revolution of 1917 and its aftermath, Soviet Union under Stalin, and recent developments.

HIS 379 Chinese History to 1800 3
Introduction to early China, from ancient civilizations to imperial China.
HIS 380 Topics in the Near and Middle East 3
Explores interdisciplinary topics in the Near and Middle East designed to enrich historical perspectives such as archaeology, environmental history, and travel literature. Emphasis is on the Islamic world.
Notes: May be repeated for credit when topic varies.

HIS 381 The Near and Middle East since World War I 3
Emphasizes developments since World War I.
LEC: GMO

HIS 383 Chinese History to 1800 3
Early Chinese Civilization: Imperial Period; first dynasties; Early Modern China.

HIS 384 The Modern Transformation of China: 1800 to Present Day 3
Coming of Europeans; decline of imperial institutions to 1870; Western impact and Chinese reforms, 1870–1945; contemporary China.

HIS 385 Japanese History to 1867, Izanagi and Izanami to Emperor Meiji 3
Creation myths—archaeological record, warrior aristocracy under Chinese veneer, Japanese feudalism: Shoguns, daimyo samurai, servants of Christ, diplomats, seclusion, and civil war.

HIS 386 Creating Modern Japan, 1867 to the Present 3
Meiji Restoration and the West, Radical Nationalism, Parliamentary government, World War II from Manchurian Incident through MacArthur. Present day Japan.

HIS 387 History of the Chinese Frontier 3
Exploration of the ways in which the various peoples existed on the edges of the Chinese empire throughout history, fighting during much of this time for political and cultural autonomy.
GE Marker: GN

HIS 389 West Africa during the Atlantic Slave Trade 3
Examines how trade between European and African countries developed into a trans-Atlantic slave trade. Focus on origins of slaves and effects of slave trade on Africa, ca. 1450–1850.

HIS 390 History Internship 3
Field learning experience in public or applied history, or archaeology. Academic supervision provided by job supervisor. Assigned reading and written reports.

HIS 391 Historical Skills and Methods 3
Introduction to research methods in history. Topics include: analyzing varieties of primary and secondary source materials; designing a project focus; finding and evaluating appropriate sources; citation methods; historiography.
Prerequisites: History major or minor and completion of all 200-level requirements for the major.

HIS 392 The Holocaust: History and Meaning 3
This course examines the history of the Nazi Holocaust during World War II and explores a variety of meanings—intellectual and artistic—that have been imposed upon it.
GE Marker: GL

HIS 393 Medieval Church and State 3
Intellectual and cultural history from the Enlightenment to the present with emphasis on major political ideologies (liberalism, conservatism, socialism, fascism) and the long-running debate on virtues and vices of Western-style “modernity.”

HIS 394 Medieval Europe 3
Academic supervision provided by job supervisor. Assigned reading and

HIS 395 Mediaeval Church and State 3
Field learning experience in public or applied history, or archaeology. Academic supervision provided by job supervisor. Assigned reading and written reports.

HIS 396 Mediaeval Church and State 3
Field learning experience in public or applied history, or archaeology. Academic supervision provided by job supervisor. Assigned reading and written reports.

HIS 397 Modern European Thought 3
Examination of German social and political structures and their functioning during World War I, Weimar Republic, and Third Reich with attendant emphasis on cultural and intellectual themes.

HIS 398 Modern European Thought 3
Examination of German social and political structures and their functioning during World War I, Weimar Republic, and Third Reich with attendant emphasis on cultural and intellectual themes.

HIS 399 Images of Africa in Film 3
Examines how Africa and Africans have been portrayed in film, from the creation and perpetuation of Hollywood stereotypes to the emergence of Independent Black Film and African Cinema.

HIS 401 Individual Study 1-3
Directed program of reading or research. Available to qualified students upon the recommendation of an instructor and approval of department head.

HIS 402 Individual Study 1-3
Directed program of reading or research. Available to qualified students upon the recommendation of an instructor and approval of department head.

HIS 411A Seminar in Historical Research and Writing 3
Locating and using historical source materials, written and oral, published and unpublished. 411A: American; 411B: European; and 411C: Wider World.
Prerequisites: For social studies licensure students: HIS 430 and permission of instructor. For all other history majors: HIS 391 and permission of instructor.
Notes: Required of history majors. May be repeated once for credit when topic varies.
HIS 411B Seminar in Historical Research and Writing 3
Locating and using historical source materials, written and oral, published and unpublished. 411A: American; 411B: European; and 411C: Wider World.

Prerequisites: For social studies licensure students: HIS 430 and permission of instructor. For all other history majors: HIS 391 and permission of instructor.

Notes: Required of history majors. May be repeated once for credit when topic varies.

HIS 411C Seminar in Historical Research and Writing 3
Locating and using historical source materials, written and oral, published and unpublished. 411A: American; 411B: European; and 411C: Wider World.

Prerequisites: For social studies licensure students: HIS 430 and permission of instructor. For all other history majors: HIS 391 and permission of instructor.

Notes: Required of history majors. May be repeated once for credit when topic varies.

HIS 430 Historical Methods for Social Studies Teachers 3
Introduction to research methods in history for social studies licensure students. Students write a research paper based on primary source evidence.

Prerequisites: Middle Grades or Secondary Social Studies Licensure candidates who have completed HIS 308, HIS 316, and one other 300-level History elective for a total of 9 s.h. or permission of instructor.

HIS 440 Principles and Practices for Teaching History 3
Philosophy and methods for teaching historical reasoning. Topics include evaluating curricular standards, using primary sources in the classroom, teaching with historic places, creating and evaluating assignments, and teaching research methods.

Prerequisites: Middle Grades or Secondary Social Studies licensure candidates who have completed HIS 308, HIS 316, and any 300-level History elective for a total of 9 s.h. or permission of instructor.

HIS 491 Honors Work: American History 3-6
Prerequisite: Permission of instructor; 3.30 GPA in the major; 12 s.h. in the major.

Notes: May be repeated for credit if the topic of study changes.

HIS 492 Honors Work: European History 3-6
Prerequisite: Permission of instructor; 3.30 GPA in the major; 12 s.h. in the major.

Notes: May be repeated for credit if the topic of study changes.

HIS 493 Honors Work: Wider World History 3-6
Prerequisite: Permission of instructor; 3.30 GPA in the major; 12 s.h. in the major.

Notes: May be repeated for credit if the topic of study changes.

HIS 502 African American History: Selected Topics 3
Examination of selected topics in black history including African beginnings, slavery, racial attitudes, and civil rights.

Notes: May be repeated once for credit.

HIS 505 Introduction to Archival Management 3
Principles of archival management, featuring both classroom instruction in archival theory and practical experience in manuscript repositories and public and private archives.

Prerequisites: Permission of instructor.

HIS 508 Latin America and Caribbean: Selected Topics 3
A study of select political and economic developments from a historical perspective. Topics include an examination of Hispanic democracy, the evolution of the military, and land tenure. Seminar format.

Notes: May be repeated once for credit when topic varies.

HIS 510 Historiography 3
Development of the historical profession and perspectives on historical methodology. Selected readings by philosophers of history and practicing historians.

HIS 514 Topics in World History 3
Selected topics in world history such as migration, religions, human and/or environmental interaction, imperialism, trade, urbanism, frontiers, and global networks.

Notes: May be repeated once for credit when topics varies.

HIS 515 American Diplomatic History: The Twentieth Century 3
Emphasis on most important crises and making of basic policy decisions from Spanish American war to present.

HIS 518 American Economic History 3
Evolution of the American economy with emphasis on economic performance through time measured against the goals of full employment, price stability, and rapid growth.

Prerequisites: ECO 201 or permission of instructor.

Notes: Same as ECO 518.

HIS 520 Southern History: Selected Topics 3
Selected topics in the history of the American South from the colonial origins to our time. Examples include politics, education, economic development, reform, race, and gender.

Notes: May be repeated once for credit when topic varies.

HIS 522 Early American History: Selected Topics 3
Varying topics in early American history including settlement, economic development, Puritanism, the Great Awakening, slavery, ethnicity, and pre-Revolutionary politics.

Notes: May be repeated once for credit when topic varies.

HIS 524 Twentieth-Century U.S. History: Selected Topics 3
Varying topics in twentieth-century U.S. history including Progressive Era, World War I, the 1920s, the Great Depression and New Deal, World War II, McCarthyism, Civil Rights Movement, Vietnam War, the 1960s.

Notes: May be repeated once for credit when topic varies.

HIS 526 The Civil War and Reconstruction: Selected Topics 3

Notes: May be repeated once for credit when topic varies.

HIS 530 History of Sexuality: Selected Topics 3
Intensive exploration of critical themes in the history of sexuality, including such issues as fertility control, sexual identity, and sexual politics.

Prerequisites: For undergraduates, HIS 359 or the permission of the instructor.

Notes: May be repeated once for credit when topic varies.
HIS 534 The American Revolution 3
Politics of Empire, colonial political culture, War for Independence, constitutionalism, race, partisanship from the 1750s to 1800.
Prerequisites: HIS 211 recommended.

HIS 536 History of Decorative Arts 3
Study of stylistic and cultural developments in the decorative arts with special concentration on America.

HIS 541 Ancient World: Selected Topics 3
Varying topics in ancient Near Eastern, Greek, and Roman history, including politics and public rituals, patterns of social organization, ancient slavery, cross-cultural interactions.

HIS 542 Middle Ages: Selected Topics 3
Varying topics in medieval culture and society chosen from the broad categories of political, social, economic, intellectual, or religious history.
Notes: May be repeated once for credit when topic varies.

HIS 543 Historic Preservation: Principles and Practice 3
Study of change in historic preservation theory and practice since the 1800s with emphasis on preservation of built environment. Development of philosophical approach for designers to contemporary preservation projects.
Prerequisites: Admission to a graduate program in history or interior architecture, or permission of instructor.
Notes: Same as IAR 543.

HIS 544 Early Modern Europe: Selected Topics 3
Varying topics in early modern European history, including Renaissance cities, Protestant Reformation, Catholic Reformation, court cultures, impact of printing, gender and identity and the Age of Discovery.
Notes: May be repeated once for credit when topic varies.

HIS 545 Southern History and Southern Material Culture in a Museum Context 3
Combined southern history and material culture with a museum practicum. Students selected by individual application.
Prerequisites: Permission of instructor. Students must submit written application;
Notes: May be repeated for credit when topic varies, with permission of instructor. Same as IAR 545.

HIS 546 American Cultural History: Selected Topics 3
Varying topics in the creation and development of American culture including the role of technology, environment, ethnic diversity, and the history of ideas.
Notes: May be repeated once for credit when topic varies.

HIS 547 History Museum Curatorship: Collections Management 3
Professional practices in the care and management of historic site and history museum collections, including principles of collection development, object registration, cataloging, and preservation.
Prerequisites: Admission to a graduate program in history or interior architecture, or permission of instructor.
Notes: Same as IAR 547.

HIS 548 Architectural Conservation 3
Overview of contemporary architectural conservation principles, practice and technology. A series of field exercises, group projects and investigation of an individual research topic expand upon lectures and readings.
Prerequisites: Admission to a graduate program in history or interior architecture, or permission of instructor.
Notes: Same as IAR 548.

HIS 549 American Social History: Family and Religion 3
American social history from the eve of colonization to Reconstruction, the family and communal organization of early American society, and the assumptions about human nature and destiny underlying culture and change.

HIS 551 Gender and History: Selected Topics 3
Varying topics in Gender and History including Gender and Popular Culture; Gender, Labor, Race, and Class; History of Masculinity.
Notes: May be repeated once for credit when topic varies.

HIS 552 History and Theories of Material Culture 3
Material culture as it has been defined and interpreted in the past by scholars from the disciplines of History, Anthropology, Geography, Art History, Psychology, Linguistics, and Archaeology.
Notes: Same as IAR 552.

HIS 555 Field Methods in Preservation Technology 3
Intensive on-site fieldwork experience addressing issues of architectural conservation and historic building technology. Includes methods, techniques, and theories of preservation technology and accepted conservation practices.
Prerequisites: Admission to a graduate program in history or interior architecture, or permission of instructor.
Notes: Same as IAR 555.

HIS 559 Doing Visual History 3
Explores the interstices of history, documentary production, and personal narratives.
Notes: Same as MST 559.

HIS 560 Nineteenth-Century Europe: Selected Topics 3
Selected topics address comparative political, social, and economic development of major European states and changing power relationships from the defeat of Napoleon to the end of the First World War.
Notes: May be repeated once for credit when topic varies.

HIS 562 Twentieth-Century Europe: Selected Topics 3
Topics in 20th-century European history including World War I, its impact on European thought and culture, the origins of World War II, the movement for European Unity, the Cold War.
Notes: May be repeated once for credit when topic varies.

HIS 563 Early Modern England: Selected Topics 3
Varying topics in early modern British history, including the Protestant Reformation, political revolutions and economic and social change.
Notes: May be repeated once for credit when topic varies.

HIS 564 Modern Britain: Selected Topics 3
Varying topics in modern British history such as the industrial revolution, parliamentary reform, loss of one empire and the creation of a second, World War I and II.
Notes: May be repeated once for credit when topic varies.

HIS 567 French History: Selected Topics 3
Study of specific themes and/or problem areas in French History.
Notes: May be repeated once for credit when topic varies.

HIS 568 African History and Cultures through Film 3
Examines how Africans are portrayed in a variety of film genres, focusing on representations of race, gender, class, and sexuality in world cinema and legacies of colonialism.
Notes: Same as LLC 568.

HIS 571 Modern European Thought: Selected Topics 3
Study of selected themes and/or problems in European intellectual and cultural history.
Notes: May be repeated once for credit when topic varies.
HIS 574 Modern Germany: Selected Topics 3
Varying topics in modern German history including the Third Reich, Germany during World War I, Bismarckian Germany, ideology in Germany.
Notes: May be repeated once for credit when topic varies.

HIS 575 Modern Russian History: Selected Topics 3
Varying topics in modern Russian history, including "Great Reforms," industrialization, revolutionary movement, Marxism–Leninism, Tsarist and Soviet foreign policy, Soviet politics, post-World War II changes, Gorbachev era, and end of Soviet Union.
Notes: May be repeated once for credit when topic varies.

HIS 578 Research Methods in Historical Archaeology 3
Advanced training in research methods in Historic Archaeology, involving on-site training in field, laboratory, and library components of Historic Archaeology.
Prerequisites: Junior, senior, or graduate status.
Notes: Same as ATY 578.

HIS 581 African History: Selected Topics 3
Varying topics in African history including Central African Kingdoms, Pre-colonial West African Kingdoms, "Stateless" Societies of Africa.
Notes: May be repeated once for credit when topic varies.

HIS 587 Southern African History 3
The rise and decline of African nations in nineteenth-century southern Africa: economic and social change; the creation of the Union of South Africa and the roots of apartheid.

HIS 588 East Asian History: Selected Topics 3
Varying history in East Asian history; a detailed examination of specific social, economic, political and intellectual facets of Chinese, Korean and Japanese history.
Notes: May be repeated once for credit when topic varies.

HIS 589 Experimental Course 3
This number reserved for experimental courses. Refer to the Course Schedule for current offerings.

HIS 624 History of American Landscapes and Architecture 3
Examination of the social and cultural forces affecting the design and use of landscapes and buildings in North America from the colonial period through the mid-twentieth century.
Prerequisites: Admission to a graduate program in history or interior architecture, or permission of instructor.
Notes: Same as IAR 624.

HIS 625 Preservation Planning and Law 3
Examination and analysis of the relationship of government programs and policies, community and regional planning strategies, and legal case precedents to the field of historic preservation.
Prerequisites: Admission to a graduate program in history or interior architecture, or permission of instructor.
Notes: Same as IAR 625.

HIS 626 The Practice of Public History 3
Basic principles in the administration of museums, historic sites, and other cultural resources. Subjects include fundraising, personnel and volunteer management, working with board members, and museum law and ethics.
Prerequisites: Admission to a graduate program in history or interior architecture, or permission of instructor.
Notes: Same as IAR 626.

HIS 627 Museum and Historic Site Interpretation: Principles and Practice 3
Theory and practice of interpreting history to the public in the context of museums and historic sites. Topics include exhibit planning and technologies, living history, research methods, and audience evaluation.
Prerequisites: Admission to a graduate program in history or interior architecture, or permission of instructor.
Notes: Same as IAR 627.

HIS 628 Identification and Evaluation of the Historic Built Environment 3
Methods, techniques, and theories of researching, analyzing, documenting, and evaluating the historic built environment. Includes architectural survey field methods, documentation techniques, archival research, and approaches to evaluating historic significance.
Prerequisites: Admission to a graduate program in history or interior architecture, or permission of instructor.
Notes: Same as IAR 628.

HIS 629 Museum Education 3
Survey of the principles and practices of museum education. Explores the kinds of learning that occur in museums and how educational programming can engage diverse audiences.
Prerequisites: Admission to graduate study in history or interior architecture, or permission of instructor.

HIS 630A Historical Conceptualization 3
Historical developments: urbanism, the family, material consumption, deviance, revolution, science and technology, warfare, and other topics through the use of comparative history, social and political theory, and analytical tools from other disciplines. May be repeated when topic varies.

HIS 630B Historical Conceptualization 3
Historical developments: urbanism, the family, material consumption, deviance, revolution, science and technology, warfare, and other topics through the use of comparative history, social and political theory, and analytical tools from other disciplines. May be repeated when topic varies.

HIS 630C Historical Conceptualization 3
Historical developments: urbanism, the family, material consumption, deviance, revolution, science and technology, warfare, and other topics through the use of comparative history, social and political theory, and analytical tools from other disciplines. May be repeated when topic varies.

HIS 631 Digital History 3
This seminar explores the possibilities and challenges of doing history in digital spaces. Students will gain hands-on training in tools and practices and will design original digital public history projects.
Prerequisites: Restricted to graduate students in the History/Museum Studies or PhD Program, unless by written permission of the instructor.

HIS 633 Community History Practicum 3
Hands-on course, students work corroboratively and engage community partners as they research, design, and complete public projects that engage audiences in local/regional history.
Prerequisites: HIS and IAR graduate students who have completed HIS 626/IAR 626, or permission of instructor.
**HIS 690 Internship 3**
Supervised professional experience in selected museum, historic site, or other professional setting in accordance with the major course of study of the student.
**Prerequisites:** At least 12 hours in history MA or interior architecture MS program and permission of Director of Graduate Study.
**Notes:** Grade: Satisfactory/Unsatisfactory (S/U). Same as IAR 690.

**HIS 692 Advanced Topics in History 3**
Topics in history and thematic topics not otherwise covered at the graduate level.
**Prerequisites:** Admission to graduate study in history and permission of instructor.
**Notes:** For details see the Director of Graduate Study.

**HIS 697 Directed Reading 1-4**
A directed program of reading and research, available to the qualified student upon the recommendation of an instructor and the department head.
**Prerequisites:** Admission to graduate study in history and permission of instructor and Director of Graduate Study.

**HIS 699 Thesis 1-6**
Individual guidance in the development of a specific research problem.

**HIS 701 Colloquium in American History before 1865 3**
Issues of historical interpretation from the Colonial era through the Civil War.

**HIS 702 Colloquium in American History after 1865 3**
Issues of historical interpretation from Reconstruction to the present.
**Prerequisites:** Admission to graduate study in history.

**HIS 703 M.A. Research Project I 3**
Research and writing on selected topics in American history.

**HIS 704 M.A. Research Project II 3**
Research and writing on selected topics in American history.

**HIS 705 Colloquium in European History before 1789 3**
Topics in European social, economic, political and intellectual history from the Middle Ages to the French Revolution. Methodology and the diversity of historical approaches.
**Prerequisites:** Admission to graduate study in history.

**HIS 706 Colloquium in European History since 1789 3**
Interpretations of selected historical problems from the French Revolution to the present.
**Prerequisites:** Admission to graduate study in history.

**HIS 707 Seminar in European History 3**
Research and writing on selected topics in European history.
**Prerequisites:** Admission to graduate study in history.

**HIS 708 Seminar in European History 3**
Research and writing on selected topics in European history.
**Prerequisites:** Admission to graduate study in history.

**HIS 709 Introductory Research Seminar 3**
Will focus on methods, sources, and writing; research paper based on primary and contextualized in secondary sources.
**Prerequisites:** Admission to graduate study in history.
**Notes:** May be repeated once for credit when topic varies.

**HIS 710 Colloquium in the Atlantic World 3**
Introduction to the history of the Atlantic trading system, the historiography of Atlantic World studies, and comparative, cross-cultural approaches to historical research.
**Prerequisites:** Admission to graduate study in history or permission of instructor.

**HIS 712 Slavery in the Americas 3**
Comparative analysis of slavery and race relations in South and Central America, the Caribbean, British North America, and the United States, 1501-1888.
**Prerequisites:** Admission to graduate study in history or permission of instructor.

**HIS 713 African Americans after Slavery 3**
African American history during the Civil War, Reconstruction, the era of Jim Crow, the civil rights and post-civil rights eras.

**HIS 714 Varieties of Teaching 3**
Introduction to college level teaching in history with attention to syllabi, lecturing, examinations, discussions, grading, and responding to student input. Students participate in teaching actual courses.
**Notes:** Grade: Satisfactory/Unsatisfactory, S/U.

**HIS 715 Atlantic World: Selected Topics 3**
Topics include European migration, comparative colonization, African diaspora, and "underdevelopment" in Latin America and Africa.
**Prerequisites:** Admission to graduate study in history or permission of instructor.
**Notes:** May be repeated once for credit when topic varies.

**HIS 716 Graduate Colloquium in World History 3**
Introduction to World history, the historiography of World studies, and comparative, cross-cultural approaches to historical research.

**HIS 720 Public History Capstone I 3**
Conceiving, researching, planning, and creating an original public history project, the first part of a two-semester sequence.
**Prerequisites:** Students must have completed 15 hours of graduate level course credits.

**HIS 721 Public History Capstone II 3**
Conceiving, researching, planning, and creating an original public history project, the second part of a two-semester sequence.
**Prerequisites:** HIS 720.

**HIS 722 Early America: Selected Topics 3**
Topics in early American history from New World encounters, popular culture, race, gender, religion, or politics to 1800.
**Prerequisites:** Admission to graduate study in history or permission of instructor.
**Notes:** May be repeated once for credit when topic varies.

**HIS 723 Selected Topics in Nineteenth-Century United States History 3**
Varying topics that explore political, social, economics, intellectual, cultural, or religious history of nineteenth-century U.S. History.
**Prerequisites:** Admission to graduate study in history or permission of instructor.
**Notes:** May be repeated once for credit when topic varies.

**HIS 724 Selected Topics in Twentieth-Century American History 3**
Major developments in the political, social, and cultural history of the United States since 1900.
**Prerequisites:** Admission to graduate study in history or permission of instructor.
**Notes:** May be repeated once for credit when topic varies.

**HIS 740 Selected Topics in European History 3**
Varying topics that explore political, social, economic, intellectual, cultural, or religious history of European History.
**Prerequisites:** Admission to graduate study in history or permission of instructor.
**Notes:** May be repeated once for credit when topic varies.
HIS 750 PhD Readings Course 3
Designed to provide doctoral students with a program of focused readings in the student's field of study.
**Prerequisites:** Permission of Director of Graduate Study.
**Notes:** Grade: Satisfactory/Unsatisfactory (S/U).

HIS 751 PhD Dissertation Proposal Course 3
Students will develop a doctoral dissertation topic.
**Notes:** Grade: Satisfactory/Unsatisfactory (S/U).

HIS 799 Dissertation 1-12
Individual direction in the development and execution of a doctoral dissertation.

HIS 801 Thesis Extension 1-3
Thesis Extension.

HIS 802 Dissertation Extension 1-3
Dissertation Extension.

HIS 803 Research Extension 1-3
Research Extension.

**Honors College (HSS)**

HSS 102 First-Year Seminar in Historical Perspectives: Modern 3
Historical study of human culture from the 17th century to the present.
**GE Core:** GHP
**LEC:** GMO
**Prerequisites:** Admission to Lloyd International Honors College. open to first-year students only.

HSS 103 First-Year Seminar in the Physical Sciences 3
Study of physical sciences with attention to the methods of scientific investigation.
**GE Core:** GNS
**LEC:** GPS
**Prerequisites:** Admission to Lloyd International Honors College. open to first-year students only.

HSS 104 First-Year Seminar in the Life Sciences 3
Study of life sciences with attention to the methods of scientific investigation.
**GE Core:** GNS
**LEC:** GLS
**Prerequisites:** Admission to Lloyd International Honors College. open to first-year students only.

HSS 105 First-Year Seminar in the Fine Arts 3
Study of selected topics in the fine arts, which include painting, sculpture, cinema, dance, music, theatre, architecture, and design.
**GE Core:** GFA
**Prerequisites:** Admission to Lloyd International Honors College. open to first-year students only.

HSS 106 First-Year Seminar in Philosophical/Religious/Ethical Principles 3
Study of philosophical, religious, and ethical traditions that have shaped societies in the past and the present.
**GE Core:** GPR
**Prerequisites:** Admission to Lloyd International Honors College. open to first-year students only.

HSS 108 First-Year Seminar in Social and Behavioral Studies 3
Study of the interrelationship between individuals and society and of the social and intellectual contexts of events and situations.
**GE Core:** GSB
**Prerequisites:** Admission to Lloyd International Honors College. open to first-year students only.

HSS 109 First-Year Seminar in Reasoning and Discourse 3
Study of intellectual discourse, including the construction, analysis, and synthesis of cogent arguments.
**GE Core:** GRD
**Prerequisites:** Admission to Lloyd International Honors College. open to first-year students only.

HSS 110 First-Year Seminar in Historical Perspectives: Premodern 3
Historical study of human culture from ancient times to the 17th century.
**LEC:** GPM
**Prerequisites:** Admission to Lloyd International Honors College. open to first-year students only.

HSS 111 First-Year Seminar in Historical Perspectives: Modern 3
Historical study of human culture from the 17th century to the present.
**GE Core:** GHP
**GE Marker:** GN
**LEC:** GMO
**Prerequisites:** Admission to Lloyd International Honors College. open to first-year students only.

HSS 113 First-Year Seminar in the Physical Sciences 3
Study of physical sciences with attention to the methods of scientific investigation.
**GE Core:** GNS
**LEC:** GPS
**Prerequisites:** Admission to Lloyd International Honors College. open to first-year students only.

HSS 114 First-Year Seminar in the Life Sciences 3
Study of life sciences with attention to the methods of scientific investigation.
**GE Core:** GNS
**LEC:** GLS
**Prerequisites:** Admission to Lloyd International Honors College. open to first-year students only.

HSS 115 First-Year Seminar in the Fine Arts 3
Study of selected topics in the fine arts, which include painting, sculpture, cinema, dance, music, theatre, architecture, and design.
**Prerequisites:** Admission to Lloyd International Honors College. open to first-year students only.

HSS 116 First-Year Seminar in Philosophical/Religious/Ethical Principles 3
Study of philosophical, religious, and ethical traditions that have shaped societies in the past and the present.
**GE Core:** GPR
**GE Marker:** GN
**Prerequisites:** Admission to Lloyd International Honors College. open to first-year students only.

HSS 117 First-Year Seminar in Literature 3
Study of works of literature and the social and historical contexts from which they come.
**Prerequisites:** Admission to Lloyd International Honors College. open to first-year students only.
HSS 118 First-Year Seminar in Social and Behavioral Studies 3
Study of the interrelationship between individuals and society and of the social and intellectual contexts of events and situations.
**Prerequisites:** Admission to Lloyd International Honors College. open to first-year students only.

HSS 121 First-Year Seminar in Historical Perspectives: Premodern 3
Historical study of human culture from ancient times to the 17th century.
**GE Core:** GHP
**GE Marker:** GL
**LEC:** GPM
**Prerequisites:** Admission to Lloyd International Honors College. open to first-year students only.

HSS 122 First-Year Seminar in Historical Perspectives: Modern 3
Historical study of human culture from the 17th century to the present.
**GE Core:** GHP
**GE Marker:** GL
**LEC:** GMO
**Prerequisites:** Admission to Lloyd International Honors College. open to first-year students only.

HSS 123 First-Year Seminar in the Physical Sciences 3
Study of physical sciences with attention to the methods of scientific investigation.
**GE Core:** GNS
**GE Marker:** GL
**LEC:** GPS
**Prerequisites:** Admission to Lloyd International Honors College. open to first-year students only.

HSS 124 First-Year Seminar in the Life Sciences 3
Study of life sciences with attention to the methods of scientific investigation.
**GE Core:** GNS
**GE Marker:** GL
**LEC:** GLS
**Prerequisites:** Admission to Lloyd International Honors College. open to first-year students only.

HSS 125 First-Year Seminar in the Fine Arts 3
Study of selected topics in the fine arts, which include painting, sculpture, cinema, dance, music, theatre, architecture, and design.
**GE Core:** GFA
**GE Marker:** GL
**Prerequisites:** Admission to Lloyd International Honors College. open to first-year students only.

HSS 126 First-Year Seminar in Philosophical/Religious/Ethical Principles 3
Study of philosophical, religious, and ethical traditions that have shaped societies in the past and the present.
**GE Marker:** GL
**Prerequisites:** Admission to Lloyd International Honors College. open to first-year students only.

HSS 127 First-Year Seminar in Literature 3
Study of works of literature and the social and historical contexts from which they come.
**GE Core:** GLT
**GE Marker:** GL
**Prerequisites:** Admission to Lloyd International Honors College. open to first-year students only.

HSS 128 First-Year Seminar in Social and Behavioral Studies 3
Study of the interrelationship between individuals and society and of the social and intellectual contexts of events and situations.
**GE Core:** GSB
**GE Marker:** GL
**Prerequisites:** Admission to Lloyd International Honors College. open to first-year students only.

HSS 138 First-Year Seminar in Cultural Anthropology 3
Cultural anthropology attempts to stimulate interest in basic questions about human nature and human adaptation, including major theoretical approaches, the nature of field work, and an examination of selected topics.
**GE Core:** GSB
**GE Marker:** GN
**Prerequisites:** Admission to Lloyd International Honors College. open to first-year students only;
**Notes:** Students may not receive credit for both ATY 213 and HSS 138.

HSS 198 Honors Colloquium 1
Introduction to a liberal education in a global context, to cultural self-awareness and shock, and to methods for taking ownership of one’s own education.
**Prerequisites:** Must be taken in the first semester after being admitted to Lloyd International Honors College.
**Notes:** Grade: Pass/Not Pass (P/NP).

HSS 201 Seminar in Historical Perspectives: Premodern 3
Historical study of human culture from ancient times to the 17th century.
**GE Core:** GHP
**LEC:** GPM
**Prerequisites:** Admission to Lloyd International Honors College.
**Notes:** May be repeated for credit when topic varies.

HSS 202 Seminar in Historical Perspectives: Modern 3
Historical study of human culture from the 17th century to the present.
**GE Core:** GHP
**LEC:** GMO
**Prerequisites:** Admission to Lloyd International Honors College.
**Notes:** May be repeated for credit when topic varies.

HSS 203 Seminar in the Physical Sciences 3
Study of physical sciences with attention to the methods of scientific investigation.
**GE Core:** GNS
**LEC:** GPS
**Prerequisites:** Admission to Lloyd International Honors College.
**Notes:** May be repeated for credit when topic varies.

HSS 204 Seminar in the Life Sciences 3
Study of life sciences with attention to the methods of scientific investigation.
**GE Core:** GNS
**LEC:** GLS
**Prerequisites:** Admission to Lloyd International Honors College.
**Notes:** May be repeated for credit when topic varies.

HSS 205 Seminar in the Fine Arts 3
Study of selected topics in the fine arts, which include painting, sculpture, cinema, dance, music, theatre, architecture, and design.
**GE Core:** GFA
**Prerequisites:** Admission to Lloyd International Honors College.
**Notes:** May be repeated for credit when topic varies.
HSS 206 Seminar in Philosophical/Religious/Ethical Principles 3
Study of philosophical, religious, and ethical traditions that have shaped societies in the past and the present.
GE Core: GPR
Prerequisites: Admission to Lloyd International Honors College.
Notes: May be repeated for credit when topic varies.

HSS 207 Seminar in Literature 3
Study of works of literature and the social and historical contexts from which they come.
GE Core: GLT
Prerequisites: Admission to Lloyd International Honors College.
Notes: May be repeated for credit when topic varies.

HSS 208 Seminar in Social and Behavioral Studies 3
Study of the interrelationship between individuals and society and of the social and intellectual contexts of events and situations.
GE Core: GSB
Prerequisites: Admission to Lloyd International Honors College.
Notes: May be repeated for credit when topic varies.

HSS 209 Seminar in Reasoning and Discourse 3
Study of intellectual discourse, including the construction, analysis, and synthesis of written, oral, and/or visual arguments.
GE Core: GRD
Prerequisites: Admission to Lloyd International Honors College.
Notes: May be repeated for credit when topic varies.

HSS 211 Seminar in Historical Perspectives: Premodern 3
Historical study of human culture from ancient times to the 17th century.
LEC: GPM
Prerequisites: Admission to Lloyd International Honors College.
Notes: May be repeated for credit when topic varies.

HSS 212 Seminar in Historical Perspectives: Modern 3
Historical study of human culture from the 17th century to the present.
GE Core: GHP
GE Marker: GN
LEC: GMO
Prerequisites: Admission to Lloyd International Honors College.
Notes: May be repeated for credit when topic varies.

HSS 213 Seminar in the Physical Sciences 3
Study of physical sciences with attention to the methods of scientific investigation.
GE Core: GNS
LEC: GPS
Prerequisites: Admission to Lloyd International Honors College.
Notes: May be repeated for credit when topic varies.

HSS 214 Seminar in the Life Sciences 3
Study of life sciences with attention to the methods of scientific investigation.
GE Core: GNS
LEC: GLS
Prerequisites: Admission to Lloyd International Honors College.
Notes: May be repeated for credit when topic varies.

HSS 215 Seminar in the Fine Arts: Global Non-Western 3
Study of selected topics in Global Non-Western fine arts, which include painting, sculpture, cinema, dance, music, theatre, architecture, and design.
GE Core: GFA
GE Marker: GN
Prerequisites: Admission to Lloyd International Honors College.
Notes: May be repeated for credit when topic varies.

HSS 216 Seminar in Philosophical/Religious/Ethical Principles 3
Study of philosophical, religious, and ethical traditions that have shaped societies in the past and the present.
GE Core: GPR
GE Marker: GN
Prerequisites: Admission to Lloyd International Honors College.
Notes: May be repeated for credit when topic varies.

HSS 217 Seminar in Literature 3
Study of works of literature and the social and historical contexts from which they come.
GE Core: GLT
GE Marker: GN
Prerequisites: Admission to Lloyd International Honors College.
Notes: May be repeated for credit when topic varies.

HSS 218 Seminar in Social and Behavioral Studies 3
Study of the interrelationship between individuals and society and of the social and intellectual contexts of events and situations.
GE Core: GSB
Prerequisites: Admission to Lloyd International Honors College.
Notes: May be repeated for credit when topic varies.

HSS 220 Student Seminar 2
Students (usually eight to ten) agree on a general topic for a semester’s study. Each participant defines a special interest to be explored individually as a contributing member of the group. A faculty member directs the group’s discussions.
Prerequisites: Admission to Lloyd International Honors College or permission of the Dean.

HSS 221 Seminar in Historical Perspectives: Premodern 3
Historical study of human culture from ancient times to the 17th century.
GE Core: GHP
GE Marker: GL
LEC: GPM
Prerequisites: Admission to Lloyd International Honors College.
Notes: May be repeated for credit when topic varies.

HSS 222 Seminar in Historical Perspectives: Modern 3
Historical study of human culture from the 17th century to the present.
GE Core: GHP
GE Marker: GL
LEC: GMO
Prerequisites: Admission to Lloyd International Honors College.
Notes: May be repeated for credit when topic varies.

HSS 223 Seminar in the Physical Sciences 3
Study of physical sciences with attention to the methods of scientific investigation.
GE Core: GNS
GE Marker: GL
LEC: GPS
Prerequisites: Admission to Lloyd International Honors College.
Notes: May be repeated for credit when topic varies.

HSS 224 Seminar in the Life Sciences 3
Study of life sciences with attention to the methods of scientific investigation.
GE Core: GNS
GE Marker: GL
LEC: GLS
Prerequisites: Admission to Lloyd International Honors College.
Notes: May be repeated for credit when topic varies.
HSS 225 Seminar in the Fine Arts 3
Study of selected topics in the fine arts, which include painting, sculpture, cinema, dance, music, theatre, architecture, and design.
GE Core: GFA
GE Marker: GL
Prerequisites: Admission to Lloyd International Honors College.
Notes: May be repeated for credit when topic varies.

HSS 226 Seminar in Philosophical/Religious/Ethical Principles 3
Study of philosophical, religious, and ethical traditions that have shaped societies in the past and the present.
GE Core: GPR
GE Marker: GL
Prerequisites: Admission to Lloyd International Honors College.
Notes: May be repeated for credit when topic varies.

HSS 227 Seminar in Literature 3
Study of works of literature and the social and historical contexts from which they come.
GE Core: GLT
GE Marker: GL
Prerequisites: Admission to Lloyd International Honors College.
Notes: May be repeated for credit when topic varies.

HSS 228 Seminar in Social and Behavioral Studies 3
Study of the interrelationship between individuals and society and of the social and intellectual contexts of events and situations.
GE Core: GSB
GE Marker: GL
Prerequisites: Admission to Lloyd International Honors College.
Notes: May be repeated for credit when topic varies.

HSS 229 Honors International Experience 0
Students report on their Honors International Experience to students in HSS 198 through a combination of oral reports and written materials.
Prerequisites: Admission to Lloyd International Honors College and previously undertaken approved Honors International Experience.
Notes: Grade: Pass/Not Pass (P/NP).

HSS 300 Interdisciplinary Honors Seminar 3
Interdisciplinary seminar focusing on a particular theme or topic and taught by two faculty members from different disciplines or schools. Topic varies each semester.
Prerequisites: Admission to Lloyd International Honors College or permission of the Dean.
Notes: May be repeated for credit as topic changes.

HSS 310 Honors Abroad 3
Exploration of the culture of another country, done on site in the country and under the guidance of a UNCG faculty member (usually through UNCG's Student Exchange Program).
Prerequisites: Admission to Lloyd International Honors College or permission of the Dean.
Notes: Special requirements: travel to the host country. May be repeated for credit when topic varies.

HSS 320 Honors Tutorial 1-3
Students (usually 4 or 5) meet with a faculty member to explore an agreed upon set of topics. The faculty member will guide the discussion.
Prerequisites: Admission to Lloyd International Honors College or permission of the Dean.
Notes: May be repeated once for credit if the topic of study changes.

HSS 330 Honors Independent Study 1-3
Student consults with a supervising faculty member to develop a program of concentrated study and investigation within a particular discipline.
Prerequisites: Admission to Lloyd International Honors College.
Notes: May be repeated once for credit if the topic of study changes.

HSS 400 Senior Honors Seminar 3
Provides qualified students with the opportunity to study special topics in an advanced seminar setting with the rigorous and intense discipline implied at the senior level.
Prerequisites: Admission to Lloyd International Honors College or permission of the Dean.

HSS 401 Senior Honors Seminar 3
Provides qualified students with the opportunity to study special topics in an advanced seminar setting with the rigorous and intense discipline implied at the senior level.
Prerequisites: Admission to Lloyd International Honors College or permission of the Dean.

HSS 499 Senior Honors Project 3
Independent original scholarship, completed under the supervision of a faculty member. Work culminates in an original essay, annotated creative work or performance, scientific report, or other special project.
Prerequisites: Senior status and admission to Lloyd International Honors College.

HSS 499 Washington Internship 6-9
Field learning experience in governmental or private organizations in Washington, DC. Students will generate products such as briefings, research memoranda, and policy analyses.
Corequisites: HSS 330 independent study or equivalent 3 s.h. independent study in any department.

Human Develop / Family Studies (HDF)

HDF 211 Human Development Across the Life Span 3
Study of how development unfolds in diverse contexts and cultures from conception to death and how individual characteristics, relationships, and social settings influence cognitive, social, and psychological development.
GE Core: GSB

HDF 212 Families and Close Relationships 3
Issues related to singleness, partnership, and family relationships over time. Topics include love, sexual intimacy, dating, cohabitation, marriage, remarriage, parenting, divorce, and family violence.
GE Core: GSB

HDF 250 Introduction to Birth through Kindergarten Education and Programs 3
Introduction to Birth through Kindergarten programs and careers. Discussion of development from birth to six and developmentally appropriate practice. Overview and observations of program types for children with and without disabilities.

HDF 301 Development of School-Age Children 3
Introduction to physical, social-emotional, and cognitive development of children age 5 to 12. Influence of families, culture, race/ethnicity, and teacher/school characteristics on children's development and school experiences emphasized.
GE Core: GSB
HDF 302 Infant and Child Development 3
An in-depth examination of development from conception through middle childhood with a special focus on the roles of family, peers, and school on individual behavior and well-being.
Notes: Students may not receive credit for both HDF 302 and PSY 250.

HDF 303 Adolescent Development: From Puberty to Young Adulthood 3
An in-depth examination of adolescent development, behavior, and well-being with a special focus on context and ways in which family, peers, school, and the media shape development during this period.

HDF 315 Assessment and Planning for Inclusive B-K Programs 4
Theoretical, practical, ethical issues in observing, assessing, and planning for young children with and without disabilities. Individualized approaches for program planning and monitoring development are integrated.
Prerequisites: HDF 211 and HDF 302. Pr. or Coreq.: SES 242;
Notes: Same as SES 315.

HDF 321 Issues in Parenting 3
Examination of parent-child relationships and interactions from infancy through young adulthood. Explores issues relevant to lesbian/gay parents, divorced parents, and parents from diverse racial/ethnic groups.

HDF 341 Social Emotional Competence in Inclusive Settings 3
Social, emotional, and physical environments of inclusive early childhood settings (birth to kindergarten) and their role in promoting optimal development and successful learning.
Prerequisites: HDF 211 and HDF 302. Pr. or Coreq.: SES 242;
Notes: Same as SES 341.

HDF 390 Families and Children in Global Perspective 3
A study of Asian, African, Latin American, and Eastern European families and children, focusing on family structure, gender roles, and socialization practices within their socioeconomic, historical, and cultural context.
GE Marker: GN
Prerequisites: HDF 211 and HDF 212 or permission of instructor. 2.50 GPA.

HDF 392 Child Maltreatment 3
This course covers the history, comparative perspectives, and legal framework of child abuse and maltreatment. Students are engaged in the treatment of children through the use of multimedia case studies.

HDF 401 Special Problems in Human Development and Family Studies 1-6
Individual study. Conference hours to be arranged.
Prerequisites: Permission of instructor.
Notes: May be repeated for credit when topics vary.

HDF 407 Issues Affecting Women and Families 3
Study of cultural influences on definitions and roles of women in families and work, including impact of educational, scientific, religious, and legal institutions. Exploration of issues affecting women and families.
Prerequisites: 2.60 GPA. formal admission to HDFS major required; or permission of instructor.

HDF 409 Family Diversity 3
Study of the variation within and between families through an exploration of the similarities and differences according to culture, race/ethnicity, class, gender, family structure, and sexual orientation.
Prerequisites: 2.60 GPA. formal admission to HDFS major required.

HDF 415 Research Methods in Human Development and Family Studies 3
An introductory examination of human development and family research methods designed to provide an understanding of scientific inquiry, methodology, measurement, test construction, scaling, and statistical terms and techniques.
Prerequisites: 2.60 GPA. STA 108; formal admission to HDFS major required.

HDF 420 Birth to Kindergarten Teaching Practicum I 3
Introduction to teaching; requires six (6) hours per week placement in ECE classroom for typical and atypical children. Assignments include developing activities, tracking children's learning, and reflecting on personal professional growth.
Prerequisites: Minimum grade of C (2.0) in either HDF 315 or SES 315. or permission of instructor; 2.60 GPA; formal admission to HDFS major required.

HDF 422 Interrelationships between Families and the Community 3
Multifaceted interrelationships between families and the community. Implementation of public policy. Observation and participation in community agencies serving families.
Prerequisites: HDF 211, HDF 212, HDF 302 or HDF 303.

HDF 425 Infants and Toddlers: Development, Learning, and Curriculum 3
Theories, principles, methods, and issues related to infant and toddler development and inclusive programs. An emphasis on integrating knowledge with skills to design, implement, and evaluate programs will be taken.
Prerequisites: HDF 211, HDF 302 or PSY 250. HDF 315 or SES 315; SES 242; 2.60 GPA; formal admission to HDFS major required;
Notes: Same as SES 425.

HDF 428 Families in Middle andLater Years 3
Socio-economic and cultural issues relating to families in middle and later years, emphasizing change and continuity in family relationships over the life course.
Prerequisites: 2.60 GPA. HDF 415; formal admission to HDFS major.

HDF 435 Preschool: Development, Learning, and Curriculum 3
In-depth examination of typical and atypical development of diverse preschool-age children. Integrated teaching strategies and effective inclusive learning environments will be emphasized.
Prerequisites: HDF 211 and HDF 302 or PSY 250. HDF 315 or SES 315; SES 242; 2.60 GPA; formal admission to HDFS major required;
Notes: Same as SES 435.

HDF 436 Kindergarten: Development, Learning, and Curriculum 3
In-depth examination of current policies and practices in public school kindergartens. Development of children with and without disabilities and appropriate teaching strategies in kindergarten will be emphasized.
Prerequisites: HDF 211, and HDF 302 or PSY 250. HDF 315 or SES 315; 2.60 GPA; formal admission to HDFS major required;
Notes: Same as SES 436.
HDF 440 Birth to Kindergarten Teaching Practicum II 3
Includes six (6) hour placement in ECE with typical and atypical children. Personal growth as a teacher will be highlighted. Assignments include activity planning for individual children’s learning, growth, and development.
Prerequisites: C or better in HDF 420. 2.60 GPA; formal admission to HDF major required.

HDF 445 Current Family Theory and Research 3
Seminar designed to examine current issues in family studies. Emphasis placed on theories and current research literature. Writing and editing are emphasized.
Prerequisites: 2.60 GPA. HDF 415; formal admission to HDF major.

HDF 450 Professional Experience in Early Childhood 3,6
Supervised professional experience for students working with children in early childhood settings.
Prerequisites: C or better in HDF 420, HDF 440. HDF 315 or SES 315, HDF 341 or SES 341, HDF 425 or SES 425, HDF 435 or SES 435; TED 516; 2.70 GPA; formal admission to HDF major and permission of instructor required.

HDF 455 Current Developmental Theory and Research 3
Seminar designed to examine current issues in development. Emphasis placed on current research literature, theories, and applications across the lifespan. Writing and editing are emphasized.
Prerequisites: GPA 2.60. HDF 415; formal admission to HDF major.

HDF 460 Supervised Student Teaching 3-12
Supervised student teaching in an infant and/or toddler, preschool, or kindergarten setting under direction of a cooperating teacher with university supervision.
Prerequisites: Completion of KIN 342. grade of C or better in HDF 315 (or SES 315), HDF 341 (or SES 341), HDF 420, HDF 425 (or SES 425), HDF 435 (or SES 435), HDF 436 (or SES 436), HDF 440, and TED 516; 3.0 GPA; HDFS major; permission of instructor; admitted to the Teacher Education Program.

HDF 464 Advanced Family and Developmental Studies Seminar 3
In-depth study of selected topics in Human Development and Family Studies. Particular section content is determined by the instructor.
Prerequisites: 2.60 GPA. HDF 415; formal admission to HDFS major; Notes: May be repeated once for a total of six (6) s.h. when topic varies.

HDF 465 Work and Family Linkages 3
Theory and research on role of work in family relationships and adult development including examination of links between parents’ work and family relationships; implications of workplace policy for family members’ development.
Prerequisites: 2.60 GPA. HDF 415; formal admission to HDFS required.

HDF 468 Diversity in Inclusive Early Care and Education 3
In-depth analysis of the issues, challenges, and recommended practices related to effectively serving diverse populations of young children and their families in inclusive early care and education settings.
Prerequisites: HDF 450 or HDF 460. 2.60 GPA; formal admission to HDFS major or permission of instructor required.

HDF 470 Leadership in Early Education 3
Identifying characteristics of leaders and effective leadership styles and how these can be applied in early care and education. Prepares students to advocate best practice in a community-based environment.
Prerequisites: HDF 450 or HDF 460. 2.60 GPA; formal admission to HDFS major required or permission of instructor.

HDF 477 Professional Development in HDFS 3
Development of professional skills and exploration of careers related to individuals and families.
Prerequisites: 2.60 GPA. formal admission to HDFS major required.

HDF 482 Administration of Dependent Care Programs 3
Major areas of planning and administering dependent care programs, including programming, scheduling, reporting, financing, housing, equipping, staffing, and working with families.
Prerequisites: Formal admission to HDFS major required and 2.60 GPA.

HDF 493 Honors Work 3-6
Prerequisite: Permission of instructor; 3.30 GPA in the major, 12 s.h. in the major;
Notes: May be repeated for credit if the topic of study changes.

HDF 499 Supervised Professional Experience 1-6
Supervised professional experience in selected commercial or industrial organizations, public or private agencies.
Prerequisites: 2.60 GPA. HDF 477; formal admission to HDFS major required; permission of instructor;
Notes: May be repeated for up to six (6) s.h.

HDF 601 Directed Individual Study in Human Development and Family Studies 1-6
Prerequisite: 6 semester hours of HDF graduate courses and permission of instructor.

HDF 602 Special Topics in Human Development and Family Studies 2-4
Designated special topics such as Child Care Administration, Parent Education, Practicum, Child Guidance.
Notes: May be repeated for credit.

HDF 602C Probs: Feminist Theory 3

HDF 602D Probs: Feminist Theory 3

HDF 603 Research Laboratory Practicum in Human Development and Family Studies 1
Supervised practicum experiences in planning, designing, and implementing research investigations in the field of human development and family studies.
Notes: Students must obtain approval of a supervising graduate faculty member before registering. May be repeated for credit. credit cannot be used to meet minimum hour requirements of a degree program. Grade: Satisfactory/ Unsatisfactory (S/U).

HDF 606 Preschool-Kindergarten Learning in Inclusive Settings 4
In-depth exploration of the principles of early childhood care and education and learning strategies for preschool/ kindergarten children with and without disabilities. Field placements in BK setting are required.
Prerequisites: Admission to BKISED degree program and SES 601.
Notes: Same as SES 606.

HDF 607 Infant-Toddler Learning in Inclusive Settings 4
An examination of development in infancy and toddlerhood and strategies for facilitating very young children’s growth and learning in early childhood care and educational settings. Field placement required.
Prerequisites: HDF or SES major or permission of instructor.
Notes: Same as SES 607.
HDF 612B Sem: Moral Reasoning in Family 3
HDF 612C Seminar Parent-Child Relations 3
HDF 612D Sem Social Cognition 3
HDF 612E Sem: Feminist Thry / Rsrch Mthd 3
HDF 612F Sem: Publications in CDF 3
HDF 626 Social and Economic Problems of the Family 3
Social and Economic conditions in the U.S. as they affect the welfare of families in general and influence or interact with an individual family's values, goals, and resource development and use.
HDF 632 Advanced Curriculum in Early Childhood Education 3
Examination of theoretical and developmental foundations of early childhood curriculum approaches, including critique of accepted early childhood practices, action research, and published research in curriculum and program effectiveness.
**Prerequisites:** SES 606/HDF 606.
HDF 634 Contemporary Issues in Early Childhood Policy 3
Analysis of how federal, state, and local policies impact early childhood programs, early childhood professionals, children, and families.
HDF 636 Leadership and Mentoring in Educating Young Children 3
Examination of advanced leadership, mentoring, lifelong learning, and teaching skills for those who develop and implement early childhood programs.
HDF 640 Professional Seminar 1
Conceptual and methodological perspectives of multidisciplinary study in the field of human development and family studies. Required of all first-year master's and doctoral students.
HDF 642A Readings Child Development 3
HDF 642B Readings in Family Theory 3
HDF 650 Theory and Research in Early Childhood 3
Examination of theory and current research pertaining to the development of children from birth through kindergarten within the context of the family, community, and larger society.
**Prerequisites:** ERM 604, SES 601.
HDF 651 Contemporary Research in Human Development 3
Examination of contemporary research findings in the field of human development.
HDF 652 Theories of Human Development 3
Survey of selected theories of individual development.
HDF 653 Contemporary Research in Family Studies 3
Examination of contemporary research findings in the field of human development.
HDF 655 Family Theory 3
Theories that relate to studying families; linking conceptual ideas, theorizing, and research examples relevant to families.
HDF 656 Race, Class, and Culture 3
Examination and application of theory and research related to racial/ethnic, social class, and cultural issues; self-awareness and cultural competence are emphasized.
**Prerequisites:** HDF 651, 652, 653 or 655 or permission of instructor.
HDF 658 Research Methods in Human Development and Family Studies 3
Research methods and designs of research with children and families.
**Notes:** Core requirement for MS and PhD degrees.
HDF 661 Professional Seminar II 1
Professional activities and ethical responsibilities of university teachers and research scholars; professional writing, peer-review, extramural funding, and research practices with human subjects.
**Notes:** Core requirement for MS and PhD degrees.
HDF 670 Minor Research 2-6
Minor Research.
HDF 699 Thesis 1-6
Prerequisite: Permission of instructor;
**Notes:** Required of all candidates for the Master of Science degree. Credit may be divided over two or more semesters.
HDF 701 Minor Research 2-6
Prerequisite: Permission of instructor.
HDF 702 Research Methods Child Dvlpmnt 3
HDF 703 Contemporary Topics in Human Development and Family Studies 3
Advanced study of designated contemporary topics in Human Development and Family Studies.
**Prerequisites:** Doctoral standing or permission of instructor.
**Notes:** May be repeated for credit.
HDF 713 Social and Emotional Development 3
Integrates theory and research focusing on social-emotional growth across the lifespan. Importance of peer and family relations in personality development; social and emotional competence and adjustment difficulties.
**Prerequisites:** HDF 651 (or HDF 650) and HDF 652, or permission of instructor.
**Notes:** Same as PSY 715.
HDF 714 Intellectual Development in Young Children 3
Current theories and recent research on intellectual development from infancy through middle childhood; language acquisition, thinking, conceptual representation, learning, memory, and perceptual development.
**Prerequisites:** HDF 651 (or HDF 650 or HDF 654), HDF 652, or permission of instructor.
HDF 715 Infant Development 3
Principles of perceptual, motor, cognitive and socio-emotional development in infants and very young children.
**Prerequisites:** HDF 651 (or HDF 650), HDF 652, or permission of instructor.
HDF 716 Seminar in Adolescence 3
Integrates theory, research, and practice focusing on dimensions of normative and problematic adolescent development within its ecological contexts.
**Prerequisites:** HDF 651 (or HDF 650) or permission of instructor.
HDF 720 Applied Theories and Principles of Parenting 3
Examination of established parenting models and programs. Theoretical foundations and issues related to program development, adaptation, and implementation. Implications for outcome analyses and program evaluation.
HDF 721 Seminar in Parent-Child Relations 3
Synthesizes theoretical perspectives and current research on parent-child relations. Topics include: links between parenting and child outcomes, determinants of parenting, links between parenting and adult development/relationships. Integrates applied implications.
Prerequisites: HDF 651, HDF 652, and HDF 653, or permission of instructor.

HDF 722 Families in Middle and Later Life 3
This course examines family configurations and relationships as individuals move through middle and later life.
Prerequisites: Admitted to a graduate program or permission of instructor.

HDF 723 Divorce, Remarriage, Cohabitation 3
Integrates theory and research focusing on variations within and changes to family structures and processes (e.g., communication, intimacy, conflict management). Sociocultural variations within and across groups.
Prerequisites: HDF 653, HDF 655, or permission of instructor.

HDF 725 Psychobiology of Human Development and Family Processes 3
This seminar will focus on recent theoretical and empirical work on the genetic, physiological, and neural processes that play a role in human development and family functioning.
Prerequisites: HDF 651 (or HDF 650) and HDF 652, or permission of instructor.

HDF 726 Close Relationships in Adulthood 3
Interdisciplinary introduction to close relationships in adulthood, including the major theoretical perspectives scholars use to examine close relationships, the methods researchers employ, and the substantive foci that characterize the field.
Prerequisites: HDF 653 or HDF 644 or permission of instructor.

HDF 727 Contemporary Family Life 3
Contemporary families; the nature of family dynamics and the needs of family members in a changing social context.
Prerequisites: HDF 653, HDF 655, or permission of instructor.

HDF 730 Cross-Cultural Perspectives on Child Development 3
Examines how culture influences children’s development and also is influenced by members of that culture.

HDF 731 Cross-Cultural Perspectives on Families 3
Family patterns in different cultures; viewing family systems within their cultural contexts.

HDF 740 Feminist Theory and Research Methodologies 3
Research issues associated with the study of women and families from a feminist perspective on scholarship. Examination of feminist research methods focusing on interpretive inquiry and critical science.

HDF 745 College Teaching in Human Development and Family Studies 2
Introduction to college teaching through observation and exploration of issues for beginning teachers. Students are assigned to work with graduate faculty members.
Prerequisites: 2nd year master’s student and above.
Notes: May be repeated with a different member of the graduate faculty. Grade: Satisfactory/Unsatisfactory (S/U).

HDF 750 Professional Seminar III 1
Job search methods and strategies in human development and family studies for doctoral students.
Prerequisites: HDF 640, HDF 661.

HDF 755 Advanced Theory in HDFS 3
In-depth study of particular theories used to study children and families. Theories addressed will vary by instructor. May include mechanics of theory building and refining.
Prerequisites: HDF 652, HDF 655, or permission of instructor.

HDF 756 Advanced Research Design in Human Development and Family Studies 3
Methods and designs of research with individuals and families from problem specification, data collection and reduction, to data analysis.
Prerequisites: HDF core requirements and two graduate statistics courses or permission of instructor.
Notes: Core requirement for PhD degree.

HDF 765 College Teaching Practicum in Human Development and Family Studies II 3
Supervised experiences in planning, teaching, and evaluating a college-level course.
Notes: Student must obtain the approval of a supervising graduate faculty member before registering. May be repeated with a different member of the graduate faculty.

HDF 790 Independent Doctoral Research 1-6
Individual work on problems related to the student’s primary area(s) of specialization. Work may consist of empirical research or critical reviews and integrations of existing literature.

HDF 799 Dissertation Problem 1-12
Admitted to a graduate program or permission of instructor.

HDF 801 Thesis Extension 1-3
Individual work on problems related to the student’s primary area(s) of specialization. Work may consist of empirical research or critical reviews and integrations of existing literature.

HDF 802 Dissertation Extension 1-3
Research Extension.

BLS 300 Seminar in Humanities 3
Interdisciplinary online seminar designed to introduce students to substantive concerns in the Humanities and methods of investigation they employ. Topics vary by semester.
Prerequisites: Admission to the major.
Notes: May be repeated for credit when topics vary.

BLS 301 Pathways: Reading and Writing in the Humanities 3
Introduction to different modes of enquiry that make up the Humanities: Literature, Fine Arts, Philosophy/Religion/Ethics, and History. Emphasis on the development of academic skills in an online learning environment.
Prerequisites: SPLS major, Humanities concentration. Junior or senior standing (minimum 60 s.h.), or permission of the instructor.

BLS 320 Selected Topics: Literature 3
Online course that examines selected topics in world literature exploring works of prose and/or poetry from diverse cultural traditions and periods. Topics vary by semester.
Prerequisites: Junior standing (60 s.h.), or permission of instructor;
Notes: May be repeated for credit when topics vary.
BLS 321 Reading and the Human Experience 3
Exploration of individual experience, interpersonal relationships, and cultural identity through the reading and critical analysis of works of short fiction from the 19th through the 21st centuries.
Prerequisites: Sophomore Standing or permission of instructor.

BLS 322 Revolutionary Lives 3
Examination of 19th–20th century Russian novels of conscience within their historical contexts and as related to the broader struggle between authority and conscience throughout history.
Prerequisites: Junior or senior standing (minimum 60 s.h.), or permission of the instructor.

BLS 323 Contemporary Short Stories 3
Examination of the contemporary short story as a literary art form and as a reflection of the human experience. Includes both critical/analytical and creative writing assignments.
Prerequisites: Junior or senior standing (minimum 60 s.h.), or permission of the instructor.

BLS 325 Mystery, Mayhem, and Murder 3
Examination of mystery and detective fiction from British and American authors throughout the history of the genre. Considers theory about narrative and mystery, and genre fiction as social commentary.
Prerequisites: Junior or senior standing (minimum 60 s.h.), or permission of the instructor.

BLS 326 Telling Stories: The Memoir 3
Examination and analysis of contemporary book-length memoirs, personal memory essays, and self-portrait paintings; includes some creative writing.
Prerequisites: Junior or senior standing (minimum 60 s.h.), or permission of the instructor.

BLS 327 Contemporary Asian Literature 3
Exploration of novels by major authors from South Asia and East Asia in the last half century. Examines cultures and politics, and relationships with the Western world.
Prerequisites: SPLS major, Humanities concentration. junior or senior standing (minimum 60 s.h.), or permission of the instructor.

BLS 340 Selected Topics: Fine Arts 3
Online course that examines selected topics in the fine arts exploring the aims and methods of artistic expression and the role of cultural traditions and artistic values in human society.
Prerequisites: Junior standing (60 s.h.), or permission of instructor;
Notes: May be repeated for credit when topics vary.

BLS 341 Eye Appeal 3
Examines the use of "spectacle" to create meaning in the performing arts and life, from antiquity to the present. Studies formal elements of spectacle, iconography, and interpretations by scholars.
Prerequisites: Junior or senior standing (minimum 60 s.h.), or permission of the instructor.

BLS 342 Painting on the Page 3
Studies literary texts about works of Western art; explores the relationship between the interpretation of pictures and written texts, and considers questions about art, beauty, truth, and aesthetic experience.
Prerequisites: SPLS major, Humanities concentration. junior or senior standing (minimum 60 s.h.), or permission of the instructor.

BLS 343 Big Plays, Big Ideas 3
Examines great plays, classic to modern, that grapple with significant issues and ideas, and illuminate the human experience on the page and on the stage.
Prerequisites: Junior or senior standing (minimum 60 s.h.), or permission of the instructor.

BLS 345 Photography: Contexts and Illusions 3
Examines the history, theory, and contexts of photography since its development. Explores uses and abuses of photography in science, art, and media; examines how photography crosses and confuses visual genres.
Prerequisites: Junior or senior standing (minimum 60 s.h.), or permission of the instructor.

BLS 346 The Art of Life 3
Explores the relationship between the creative arts and human values, ideas, and emotions. Theme of "getting lost" in the creative process, which leads to discovery and insight—the accidental masterpiece.
Prerequisites: Junior or senior standing (minimum 60 s.h.), or permission of the instructor.

BLS 347 Shakespeare Off the Page 3
Examines a selection of Shakespeare’s major plays not only as universal and timeless works of literature, but as blueprints for live theatre productions and film performances for modern audiences.
Prerequisites: Sophomore Standing or permission of instructor.

BLS 348 Representing Women 3
Focuses on women as producers, consumers, and subjects of visual culture. Examines the Feminist art movement, Feminist critiques of popular culture, and the significance of visual representation to political representation.
Prerequisites: Sophomore Standing or permission of instructor.

BLS 360 Selected Topics: Philosophy/Religion/Ethics 3
Online course that examines selected topics in philosophy, religion, and ethics; compares assumptions, modes of thought, and attendant practices, and analyzes their effects on behavior and human society.
Prerequisites: Junior standing (60 s.h.) or permission of instructor.
Notes: May be repeated for credit when topics vary.

BLS 361 American Dreams 3
Study of the "American Dream," its origins and historical development through its contemporary relevancy. Themes include freedom, immigration, nationalism, commercialism, class in America, the Dream's corollary: the American Nightmare.
Prerequisites: Sophomore Standing or permission of instructor.

BLS 362 Vice, Crime, and American Law 3
An examination of the moral concept of "vice" and its application in American criminal law. Topics include gambling, prostitution, pornography, drugs, hate speech, and laws prohibiting gay marriage.
Prerequisites: Junior or senior standing (minimum 60 s.h.), or permission of the instructor.

BLS 363 Ethics and Technology 3
An examination of ethical problems created by technology. Additional emphasis given to the historical, legal, and cultural impacts technology has had on our society.
Prerequisites: Junior or senior standing (minimum 60 s.h.), or permission of the instructor.
BLS 364 Mystics in America 3
Investigation of popular trends in contemporary American spirituality with attention to the historical roots that may or may not lie behind them. **Prerequisites:** Junior or senior standing (minimum 60 s.h.) or permission of the instructor.

BLS 365 Divided We Stand 3
Exploration of the relationship between religion and democracy in America. Topics include religion in the nation’s founding, America as a secular state, religious pluralism, and religion in public discourse. **Prerequisites:** Junior or senior standing (minimum 60 s.h.) or permission of the instructor.

BLS 366 Life, Death, and Meaning 3
An examination of philosophical writings concerning death and the meaning of life. Plays, poems, art, literature, and films that apply or illustrate the philosophical works are also examined. **Prerequisites:** Junior or senior standing (minimum 60 s.h.) or permission of the instructor.

BLS 380 Selected Topics: Historical Perspectives 3
Online course that examines selected topics in history and explores the context of events (social structure, economics, political systems, culture, or beliefs) in a specific region and period. **Prerequisites:** Sophomore Standing or permission of instructor. **Notes:** May be repeated for credit when topics vary.

BLS 381 Old Europe/New Europe 3
Interdisciplinary cultural history of Europe from the French Revolution to the present. Introduction to key historical figures, cultural movements, and artistic developments. **Prerequisites:** Junior or senior standing (minimum 60 s.h.) or permission of the instructor.

BLS 382 The Sixties 3
Exploration of the cultural and political changes in American society during the 1960s and early 1970s. **Prerequisites:** Junior or senior standing (minimum 60 s.h.) or permission of the instructor.

BLS 383 Religious Resistance to Political Power 3
Explores religious resistance to atheist Soviet doctrine within the Soviet Union itself, in Communist Poland, and in Soviet-occupied Afghanistan. Examines relationships between religion and society in each context. **Prerequisites:** Junior or senior standing (minimum 60 s.h.) or permission of the instructor.

BLS 384 Great Trials in American History 3
Explores changes in American culture, society, and legal customs through the study of specific trials throughout American history, from the colonial period through the twentieth century. **Prerequisites:** Junior or senior standing (minimum 60 s.h.) or permission of the instructor.

BLS 385 American Motherhood 3
Examines representations of motherhood throughout American history in the media and in scholarly and creative literature. Explores the mothering experiences of women of different races, classes, and generations. **Prerequisites:** Sophomore Standing or permission of instructor.

BLS 386 Women, War, and Terror 3
Examines women as victims and critics of war and terror in the 20th century, primarily through autobiographical writings, and explores broader questions of gender, language, power, and resistance. **Prerequisites:** Junior or senior standing (minimum 60 s.h.) or permission of the instructor.

BLS 400 Senior Seminar in the Humanities 3
Online, capstone experience for majors. Students compile Web portfolio of work from classes in the major. Course serves as a method of assessment for majors. **Prerequisites:** Admission to major.

BLS 401 Individual Study 1-3
Directed program of reading and/or research in the humanities. Available to majors upon recommendation of an instructor and approval of the program directors. **Prerequisites:** Admission to major. Successful completion of one semester of course work at UNCG; permission of an approved, cooperating instructor.

**Info Sys and Operations Mngmt (ISM)**

ISM 110 Business Computing I 3
Develops skills using microcomputer applications including electronic mail, word processing, graphics, spreadsheets, and network functions. **Notes:** Open to freshmen and other students seeking an introduction to computer usage.

ISM 116 Web Design and Development 3
Students learn skills needed to design effective Web pages by studying the best practices in website design. **Prerequisites:** C or better in ISM 110 or equivalent.

ISM 210 Business Computing II 3
Advanced techniques in the use of microcomputer applications, including desktop publishing, spreadsheets, database systems, and linkages between applications. Study of how end user applications are managed and contribute to business. **Prerequisites:** Grade of C or better in ISM 110 or equivalent and one of the following: MAT 112, MAT 115, MAT 150, STA 108. or permission of instructor.

ISM 218 Database Systems 3
Study of database management systems including their design, implementation, query and use. Includes an extensive case study requiring the development of a multiple table database system for organizational needs. **Prerequisites:** Grade of C or better in ISM 110.

ISM 240 Business Programming I 3
Introduction to the planning and creation of computer programs for solving business-related problems. Emphasis on problem analysis and structured programming techniques. Students utilize a procedural programming language. **Prerequisites:** Grade of C or better in ISM 110 or equivalent. ISSC major.

ISM 280 Information Systems in Organizations 3
Fundamentals of information systems needed to achieve organizational, operational, informational, technological, managerial, and innovative functions are discussed. Evolving role of information systems in achieving and maintaining competitive advantage is evaluated. **Prerequisites:** ISM 110 or equivalent.

ISM 290 Entrepreneurship and the Internet 3
This introductory course provides students with the theoretical and practical foundation needed to become an entrepreneur able to conceive and develop business plans to create a new venture on the Internet. **Notes:** Same as ENT 290.
ISM 292 IT Entrepreneurship 3
Fundamentals of advanced technologies are presented and entrepreneurial skills needed to manage the challenges inherent in attempting to take advantage of innovations driven from those technologies are discussed.

Notes: Same as ENT 292.

ISM 301 Systems and Process Analysis 3
Focuses on systems and process concepts such as automation boundaries, feasibility assessments, performance measures, information modeling, process reengineering, quality, and value added. Course emphasizes analysis methodologies.

Prerequisites: C or better in ISM 280. ISSC major.

ISM 321 Telecommunications Management 3
Telecommunications technology and the use of that technology in business. Coverage of voice, data, and video communications and LANs and WANs. Emphasis on the delivery and management of telecommunications services.

Prerequisites: C or better in ISM 280. ISSC major.

ISM 324 Secure Networked Systems 3
Networking and telecommunication concepts are described. Technical and organizational activities for securing distributed systems are presented. System security and information assurance methodologies, procedures and best practices are studied.

Prerequisites: Restricted to IS majors and minors only.

ISM 325 Topics in Applications Development 1-3
Study of specific application development environments and development tools to support business application development.

Prerequisites: ISSC major. Different topics have different prerequisites; C or better in ISM 218 and ISM 310 for ISM 325V; C or better in ISM 310 for ISM 325Z.

Notes: May be repeated for credit when topic varies.

ISM 325A Topics in Applications Development: Team/TQM 1-3
See ISM 325.

ISM 325B Topics in Applications Development: Client/Server Concepts 1
See ISM 325.

ISM 325C Topics in Applications Development: Client/Server Applications 1
See ISM 325.

ISM 325D Topics in Applications Development: Inventory Management 1
See ISM 325.

ISM 325F Topics in Applications Development: Visual Basic Applications 1
See ISM 325.

ISM 325G Topics in Applications Development: "Just in Time" Seminar 1
See ISM 325.

ISM 325J Topics in Applications Development: Xbase Programming 1
See ISM 325.

ISM 325K Topics in Applications Development: Visual Fox Pro 1
See ISM 325.

ISM 325P Topics in Applications Development: Service Operations Management 1
See ISM 325.

ISM 325Q Topics in Applications Development: LANS and the Internet 1
See ISM 325.

ISM 325R Topics in Applications Development: Application Development in Oracle 1
See ISM 325.

ISM 325V Topics in Applications Development: Application of Electronic Commerce 3
See ISM 325.

ISM 411 Undergraduate Internship in ISSC 1-3
This course provides students with the opportunity to apply classroom knowledge and skills to a business situation and develop new work management skills and understandings.

Prerequisites: Admission to the ISSC major and approval of instructor.

Notes: Grade: Pass/Not Pass (P/NP). May be repeated for credit for a maximum of 3 s.h.

ISM 425 Business Analytics 3
Study of the techniques and methods of business analytics, including gathering, processing and analyzing large volumes of data to generate insights that inform business decisions.

Prerequisites: ECO 250 and either ISM 218 or ACC 325. ISSC major or Information Technology minor.

ISM 452 Design of Management Information Systems 3
Development of cost effective computer-based systems to produce information needed for managerial decision making as specified in the information analysis phase.

Prerequisites: C or better in ISM 218, ISM 240, ISM 301. ISSC major.

ISM 498 Independent Study 1-3
Individual study of issues or problems in information systems and/or supply chain management. Student must arrange time and course requirements with instructor prior to registration.

ISM 499 Problems in Information Systems and Supply Chain Management 3
Independent study and research with class discussion covering a topic or group of related topics of current interest in information systems and/or supply chain management.

Prerequisites: Permission of instructor.

Notes: May be repeated for credit with approval of Department Head.

ISM 613 Directed Studies 1-3
Individual study problems in the field. Regular conferences with instructor required.

Prerequisites: Permission of MSITM Program Director and instructor who will supervise study.

ISM 613A Directed Studies in ISOM 1.5

ISM 645 Principles of Predictive Analytics 3
Predictive analytics are iteratively generated by analyzing and exploring enterprise data to predict relationships and generate insights for organizations. Principles, models, and methods of predictive analytics are discussed.

ISM 646 Visualizing Data to Design Strategy 3
Data are analyzed to answer questions. Students are exposed to concepts and techniques to understand analytics results and appropriately infer relationships to answer questions and visualize results using contemporary techniques.

ISM 647 Cognitive Computing and Artificial Intelligence Applications for Business 3
Cognitive computing and artificial intelligence based applications are increasingly employed by businesses to generate insights from data. Students are introduced to principles, techniques, and models for developing these systems.
ISM 659 Seminar in Management Information Systems 3
The relationships of information systems planning to overall business goals, policies, management and industry conditions with an overview of strategies and techniques of structure analysis and design.

ISM 665 Principles of Cyber Security 3
Study of the technical, managerial, and organization issues in systems security, including systems security models, analysis of business process and technology for systems security, and information assurance.

ISM 666 Blockchains and Cryptography 3
Evaluate strategies to protect data, including cryptographic systems and their use in real world applications. Examine latest developments in blockchains and their role in security and data management.

ISM 667 Global Cyber Threat Analysis 3
The course focuses on evaluating global cyber threats because of cyber weapons, cyber warfare, and other criminal activities. The course also evaluates defensive strategies and necessary capabilities to combat threats.

ISM 670 IT Driven Disruptive Innovation Management 3
Examines the role of disruptive and emerging IT in reshaping business models, strategy, economics, and society by fueling disruptive product and process innovation. Explores processes and governance for IT-driven disruptive innovation.

ISM 671 Organizing Data for Analytics 3
Fundamental concepts of database management systems, including database design, implementation, and the use of the SQL query language.

ISM 672 App Design and Programming 3
Apply fundamental programming concepts in designing and implementing applications for the Web. This course provides students the necessary foundations for developing Web Applications and evaluating entrepreneurial opportunities.

ISM 673 Designing Secure Computer and IoT Networks for Business 3
Technology related to internal and external network/telecommunication services. Managerial and business issues related to the identification, acquisition, and management of network/telecommunications services in the contemporary enterprise.

ISM 677 Information Systems Management 3
Examines the role of information technology to improve processes and business performance, analyze the interaction of business strategies, work processes, competitive markets, technology and people for effective IT management.

ISM 678 Project Management for Dynamic Environments 3
Modern methods of defining, planning and executing large IT and other projects. Computer software and network modeling are used to support the efficient scheduling of interdependent activities.

ISM 680 Healthcare Information Technology Management 3
Introduction to management competencies for computer technology related to healthcare data and the tools and techniques for collecting, storing, retrieving, and reporting healthcare data.

ISM 681 Healthcare Decision Making for IT Managers 3
Learning and applying qualitative and quantitative techniques for decision-making related to health information technology. Methods for implementing HIT decisions using evidence-based materials covered.

ISM 688 Projects in Business Analytics 3
A capstone experience in which the students demonstrate a broad knowledge of Business Analytics by undertaking hands-on projects with realistic data.

ISM 695 Special Topics in IT 1.5
Specific course title identified each time the course is offered. Selected topics will address contemporary issues in information technology and its management.

Prerequisites: Admission to MSITM degree program and permission of MSITM Program Director.

Notes: Course may be repeated for credit when topic varies.

ISM 696 Organizational Internship 1-3
Academic and required work components allow students to gain organization experience. Course supervised by a designated graduate faculty member and an organization manager.

Prerequisites: Permission of MSITM Program Director.

Notes: May be repeated for credit.

ISM 698 Project in Information Technology 3
Capstone experience in which the student demonstrates a broad knowledge of the material covered in the MSITM curricula by undertaking a project approved in consultation with the MSITM Program Director.

Prerequisites: Completion of at least 18 hours of required course for MSITM.

ISM 699 Thesis 1-6
An independent, theory-based inquiry in which a student applied knowledge and skills acquired to the scholarly study of information technology and management.

ISM 753 Seminar in IS Planning, Management, and Global Issues 3
Research issues in IS planning management, and global information technology management. Topics include strategy formulation, tactics, process integration, business alignment, global environment, outsourcing, transborder dataflows, and cultural issues.

ISM 754 Seminar in Inter-Organizational Systems 3
Current research issues on organizational processes and inter-organizational linkages that are transformed by the emergence of general information technology and Internet based applications.

Prerequisites: ISM 677 or permission of PhD director.

ISM 755 Sem:Currnt / Emerg Info Tech 3

ISM 756 Seminar in Information Systems Behavioral Topics 3
Issues in design, development, use and impact of information systems from a behavioral perspective. Topics include ethical, privacy, societal, decision support, user interface, system usability and training aspects.

Prerequisites: Permission of Ph.D Director.

ISM 782 Practicum in IS Teaching 1-3
Supervised teaching of an information systems (IS) course. Faculty mentor will guide in planning and delivery.

Prerequisites: Permission of PhD Director.

Notes: Course may be repeated for credit. Grade: Satisfactory/Unsatisfactory (S/U).

ISM 783 Organizational Research Internship 3-6
Organizational work and research in information systems in actual organization. Expose student to practical and relevant research problems. Supervised by designated faculty member and organization manager.

Prerequisites: Permission of PhD Director.

Notes: Grade: Satisfactory/Unsatisfactory (S/U).
ISM 785 Theories of Information Systems 3
Examines underlying theories in information systems research. Theories from organizational behavior, strategic management, economics, other disciplines inside and outside business, and IS will be discussed.
Prerequisites: Permission of PhD Director.

ISM 786 Introduction to Research and Frameworks in Information Systems 3
Provides an in-depth understanding of the research process. Topics include: IS frameworks and research methodologies, models, development, and evaluation.
Prerequisites: Permission of PhD Director.
Notes: Grade: Satisfactory/Unsatisfactory (S/U).

ISM 788 Seminar in IS Research Methods 3
Research process and various design elements for quantitative and qualitative research in information systems.
Prerequisites: STA 661, STA 662, and permission of PhD Director.

ISM 789 Research Seminar in Information Systems 1-3
Explores current and emerging research topics in information systems.
Prerequisites: ISM 786 or permission of PhD Director.
Notes: May be repeated for credit.

ISM 790 Independent Doctoral Research 1-6
Individual work on research issues related to the student's primary area(s) of specialization. Work may consist of original research and/or critical examination and integration of existing literature.
Prerequisites: Permission of PhD Director.

ISM 799 Dissertation 1-24
Prerequisite: Admission to candidacy.

ISM 801 Thesis Extension 1-3
Thesis Extension.

ISM 802 Dissertation Extension 1-3
Dissertation Extension.

ISM 803 Research Extension 1-3

Integrated Professional Stds (IPS)

IPS 301 Design Thinking 3
Design Thinking is a creative and pragmatic path to innovation. Students learn a human-centered approach to problem-solving, emphasizing experimental and collaborative learning and real-world applications.

IPS 302 Systems Thinking 3
Overview of theory and processes commonly used to apply systems thinking approaches to addressing complex problems across disciplines, including arts and health. A case study approach facilitates this process.

IPS 303 Understanding Data 3
Students learn to identify, analyze, use, and interpret data to solve problems and make decisions. Interactive data activities, case studies, videos, lectures, and dialogue will facilitate student understanding.

IPS 304 Contemporary Media Literacies 3
Students learn theories of contemporary media literacy in order to interpret and create research products in multiple modes and situated in global contexts.

IPS 305 Global Awareness and Intercultural Competence 3
Interdisciplinary course designed to enhance students' global awareness by introducing them to contemporary global issues while increasing their intercultural competence.

IPS 306 Self-Awareness 3
Development of knowledge and skills to enhance personal success. Focus on self and other awareness and application to career and life goals.

IPS 401 Selected Topics in Health and Wellness Occupations 3
Integration of six universal program competencies applied to the study of selected topics in health and wellness occupations.
Notes: May be repeated for credit when topic changes.

IPS 402 Selected Topics in Management Occupations 3
Integration of six universal program competencies applied to the study of selected topics in management occupations.
Notes: May be repeated for credit when topic changes.

IPS 403 Selected Topics in Service Occupations 3
Integration of six universal program competencies applied to the study of selected topics in service occupations.
Notes: May be repeated for credit when topic changes.

IPS 404 Selected Topics in Arts, Entertainment, and Media Occupations 3
Integration of six universal program competencies applied to the study of selected topics in arts, entertainment, and media occupations.
Notes: May be repeated for credit when topic changes.

IPS 405 Selected Topics in Other Occupations 3
Integration of six universal program competencies applied to the study of selected topics in other occupations such as education, technology, etc.
Notes: May be repeated for credit when topic changes.

IPS 410 Capstone 3
Integration of six universal program competencies applied to self-designed capstone project.
Prerequisites: IPS 301, IPS 302, IPS 303, IPS 304, IPS 305, IPS 306. Integrated Professional Studies major.

Integrated Science (ISC)

ISC 111 Introductory Integrated Science 3
Exploration of the interrelated scientific principles underlying the functions of the human body, including sensation, movement, and reproduction, with an underlying theme of homeostasis. Intended for students interested in teaching science.
GE Core: GNS

ISC 211 Milestones in Science 3
Integration of six universal program competencies applied to self-designed capstone project.
Prerequisites: IPS 301, IPS 302, IPS 303, IPS 304, IPS 305, IPS 306.
Integrated Professional Studies major.

Integrated Studies Lab (ISL)

ISL 102 Research, Discovery, and Inquiry 1
Through project-based research on real world situations, students gather and evaluate information, make connections among diverse perspectives, and develop global awareness, capacity for active citizenship, and lifelong learning skills.
Prerequisites: Enrollment in a Learning Community.
Notes: May be repeated once for credit, based on course pair theme.
ISL 104 Service, Reflection, and Inquiry 1
Through hands-on service projects, students learn to: collaborate, gather, and evaluate information; make connections among diverse perspectives; develop global awareness, capacity for active citizenship, and skills for lifelong learning.
Prerequisites: Enrollment in a Learning Community.
Notes: May be repeated once for credit.

**Interior Architecture (IAR)**

IAR 101 Environmental Design I 4
Studio investigations of space design at small scale while exploring properties of basic materials. Development of conceptual thinking.
Prerequisites: Admission to the Interior Architecture Program or permission of the instructor.
Corequisites: IAR 110.

IAR 102 Environmental Design II 4
Studio investigations of space design at small scale while exploring properties of basic materials. Development of conceptual thinking.
Prerequisites: IAR 101.
Corequisites: IAR 112.

IAR 110 Design Visualization I 3
Study and application of basic drawing processes for the purpose of enhancing perceptual awareness and developing visual communication and analysis skills.
Prerequisites: IARC major.
Corequisites: IAR 101.

IAR 112 Design Visualization II 3
Continued directed drawing experiences intended to extend basic visual communication skills into compositional principles, color theory and application, technical drawing systems and techniques, and industry standards.
Prerequisites: IAR 110.
Corequisites: IAR 102.

IAR 124 Introduction to Sustainable Design 3
This course will provide an overview of sustainable design and the various systems that contribute to it, including the building arts, business, logistics, manufacturing, and energy production.
GE Core: GPR

IAR 201 Basic Environmental Design III 6
Studio investigations of spaces as articulated by the interaction of individual and place. Emphasis placed on cognitive understanding of design process, light and color, construction systems, and ongoing study of materials.
Prerequisites: IAR 102.
Corequisites: IAR 211.

IAR 201L Basic Environmental Des Lab III 0

IAR 202 Basic Environmental Design IV 6
Studio investigations of spaces as articulated by the interaction of individual and place. Emphasis placed on cognitive understanding of design process, light and color, construction systems, and ongoing study of materials.
Prerequisites: IAR 201.
Corequisites: IAR 212.

IAR 202L Basic Environmental Des Lab IV 0

IAR 205 The House and Its Furnishings 3
Evaluation of housing alternatives; planning furnishings according to space use, aesthetics, economy, and individuality.
Notes: Open to non-majors.

IAR 211 Visual Communication I 2
Two- and three-dimensional visual studies related to conceptual and definitive aspects of design process. Exercises aimed at developing a mastery of both technical and non-technical methods of visual communication.
Prerequisites: IAR 112.
Corequisites: IAR 201.

IAR 212 Visual Communication II 2
Two- and three-dimensional visual studies related to conceptual and definitive aspects of design process. Exercises aimed at developing a mastery of both technical and non-technical methods of visual communication.
Prerequisites: IAR 211.

IAR 221 History and Theory of Design I 3
Survey of design forms evolved in response to humankind's needs for community, architecture, furnishings, and artifacts, with development from prehistoric to modern eras in cultural, political, and technological contexts.
GE Core: GFA
GE Marker: GL

IAR 222 History and Theory of Design II 3
Survey of design forms evolved in response to humankind's needs for community, architecture, furnishings, and artifacts, with development from prehistoric to modern eras in cultural, political, and technological contexts.
GE Core: GFA
GE Marker: GL

IAR 301 Interior Architecture I 6
Studio investigations of increasingly complex spaces as articulated by the interaction of individual and place. Special emphasis on light, color, materials and structure as aspects of spatial design.
Prerequisites: IAR 202, IAR 212.

IAR 301H Interior Design I Honors 6

IAR 301L Interior Design Lab I 0

IAR 302 Interior Architecture II 6
Design investigations of spaces of increasing scale and complexity articulated by the interaction of individual and place. Special emphasis on social/behavioral aspects of interior architecture and responsibilities of designer to society.
Prerequisites: IAR 301.

IAR 302L Interior Design II Lab 0

IAR 311 Computer-Aided Design for Interior Architecture 3
Introduction to computer-aided design technology, historical context, and professional use in interior architecture and design. Use of CAD equipment and production of design drawings.
Prerequisites: IAR 212 or permission of instructor.
IAR 321 Design Thinking and/or Entrepreneurial Thinking 3
Theories and applications of design thinking and entrepreneurial thinking will be explored. Students interested in innovation and creativity with application ranging from regional to global in practice will benefit.

GE Marker: GL
Notes: Same as ENT 321.

IAR 331 Social and Behavioral Aspects of Interior Architecture 3
Introduction to literature and methods of environmental design research as it applies to interior environments.
Prerequisites: IAR 202 or permission of instructor.

IAR 332 Interior Architecture Materials 3
Study of materials used in interior architecture applications.
Prerequisites: IAR 201 or permission of instructor.

IAR 333 Interior Architecture Construction and Building Systems 3
Study of interior architecture construction methods, structural systems, and building mechanical systems.
Prerequisites: IAR 202 or permission of instructor.

IAR 334 Light and Sound 3
Study of light and sound as potential creative mediums to meet functional, sensory, and behavioral needs. Emphasis placed on experimentation with light and sound in relation to other design elements.
Prerequisites: IARC major, IAR 301 or equivalent; or permission of instructor.

IAR 355 Housing and Community 3
Introduction to housing as an environment for living. Sociological, psychological, economic, and technological aspects of shelter explored from both historical and contemporary perspectives.

IAR 355L Housing and Community Lab 0

IAR 411 Interior Architecture III 6
Study of multi-function environments incorporating understanding of light, color, materials, structure, and technology. Emphasis on individual competence with respect to design process.
Prerequisites: IAR 302.

IAR 411L Interior Design III Lab 0

IAR 412 Interior Architecture IV 6
Studio explorations encompassing the full range of interior architecture scale and complexity. Emphasis on individual competence with respect to design process.
Prerequisites: IAR 411.

IAR 412L Interior Design IV Lab 0

IAR 432 Special Problems in Interior Architecture 1-4
Independent study of topics of special interest.
Prerequisites: Permission of instructor with whom student wishes to work.
Notes: May be repeated for credit up to maximum of 8 hours.

IAR 432A Special Prob in Interior Des 1-4

IAR 432B Special Prob in Interior Des 1-4

IAR 451 Professional Practice in Interior Architecture 3
Investigation of business, legal, ethical aspects of professional practice in interior architecture by students, staff, and guest speakers.
Prerequisites: IAR 202.

IAR 452 Internship in Interior Architecture 4
Design-relevant internship experiences in off-campus organizations and professional settings. Approved learning plan required prior to beginning experience.
Prerequisites: Third-year standing and permission of instructor.
Notes: Grade: Pass/Not Pass (P/NP). May be taken twice for total of 8 s.h. credit.

IAR 499 International Field Studies in Interior Architecture 4-6
Investigation of international design contexts to be formulated in collaboration with faculty and undertaken through study abroad programs.
GE Marker: GL

IAR 501 Advanced Interior Architecture I 6
Advanced design problems having complex functional, social, and economic implications, with emphasis on problem identification, formulation, and design development.
Prerequisites: IAR 412 for undergraduates.

IAR 502 Advanced Interior Architecture II 6
Advanced design problems having complex functional, social, and economic implications, with emphasis on problem identification, formulation, and design development.

IAR 527 Problems in Interior Architecture 2-6
Individual study.
Prerequisites: Permission of instructor.

IAR 530 Introduction to Public Interest Design 3
An introduction to the social, economic, and environmental theories and practices that define Public Interest Design, using a literature review and case studies in interior design, architecture, city planning, product design, and other related disciplines.
Prerequisites: Junior standing or above. or permission of instructor.

IAR 531 Design Seminar 2
Investigation of current research and subjects of topical interest in environmental design.
Prerequisites: Permission of instructor.
Notes: May be repeated for a total of 4 hours credit.

IAR 531A Design Seminar 2

IAR 531B Design Seminar 2

IAR 531C Design Seminar 2

IAR 532 Interior Architecture Laboratory 1-3
Laboratory study with faculty to complete final phases of projects begun in previous semesters including the fabrication or prototyping of studio projects, preparation for design competition, or extended work with community partners.
Prerequisites: IAR 101.

IAR 535 Architectural Lighting Design 2
Study of architectural lighting design: uses and control of light, lighting fixtures, and lighting installation for desired effect.

IAR 536 History of Decorative Arts 3
Study of stylistic and cultural developments in the decorative arts with special concentration on America.
Notes: Same as HIS 536.

IAR 540 Evolution of Furniture 3
A study of basic furniture forms—chairs, stools, tables, beds, chests—that follows a chronological route from Ancient Egypt to 21st-century Minimalism and examines changes in each historic period.
Prerequisites: ART 100 or IAR 222 or permission of instructor.
IAR 541 Contemporary Trends in Interior Product Design 3
Focusing on furniture, lighting, and textiles, the course studies trade events, showrooms, retailers, designers, and trade and consumer media all as forces shaping twenty-first-century trends.
Prerequisites: ART 100 or IAR 222 or permission of instructor. IAR 540 recommended.

IAR 543 Historic Preservation: Principles and Practice 3
Change in historic preservation theory and practice since the 1800s with emphasis on preservation of built environment, and development of philosophical approach for designers to contemporary preservation projects.
Prerequisites: Admission to a graduate program in history or interior architecture, or permission of instructor.
Notes: Same as HIS 543.

IAR 545 Southern History and Southern Material Culture in a Museum Context 3
Combined southern history and material culture with a museum practicum. Students selected by individual application.
Prerequisites: Permission of instructor. students must submit written application.
Notes: May be repeated for credit when topic varies, with permission of instructor. Same as HIS 545.

IAR 547 History Museum Curatorship: Collections Management 3
Professional practices in the care and management of historic site and history museum collections, including principles of collection development, object registration, cataloging, and preservation.
Prerequisites: Admission to a graduate program in history or interior architecture, or permission of instructor.
Notes: Same as HIS 547.

IAR 548 Architectural Conservation 3
Overview of contemporary architectural conservation principles, practice and technology. Field exercises, group projects and investigation of an individual research topic expand upon lectures and readings.
Prerequisites: Admission to a graduate program in history or interior architecture, or permission of instructor.
Notes: Same as HIS 548.

IAR 552 History and Theories of Material Culture 3
Material culture as it has been defined and interpreted in the past by scholars from the disciplines of history, anthropology, geography, art history, psychology, linguistics, and archaeology.
Prerequisites: Admission to a graduate program in history or interior architecture, or permission of instructor.
Notes: Same as HIS 552.

IAR 555 Field Methods in Preservation Technology 3
Intensive on-site fieldwork experience addressing issues of architectural conservation and historic building technology. Includes methods, techniques, and theories of preservation technology and accepted conservation practices.
Prerequisites: Admission to a graduate program in history or interior architecture, or permission of instructor.
Notes: Same as HIS 555.

IAR 560 Advanced Computer-Aided Design and Research Seminar 3
With specific attention to how computational tools affect interior architectural design decision-making processes, rigorous examination of their origins, evolution, applications, and significance will be undertaken.
Prerequisites: IAR 202, IAR 212, and IAR 222. or graduate standing; or permission of the instructor.

IAR 565 Materials and Methodologies Seminar 3
Investigation of materials, methods, and technologies for the design, fabrication, manufacturing, and production of products and components of interior architecture.
Prerequisites: IAR 333, or graduate standing, or permission of instructor.

IAR 578 Research Methods in Historical Archaeology 3
Training in research methods in Historic Archaeology. Involves on-site training in field, laboratory and library components of Historic Archaeology.
Prerequisites: Junior, senior or graduate status.
Notes: Same as ATY 578, HIS 578.

IAR 600 Supervised Professional Experience 1-4
Supervised professional experience in selected commercial or industrial organizations, public or private agencies in accordance with the major course of study of the student. May be repeated for a maximum of 8 credits.

IAR 601 Directed Self-Study in Interior Architecture 1-6
Prerequisite: Permission of instructor.

IAR 602 Advanced Interior Architecture III 6
Design issues or problems relevant to the individual student’s concentration or area of specialization are explored in real or simulated studio projects.
Prerequisites: IAR 501 or IAR 502.

IAR 611 Graduate Seminar 0

IAR 624 History of American Landscapes and Architecture 3
Examination of the social and cultural forces affecting the design and use of landscapes and buildings in North America from the colonial period through the mid-twentieth century.
Prerequisites: Admission to a graduate program in history or interior architecture or permission of instructor.
Notes: Same as HIS 624.

IAR 625 Preservation Planning and Law 3
Examination of the relationship of government programs and policies, community and regional planning strategies, and legal case precedents to the field of historic preservation.
Prerequisites: Admission to a graduate program in history or interior architecture or permission of instructor.
Notes: Same as HIS 625.

IAR 626 The Practice of Public History 3
Basic principles in the administration of museums, historic sites, and other cultural resources. Subjects include fundraising, personnel and volunteer management, working with board members, and museum law and ethics.
Prerequisites: Admission to a graduate program in history or interior architecture or permission of instructor.
Notes: Same as HIS 626.

IAR 627 Museum and Historic Site Interpretation: Principles and Practice 3
Theory and practice of interpreting history to the public in the context of museums and historic sites. Topics include exhibit planning and technologies, living history, research methods, and audience evaluation.
Prerequisites: Admission to a graduate program in history or interior architecture or permission of instructor.
Notes: Same as HIS 627.
**IAR 628 Identification and Evaluation of the Historic Built Environment 3**
Methods, techniques, and theories of researching, analyzing, documenting, and evaluating the historic built environment. Includes architectural survey field methods, documentation techniques, archival research, and approaches to evaluating historic significance.

**Prerequisites:** IAR 624, admission to a graduate program in history or interior architecture or permission of instructor.

**Notes:** Same as HIS 628.

**IAR 630 Fund of Lab Research in IAR 3**

**IAR 631 Environmental Design Research 3**
Advanced skills for identifying research questions and methods for accomplishing research in the environmental design field. Design research project is planned. Emphasis on research process including problem identification, literature review, data collection, and analysis.

**IAR 645 Seminar in Interior Architecture 3**
Introduction to basic research methodologies and examination of contemporary research questions and issues in interior architecture and related fields.

**IAR 665 Problems in Interior Architecture 2-4**
May be repeated for a maximum of 8 credits.

**IAR 690 Internship 3**
Supervised professional experience in selected museum, historic site, or other professional setting in accordance with the major course of study of the student. May be repeated for a maximum of 6 credits.

**Prerequisites:** At least 12 hours in history MA or interior architecture MS program and permission of Director of Graduate Study.

**Notes:** Grade: Satisfactory/Unsatisfactory, S/U. Same as HIS 690.

**IAR 699 Thesis 1-6**
Required of all candidates for the Master of Science in interior architecture.

**Notes:** Credit may be divided over two or more semesters.

**IAR 801 Thesis Extension 1-3**
Thesis Extension.

**International Programs Center (IPC)**

**IPC 300 Applied Leadership Skills for a Global World 3**
Concepts and skills essential for developing personal leadership and cross-cultural competencies are introduced; development of self-awareness as a means of preparing to be successful in a world which is global.

**Prerequisites:** Admission to program.

**Corequisites:** IPC 310 and IPC 320 and IPC 330.

**IPC 310 Contemporary Global Leadership Issues 3**
Current issues in the global context with the application of leadership and personal efficacy theory and skills; topics such as sustainability, climate change, and crisis management will be explored.

**Prerequisites:** Admission to program.

**Corequisites:** IPC 300 and IPC 320 and IPC 330.

**IPC 320 Internship 3**
Students apply intercultural leadership skills at a successful U.S. based global company and reflect on experiences through class assignments. Requirements include 300 hours of employment in an approved training role.

**Prerequisites:** Admission to program.

**Corequisites:** IPC 300 and IPC 310 and IPC 330.

**Notes:** Grade: Pass/Not Pass (P/NP).

**IPC 330 Special Topics 3**
Topics of interest to those studying leadership for a global world and relevant to the student's concurrent training experience.

**Prerequisites:** Admission to program.

**Corequisites:** IPC 300 and IPC 310 and IPC 320.

**Notes:** Grade: Pass/Not Pass (P/NP).

**IPC 999 One Way International 0**

**International Stu Exchange (ISE)**

**ISE 999 International Student Exchange 3-12**

**International/Global Studies (IGS)**

**IGS 200 Introduction to International and Global Studies 3**
An interdisciplinary course introducing students to terms, concepts and approaches employed in discussing, analyzing, and responding to today's international and global issues, with an emphasis on the non-Western world.

**GE Marker:** GN

**IGS 210 Introduction to Asian Studies 3**
An interdisciplinary course introducing students to the study of Asia as a region, along with the methods of investigation and transferable skills of a focused regional approach.

**IGS 213 Introduction to Russian Studies 3**
An interdisciplinary course introducing students to substantive concerns of Russian Studies along with the methods of investigation and transferable skills employed in it.

**GE Marker:** GN

**IGS 223 Foundational Topics in International and Global Studies 3**
An intermediate-level course concentrating on foundational topics of international or global concern. Course content may grow out of issues explored in IGS 200 or IGS 210 or IGS 213.
IGS 295 Study Abroad for Global Engagement: Pre-Departure 1
First of three courses taken in conjunction with a UNCG Study Abroad Exchange. Focus on pre-departure basics, field study techniques, and goal setting for global engagement through cultural competency.
Prerequisites: Acceptance to a UNCG Study Abroad Exchange Program.
Notes: May repeated up to three times (for three different exchange experiences) for credit when topic varies for a total of 3 s.h. however, may apply only once toward Special Programs in Liberal Studies: IGS major concentration requirements; Grade: Pass/Not Pass (P/NP).

IGS 296 Study Abroad for Global Engagement: Field Experience 1
Second of three courses taken in conjunction with a UNCG Study Abroad Exchange. Online individual study focusing on the field experience and appropriate engagement in international, intercultural, and/or multicultural contexts.
Prerequisites: IGS 295. Acceptance to a UNCG Study Abroad Exchange Program;
Notes: May repeated up to three times (for three different exchange experiences) for credit when topic varies for a total of 3 s.h. however, may apply only once toward Special Programs in Liberal Studies: IGS major concentration requirements; Grade: Pass/Not Pass (P/NP); Same as SES 296, TED 296.

IGS 297 Study Abroad for Global Engagement: Re-Entry Reflections and Applications 1
Third of three courses taken in conjunction with a UNCG Study Abroad Exchange. Focus on the re-entry and re-acculturative processes and the integration of intercultural development into future contexts.
Prerequisites: IGS 296. Acceptance to a UNCG Study Abroad Exchange Program;
Notes: May repeated up to three times (for three different exchange experiences) for credit when topic varies for a total of 3 s.h. however, may apply only once toward Special Programs in Liberal Studies: IGS major concentration requirements; Grade: Pass/Not Pass (P/NP); Same as SES 297, TED 297.

IGS 333 Selected Topics: International and Global Studies 3
An advanced-level course concentrating on topics of international or global concern. Course content may grow out of issues explored in IGS 200 or IGS 210 or IGS 213.
Notes: May be repeated for credit as topic changes.

IGS 400 Capstone Seminar in International and Global Studies 3
End-of-major interdisciplinary seminar involving advanced examinations of contemporary international and global issues, the production of a substantial research project related to the student’s concentration, and intercultural competence training.

IGS 493 Honors Work 3
Prerequisite: Permission of instructor; permission of IGS director; minimum 3.30 GPA and 12 s.h. in the major;
Notes: May be repeated for credit for a maximum of 6 s.h. if the topic of study changes.

IGS 495 Individual Study 1-3
Directed program of individual study or research. Available to qualified students in collaboration with a qualified instructor and/or the IGS director.
Prerequisites: IGS 200 or IGS 210 or IGS 213. and permission of IGS director;
Notes: May be repeated for a maximum of 6 s.h.

Italian (ITA)

ITA 101 Beginning Italian I 3
Introduction to Italian with practice in hearing, speaking, reading, and writing. Supplementary instruction in the language laboratory.
GE Marker: GL
Notes: Students with previous knowledge of Italian are required to contact the assigned instructor to have their language skills assessed.

ITA 102 Beginning Italian II 3
Continued introduction to Italian with practice in hearing, speaking, reading, and writing. Supplementary instruction in the language laboratory.
GE Marker: GL
Prerequisites: ITA 101.

ITA 203 Intermediate Italian I 3
Review and further study of basic Italian structures with emphasis on active use of language skills: listening, speaking, writing, reading.
GE Marker: GL
LEC: GFL
Prerequisites: ITA 102 or equivalent.

ITA 204 Intermediate Italian II 3
Review and further study of Italian, followed by reading of contemporary authors.
GE Marker: GL
LEC: GFL
Prerequisites: ITA 203.

ITA 222 Italian Masterpieces in English Translation 3
Best of Italian literature read and discussed in English. Topics vary, each taking a broad perspective on an important theme, genre, or period.

ITA 313 Conversation in Italy 3
An intensive conversation course oriented toward life in modern Italy and emphasizing the language of the media, the public domain and contemporary culture. Offered in UNCG Summer Program in Italy.
Prerequisites: ITA 204 or equivalent.

ITA 517 The Auteur Director 3
Works of an individual film director. Subject differs from offering to offering.
Prerequisites: Permission of department.
Notes: May be repeated for credit when the topic varies. Same as FRE 561, SPA 561.

ITA 518 Studies in Film Genre 3
Technical, dramatic, social, and rhetorical dimensions of a film genre or genres. Subject differs from offering to offering.
Prerequisites: Permission of department.
Notes: May be repeated for credit when the topic varies. Same as FRE 562, SPA 562.

Japanese Studies (JNS)

JNS 101 Elementary Japanese 3
Introduction to communicative Japanese and its writing systems (Hiragana and Katakana). The course covers basic grammar, fundamental words, phrases, and expressions. The course also introduces modern Japanese culture.
GE Marker: GN
JNS 102 Elementary Japanese 3
Second semester continuation course for communicative Japanese and its writing system. Students study grammar, fundamental expressions, and basic Kanji. The course also stresses an understanding of modern Japanese culture.

GE Marker: GN
Prerequisites: JNS 101.

JNS 203 Intermediate Japanese 3
Third semester continuation course to communicative Japanese. Students study more advanced concepts and continue to learn Kanji. The course also aims to deepen students' understanding of modern Japanese culture.

GE Marker: GN
LEC: GFL
Prerequisites: Proficiency level: JNS 102.

JNS 204 Intermediate Japanese 3
Fourth semester continuation course for communicative Japanese with emphasis on oral and written mastery of functional Japanese. The course also deepens students' understanding of modern Japanese culture and society.

GE Marker: GN
LEC: GFL
Prerequisites: JNS 203.

JNS 210 Current Topics Conversation 1
The course provides students with oral training for effective communication over current topics of global interest.

GE Marker: GN
Prerequisites: JNS 204 or permission of instructor.
Notes: May be repeated for up to three (3) semester hours.

JNS 220 Modern Japan 3
Introduction to Japanese culture and society. This course examines Japan's modern development through selected topics on modern history, society, and pop-culture including media culture, film, and literature.

GE Marker: GN
Notes: Taught in English.

JNS 230 Women in Japanese Literature and Film 3
The course focuses on various aspects of women's lives in modern Japanese society, providing an overview of modern Japanese society through representation of women's culture in literature and film.

GE Core: GLT
GE Marker: GN
Notes: Taught in English.

JNS 301 Advanced Grammar and Conversation 3
Advanced language course that aims at improving students’ communication skills in Japanese and enhancing their global awareness. The course work involves grammar retention drills, reading/writing assignments, and various speaking exercises.

GE Marker: GN
Prerequisites: JNS 204.

JNS 302 Third-year Japanese Language Conversation and Composition 3
The course is designed to improve students’ communication skills through intensive lectures, grammar retention drills, and oral and writing exercises. Students deepen their understanding of cultural logics behind Japanese language.

GE Marker: GN
Prerequisites: JNS 301.

JNS 305 Topics in Japanese Culture 3
Focus on Japanese civilization to improve linguistic and/or cultural proficiency. Taught in either English or Japanese.

GE Marker: GN
Notes: May be repeated for credit when topic varies.

JNS 306 Current Issues in Japan 3
The course focuses on current issues in Japan and non-traditional aspects of Japanese society. The course materials include literary texts, film, and other interdisciplinary materials. Taught in English.

GE Marker: GN

JNS 499 Practicum 3
The course provides students with civic engagement opportunities. Students will deepen their understanding of the Japanese language, culture, and society through service learning.

Junior Year Abroad (JYA)
JYA 999 Junior Year Abroad 3-12

Kinesiology (KIN)

KIN 101 Beginning Volleyball 1
Development of fundamental skills, strategic elements, and knowledge of volleyball with opportunity for team play.

KIN 102 Team Handball 1
Olympic sport activity which uses basketball playing skills in a soccer format.

KIN 103 Softball 1
Introduction to basic techniques, knowledge, and strategies of slow pitch softball.

KIN 104 Beginning Basketball 1
Development of fundamental skills, strategic elements, and knowledge of basketball.

KIN 106 Beginning Soccer 1
Development of fundamental skill, strategies, and knowledge of soccer.

KIN 107 Field Hockey 1
Course offers opportunity to develop the necessary skills and knowledge to participate in the team game of field hockey. Topics include skills, field layout, rules, tactics, goalkeeping, and officiating.

KIN 110 Ultimate 1
Development of fundamental skills, strategic elements, and knowledge of ultimate (ultimate Frisbee) with opportunity for team play.

KIN 115 Disc Golf 1
Development of fundamental skills, tactics and strategy, and knowledge of Disc Golf, with opportunity for competitive play.

KIN 119 Physical Activity for Individuals with Special Needs 1
Designed to provide one-to-one or small group instruction in physical activity for those students who, because of their disabling conditions, are unable to participate in scheduled physical education activity courses as usually structured.

Prerequisites: Permission of a faculty supervisor and medical approval.
Notes: May be repeated for credit.
KIN 120 Conditioning 1
Principles of conditioning. Physical fitness assessment and development of a personal fitness program. Emphasis on maintenance or improvement of cardio-respiratory fitness.
Notes: May be repeated for credit once. Students may not take both KIN 299 and KIN 120.

KIN 122 Bicycling 1
Introduction to basic cycling techniques, safety, bicycle maintenance, planning and participating in various trips. Must have own bike.

KIN 123 Beginning Snow Skiing 1
Introduction to basic techniques, safety, and equipment of snow skiing. Fee: approximately $200, includes equipment rental, slope and lift fee, accident insurance, at French-Swiss Ski School, Blowing Rock, North Carolina.
Notes: Fee: approximately $200.

KIN 124 Backpacking 1
Introduction to backpacking including 20 hours of class sessions plus 1 overnight weekend trip to relatively secluded area.
Notes: Fee: approximately $20 for food and travel.

KIN 125 Hiking/Camping 1
Basic hiking/camping skills, compass, and topographical map use. Includes 20 hours of class sessions plus 1 overnight weekend camping trip.
Notes: Fee: approximately $20 for food, travel, and campground fees.

KIN 126 Modern Rhythymical Gymnastics 1
Manipulation of hand apparatus (balls, hoops, ropes) to musical accompaniment.

KIN 127 Beginning Golf 1
Development of fundamental skills, strategic elements, and knowledge of golf. Opportunity to practice at both on and off campus facilities.
Notes: Fee: approximately $30.

KIN 128 Beginning Bowling 1
Development of fundamental skills, strategic elements, and knowledge of bowling with opportunity for match play.
Notes: Fee: approximately $30 for use of off-campus facility.

KIN 130 Weight Training 1
Weight training with emphasis on principles, techniques, and development of individualized programs.
Notes: May be repeated once for credit.

KIN 131 Fitness Walking and Jogging 1
Designed for the beginner level student desiring to improve cardiorespiratory endurance through a graduated program from fitness walking through jogging. This course is not designed for already accomplished runners.

KIN 132 Ice Skating 1
Fundamental skills of ice skating forward and backward with opportunity to learn spins, jumps, and free skating skills.
Notes: Fee: approximately $40, includes skate rental and rink fee.

KIN 135 Fitness Running 1
Designed for the recreational runner striving to improve cardiorespiratory endurance, running mechanics, and program development knowledge. This course is designed for students who have a strong background in distance running (at least 5k).

KIN 140 Flag Football 1
Development of fundamental skills, tactics and strategy, and knowledge of flag football, with opportunity for competitive play.

KIN 142 Social Dance 1
Development of basic dance fundamentals, emphasizing the fox-trot, swing or jitterbug, cha-cha, Waltz, tango, polka, rumba, samba, and current popular dances.

KIN 147 Square Dance 1
Exploration of steps, patterns, formations, and cultural/historical background of American square dance.

KIN 150 Swimming for Non-Swimmers 1
Designed for students with a fear of the water who cannot swim.

KIN 151 Beginning Swimming 1
Development of fundamental swimming and safety skills; designed for students with little or no knowledge of strokes and limited deep water experience.

KIN 155 Instructional Methods I 3
Fundamentals of instruction in physical activity settings with special emphasis on basic planning, organizational skills, management, task presentation, and content development.
Prerequisites: First-year Physical Education and Health Teacher Education Concentration KINE majors.
Notes: Professional liability insurance required.

KIN 171 Beginning Badminton 1
Development of fundamental skills, strategic elements, and knowledge of badminton with opportunity for match play.

KIN 172 Beginning Self-Defense 1
Development of fundamental skills, strategic elements, and knowledge of non-weapon defense, including techniques from karate and judo.

KIN 175 Beginning Tennis 1
Development of fundamental skills, strategic elements, and knowledge of tennis with opportunity for match play in singles and doubles.

KIN 180 Rock Climbing 1
Development of fundamental rock climbing skills including knot tying, belaying, anchor building, and climbing and bouldering technique.

KIN 201 Intermediate Volleyball 1
Extension and refinement of beginning level skills, strategies, and knowledge of volleyball. Emphasis on tactical elements of team play.

KIN 202 Water Aerobics 1
Various methods of water exercise for conditioning are presented with focus on proper alignment and technique, principles of conditioning, and assessment. Emphasis on improvement and maintenance of personal fitness.

KIN 203 Fitness Swim 1
Emphasis on stroke efficiency and lap swimming for conditioning. Principles of conditioning, assessment and periodization are applied to swimming. Emphasis on improvement and maintenance of personal fitness.

KIN 204 Intermediate Basketball 1
Extension and refinement of beginning level skills, strategies and knowledge of basketball. Emphasis on tactical elements of team play.

KIN 206 Intermediate Soccer 1
Extension and refinement of beginning level skills, strategies and knowledge of soccer. Emphasis on tactical elements of team play.

KIN 209 Advanced Rhythmic Aerobics 1
Conditioning course designed for students who have foundational knowledge and experience in rhythmic aerobics. Beginning level experience extended through use of complex choreography patterns and advanced training methods.
KIN 210 Rhythmic Aerobics Instructor 2
Examination and application of principles from exercise science, music structure and group management for teaching rhythmic aerobics. Assists in preparation for ACSM Exercise Leader, AFAA and ACE Aerobics Instructor certifications.
**Prerequisites:** KIN 209 or permission of instructor.

KIN 214 Sports Performance: Racquet Sports 1
Skill development and analysis of racquet skills. Learning and application of physical education content in a developmental model.

KIN 217 Introduction to the Teaching of Physical Education 2-3
Nature of teaching physical education; emphasis on its relationship to total educational experience. First-hand experience working with learners of diverse backgrounds and ability, grades K through 12, in varied settings.

KIN 218 Educational Games 1
Skill development and analysis of physical activity through a games approach. Represents an introduction to effective teaching practices that allow students to become more skilled movers.
**Prerequisites:** Pre-KINE major.
**Notes:** Professional liability insurance required.

KIN 219 Personal Skills Performance 1
Skill development and analysis of physical activity and sport skills. Learning and application of physical education content in a developmental model.
**Prerequisites:** Pre-KINE major.
**Notes:** Professional liability insurance required.

KIN 220 Lifetime Wellness 3
Evidence-based approach to understanding and applying scientific principles of wellness, fitness, and lifestyle management. Includes a personal wellness and/or fitness assessment and developing a plan for immediate and long-term improvement and maintenance.

GE Core: GLS

KIN 222 Intermediate Snow Skiing 1
Intermediate techniques of skiing including parallel turns, mogul skiing, wedging, and introduction to free-style skiing.
**Notes:** Fee: approximately $200, includes equipment rental, fees, and accident insurance for 5 days at French-Swiss Ski School, Blowing Rock, North Carolina.

KIN 227 Intermediate Golf 1
Extension and refinement of beginning level skills, strategies and knowledge of golf. Opportunity to practice at both on and off campus facilities.
**Notes:** Fee: approximately $30.

KIN 228 Intermediate Bowling 1
Extension and refinement of beginning level skills, strategies and knowledge of bowling with opportunity for match play.
**Notes:** Fee: approximately $30 for use of off campus facility.

KIN 230 Psychological Skills for Optimal Performance 3
Overview of sport psychology principles applied to sport and exercise activities. Includes experience in psychological skills training.

KIN 231 Recreational Games 2
Analysis of the nature and categorization of a selection of recreational games across the lifespan, with emphasis on skill development and tactical decision-making.

KIN 235 Instructional Methods II 3
Advanced instructional methodology in physical activity settings with special emphasis on progressive planning, organizational skills, management, task presentation, and physical education content development. Professional liability insurance required.
**Prerequisites:** KIN 155. 2.50 GPA.

KIN 240 Introduction to World Folk Dance 1
Basic experiences in folk dance designed to acquaint the beginning student with the steps, patterns, formations, national characteristics, and cultural settings of dances from all parts of the world.

KIN 242 Clogging 1
Basic steps of clogging, historical and cultural concepts pertaining to clogging, and use of these steps in precision routines, freestyle clogging, and Appalachian Big Circle Mountain Dancing.

KIN 243 Intermediate Folk Dance 1
Refinement of beginning folk dance skills and stylistic factors; advanced dance steps, patterns, and formations.
**Prerequisites:** KIN 240 or permission of instructor.

KIN 250 Introduction to Kinesiology 3
Survey of the discipline of kinesiology. Analysis of the nature and importance of physical activity, knowledge base of the discipline, and careers in physical activity professions.

KIN 252 Low Intermediate Swimming 1
Extension of basic swimming and safety skills; must be comfortable in deep water.

KIN 254 High Intermediate Swimming 1
Refinement of swimming and safety skills; development of swimming endurance.

KIN 255 Water Safety Education 1
Designed for students who do not wish to become lifeguards but who have responsibility for others in aquatic situations. Topics include personal and group water safety, and prevention and response to water accidents.

KIN 257 Synchronized Swimming 1
Development of fundamental skills in synchronized swimming, and individual and group routines. Must be comfortable in deep water.

KIN 260 Water Polo 1
Development of fundamental skills, strategic elements and knowledge of water polo. Must be comfortable in deep water and have a minimum of intermediate swimming skills.

KIN 261 Springboard Diving 1
Development of fundamental skills, understanding of mechanical principles, and overall knowledge for judging and coaching for 1 meter springboard diving.

KIN 262 Safety Training for Swim Coaches 1
Development of knowledge about safety issues in competitive swimming, including aquatic facility hazards, training techniques, and medical conditions. Must have background in competitive swimming or coaching.

KIN 263 Basic SCUBA 1
Development of fundamental skills, knowledge, and techniques of skin and SCUBA diving. Opportunity provided for open water training and final certification.
**Notes:** Additional fees for equipment rental and certification. Must provide own mask, fins, snorkel, and booties.
KIN 268 Canoeing 1
Development of fundamental canoeing skills; day and overnight camping/canoeing trips possible. Must have ability to swim in deep water for 15 minutes without aid.
Notes: Additional fees for equipment and field trips.

KIN 271 Intermediate Badminton 1
Extension and refinement of beginning level skills, strategies, and knowledge of badminton. Emphasis on tactical elements of match play.

KIN 272 Tae Kwon Do 1
Acquisition and development of the basic techniques and knowledge of Tae Kwon Do. Presented in the culturally correct form.

KIN 276 Advanced Tennis 1
Extension and refinement of intermediate level skills, strategic elements and knowledge of tennis. Emphasis on optimizing performance through mental preparation and structured practice.

KIN 277 Advanced Golf 1
Advanced physical and mental skills will be learned, practiced, and implemented. Approximately one-third of the course will include playing at a local golf course.
Notes: Fee: approximately $20.

KIN 285 Motor Development 3
Lifespan analysis of motor skill development as a function of chronological age.

KIN 286 Foundations of Sport Coaching 3
Research and sport coaching skills will be explored as well as entrepreneurial learning theories and skills that allow coaches to develop their own coaching products for income/profit.
Notes: Same as ENT 286.

KIN 287 Coaching in Community-Based Sport Programs 3
Examination of community-based sport programs focused on the psychosocial dynamics of programs, their mission, cultural and economic representation of youth being served, staff, resources, and their influence on coaching effectiveness.
Prerequisites: Sport Coaching minor or permission of instructor.
KIN 340 Healthful Living Pedagogy for Elementary School Teaching 3
Introduction to teaching physical education in grades K-6. Designed for
preservice classroom and physical education teachers. Student will work
in field experiences.
Prerequisites: Junior or senior Physical Education and Health Teacher
Education or Elementary Education major, or MA in Teaching students
only;
Notes: Professional liability insurance required.

KIN 342 Teaching Motor Skills to Preschool Children 3
Strategies and techniques to enhance motor skill development of children
ages 2–5 in the home, on the playground, and in the classroom. Field
work with children emphasized.
Prerequisites: Junior or senior Human Development and Family Studies
majors. Junior and senior Kinesiology students with permission of
instructor.

KIN 350 History of American Sport 3
Examination of the development and significance of sport in American
society.

KIN 351 History and Philosophy of Sport, Physical Activity, and Physical
Education 3
Study of significant people, events, and institutions affecting the
development of sport and exercise around the world. Analysis of major
philosophic issues relating to sport and exercise.

KIN 352 Philosophy of Sport 3
Overview of philosophical concerns related to study of sport and sport
experiences, examined with use of current sport philosophy literature.

KIN 353 Injuries and Illnesses in Physical Activity 3
Instruction in the prevention, recognition, and basic care of common
injuries and illnesses that occur in a sport and exercise setting.
Prerequisites: KIN 291 (or BIO 271). Admission to Kinesiology or Physical
Education and Health Teacher Education major or Pre-Physical Therapy
or Pre-Occupational Therapy programs.

KIN 354 Curriculum and Teaching: Children’s Physical Education 3
Planning and organizing for teaching and observation of movement in
children’s physical education. Special emphasis will be on philosophy,
curriculum development, and selection of appropriate content for
elementary students.
Prerequisites: Junior or senior Physical Education and Health Teacher
Education major.
Notes: Professional liability insurance required.

KIN 356 Leadership and Collaboration 3
Examination of administrative considerations in conducting physical
activity and athletic programs with emphasis on leadership, collaboration,
and group dynamics.
Prerequisites: Kinesiology major. 2.50 GPA;
Notes: Professional liability insurance required.

KIN 357 Professional Development Seminar for Physical Education
Teachers 1
Professional development issues and concerns often experienced by pre-
service and in-service teachers of Physical Education and Health.

KIN 360 SCUBA Rescue 2
Develop fundamental skills and knowledge needed to evaluate and take
action in SCUBA rescue situations. Certification in CPR, First Aid, and
administration of O2 possible. Prerequisites or
Corequisites: KIN 264 or equivalent with permission of instructor.
Notes: Students must provide own mask, fins, snorkel, and booties.
Additional fees for equipment rental, quarry use, and certifications.

KIN 365 SCUBA Divemaster 2
Entry level course to become a diving professional. Development of
comprehensive knowledge of diving theory as well as the abilities to
organize, conduct, and supervise recreational diving activities.
Prerequisites: Permission of instructor.
Notes: Students must provide own mask, fins, snorkel, and booties.
Additional fees for equipment rental, quarry use, and certifications.

KIN 370 Assessment and Evaluation in Kinesiology 3
Overview of assessment, evaluation, and research methods in
kinesiology; emphasis on applications to professional practice.
Prerequisites: Sophomore standing.

KIN 374 Data Science in Kinesiology 1
This class is designed to introduce the concept of data science and how
it applies to Kinesiology. Students will use common software to solve
mathematical problems and visualize data.
Prerequisites: KIN 292 or BIO 277. Kinesiology major; junior standing.

KIN 375 Physiology of Sport and Physical Activity 4
Provides students with understanding of factors affecting the
physiological function of the body related to exercise and physical
performance. Laboratory provides experiences in evaluating these
physiological factors.
Prerequisites: Grade of C or higher in KIN 291 (or BIO 271) and grade of C
or higher in KIN 292 (or BIO 277). or permission of instructor; Admission to
Kinesiology or Physical Education and Health Teacher Education or
Nutrition major or pre-Physical Therapy or pre-Occupational Therapy
programs;
Corequisites: KIN 375L.

KIN 375L Physiology of Sport and Physical Activity Laboratory 0
Laboratory supporting KIN 375.
Corequisites: KIN 375.

KIN 376 Biomechanics of Sport and Physical Activity 3
Anatomical and mechanical bases of physical activity with emphasis on
the analysis of sport and exercise skills.
Prerequisites: KIN 291 (or BIO 271). Admission to Kinesiology major or
Physical Education and Health Teacher Education major or Nutrition
and Wellness concentration or pre-Physical Therapy or pre-Occupational
Therapy programs; or permission of instructor.

KIN 379 Instructional Methods of Physical Activity 3
Designing and implementing exercise instruction techniques for
individuals and groups.
Prerequisites: Sequence of KIN 265, KIN 220 (or sequence of KIN 120,
KIN 130, KIN 220). or permission of instructor; Admission to Kinesiology
major with Kinesiology concentration.

KIN 381 Physical Education for Individuals with Special Needs 3
Survey of all aspects of developmental, adapted, and corrective physical
education for populations of children and adults with disabilities. Weekly
field experiences required.
Prerequisites: KIN 120, KIN 130, and KIN 220. Kinesiology major;
Corequisites: KIN 381L.
Notes: Professional liability insurance required.

KIN 381L Physical Education for Individuals with Special Needs
Laboratory 0
Laboratory supporting KIN 381.
Corequisites: KIN 381.
KIN 385 Motor Learning and Control 3
Analysis of mechanisms and environmental variables influencing the acquisition and control of skilled motor behavior at all ages. Introductory research techniques and experiences collecting data on human motor performance.
Prerequisites: PSY 121.

KIN 386 Motor Development and Learning 4
Life span analysis of motor skill development and learning.
Prerequisites: Admission to Kinesiology or Physical Education and Health Teacher Education major or pre-Physical Therapy or pre-Occupational Therapy programs.

KIN 388 Psychology of Physical Activity 4
Examination of the psychological theories and research related to physical activity with emphasis on application in sport and exercise settings.
Prerequisites: PSY 121.

KIN 389 Exercise Adherence 3
An examination of the determinants, theories, and research related to exercise adherence; emphasis on application in health-related physical activity and exercise settings.
Prerequisites: KIN 388.

KIN 390 Prevention and Emergency Care of Injuries I 2
Introduction to the field of sports medicine emphasizing principles of prevention of orthopedic injuries and management of life-threatening and catastrophic injuries.
Corequisites: KIN 391.

KIN 391 Prevention and Emergency Care of Injuries II 1
Laboratory sessions and supervised field experience. Introduction to the field of sports medicine emphasizing principles of prevention of orthopedic injuries and management of life-threatening and catastrophic injuries.
Corequisites: KIN 390 or permission of instructor.

KIN 396 Dissecting Martial Arts in Contemporary China 6
Critical analysis of Chinese martial arts and its function in and conflict with contemporary China; cultural awareness of martial arts’ influence in health, education, performing arts, and business decision-making in China.
Notes: May be repeated once for credit.

KIN 410 Process of Skill Acquisition 1
Focus on integration of theoretical knowledge across core courses with applied experience in skill acquisition.
Prerequisites: Kinesiology major, KIN 288, KIN 385, and KIN 388.
Corequisites: KIN 375 and KIN 376 are approved corequisites.

KIN 425 Assistant Instructor of SCUBA 3
Refine skills and theoretical knowledge to instructor level; develop instructional skills, understand administration and certification procedures.
Prerequisites: Permission of instructor.
Notes: Students must provide own mask, fins, snorkel, and booties. Additional fees for equipment rental, quarry use, and certifications.

KIN 441 Foundational Skills in Sports Medicine 3
Development of foundational skills and techniques for medical health professionals. Emphasis on functional palpation, sport specific movement analysis, and understanding of orthopedic pathologies.
Prerequisites: KIN 291 (or BIO 271).

KIN 450 Instructional Strategies for School Health Education 3
This course prepares students to teach K-12 health education. The course focuses on methods, instructional practices, assessment, and reflection on effective health education.
Prerequisites: KIN 354. Junior or senior Physical Education and Health Teacher Education or Public Health Education majors; Junior or senior Kinesiology majors with permission of the instructor;
Corequisites: KIN 454 and KIN 460.
Notes: Professional liability insurance required.

KIN 453 Measurement and Assessment of Learning in Physical Education 3
Measurement principles and methods for learning assessment in physical education, physical activity programs; sound techniques for assessing psychomotor skills, knowledge, and fitness development, credible evaluative decision-making.
Prerequisites: KIN 235. admission to the Teacher Education Program; 2.5 GPA;
Corequisites: KIN 354.

KIN 454 Curriculum and Teaching: Secondary School Physical Education 3
Planning and organizing for teaching and observation of movement in secondary school physical education. Emphasis on the analysis of the teaching process, curriculum development, and selection of appropriate content.
Prerequisites: KIN 354 and KIN 375. Seniors in the Physical Education and Health Teacher Education Concentration; admission to the Teacher Education Program;
Corequisites: KIN 450, KIN 460.
Notes: Professional liability insurance required.

KIN 455 Teaching Children and Adolescents for Healthful Living 3
Content and teaching strategies for developing healthful, active lifestyles in children and adolescents with special emphasis on designing and implementing instructional programs in educational settings.
Prerequisites: KIN 354 and KIN 375. Junior or senior Kinesiology Physical Education and Health Teacher Education major; admission to the Teacher Education Program;
Notes: Professional liability insurance required.

KIN 456 Teaching Practicum II: Children's Physical Activity 2
Practicum experiences in teaching physical activity to children with special emphasis on lesson planning, management, assessment, task presentation, and content development.
Prerequisites: Admission to Community Youth Sport Development concentration.
Corequisites: Concurrent enrollment in KIN 235.

KIN 457 Teaching Practicum: Adolescents' Physical Activity 2
Practicum experiences in teaching physical activity to adolescents with special emphasis on lesson planning, management, assessment, task presentation, and content development.
Prerequisites: KIN 235. Kinesiology major with Community Youth Sport Development concentration;
Notes: Professional liability insurance required.

KIN 458 Aquatic Facilities Management 3
Develop fundamental knowledge and skills required to manage an aquatic facility, including risk management, operating procedures, maintenance, and record keeping. Certification as National Swimming Pool Foundation Certified Pool Operator possible.
KIN 459 Aquatics Instruction for Individuals with Special Needs 3
Develop knowledge and skills to teach aquatic skills to persons with special needs; activities include practice teaching, discussion of disabling conditions, and inclusion. Certification as a Teacher of Adapted Aquatics possible.
Notes: Professional liability insurance required (available in class).

KIN 460 Teaching Physical Education and Health Internship 3
Supervised field experience in Physical Education and Health Teacher Education in an approved local school setting. Includes campus meetings.
Prerequisites: KIN 375 and KIN 386. Senior Kinesiology Physical Education and Health Teacher Education major; admission to the Teacher Education Program;
Corequisites: KIN 450, KIN 454.
Notes: Professional liability insurance required.

KIN 461 Student Teaching and Seminar in Physical Education 12
Block courses in professional semester for teacher education majors. Techniques of teaching physical education under supervision. Full-time teaching in schools. Weekly seminars.
Prerequisites: Program requirements leading to student teaching. Methods courses (KIN 354, KIN 379, KIN 450, KIN 454, and KIN 460) must be taken at UNCG; Admission by application only; 3.0 GPA; All other course work in Physical Education and Health Teacher Education concentration plan of study must be successfully completed to enroll; Senior Kinesiology major with a concentration in Physical Education and Health Teacher Education; Successful completion of program requirements leading to student teaching;
Notes: Professional liability insurance required. Grade: Pass/Not Pass (P/ NP); ARC FA and CPR must be current; Admission to Teacher Education Program is required.

KIN 462 Student Teaching and Seminar in Physical Education 6
Block courses in professional semester for teacher education majors. Techniques of teaching physical education under supervision. Full-time teaching in schools. Weekly seminars.
Prerequisites: Program requirements leading to student teaching. Methods courses (KIN 235, KIN 354, KIN 453, KIN 454, KIN 455, and KIN 460) must be taken at UNCG; Admission by application only; 2.50 GPA; All other course work must be complete to enroll;
Notes: Professional liability insurance required. Grade: Pass/Not Pass (P/ NP); ARC FA and CPR must be current; Admission to Teacher Education Program is required.

KIN 464 Administration of Physical Education and Athletics 3
Administration of physical education and sport programs with special emphasis on long-range planning, organizing programs, public relations, financial management, legal issues, and risk management.
Prerequisites: Senior standing and admission to the Teacher Education Program, or permission of instructor.

KIN 466 Practicum in Fitness Leadership 3
Practical, hands-on experience working with a wide variety of individuals designing and implementing exercise programs in a supervised exercise setting.
Prerequisites: KIN 379.
Notes: Professional liability insurance required. May be repeated twice for credit.

KIN 467 Techniques in Exercise and Fitness Testing 2
Laboratory and field techniques in exercise and fitness testing.
Prerequisites: Grade of C or better in KIN 375. Grades of C or better in all required KIN courses; 2.50 GPA; Kinesiology major or permission of instructor;
Corequisites: KIN 468.

KIN 468 Exercise Testing and Prescription I 3
Scientific principles of safe and effective exercise testing and prescription for persons absent of chronic disease as outlined by the American College of Sports Medicine.
Prerequisites: Minimum grade of C (2.0) in KIN 375. Admission to Kinesiology or Physical Education and Health Teacher Education major, or permission of instructor.
Corequisites: KIN 468.

KIN 468L Exercise Testing and Prescription I Laboratory 0
Laboratory supporting KIN 468.
Corequisites: KIN 468.

KIN 469 Exercise Testing and Prescription II 3
Scientific principles of safe and effective exercise testing and prescription for persons with chronic disease and other medical conditions. Includes basics of electrocardiography.
Prerequisites: Minimum grade of C (2.0) or higher in KIN 468, 2.50 GPA overall, Kinesiology major, or permission of instructor.
Corequisites: KIN 469.

KIN 471 Internship Preparation in Kinesiology 1
Professional preparation, planning, and placement for supervised internship experience (KIN 496).
Prerequisites: 2.50 overall GPA, Kinesiology major, or permission of instructor.

KIN 475 Independent Study 1-3
Intensive work in area of special interest in Kinesiology. Available to qualified students on recommendation of academic advisor, instructor, and undergraduate program coordinator.
Prerequisites: Demonstrated competency for independent work and permission of academic advisor, instructor, and undergraduate program coordinator.
Notes: May be repeated for a total of up to 6 s.h.

KIN 476 Problems Seminar 2
Current problems in field of physical education. Opportunity for student to specialize in a problem of their choice. Emphasis of the problem shall be approved by the instructor.

KIN 477 Coaching Practicum in a Selected Sport 3
Opportunity for prospective coach to assume various responsibilities in coaching a selected sport under the guidance of a qualified coach.
Prerequisites: Current First Aid/Sports Safety Certification. Upper division students seeking minor in sport coaching, or permission of instructor;
Notes: Professional liability insurance required.

KIN 493 Honors Work 3-6
Prerequisite: Permission of instructor; 3.30 GPA in the major, 12 s.h. in the major;
Notes: May be repeated for credit if the topic of study changes.
KIN 494 Internship in Aquatic Leadership 3,6
A supervised field experience in aquatic leadership in qualified agencies. Requirements include specific assignments, supervision, seminars on campus, and evaluation of student’s performance.
Prerequisites: Permission of instructor required, in addition to the following: cumulative GPA of 2.50 or better. completion of all KIN core courses; grades of C (2.0) or better in all required KIN courses;
Notes: Grade: letter grade. An application process must be completed prior to registration.; May be repeated for credit if taken for 3 s.h.; maximum credits may not exceed 6 s.h.

KIN 495 Senior Project 3
Independent scholarly work in an area of exercise and sport science completed under the supervision of a faculty member, culminating in a scientific report or other appropriate scholarly presentation.
Prerequisites: KIN 475. 3.0 GPA; and permission of department.

KIN 519 Mentoring in Community Youth Development Programs 2
Service learning experience mentoring an elementary or middle school youth in a community youth sport program. On campus seminars required.
Notes: May be repeated for credit.

KIN 520 Physical Activity Programs for Underserved Youth 3
Overview of community-based programs designed to meet the needs of underserved youth; roles of universities and community agencies in such programs; development of leadership skills.

KIN 521 Evaluation of Physical Activity Programs in Youth Development 3
Examination of traditional and nontraditional strategies for effective youth program evaluation; attention to analysis and interpretation of data used in conducting such evaluations.
Prerequisites: KIN 520.

KIN 530 Play, Games, and Sport 3
Examination of major conceptualizations of play, games, and sport; comparisons and contrasts among the concepts.

KIN 531 Issues in Competitive Sports for Children and Youth 3
In-depth examination of significant issues related to competitive sports in the lives of today’s children and youth. Special attention given to studying the roles and responsibilities of the adults involved.
Prerequisites: Permission of instructor.

KIN 532 Women in Sport and Physical Activity 3
Examination of women's experiences in sport and physical activity. Consideration of historical, biological, psychological, and socio-cultural perspectives.

KIN 536 Anatomical Basis of Athletic Injury 2
Focus on the link between anatomical structure, function, and athletic injury evaluation. The functional consequence of injury and rehabilitation on anatomical structures will also be addressed.
Prerequisites: Undergraduate anatomy and physiology.

KIN 545 Psychology of Coaching 3
Overview of sport psychology principles applied to the teaching and coaching of sport activities.
Prerequisites: PSY 121 or permission of instructor.

KIN 550 Sports Clinic 1
Designed to improve teaching and coaching techniques in various sports utilizing current game strategies.

KIN 559 Water Exercise for Therapy and Rehabilitation 3
Design and implementation of therapeutic aquatic exercise programs for persons with injuries or disabilities. Understanding of anatomical structure and movement provide the basis for aquatic protocols.
Prerequisites: KIN 375 or KIN 376 (may be taken concurrently)

KIN 560 Aquatic Therapeutic Modalities 3
Mobility assessment and identification of contraindications for movement therapies used in therapeutic aquatics; development of techniques and protocols to increase mobility/decrease pain in persons with disability/injury.
Notes: KIN 459 or KIN 550 recommended.

KIN 563 Development of Physical Education in the Western World 3
Historical overview of development of physical education in Western Civilization from classical times to the present age.

KIN 565 History of the Olympic Games 3
Development of the Olympic Games movement in both the ancient world and modern era. Consideration of cultural, philosophical, political, economic, and performance perspectives.

KIN 567 Measurement and Evaluation in Physical Education 3
Survey of tests and application of measurement in physical education. Elementary testing procedures.

KIN 568 Health/Fitness: Assessment and Prescription 3
Scientific principles of exercise emphasizing design of safe, appropriate, individualized exercise programs for all ages; foundation for future ACSM certification as a health/fitness instructor. Emphasizes health-related physical fitness.
Prerequisites: KIN 375 and KIN 376, or permission of instructor. CPR must be current throughout the course.

KIN 569 Exercise Instruction 3
An instructional development course. Application of principles of content selection, effective presentation, and evaluation to practice in exercise settings for participants at various developmental levels.
Prerequisites: KIN 375 and KIN 568, or permission of instructor.

KIN 570 Development and Implementation of Fitness Programs 3
Preparation in planning, designing, developing, organizing, programming, implementing, directing, and evaluating fitness programs.

KIN 571 Physical Education for Individuals with Special Needs-Advanced 3
Advanced study of physical education for persons with mental and physical disabilities. Clinical experience is provided.
Prerequisites: KIN 381 or permission of instructor.

KIN 576 Nutrition and Physical Fitness 3
Metabolism during exercise, ergogenic aids, nutrients’ effects on performance, and body composition alterations during training. Gender and age-specific needs and responses to exercise and dietary intake.
Prerequisites: Grade of C (2.0) or better in BIO 277 and NTR 213 and NTR 413 (or equivalents). KIN 375 recommended;
Notes: Same as NTR 576.

KIN 578 Needs Assessment of Persons with Disabling Conditions 3

KIN 579 Exercise and Older Adults 3
Basic principles underlying exercise/aging. The delivery of exercise information and the conduct of exercise programs for older adults.
Prerequisites: Junior admission only by permission of instructor.
KIN 595 Kinesiology Internship 3,6
A supervised field experience in qualified agencies. Application process is required for permission to register. Course involves specific assignments, supervision, seminars on campus, and evaluation of student’s performance.
Notes: An application process must be completed prior to registration. Course may be repeated for credit if taken for three (3) s.h.; total hours for course may not exceed six (6) s.h.

KIN 601 Applying Research to Professional Practice 3
This course is designed for future practitioners in health and physical activity to gather, read, interpret, assess, and apply research to their fields.

KIN 606 Workshops in Physical Education 1-3
Practices, problems, and new approaches in physical education. Individual study and writing.
Notes: May be repeated for credit.

KIN 611 Research Methods for Kinesiology 3
Concepts and methods of research for kinesiology; formulation of problems, design and methodologies, evaluation of research, development of research proposals.

KIN 612 Research in Kinesiology II: Advanced Topics 3
Examination of selected strategies, methods, statistical or interpretative analytic processes used in kinesiology research.
Prerequisites: KIN 611 or permission of instructor.
Notes: May be repeated for credit when topic varies.

KIN 613 The Meaning and Significance of Physical Education 3
Integration and application of principles related to the art and science of human movement as a foundation for a practical philosophy of contemporary physical education.

KIN 617 Current Theories and Practice of Teaching Sports 3
Contemporary approaches to sports analysis and sports teaching in instructional physical education.

KIN 620 Athletic Training Clinical Experience 3
Supervised field experience in an assigned athletic training clinical setting. Students are required to complete 300 clock hours under the supervision of an approved clinical instructor.
Prerequisites: Admission to the MSAT degree program.
Notes: Must be taken four times.

KIN 622 Internship in Community Youth Sport Development Programs 6
Supervised field experience in qualified agencies. Course involves specific assignments, seminars on campus, and evaluation of student’s performance.
Prerequisites: KIN 520, KIN 521.
Notes: Grade: Satisfactory/Unsatisfactory, S/U.

KIN 630 Sport and Society: Social Inequalities 3
Survey of current theories and research in the sociological study of sport, physical activity, and exercise; focus on sport and major social institutions, social inequalities, and social change.
Prerequisites: KIN 330, introductory sociology, or permission of instructor.

KIN 632 Sport and Society: Global and Ethnic Relations 3
Structural and ideological dimensions of international, national, and local sport. Analysis of the political economy of sport, including colonialism, neo-colonialism, national identities, and social movements.
Prerequisites: KIN 630 or permission of instructor.

KIN 634 Athletic Training Foundations 3
Introduction of concepts and skills related to the prevention and treatment of athletic injuries, and management of life-threatening and catastrophic injuries.
Prerequisites: Admission to MSAT degree program or permission of instructor.

KIN 635 Gender Issues in Kinesiology 3
Interdisciplinary seminar emphasizing psycho-social issues and feminist perspectives on gender relations in sport and physical activity. Topics include historical, biological, psychological and socio-cultural influences and interrelations.

KIN 636 Athletic Injury Evaluation 4
Recognizing and evaluating orthopedic injuries commonly sustained in the athletic environment. Additional topics include the body’s pathological response to injury, methods of documentation, and development of psychomotor competencies in orthopedic evaluations.
Prerequisites: Admission into the MSAT degree program or permission of instructor.
Corequisites: Admission into the MSAT degree program or permission of instructor.

KIN 637 Athletic Injury Evaluation Laboratory 1
Laboratory course focused on the development of psychomotor competencies in orthopedic injury evaluation. $25 lab fee for supplies required.

KIN 638 Theoretical Modalities 4
Theoretical foundation of therapeutic modalities as a component of athletic injury reconditioning programs. Theory and clinical aspects of delivery of therapeutic modalities are examined.
Prerequisites: Admission into the MSAT degree program or permission of instructor.
Corequisites: Admission into the MSAT degree program or permission of instructor.

KIN 639 Therapeutic Modalities Laboratory 1
Laboratory course focused on the development of psychomotor competencies in therapeutic modalities. $25 lab fee for supplies required.

KIN 640 Rehabilitation Techniques for Athletic Injuries 4
Awareness, understanding, and application of principles and skills pertaining to rehabilitation of injuries in physically active populations.
Prerequisites: Admission into the MSAT degree program or permission of instructor.
Corequisites: Admission into the MSAT degree program or permission of instructor.

KIN 641 Rehabilitation Techniques Laboratory 1
Supervised field experience in qualified agencies. Course involves specific assignments, seminars on campus, and evaluation of student’s performance.
Prerequisites: Admission to MSAT degree program or permission of instructor.

KIN 642 Optimizing Athletic Performance 3
Exploration of sports nutrition, ergogenic aids, and strength and conditioning principles within the context of sport injury and rehabilitation.
Prerequisites: Admission to MSAT degree program or permission of instructor.

KIN 643 Mechanical Analysis of Motor Skills 3
Mechanical principles applied to the teaching and analysis of selected sports activities; evaluation of modern bio-mechanical techniques.
KIN 644 Psychology of Sport and Exercise 3
Theories and research related to sport psychology; individual differences, motivation and social influence processes related to sport and exercise behavior.
Prerequisites: Introductory psychology or permission of instructor.

KIN 645 Exercise Psychology 3
Examination of the effects of exercise on various factors (e.g., stress, mood) and the effects of psychological variables (e.g., biofeedback, motivation) on exercise.
Prerequisites: KIN 644, KIN 575 or permission of instructor.

KIN 646 Theoretical Considerations of Physical Education for Children 3
Theories upon which the current physical education program for children ages 4-12 are based. Relationship between theory and practice and implications for teacher education.

KIN 647 Motor Development and Human Movement 3
Changes of motor behavior over time and factors that affect these changes. Ability to observe movement and interpret it developmentally. Laboratory experiences.

KIN 650 Scientific Factors Affecting Human Performance 3
Assessment and analysis of human performance through the application of basic principles and current research in biomechanics and exercise physiology.

KIN 651 Motor Behavior and Aging 3
Changes in motor behavior at the upper end of the life span, focuses on improvement/maintenance of quality of life and activities of daily living.

KIN 653 History of American Sport and Exercise Science 3
Study of development of sport and exercise science in the U.S. with special emphasis on the evolving institutional involvement of schools and colleges.

KIN 654 Seminar in Curriculum Development in Physical Education 3
Current theories and research in curriculum and instruction in the field of physical education.
Prerequisites: KIN 731, ELC 615, or permission of instructor.

KIN 656 Psycho-Social Aspects of Teaching Physical Education and Sport 3
Social and psychological factors that influence instructional interactions and the perceptions of teachers, coaches, and students.
Prerequisites: Previous teaching experiences or permission of instructor.

KIN 657 Teacher Education in Physical Education 3
Theoretical and practical dimensions of teacher education programs in physical education as reflected in current texts, accreditation standards, and research in teaching and teacher education. Limited field work included.

KIN 658 Multiculturalism and Physical Education Curriculum 3
Cultures, cultural influence, race, gender and class roles, as they intersect with physical ability in physical activity, hidden curriculum issues, diverse cultures as curricular resources, culturally relevant pedagogy in PE.

KIN 661 Movement Theory 3
The theoretical structure of human movement; opportunity for developing an individual theory of movement.

KIN 663 Supervision of Physical Education 3
Current theoretical approaches to supervision with practice using teacher behavior observation tools and techniques to supervise undergraduate student teachers in physical education and health settings.

KIN 667 Exercise Electrocardiography and Cardiopulmonary Medications 3
Electrocardiography and mechanisms/side effects of cardiopulmonary medications most likely encountered in clinical exercise settings. Particularly appropriate for students interested in cardiopulmonary rehabilitation and clinical exercise testing.
Prerequisites: KIN 375 or equivalent or permission of instructor.
Corequisites: KIN 670 or permission of instructor.

KIN 668 Advanced Exercise Assessment 3
Exercise testing for cardiorespiratory fitness and disease diagnosis. Knowledge of ECG interpretation and cardiopulmonary pharmacology applied to clinical exercise testing. Also covers body composition and musculoskeletal fitness testing.
Prerequisites: KIN 468 or equivalent, KIN 670, or permission of instructor.

KIN 669 Advanced Exercise Prescription 3
Prescription of exercise for healthy, at-risk, and diseased individuals. Covers exercise prescription objectives for American College of Sport's Medicine's Exercise Specialist and Health Fitness certifications.
Prerequisites: KIN 670 or permission of instructor.

KIN 670 Physiology of Exercise 3
In-depth study of the physiological basis of human physical performance with emphasis on the acute response and chronic adaptations of the body to exercise.
Prerequisites: KIN 375 or permission of instructor.

KIN 675 Applied Human Work Physiology 3
Physiological factors which influence the exercise and performance capabilities of humans.
Prerequisites: KIN 375 or equivalent, or by permission of instructor.

KIN 677 Entrepreneurship Healthy Aging 3
Examination of entrepreneurship opportunities related to the aging population, with specific attention to products and services that extend the healthy lifespan. Includes development of Business Opportunity Analysis.

KIN 679 Exercise and Older Adults: Advanced 3
Scientific and theoretical bases of exercise/aging and guidelines regarding leadership and planning of exercise programs. Previous course work in motor development, motor learning and exercise physiology.

KIN 694A Internship in Kinesiology 3-6
Supervised field experience appropriate to the student's interests and background in selected settings during the final phases of the student's curricular plan. May be repeated once for credit.

KIN 694B Internship in Kinesiology 3-6
Supervised field experience appropriate to the student's interests and background in selected settings during the final phases of the student’s curricular plan. May be repeated once for credit.

KIN 695 Independent Study 1-3
Intensive study in an area of special interest in physical education.
Prerequisites: Demonstrated competency for independent work and permission of departmental academic advisor and the instructor.

KIN 696 Laboratory Technology in Kinesiology 1,2
Cost, function, and operation of laboratory equipment used in the area of exercise science (e.g., oxygen consumption, cinematography, body composition, kinetic analysis, specific computer applications, and timing techniques).
Prerequisites: KIN 670 or KIN 718 and KIN 643.
KIN 698 Field Project in ESS 6
Developing, implementing, and/or evaluating a focused set of professional activities in a field setting. Three-member faculty guidance committee required, along with successful completion of formal project proposal, formal documentation of project, and final oral examination. (Graded on S-U basis)

KIN 699 Thesis 1-6

KIN 700 Special Topics in Kinesiology 3
Advanced study in special topics from the various subspecialties within the field of kinesiology.

KIN 701 Research Topics in Kinesiology 3
Intensive examination of specific topics; critical review of current literature.
Prerequisites: Prerequisites and defined research competencies will vary according to topic.
Notes: May be repeated for credit when topic varies.

KIN 702 Research Seminar in Applied Neuromechanics 1
Exploration of the assessment of neuromechanical function of the extremities and its relationship to performance, joint instability, and injury risk.
Prerequisites: Graduate student in KIN with an applied neuromechanical focus or permission of instructor.
Notes: May be repeated for a total of 3 credit hours when topic varies.
Grade: Satisfactory/Unsatisfactory (S/U).

KIN 704 Athletic Training Seminar 3
Study course for the National Athletic Trainers’ Association Board of Certification (BOC) examination involving review examinations and projects on the 5 BOC practice domains for athletic training.
Prerequisites: Admission into the MSAT degree program or permission of instructor.
Corequisites: Admission into the MSAT degree program or permission of instructor.

KIN 705 Applied Rehabilitation Concepts 3
Capstone experience involving the supervision of a comprehensive orthopedic rehabilitation project and writing a final document to summarize patient outcomes.
Prerequisites: Admission into the MSAT degree program or permission of instructor.
Corequisites: Admission into the MSAT degree program or permission of instructor.

KIN 706 Online Pedagogy in Kinesiology and Related Professions 3
Online course design in Kinesiology and related professions using evidence-based best practices. Creation of online course and its modules using a collaborative, learner-centered approach to online instruction.

KIN 707 Critical Analysis of Professional Literature in Pedagogical Kinesiology 3
Analysis, synthesis, and critique of scientific, critical post-modern, poststructural, and phenomenological literature in Pedagogical Kinesiology.

KIN 708 College Teaching in Kinesiology 1
Introduction to issues and methods for teaching kinesiology in higher education. Seminar and online discussion format.
Notes: Grade: Satisfactory/Unsatisfactory (S/U).

KIN 709 Mentored Teaching in Kinesiology 1-3
Mentored teaching experience in kinesiology developed by student and faculty mentor, beyond graduate assistantship.
Prerequisites: Permission of instructor.
Notes: May be repeated for a maximum of 6 credits. Grade: Satisfactory/Unsatisfactory (S/U).

KIN 712 Current Research and Issues in Sport and Exercise Psychology 1
Exploration of current research and issues within sport and exercise psychology; emphasis on developing a broad understanding of sport and exercise psychology scholarship and its relationship to Kinesiology. May be repeated for a total of 3 credit hours when topic varies.
Notes: Grade: Satisfactory/Unsatisfactory (S/U).

KIN 713 Internship in Kinesiology 3-6
Supervised field experience appropriate to the student’s interests and background in selected settings during the final phases of the student’s curricular plan.
Prerequisites: Permission of instructor in addition to the following: cumulative GPA of 3.0 or better; completed Core Required Course(s) or Core Requirement for concentration area with grade of B or better; KIN 713A; For internships that are not in preventative or clinical settings; No additional prerequisites; KIN 713B; For internships in preventative or clinical settings; Additional prerequisite: Grade of P in KIN 471;
Notes: May be repeated once for credit. Grade: Satisfactory/Unsatisfactory (S/U).

KIN 714 Field Practicum in Kinesiology 3-6
Developing, implementing, and/or evaluating a focused set of professional activities in a field setting. Requires guidance, approval, and evaluation by one faculty member.
Notes: May be repeated for a maximum of 9 credits. Grade: Satisfactory/Unsatisfactory (S/U).

KIN 715 Professional Ethics in Health and Human Sciences 3
A view of professional ethics in health and human sciences through the lens of Boyer’s model of scholarship (discovery/integration, application, teaching/learning).

KIN 716 Mixed Methods in Kinesiology Research 3
An overview of mixed method approaches to research in kinesiology with an emphasis on practical application.

KIN 717 Qualitative Research Methods in Kinesiology 3
Research design and methods for health and human science settings including data source sampling; collection/analysis of artifact, observation, interview, focus group data; within case analysis, writing case reports.

KIN 718 Cardiovascular Aspects of Exercise Physiology 3
Effects of acute and chronic exercise on heart function and size, peripheral vasculature, hemodynamics and cardiac output.
Prerequisites: KIN 670 or permission of instructor.

KIN 719 Muscular Aspects of Exercise Physiology 3
Effects of acute and chronic exercise on muscular mechanics, blood supply, size of muscle, fiber types, fatique and physical performance.
Prerequisites: KIN 670 or permission of instructor.

KIN 720 Pathophysiology and Pharmacology 3
In-depth study of the pathophysiology and pharmacologic treatment of major illnesses, injuries, and diseases observed in clinical settings.
Prerequisites: KIN 375 and BIO 111 or equivalent or permission of instructor.
KIN 721 General Medical Conditions 3
Lecture and laboratory experiences to develop clinical skills in assessment and management of general medical situations common to athletic training.
Prerequisites: Admission to MSAT degree program or permission of instructor.
Corequisites: KIN 720.
Notes: Lab fee for supplies required.

KIN 722 Problems Seminar 3
Specific course title identified each semester by a subscript, e.g., Problems Seminar: Tension and Relaxation Theories Applied to Sports.
Prerequisites: Previous course work in appropriate content areas.
Notes: May be repeated for credit when topic varies.

KIN 723 Statistical Methods for Kinesiology 3
Basic statistics with applications for kinesiology.

KIN 724 Physical Activity and Health 3
Health benefits and risks of physical activity/exercise. Course content parallels the 1996 U.S. Surgeon General's report Physical Activity and Health with updated referencing.
Prerequisites: KIN 375 or equivalent or permission of instructor.

KIN 725 Management and Professional Issues in Athletic Training 3
The administration and organization of athletic training health care programs and facilities. Current issues in athletic training professional conduct and practice will also be discussed.
Prerequisites: Admission to MSAT degree program or permission of instructor.

KIN 729 Learning and Performance of Physical Skills 3
Application of principles of learning to the learning and performance of physical skills, including the social, emotional, and personality factors affecting skill acquisition.
Prerequisites: General and developmental psychology (9 hours), or permission of the instructor.

KIN 730 Neural Aspects of Motor Control 3
Multi-disciplinary seminar exploring theories and mechanisms of neuromuscular control of human movement.
Prerequisites: Undergraduate survey course in motor learning/control or permission of instructor.

KIN 731 Curriculum Development in Kinesiology 3
Modern principles and practices in curriculum construction and current theories of curriculum development in Kinesiology.

KIN 732 Analysis of Teaching and Learning 3
Introduction to quantitative and qualitative methods for evaluating teaching and learning including techniques of classroom observation, classroom climate analysis, and student engagement. Extends the research competencies of those interested in pedagogical assessment.

KIN 733 Practicum in Supervision of Physical Education 1-3
Individually directed experiences in the organization and evaluation of field experiences in teacher education.
Prerequisites: KIN 663 or permission of instructor.

KIN 734 Measurement Theory Applied to Pedagogical Kinesiology 3
Measurement theory necessary to the planning, construction, and use of tests in physical education and athletics.
Prerequisites: KIN 723 or equivalent or permission of instructor.

KIN 735 Program Evaluation and Evidence-Based Practice in Physical Activity Programs 3
Concepts, processes and methods, results interpretations, and issues in the evaluation of in physical activity programs/interventions; reflection and critique of different evaluation philosophies, theories, methods, and policy ramifications in program evaluation.

KIN 738 Sport-based Youth Development 3
Current principles, practices, and research related to programs that promote youth development outcomes through sport participation.

KIN 743 Psychological Aspects of Sport Injury 3
Psychological factors and intervention strategies as they relate to the risk, experience, and treatment of athletic injuries from a biopsychological perspective.

KIN 744 Applied Sport Psychology 3
Current research in applied sport psychology; sport-specific individual differences, motivational approaches, and interventions.
Prerequisites: KIN 644.

KIN 745 Seminar: Social Psychology and Physical Activity 3
Current theories, research methodologies and findings related to the social psychological aspects of sport and exercise behavior; emphasis on application in professional practice.
Prerequisites: KIN 644 or permission of instructor.

KIN 746 Practicum in Applied Sport and Exercise Psychology 1-3
Skill development and application of theory in practice in applied sport psychology through supervised work in a laboratory and/or field setting.
Prerequisites: KIN 744 or equivalent and permission of instructor.
Notes: May be repeated for up to 10 credit hours. No more than 6 credit hours can count toward degree requirements; Lab fee required each semester; Grade: Satisfactory/Unsatisfactory (S/U).

KIN 747 Advanced Topics in Sport Exercise and Psychology 3
Advanced study in special topics within a field of sport and exercise psychology.
Notes: May be repeated for credit when topic varies for a maximum of 12 credits.

KIN 749 PE Learning and Motivation Advanced Seminar 3
Comprehensive analysis and critical examination of learning and achievement motivation theories and constructs, instructional strategies, and curriculum designs in physical education and other physical activity settings.

KIN 750 Seminar in Kinesiology 3
Integrative seminar focusing on major issues confronting the field of kinesiology, and applying concepts to professional practice and higher education.

KIN 751 Advanced Research Seminar in Kinesiology 3
Integrative seminar focusing on development, refinement, and presentation of research.
Prerequisites: KIN 611 or permission of instructor. Grade: Satisfactory/Unsatisfactory (S/U).

KIN 752 Advanced Professional Seminar in Kinesiology 3
An advanced doctoral seminar focused on developing students' professional leadership and collaborative skills, while also supporting the advancement of dissertation research.
Prerequisites: Admission to the EdD in KIN program.

KIN 754 Applied Sport Psychology Issues and Practice 3
Theories and research underlying applied sport psychology. Consideration of issues in educational sport psychology practice.
Prerequisites: KIN 644, KIN 744.
**KIN 762 Program Design in Kinesiology and Related Professions 3**
Methods for designing academic programs in Kinesiology and related fields. Leadership skills, strategic planning, and implementing a program are the focus of this class.

**KIN 778 Professional Seminar in Grant Writing 3**
An advanced doctoral seminar on the grant writing process. Students will develop proposals appropriate for any agencies and foundations that fund applied research and professional programs.

**Prerequisites:** Admission to the EdD in KIN program.

**KIN 785 Curriculum Theory in PE Advanced Seminar 3**
In-depth examination and critical analysis of the evolution of physical education curriculum theory discourses in the United States from 1900 to the present.

**Prerequisites:** KIN 731, KIN 654, or permission of instructor. May be repeated when topic varies.

**KIN 795 Independent Doctoral Research 1-6**
In-depth study of a problem in exercise and sport science. May include a synthesis/review of literature, scientific investigation, or design, implementation, or evaluation of project.

**Prerequisites:** Prior approval of graduate faculty member who will supervise and evaluate the project.

**Notes:** Grade: Satisfactory/Unsatisfactory (S/U).

**KIN 798 Doctoral Seminar in Grant Writing 3**
The grant writing process, including the procedures and technical strategies for developing and submitting a grant proposal for funding.

**Prerequisites:** Prior approval of graduate faculty member who will supervise and evaluate the project.

**Notes:** Grade: Satisfactory/Unsatisfactory (S/U).

**KIN 799 Dissertation 1-12**

**KIN 801 Thesis Extension 1-3**
Thesis Extension.

**KIN 802 Dissertation Extension 1-3**
Dissertation Extension.

**KIN 803 Research Extension 1-3**

**Lang, Lit, & Cultures (LLC)**

**LLC 111 Connection, Collaboration, and Inquiry 1**
This course explores connections among diverse fields of study and/or perspectives to promote deeper understanding and develop global awareness, a capacity for active citizenship, collaboration, communication, and lifelong learning skills.

**Prerequisites:** Enrollment in the Global Village.

**Notes:** May be repeated once for credit.

**LLC 120 Global Crossings: Topics in Images, Media, and Texts 3**
This course explores global topics embodied in literature, film, music, art, and other cultural practices, from humanistic perspectives. Topics may include national identity, citizenship, immigration, space, memory, revolution, and hegemony.

**GE Core:** GLT

**GE Marker:** GN

**Prerequisites:** Living Learning Community. Students: placement test or consult with instructor;

**Notes:** Intended for freshmen. May be repeated once, when topic varies.

**LLC 120R Global Crossings Recitation 0**
Breakout session for LLC 120.

**LLC 130 Global Green: Cultures of Production and/or Consumption 3**
This course explores global sustainability by tracing products from origin to consumer, examining related cultural practices, including those embodied in literature, film, music, and art. Topics include textiles, chocolate, tea, and ecotourism.

**GE Core:** GLT

**GE Marker:** GN

**LLC 130R Global Green Recitation 0**
Breakout session for LLC 130.

**LLC 222 Foundational Topics in Languages, Literatures, and Cultures 3**
Study of texts linking language areas and cultural traditions. Topics may include national identity, space, and memory as shaped by cultural intersections.

**GE Core:** GLT

**GE Marker:** GN

**Notes:** Taught in English. May be repeated for a total of 6 s.h.

**LLC 250 Global Cultures Through Film: Angles of Vision 3**
This course explores global topics embodied in films produced in different regions of the world. It provides diverse cultural frames of reference and alternative perspectives on current global issues.

**GE Marker:** GN

**LLC 300 Linguistics Across Cultures 3**
Introduction to the study of linguistic issues resulting in contexts where two or more languages coexist or are in contact: sociolinguistics, bilingualism, language planning, etc.

**Prerequisites:** LLC 120 or LLC 130 or LLC 250. or permission of instructor.

**LLC 340 Topics: Languages for Professions 3**
This course provides basic language skills in the non-English languages taught at UNCG for working in a variety of professional contexts.

**Prerequisites:** SPA 301 or SPA 302 or FRE 301 or GER 301. or permission of instructor;

**Notes:** May be repeated up to three times for a total of 9 s.h.

**LLC 355 Topics in Languages, Literatures, and Cultures 3**
Study in English of selected topics in literature or film linking multiple periods, language areas, and cultural traditions represented in LLC; includes guest seminars by department and visiting experts.

**GE Core:** GLT

**GE Marker:** GL

**Prerequisites:** LLC 120 or LLC 130. or permission of instructor;

**Notes:** May be repeated up to three times for a total of 9 s.h.

**LLC 389 LLC Service Learning 3**
Through hands-on service projects, students learn to collaborate, gather, and evaluate information, make connections among diverse perspectives, and develop global awareness, capacity for active citizenship, and skills for lifelong learning.

**LLC 399 Cultural Immersion through Community-Based Service Learning 3**
Field experience for undergraduates with basic to intermediate proficiency requiring interaction and/or active-language use in the community.

**Prerequisites:** Completion (or proficiency equivalent to) of 204 course number in the target language or permission of instructor.

**Corequisites:** 300-level course taught in the target language or permission of instructor.

**Notes:** Offered by UNCG summer Study Abroad programs.
LLC 455 Advanced Topics: Rebels and Revolutionaries in Languages, Literatures, and Cultures 3
In-depth study of world literature, through a variety of critical and historical approaches, based on themes, geographical areas, genres, or periods exploring the concepts of rebellion and revolution.
Prerequisites: LLC 120 or LLC 130 or LLC 250. or permission of instructor;
Notes: May be repeated up to three times for a total of 9 s.h.

LLC 465 Student Teaching and Seminar in World Languages 12
Supervised student teaching in K–12 setting under the direction of university supervisor. Observation, participation, and appropriate classroom teaching experience on a full-time teaching assignment for a full semester with weekly seminar.
Prerequisites: LLC 512. TED 445; Senior standing; Admission to the Teacher Education Program or permission of department; overall 2.75 GPA as well as 2.75 GPA in the major.

LLC 512 Teaching Second Languages in K-12 3
Study of second language teaching approaches applicable to the K–12 school classroom. Students learn to develop and evaluate materials applicable to effective second language programs in the K–12 schools.
Prerequisites: TED 445 or TED 545 or permission of department.

LLC 519 Second Language Acquisition 3
Introduction to scientific research of the various processes of how people learn a second or foreign language.
Prerequisites: FRE 415 or SPA 442 or SPA 445 or SPA 416 or permission of department.

LLC 568 African History and Cultures through Film 3
Examines how Africans are portrayed in a variety of film genres, focusing on representations of race, gender, class, and sexuality in world cinema and legacies of colonialism.
Notes: Same as HIS 568.

LLC 599 Community-Based Service Learning 3
Through interaction with immigrants and refugees in the Greensboro community, students will use their second language skills with native speakers and act as a cultural broker (a bridge between both cultures) in this service-learning internship course.

LLC 600 Methods of Teaching Modern Languages 3
Methods and techniques for teaching modern languages at the college level.
Prerequisites: Admission to MA in Languages, Literatures, and Cultures or departmental permission.

LLC 601 Research Methods and Critical Analysis 3
Research and analysis in literary and cultural criticism. Designed especially for entering MA students.
Prerequisites: Admission to MA in Languages, Literatures, and Cultures or departmental permission.

LLC 665 Clin Prct/Sem-Tchng World Lang 3-6
Clinical practicum in teaching foreign language. Observation, participation, and appropriate classroom teaching experience in a full-time teaching assignment with a weekly seminar.

Latin (LAT)

LAT 101 Elementary Latin I 3
Introduction to Latin. Emphasis on understanding principles of grammar and developing skills for reading Latin.

LAT 102 Elementary Latin II 3
Continuation of LAT 101. Emphasis on advanced grammar and selected readings.
Prerequisites: LAT 101 or appropriate score on the Latin placement exam.

LAT 140 Elementary Latin Review 3
Accelerated elementary curriculum for students with previous Latin experience or a demonstrable aptitude for second-language acquisition.

LAT 198 Latin Sight Reading 1
Sight reading of Latin texts from all periods of Latin literature. Does not count toward the language requirements of the College of Arts and Sciences or the Classical Studies major.
Prerequisites: LAT 203.
Notes: Grade: Pass/Not Pass (P/NP). May be repeated once for credit.

LAT 199 Conversational and Modern Latin 1
Practice in Latin conversation, supplemented by readings and informal exercises. Does not count toward the language requirements of the College of Arts and Sciences or the Classical Studies major.
Prerequisites: LAT 102 or LAT 140 or permission of instructor.
Notes: Grade: Pass/Not Pass (P/NP).

LAT 203 Intermediate Latin I 3
Designed to develop proficiency in reading of Latin and introduce students to Latin prose and poetry.
LEC: GFL
Prerequisites: A grade of C- or better in LAT 102 (or LAT 140), appropriate score on the Latin placement exam; or permission of instructor.

LAT 204 Intermediate Latin II 3
Study of Latin prose and poetry with continued emphasis on developing proficiency in reading Latin.
LEC: GFL
Prerequisites: LAT 203, appropriate score on the Latin placement exam; or permission of instructor.

LAT 302 Roman Letters Public and Private 3
The literary and social practice of letter-writing in ancient Rome viewed through selections from Cicero, Seneca, Pliny, and other authors.
Prerequisites: LAT 204 or permission of instructor.

LAT 303 Roman Comedy 3
Exploration of the role of theater and comedy in ancient Rome with selected readings from Rome's most important comic playwrights (Plautus and Terence).
Prerequisites: LAT 204 or permission of instructor.

LAT 311 Politics and Persuasion in Rome 3
The importance of oratory and persuasion in Roman society viewed through selections from Cicero, Seneca, Pliny, and other authors.
Prerequisites: LAT 204 or permission of instructor.

LAT 312 Interpreting the Roman Past 3
Exploration of the literary (re)creation of Rome's past through selected readings from Roman historical authors such as Sallust, Caesar, Livy, Tacitus, and Suetonius.
Prerequisites: LAT 204 or permission of instructor.

LAT 314 Love and Sex in Ancient Rome 3
Selected readings that reveal ancient Roman attitudes and practices regarding love and sex. Latin authors will include Ovid, Catullus, and Lucretius.
Prerequisites: LAT 204. or permission of instructor.
LAT 321 Roman Satire and Ridicule 3
Exploration of the role of satire and ridicule in Latin literature with select readings from Catullus, Horace, Petronius, Martial, Juvenal, and other authors.

Prerequisites: LAT 204 or permission of instructor.

LAT 350 Special Topics in Latin Literature 3
Opportunity for students to work individually or in small groups on problems of special interest in Latin literature or language. Work may represent either survey of a given field or intensive investigation of particular problem.

Prerequisites: LAT 204. Student should consult instructor before registering for course.

LAT 351 Special Topics in Latin Literature 3
Opportunity for students to work individually or in small groups on problems of special interest in Latin literature or language. Work may represent either survey of a given field or intensive investigation of particular problem.

Prerequisites: LAT 204. Student should consult instructor before registering for course.

LAT 393 The Study of Latin Abroad 3
Extensive reading in Latin literature selected in accordance with student needs. For students participating in foreign study programs.

Prerequisites: LAT 204 and permission of department.

LAT 394 The Study of Latin Abroad 3
Extensive reading in Latin literature selected in accordance with student needs. For students participating in foreign study programs.

Prerequisites: LAT 204 and permission of department.

LAT 400 Intensive Reading of Latin 3
Systematic review of Latin grammar and intensive reading of selected authors intended to prepare students for further work in Latin.

Prerequisites: LAT 204 or permission of instructor.

LAT 421 Great Roman Questions 3
A sampling of Roman inquiries into the great questions about the meaning of life and the nature of the universe. Readings selected from Cicero, Seneca, Lucretius, and others.

Prerequisites: LAT 204 or permission of instructor.

LAT 450 Seminar in Latin Studies 3
Extensive readings in literature of the Classics selected in accordance with student needs. Periodic conferences, written reports, and quizzes throughout the semester.

Prerequisites: LAT 204 or permission of instructor.

LAT 465 Student Teaching and Seminar in Latin 12
Supervised student teaching of Latin. Observation, participation, and appropriate classroom teaching experience for a semester with weekly seminar.

Prerequisites: LAT 452. CLAS major with Latin licensure (U129); senior standing; 2.75 cumulative GPA; 3.0 GPA in LAT courses above the 100 level;

Notes: Grade: Pass/Not Pass (P/NP).

LAT 493 Honors Work 3-6
Honors Work.

LAT 531 Latin Grammar and Composition 3
Intensive study of Latin grammar, syntax, and prose style; includes reading of Latin texts and translation into Latin from English. Required for initial licensure in Latin.

Prerequisites: LAT 204, or permission of instructor.

LAT 552 Teaching Secondary-Level Latin: Current Trends 3
Trends and issues in teaching Latin at the secondary level. Topics include: review of textbooks, use of technology, research on second language acquisition, teaching diverse learners, and other current issues.

Prerequisites: Admission to the Standard Professional I License or M.Ed. in Latin program, or permission of instructor.

Notes: This course does not fulfill Latin language major requirements. May be repeated once for credit when topic varies.

LAT 571 Medieval and Renaissance Latin 3
Selections from Medieval and Renaissance prose and poetry.

Prerequisites: Permission of the instructor.

LAT 600 Vergil 3
In-depth survey of Vergil’s work with special attention paid to the literary, political, and philosophical context in which Vergil wrote.

LAT 602 Ovid 3
Selected readings from the Metamorphoses, Ars Amatoria, and Tristia.

LAT 624 Roman Biography 3
Exploration of the Roman biographical tradition. Attention given to issues of genre, literary history, ancient scholarship as well as close readings of selected texts.

LAT 627 Latin Teacher Ldrship/Research 3
Students will complete projects demonstrating that they have met UNCG graduate teaching standards in teacher leadership, respectful educational environments, content and curriculum expertise, student learning, and reflection.

LAT 693 AP Latin Authors 3
Translation, interpretation, and literary analysis of selected authors from the AP Latin curriculum, with significant attention paid to pedagogical issues. Authors selected will vary from year to year. May be repeated for a maximum of 9 credits when authors vary.

Library/Information Studies (LIS)

LIS 120 Introduction to Instructional Technology for Educational Settings 1
Provides an introduction to instructional technology, knowledge, and skills for classroom settings.

Notes: For students seeking initial North Carolina teaching licensure in any area. Students may not receive credit for both LIS 120 and TED 120; Same as TED 120.

LIS 200 Information Use in a Digital World 3
Prepares students to access, evaluate, and manage information to meet personal and academic needs. Focuses on personal information management, digital security/privacy, and ethical issues, including plagiarism, source citation, and fair-use.

GE Core: GRD

LIS 530 Researching Opportunities in Entrepreneurship and Economic Development 3
Students will learn how to conduct research necessary to make informed decisions for an entrepreneurial venture and measure and assess economic development opportunities. No business research experience necessary.

Prerequisites: Junior, senior, or graduate standing.

Notes: Same as ENT 530, GES 430/GES 630, MKT 530.

LIS 600 Foundations of Library and Information Studies 3
Survey of access issues in library and information studies; professional operations and potential roles in society.

Notes: Required for all MLIS students in first year. Core course.
LIS 600A Foundations of Librarianship 3
LIS 600B Problems/Issues Librarianship 3
LIS 604 The History of Libraries and Librarianship 3
Examines the history of libraries in the western world with particular emphasis on the United States.
LIS 610 Collection Management 3
Principles, processes, and problems in selection, evaluation, and acquisition of resources for libraries and information centers.
LIS 614 Public Documents Information Sources 3
Federal, state, and United Nations agency documents: selection, organization, and use. For students in library studies, business and economics, history and political science.
LIS 617 Materials for Children 3
Survey of resources for early childhood through elementary school levels, study of selection aids and criteria, use of resources, and investigation of reading, listening, viewing interests.
LIS 618 Materials for Adolescents 3
Survey of resources and services appropriate for adolescents, study of selection aids and criteria, use of resources, and investigation of reading, listening, viewing interests.
LIS 620 Information Sources and Services 3
Covers philosophy and techniques of matching information to people's needs. Introduces human information behavior and information retrieval concepts; prepares students to meet needs through needs assessment, source selection, and user-instruction.
LIS 623 Principles of Database Information Retrieval 3
Principles of bibliographic database structure, evaluation, and utilization for effective search strategy formulation, critical evaluation of retrieved information, and presentation of results.  
Prerequisites: LIS 620.
LIS 625 Electronic Resources for Youth 3
How today's youth use technology to access information with an emphasis on the effective use of technology to enhance learning.
LIS 628 Science and Technology Information Sources 3
Major bibliographic sources and services in the sciences and technology.  
Prerequisites: LIS 600, LIS 620, or permission of instructor.
LIS 629 Business Information Sources and Services 3
Business references work in the library setting; types of business topics, reference materials, and methods of research.
LIS 630 Computer-Related Technologies for Information Management 3
Essential computer-related technologies in a library/school/information agency environment.  
Prerequisites: LIS 600 or permission of instructor.
LIS 631 Emerging Technological Trends in Information Access 3
Emerging technologies in libraries including local regional, national, and international communication systems for information transfer as these trends impact delivery of information to library and information center users.
LIS 632 Managing School/Library Computer Laboratories 3
Design, development, maintenance, and management of computer labs in libraries and schools. Other topics include performance support for school and library users, budgeting and planning.
LIS 635 Media Production Services for Library Programs 3
Media and technology applications in libraries and information agencies. Develops competencies in designing, developing and producing, and presenting media and technology.
LIS 636 Website Production and Usability for Librarians 3
Introduction to Website production and usability issues that are particularly relevant to librarians. Emphasis on seeking to understand and enhance users' experiences.
LIS 640 Information Organization and Access 3
Introduction to the organization of information and collections to enhance access. Topics include format choice, verification of appropriate sources, collection definitions, methods and systems of description, classification, and metadata assignment.
LIS 641 Cataloging and Classification 3
Cataloging and classification of materials using current cataloging codes and appropriate techniques of subject analysis and classification.  
Prerequisites: LIS 640 or permission of instructor.
LIS 642 Seminar in Indexing and Abstracting 3
Critical study of print and computer-assisted indexes and indexing with creation of thesaurus, indexes, and concordances. Study of database management program indexing and indexing of internet resources.  
Prerequisites: LIS 600, LIS 640, or permission of instructor.
LIS 643 Metadata 3
Introduces conceptual and practical metadata knowledge. Identifies commonalities among metadata schemas and reviews design and profiling processes related to needs of various application domains and environments.  
Prerequisites: LIS 640 or permission of instructor.
LIS 644 Digital Libraries 3
Introduces processes, procedures, and systems for the collection development of unique digital resources in libraries, archives, and museums. Includes basics of digitization, standards for different formats, and curation of electronic materials.  
Prerequisites: LIS 640.
LIS 650 Leadership and Management in Information Organizations 3
Emphasizes management functions, resource management, and application of concepts to management situations in libraries and information centers. (Core course)
LIS 653 The School Library 3
The role and function of the school library media center; planning, evaluation, and program development.  
Prerequisites: LIS 600, LIS 650, or permission of instructor.
LIS 654 School Library Media Specialist and the Curriculum 3
Relationship of the library media program to the school curriculum; library/media and computer skills K-12 instructional program. Observation and practice in school settings.
LIS 655 The Public Library 3
The public library in the governmental structure, the librarian as a public administrator, financial and cooperative planning, library services, community analysis.
LIS 656 The Academic Library 3
Major trends, issues, and problems in the organization and provision of services in college and university libraries.  
Prerequisites: LIS 600, LIS 650 or permission of instructor.
LIS 657 The Special Library 3  
Major trends, issues, and problems in the provision of services in profit and not-for-profit special libraries.  
Prerequisites: LIS 600, LIS 650, or permission of instructor.

LIS 658 Archival Management 3  
Survey of archival management theory and practice, including the appraisal, acquisition, and organization of archival materials and the role of technology in preserving and providing access to collections.

LIS 661 Library and Information Science Research 3  
Problems of concern to libraries and information center personnel, including application of interdisciplinary concepts and research methods.

LIS 662 Information Services to Diverse Client Groups 3  
Changing demographic patterns affecting library and information services in all types of libraries. Services, collections and staffing to reflect a variety of cultural/ethnic experiences/needs.

LIS 663 Library Services for Young People 3  
Planning, evaluation, and administration of programs and services designed to meet the needs of individuals and groups of children and adolescents; current issues in public libraries.

LIS 664 Reading, Literacy, and the Library 3  
Introduction to the development of reading and literacy skills, the needs of readers (early childhood to adult), and strategies for librarians to support this development.

LIS 665 Information Literacy 3  
Introduce concepts of information literacy, teaching philosophies and techniques, and assessment.  
Prerequisites: LIS 620.

LIS 666 Information Ethics and Policy 3  
Examination of legal and ethical aspects of information ethics and policies in libraries/information centers. Covers traditional concerns of access to print, government information, and issues of technology access, privacy concerns.

LIS 667 Information Services for Adults 3  
Design, planning, evaluation, and administration of information services designed to meet lifelong learning goals and needs of individuals and groups of adults in information organizations. Primary emphasis on public libraries.

LIS 670 Educational Foundations for School Librarians 3  
Focuses on historical, philosophical, sociological, legal, and curricular foundations of education with an overview of and introduction to the roles of the school library and librarian. Explores standards, assessment, issues, and trends.

LIS 672 Instructional Design 3  
Components of the systems approach to instructional design.  
Notes: Same as TED 672.

LIS 673 Methods of Teaching Computer Literacy and Computer Programming 3  
Content and method for teaching for computer literacy and computer programming and strategies for teaching these subjects. Designed for computer specialists, computer teachers, and regular classroom teachers.  
Prerequisites: LIS 672, TED 669 or permission of the instructor.  
Notes: Same as LIS 609.

LIS 674 Seminar: Issues and the Virtual Community 3  
Major social and ethical issues emerging in the virtual community including those embraced by access, privacy, intellectual property, freedom of speech, institutional/social control, and evolving formats.  
Notes: Same as TED 674.

LIS 682 Seminar in Information Sources and Services 3  
Exploration of advanced topics in information sources and services with an emphasis on library and information agencies.  
Prerequisites: LIS 620.

LIS 685 Seminar in Library Administration and Management 3  
Exploration of advanced topics in library administration and management with an emphasis on library and information agencies.  
Prerequisites: LIS 650 or permission of instructor.

LIS 688 Seminar in Selected Topics I 1-4  
Contemporary issues and current trends in librarianship, educational technology, and information science. Topics to be identified for a particular seminar.  
Notes: Course may be repeated when topic varies.

LIS 690 Independent Study 1-4  
Guided readings, research, and individual project work under direction of faculty.  
Prerequisites: LIS 600 or permission of instructor.

LIS 691 Practicum 3-6  
Supervised field experience in library/media center settings, with seminars. Credit required will vary with individual needs.  
Prerequisites: LIS 600 and permission of instructor.  
Notes: Only 3 hours credit may count towards MLIS degree. Grade: Satisfactory/Unsatisfactory (S/U).

LIS 692 Field Experience in School Library Media 3  
Supervised field experiences in a school library media center with seminars, observation, and exploration into the school setting and media coordinator roles, for students with no teaching license.  
Notes: Meets a requirement for licensure as a school library media coordinator.

LIS 693 Practicum in School Library Media 3  
Supervised field experiences in a school library media center with seminars.  
Prerequisites: LIS 600, LIS 615, LIS 617 or LIS 618, LIS 620, LIS 635, LIS 640, LIS 650, LIS 653, and LIS 654, and LIS 692 for students who do not have a teaching licensure.  
Notes: Meets a requirement for licensure as a school library media coordinator.

LIS 694 Supervision: School System Library Media Programs 3  
Principles and problems in administration and supervision of the district level library/media program of the school system.  
Prerequisites: Permission of instructor.

LIS 698 Capstone Experience in Library and Information Studies 1  
Developing a professional portfolio or master’s project. Faculty supervised, department chair approved.  
Prerequisites: Completion of all other degree requirements and permission of instructor.  
Notes: Required in final semester of MLIS program. Consult LIS homepage for details; Grade: Satisfactory/Unsatisfactory (S/U).

LIS 803 Research Extension 1-3
Management (MGT)

MGT 300 Management of Organizations 3
An introduction to how managers coordinate human and material resources to achieve organizational goals. Effective management practices that can be applied to business organizations.
Prerequisites: Sophomore standing and a 2.0 GPA.

MGT 301 Introduction to International Business 3
Introduction to the environmental factors which increasingly cause businesses to become international in the scope of their activities. Nature of global business and multinational organizations analyzed.
GE Marker: CL
Prerequisites: Major in ACCT, BADM, ENTR, FINC, INTB, ISSC, MKTG, or STHP.

MGT 302 International Business: Operations and Environments in Foreign Jurisdictions 3
Study of international business environments from the managerial aspect, and of practices and principles of conducting international business from the perspective of a specific foreign country.
Prerequisites: Admission to an approved program.

MGT 303 Experience Business Abroad 2-6
Practices and principles for conducting business in foreign countries. Experiential learning in international management and entrepreneurship. Course is an approved substitute for study-abroad requirements for International Business Studies majors.
Prerequisites: Admission to an approved program. 3.0 GPA;
Notes: May be repeated for credit if course is taken in different country.

MGT 304 Current Issues in International Business 3
Selected topics in international business presented by visiting faculty. Topics are related to the expertise of the instructor.
Prerequisites: Major in ACCT, BADM, CARS, ENTR, FINC, INTB, ISSC, MKTG, or STHP.

MGT 312 Organizational Behavior 3
Businesses as a generic class of organization. Relation of individual worker and manager to organization and its impact upon them. Formal and informal groups. Management from behavioral point of view. Stability and change within business organizations.
Prerequisites: Sophomore Standing and Pre/Major in ACCT, BADM, CARS, ENTR, FINC, INTB, ISSC, MKTG, or STHP.

MGT 313 Human Resource Management 3
An analysis of how human resources contribute to organizational performance, and the management of those human resources including recruitment, selection, compensation, training and development, performance, appraisal, and union/management relations.
Prerequisites: Major in ACCT, BADM, CARS, ENTR, FINC, INTB, ISSC, MKTG, or STHP.

MGT 314 Industrial and Organizational Psychology 3
Introduction to industrial and organizational psychology with special emphasis on employee motivation, selection, training, and organizational determinants of employee behavior.
Prerequisites: Major in ACCT, BADM, CARS, ENTR, FINC, INTB, ISSC, MKTG, or STHP.

MGT 315 Selection and Compensation 3
Prerequisites: MGT 313. major in ACCT, BADM, CARS, ENTR, FINC, INTB, ISSC, MKTG, or STHP.

MGT 317 Training and Development in Organizations 3
Principles of training and development. Training needs, assessment, training solutions to organization problems, skill training, different training options, and ways of integrating new behavior and attitudes into the organizational system.
Prerequisites: Major in ACCT, BADM, CARS, ENTR, FINC, INTB, ISSC, MKTG, or STHP.

MGT 318 Organizational Change and Development 3
Introduction to the professional practice of OCD. Topics include overcoming resistance to change, the consultant/client relationship, diagnosis of organizational problems, and interventions
Prerequisites: Junior standing. major in ACCT, BADM, CARS, ENTR, FINC, INTB, ISSC, MKTG, or STHP.

MGT 330 The Legal Environment of Business 3
Survey of the legal, political, and ethical environment in which business decisions are made. Antitrust, employment, and consumer laws included. Federal, state, and international laws covered.
Prerequisites: Sophomore Standing and Pre/Major in ACCT, BADM, CARS, ENTR, FINC, INTB, ISSC, MKTG, or STHP. or permission of instructor.

MGT 332 Legal Aspects of Management 3
Securities regulations, negotiable instruments law, and debtor and creditor rights included. Also covered are legal relationships-partnerships, corporations, and principal-agency.
Prerequisites: MGT 330 or MGT 331. Admission to an approved program.

MGT 354 Diversity and Inclusion in Organizations 3
Explores diversity in the workplace. Diversity is defined, examined, and discussed as opportunities for companies to discover and appreciate differences while developing more effective organizations.
Prerequisites: Junior standing.

MGT 375 Management Process Skills 3
Practical application of management theory. Processes for performing the basic management functions of decision making, planning, organizing, leading, and controlling. Application of the processes to management cases.
Prerequisites: Admission to approved program.

MGT 400 Cybersecurity Management 3
Examines cyber-threats facing organizations and individuals and analyzes mechanisms to strengthen cybersecurity. Introduces tools, policies, concepts, safeguards, guidelines, risk management, actions, training, best practices, assurance and technologies to enhance cybersecurity.

MGT 403 Decision Making in Organizations 3
Examination of decision making from psychological, rational, and statistical approaches. Topics include common biases, rationality and bounded rationality, escalation of commitment, group, ethics, negotiations, and emotions in decision making, improving decision making.
Prerequisites: MGT 312. Junior standing.

MGT 414 Human Resource Information Systems 3
Application of ERP systems to managing human resource information. Topics include SAP, job analysis/evaluation; human resource planning, recruiting, screening, selection, training, employee development, performance appraisal, compensation, benefits.
Prerequisites: MGT 313 or ISM 301. major in ACCT, BADM, CARS, ENTR, FINC, INTB, ISSC, MKTG, or STHP.
MGT 475 Employment and Human Resource Law 3
National Labor Relations Act, Fair Labor Standards Act (including equal employment), and other statutes and court decisions relating to employment relations and their effect on managerial practices.
Prerequisites: Junior standing. MGT 330; Admission to approved program.

MGT 491 Business Policy and Strategy 3
Capstone case course in top management policy and strategy determination. Students learn to integrate various business functions and to develop skills and judgment in solving problems of the organization as a total system in relation to its environment.
Prerequisites: MGT 301, MGT 312. MKT 309, MKT 320; FIN 315; ISM 280; senior standing; major in ACCT, BADM, ENTR, FINC, INTB, ISSC, MKTG, or STHP.

MGT 493 Honors Work 3-6
Prerequisite: Permission of instructor; 3.30 GPA in the major; 12 s.h. in the major;
Notes: May be repeated for credit if the topic of study changes.

MGT 499 Problems in Management 3
Independent study, research, and class discussion covering a topic or group of related topics of current interest in theory or policy of the business enterprise. Topics vary from semester to semester.
Prerequisites: Senior majors. permission of instructor;
Notes: May be repeated for credit with approval of department head.

MGT 589A Experimental Course: International Business Experience 3
International business experience through completing an international business consulting project in an international team and traveling to another country to meet with the client organization, and learn their business culture.
Prerequisites: Permission of Instructor.

MGT 670 Entrepreneurial Management 3
How entrepreneurial managers discover and take advantage of innovative opportunities. The entrepreneurial process, starting new ventures, and developing entrepreneurship in large corporations.
Prerequisites: MBA 604, MBA 620.

Marketing (MKT)

MKT 309 Business Communications 3
Business and professional communication: job search skills; teamwork; communication technology; verbal and non-verbal strategies. Emphasizes effective persuasive, interpersonal, intercultural, and organizational strategies through business styles, formats, and presentations.
Prerequisites: Junior standing. major in ACCT, BADM, CARS, ECON, ENTR, FINC, INTB, ISSC, MKTG, or STHP.

MKT 320 Principles of Marketing 3
Introduction to marketing with an emphasis on market segmentation, targeting, and positioning for consumer and business markets in domestic and international economics.
Prerequisites: ACC 201 (or ACC 218), ECO 201, CST 105, ISM 110, and any one of the following: MAT 115, MAT 120, MAT 150, MAT 151, MAT 191, MAT 292. major in ACCT, BADM, CARS, ECON, ENTR, FINC, INTB, ISSC, MKTG, or STHP.

MKT 324 Professional Selling 3
Professional selling provides students with the knowledge and skill sets needed to give them the ability to make effective sales presentations to businesses or consumers.
Notes: Same as ENT 324.

MKT 325 E-commerce in Marketing 3
Introduction to e-commerce. Online and offline assignments, lectures, in-class group projects, case analyses, discussions and presentations.
Prerequisites: Grade of C or better in MKT 320. major in ACCT, BADM, CARS, ENTR, FINC, INTB, ISSC, MKTG, or STHP.

MKT 326 Introduction to Retailing 3
Introductory course in the fundamentals of store organization, management, and merchandising.
Prerequisites: Grade of C or better in MKT 320, junior standing; major in ACCT, BADM, CARS, ENTR, FINC, INTB, ISSC, MKTG, or STHP.

MKT 328 Sales Leadership 3
Problems in selling and sales management are dealt with from the strategic marketing perspective. The sales management process is addressed from the perspective of the profit-maximizing allocation of resources of the firm.
Prerequisites: Sophomore standing.
Notes: Same as ENT 328.

MKT 330 Social Media: A Marketing Perspective 3
Students explore how stakeholders define, measure, and assign value to corporate social media efforts. Skills are developed in managing change, innovation, and stakeholder partnerships related to social media.
Prerequisites: MKT 320.

MKT 403 Entrepreneurial Marketing 3
Focuses on marketing strategy, planning, and tactics for entrepreneurial firms. Addresses general marketing issues and specific "real world" marketing problems. Entrepreneurial firms serve as clients for student consulting teams.
Notes: Same as ENT 403.

MKT 407 Sports Marketing 3
Sports marketing applies marketing, promotion, and sales tools and techniques to the specific domain of sporting events, sporting activities, and sports related products.
Prerequisites: Junior standing.

MKT 408 Operating Problems in Retailing 3
Examination and evaluation of politics and practices in retailing, with emphasis on advertising and its economic significance.
Prerequisites: MKT 326 and MKT 328. junior standing; major in ACCT, BADM, CARS, ENTR, FINC, INTB, ISSC, MKTG, or STHP.

MKT 418 Advanced Merchandising 3
Merchandising policies, buying, stock planning and control, and merchandise pricing in modern retail stores.
Prerequisites: MKT 326 and MKT 328. junior standing; major in ACCT, BADM, CARS, ENTR, FINC, INTB, ISSC, MKTG, or STHP.

MKT 420 Key Account Selling 3
Key account selling addresses the issues and problems salespeople must overcome when making a major sale (in terms of revenue or customer importance) in very competitive settings.

MKT 421 Promotion Management 3
Promotion process and decision criteria for making promotion management decisions. Emphasis on behavioral and communicative aspects of advertising, personal sales, and other promotional tools from a management decision-making viewpoint.
Prerequisites: Grade of C or better in MKT 320. major in ACCT, BADM, CARS, ENTR, FINC, INTB, ISSC, MKTG, or STHP.
MKT 422 Fundamentals of Marketing Research 3
Marketing information systems, sampling theory, experimental design, psychological scaling techniques, longitudinal analysis. Particular attention to assumption structure underlying each technique. Case studies and problem approach. Student develops programs of action on basis of marketing research results.
Prerequisites: ECO 250, grade of C or better in MKT 320. major in ACCT, BADM, CARS, ENTR, FINC, INTB, MKTG, or STHP.

MKT 424 Consumer Behavior 3
Psychological and socioeconomic factors affecting consumer motivation, behavior, and buying decisions. Emphasis on current research on, and theory about, behavior of consumers as individuals and as members of socioeconomic groups.
Prerequisites: Grade of C or better in MKT 320. junior standing; major in ACCT, BADM, CARS, ENTR, FINC, INTB, ISSC, MKTG, or STHP.

MKT 426 International Marketing 3
Issues in international marketing are addressed from both theoretical and experiential learning perspectives. A comprehensive team-based project involves the intensive use of the Internet in accessing electronic databases.
Prerequisites: Grade of C or better in MKT 320. major in ACCT, BADM, CARS, ENTR, FINC, INTB, ISSC, MKTG, STHP.

MKT 427 Personal Selling Internship 3
Minimum of 100 hours planned work experience in an organization with a personal sales force. Instructor will provide placement or must approve placement in advance.

MKT 429 Advanced Marketing Management 3
Advanced analysis and decision-making techniques in marketing. Emphasis on strategic view. Major group project involving working with organizations to develop and present an actual marketing plan.
Prerequisites: MKT 422. major in ACCT, BADM, CARS, ENTR, FINC, INTB, ISSC, MKTG, or STHP.

MKT 430 Experimental Course: Innovating in Organizations 3
Overview of the nature, role, variety, and impact of innovations from organizations, as well as mindsets, methods, skills, and tools to innovate effectively in organizations.
Prerequisites: MKT 309.

MKT 444 Effective Selling 3
Designed to enhance the student's ability to present a product/service in a sales setting and negotiate the sale through an effective and efficient process.
Prerequisites: Junior standing.

MKT 450 Marketing Internship 3
Planned work experience in a marketing firm or the marketing department of a business/organization. Instructor must approve internship in advance.
Prerequisites: MKT 320 and MKT 422. 2.75 or higher GPA; permission of instructor;
Notes: Grade: Pass/Not Pass (P/NP).

MKT 493 Honors Work 3-6
Prerequisite: Permission of instructor; 3.30 GPA in the major, 12 s.h. in the major;
Notes: May be repeated for credit if the topic of study changes.

MKT 530 Researching Opportunities in Entrepreneurship and Economic Development 3
Students will learn how to conduct research necessary to make informed decisions for an entrepreneurial venture and measure and assess economic development opportunities. No business research experience necessary.
Prerequisites: Junior, senior, or graduate standing.
Notes: Same as ENT 530, GES 430/GES 630, LIS 530.

Master of Business Administration (MBA)

MBA 663B Exp Bus Abroad:Mexico 1.5

MBA 701 Quantitative Analysis for Decision Making 3
Quantitative methods and spreadsheet skills to support management practice and decision making. Topics include statistical hypothesis testing, confidence intervals, regression analysis, optimization modeling, decision analysis and risk analysis.
Prerequisites: Pre-MBA workshop in statistics and spreadsheet skills or a spreadsheet-based undergraduate course in probability and statistics.

MBA 702 Financial and Managerial Accounting 3
Introduction to financial and managerial accounting. Topics include financial statements, financial analysis of those statements, cost accounting, and accounting's role in managerial decision-making.

MBA 703 Economic Policies and Impact on Global Outcomes 3
Economic analysis of markets, and government intervention that addresses the sustainability of fiscal, monetary and exchange rate policy and their short-run and long-run impact on the global environment.

MBA 704 Leadership Assessment and Career Enhancement 3
Through assessment and feedback, leadership strengths and developmental needs are identified to enhance career strategies and competencies.

MBA 705 Processes, Information Systems, and Business Value 3
Examine the role of information systems to improve processes and business performance. Analyze the interaction of business strategies, work processes, competitive markets, technology and people for effective IT management.

MBA 706 Marketing Management 3
Issues related to the marketing process, major trends and forces that are changing the marketing landscape, marketing information, building and managing brands, marketing strategy and roles of ethics in marketing.

MBA 707 Financial Management 3
Financial decision-making; time value of money, risk and return, valuation of securities, financial options, cost of capital, capital budgeting, working capital policy, financing decisions.
Prerequisites: MBA 701, MBA 702.

MBA 708 Operations for Competitive Advantage 3
The course examines design, operation, and control of organizations for gaining and maintaining competitive advantage in the market place. Strategic and tactical issues will be integrated with a systems approach.
Prerequisites: MBA 701.

MBA 709 Human Capital in Organizations 3
An integrated overview of organizational behavior and human resource management. The course joins the topics of organization behavior with human resource tools used to manage human capital.
MBA 710 Ethical Leadership and Sustainable Business 3
Principles of effective leadership and models of ethics are integrated to better understand the complementary and competing pressures, for and against, the creation and maintenance of a sustainable business model.

MBA 711D Ex Cr:Teams 1.5

MBA 712 Strategic Management 3
Examines the tools and techniques of strategic analysis, the formulation and implementation of competitive and corporate strategy for creating and sustaining competitive advantage.
Prerequisites: MBA 703, MBA 706, MBA 707, MBA 708, MBA 716, MBA 717.
Corequisites: MBA 703, MBA 717.

MBA 715 Integrative Business 3
Introduction to the values, concepts and functions of businesses and organizations. Focus on developing an integrative approach to understanding organizations and the role of businesses in society.

MBA 716 Leadership and Sustainable Business 3
Introduction to the values associated with ethics and sustainability relative to leadership, from idea formulation through communication within various constituencies across organizational contexts and communication media.

MBA 717 Technology and Innovation 3
The role of technology (including information technology, business intelligence, and data analytics) in innovation. Students will develop a technology-based actionable plan for an organization.

MBA 718 Global Business in Practice 3
Principles and practices of conducting business in a global environment.

MBA 719 Strategic Management in Action 3
Integration of tools and techniques of strategic analysis, formulation and implementation of competitive and corporate strategy. Students engage in professional consulting and/or experiential projects with local organizations.
Prerequisites: MBA 703, MBA 706, MBA 707, MBA 708, MBA 716, MBA 717.
Corequisites: MBA 703, MBA 717.

MBA 720 Investments 3
This course explores theories and applications related to portfolio theory, asset allocation and pricing, stock return predictability and anomalies, fixed income pricing and risk management using derivatives.

MBA 721 Financial Statement Analysis and Valuation 3
This course is about value. Emphasis is on equity analysis and valuation for public and private firms, but other types and purpose of valuation are covered.
Prerequisites: MBA 707.

MBA 723 Corporate Governance 3
Focuses on current issues in and theories of corporate governance. Topics include the examination of internal and external corporate controls, stakeholder theories and international governance comparisons.

MBA 724 Financial Institutions 3
Survey course intended for those interested in financial services careers and those with interest in general finance. Will cover financial institutions, investment funds, trading markets and financial market regulation.

MBA 730 Marketing Research 3
Defining the purpose of marketing research, selecting a data gathering method, writing a survey/questionnaire, and sampling methods. Using statistics and interpreting the results to make marketing decisions.
Prerequisites: MBA 706.

MBA 731 Brand Management 3
Examines brand management strategies, tools and decisions faced by organizations in planning, building and measuring brand equity for long term profitability.

MBA 732 Consumer Behavior 3
Applying behavioral theories to understand consumer consumption behaviors and the effect of environmental and psychological influences on the consumer decision-making process.

MBA 733 International Marketing Management 3
Activities that direct the flow of products to markets in a transnational, transcultural context; transcultural consumer behavior; channel strategy, physical distribution, promotion, and pricing.
Prerequisites: MBA 706.

MBA 741 Creating and Sustaining Competitive Advantage 3
Student teams will serve as consultants to area organizations and provide their managers with comprehensive solutions to strategic challenges.
Prerequisites: MBA 703, MBA 706, MBA 707, MBA 708, MBA 716, MBA 717.
Corequisites: MBA 703, MBA 717.

MBA 742 Organizational Internship 1.5-3
Academic and required work components allow students to gain organizational experience in an area of business. Course supervised by a designated graduate faculty member and an appropriate manager of the approved organization.
Prerequisites: MBA 706, MBA 707, MBA 708, MBA 717, or permission of MBA Program Director.
Notes: May be repeated for credit.

MBA 743 Directed Studies 1.5-3
Independent study of a business administration topic, not currently covered by courses in the MBA program, under the supervision of a faculty member(s).
Prerequisites: Completion of 12 hours or equivalent in the MBA program and permission of MBA Program Director.
Notes: May be repeated for a maximum of 6 hours credit when topic varies.

MBA 744 Special Topics in Business Administration 1.5,3
Specific course title identified each semester by the topical extension to the basic title: e.g., Special Topics in Business Law; Organizational Theory.
Notes: May be repeated for credit when topic varies.

MBA 745 Experience Business Abroad 1.5-3
Practices and principles involved in conducting business in a specified country. Lectures and seminars by local academicians and site visitations and lectures by foreign business people.
Prerequisites: Permission of MBA Director.

Mathematics (MAT)

MAT 100 Intermediate Algebra 3
Real numbers and their properties, linear equations, systems of equations, polynomials and functions, fractional expressions, exponents and roots, quadratic equations, graphing, inequalities.
Notes: Credit does not apply toward graduation nor count in the student’s GPA.
MAT 112 Contemporary Topics in Mathematics 3  
Practical mathematical topics including set theory, properties and operations of number systems, algebra, geometry and consumer mathematics. Additional topics may be selected from logic, systems of numeration, and mathematical systems.  
**GE Core:** GMT  
**Notes:** Students may not receive credit for both MAT 112 and RCO 112.  

MAT 115 College Algebra 3  
Algebraic expressions, exponents, radicals, factoring, solving equations and inequalities, graphing, polynomial and rational functions.  
**GE Core:** GMT  
**Notes:** Credit can be earned for only one of MAT 115 or MAT 150.  

MAT 120 Calculus with Business Applications 3  
Introductory survey of differential calculus with emphasis on techniques and applications related to business and the social sciences.  
**GE Core:** GMT  
**Prerequisites:** An acceptable score on the mathematics placement test or a minimum grade of C (2.0) in at least one of: MAT 115, MAT 150, MAT 151, and/or MAT 190.  
**Notes:** This course does not serve as a prerequisite for MAT 292 (Calculus II). This is a terminal course and not adequate preparation for MAT 292.  

MAT 150 Precalculus I 3  
Review of elementary algebra, equations, inequalities, relations, functions, transformations, graphing, complex numbers, polynomial and rational functions.  
**GE Core:** GMT  
**Notes:** Credit can be earned for only one of MAT 115 or MAT 150.  

MAT 151 Precalculus II 3  
Properties, graphs, and applications of exponential, logarithmic, trigonometric functions.  
**GE Core:** GMT  
**Prerequisites:** An acceptable score on the mathematics placement test or a grade of C or better in MAT 115 or MAT 150.  

MAT 190 Precalculus 3  
This course covers essential prerequisites for calculus. Topics include functions and graphs, equations and inequalities, polynomial and rational functions, trigonometry, functions of trigonometric, exponential, and logarithmic type.  
**GE Core:** GMT  
**Prerequisites:** Acceptable score on the mathematics placement test.  

MAT 191 Calculus I 3  
Limits and introductory differential calculus of the algebraic and transcendental functions of one variable.  
**GE Core:** GMT  
**Prerequisites:** An acceptable score on the mathematics placement test or a grade of C or better in MAT 151 (or MAT 190).  

MAT 220 Plane and Solid Analytic Geometry 3  
Study of conic sections (including rotation of axes), graphing with polar coordinates, quadric surfaces, and vectors.  
**Prerequisites:** Grade of C or better in MAT 151 (or equivalent).  
**Notes:** Hours do not count toward degree requirements for MATH major.  

MAT 253 Discrete Mathematical Structures 3  
A rigorous introduction to discrete mathematical structures, proof techniques, and programming. Topics include sets, functions, sequences, relations, induction, propositional and predicate logic, modular arithmetic, and mathematical programming.  
**Notes:** Only one of MAT 253 or MAT 295 can count toward degree requirements for MATH major.  

MAT 292 Calculus II 3  
Introductory integral calculus of the algebraic and transcendental functions of one variable, techniques of integration.  
**Prerequisites:** Grade of C or better in MAT 191.  

MAT 293 Calculus III 3  
Infinite sequences and series, conic sections, polar coordinates, vectors in dimensions two and three, vector-valued functions.  
**Prerequisites:** Grade of C or better in MAT 292.  

MAT 295 Proofs and Mathematical Structures 3  
An introduction to basic mathematical concepts needed for most upper level mathematics courses. The language and logic of proofs, basic set theory, relations, functions, numbers, counting, cardinalities, introduction to algebra.  
**Prerequisites:** Grade of C or better in MAT 292.  
**Notes:** At most one of MAT 253 or MAT 295 can count toward degree requirements for MATH major.  

MAT 303 Topics in Mathematics 3  
Primarily for students seeking grades 6–9 certification. Extensive study of rational, irrational, and real numbers; selected topics from number theory; clock and modular arithmetic. Concrete models used to illustrate many of the mathematical concepts studied.  
**Notes:** Hours do not count toward degree requirements for Mathematics majors.  

MAT 304 Introduction to the Foundations of Geometry 3  
Introductory course primarily for students seeking grade 6–9 certification. Designed to develop an understanding of the fundamental ideas of geometry. Includes both an intuitive and deductive study of points, lines, planes, curves, surfaces, congruences, parallelism, similarity and linear, angular, area, and volume measures.  
**Notes:** Hours do not count toward degree requirements for Mathematics majors.  

MAT 310 Elementary Linear Algebra 3  
Linear systems, matrices, determinants, eigenvalues and eigenvectors, finite-dimensional vector spaces, linear transformations.  
**Prerequisites:** Grade of C or better in MAT 292.  

MAT 311 Introduction to Abstract Algebra 3  
Sets and mappings, equivalence relations, mathematical induction, introduction to theory of groups, rings, and fields.  
**Prerequisites:** Grade of C or better in MAT 253 and MAT 310.  

MAT 320 Introduction to Topology 3  
Metric spaces, continuity, equivalence of various types of definitions of continuity, convergence, compactness, connectedness, topological spaces.  
**Prerequisites:** Minimum grade of C in MAT 293 and a minimum grade of C in one of MAT 253 or MAT 310 or CSC 250.  

MAT 322 Linear Programming 3  
Covers simplex computational procedure, minimum feasible solutions, artificial-basis technique, slack variables, perturbation techniques, cycling, parametric objective and dual problems, sensitivity analysis, and decomposition algorithms.  
**Prerequisites:** Grade of C or better in MAT 310.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 330</td>
<td>Axiomatic Foundations of Geometry 3</td>
<td>Axiomatic systems, logic and proof, incidence geometries, absolute geometries, Euclidean geometry, and an introduction to non-Euclidean geometries and transformational geometry.</td>
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<td></td>
<td>Notes: Required for students seeking secondary licensure in mathematics.</td>
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<td></td>
<td>Prerequisites: Grade of C or better in MAT 292 and MAT 390.</td>
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<tr>
<td>MAT 349</td>
<td>Preparation for Industrial Careers in Mathematical Sciences 3</td>
<td>This course prepares mathematical sciences students for industrial careers by engaging them in research problems that come directly from industry.</td>
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<td></td>
<td>Prerequisites: Permission of instructor.</td>
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<tr>
<td>MAT 353</td>
<td>Introduction to Discrete Mathematics 3</td>
<td>Elementary graph theory, combinatorics, partially ordered sets.</td>
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<td></td>
<td>Prerequisites: Grade of C or better in MAT 253 or CSC 250.</td>
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<tr>
<td>MAT 390</td>
<td>Ordinary Differential Equations 3</td>
<td>First order differential equations and linear equations of finite order, Laplace transforms, undetermined coefficients, variation of parameters, applications, numerical methods.</td>
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<td></td>
<td>Prerequisites: Grade of C or better in MAT 292.</td>
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<tr>
<td>MAT 394</td>
<td>Calculus IV 3</td>
<td>Multivariable functions, partial differentiation, multiple integrals, vector calculus.</td>
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<td></td>
<td>Prerequisites: Grade of C or better in MAT 293.</td>
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<tr>
<td>MAT 395</td>
<td>Introduction to Mathematical Analysis 3</td>
<td>Properties of real numbers, sequences, limits of sequences and functions, continuity, differentiation, Riemann integral.</td>
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<td></td>
<td>Prerequisites: Grade of C or better in MAT 253, MAT 293, and MAT 310.</td>
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<tr>
<td>MAT 405</td>
<td>Foundations of Mathematics for Teaching I 3</td>
<td>Capstone survey of real and complex numbers; polynomial, rational, exponential, logarithmic, and trigonometric functions; calculus concepts. Special teaching problems and procedures for secondary topics in relation to their mathematical foundations.</td>
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<td></td>
<td>Prerequisites: Grade of C (2.0) or better in MAT 310.</td>
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<tr>
<td>MAT 406</td>
<td>Foundations of Mathematics for Teaching II 4</td>
<td>Capstone survey of geometry, probability, data analysis, and discrete mathematics. Special teaching problems and procedures for secondary topics related to their mathematical foundations, including 50-hour internship in secondary math classroom.</td>
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<tr>
<td></td>
<td>Prerequisites: Minimum grade of C (2.0) in MAT 405 and minimum grade of C (2.0) in one of either MAT 311 or MAT 395. Admission to the Teacher Education Program.</td>
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</tr>
<tr>
<td>MAT 465</td>
<td>Supervised Student Teaching and Seminar-Secondary Mathematics 12</td>
<td>Supervised student teaching in senior high school under direction of university supervisor. Observation, participation, and appropriate classroom teaching experience on full-time teaching assignment for full semester with weekly seminar.</td>
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<tr>
<td></td>
<td>Prerequisites: MAT 406. Admission to the Teacher Education Program.</td>
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<tr>
<td>MAT 490</td>
<td>Senior Seminar in Mathematics 3</td>
<td>Oral presentations on topics in mathematics, including current mathematics literature.</td>
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<td>Prerequisites: Senior standing and mathematics major, or permission of instructor.</td>
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<tr>
<td>MAT 493</td>
<td>Honors Work 3-6</td>
<td>Prerequisite: Permission of instructor; 3.30 GPA in the major, 12 s.h. in the major;</td>
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<td>Notes: May be repeated for credit if the topic of study changes.</td>
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<tr>
<td>MAT 503</td>
<td>Problem Solving in Mathematics 3</td>
<td>Investigates the nature of problem solving, covers procedures involved in problem solving, develops individual problem solving skills, and collects a set of appropriate problems. Required for middle grades mathematics concentration.</td>
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<td></td>
<td>Prerequisites: Grade of at least C in MAT 191 and MAT 303 or permission of instructor.</td>
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<td>Notes: Hours do not count toward degree requirements for Mathematics majors. This course cannot be applied toward the requirements for the M.A. degree in Mathematics.</td>
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<tr>
<td>MAT 504</td>
<td>Foundations of Geometry for Teachers 3</td>
<td>Primarily for students seeking teacher certification. Includes logic and axiom systems, history, plane and solid Euclidean geometry, proof strategies, introduction to non-Euclidean geometries, and transformational geometry.</td>
</tr>
<tr>
<td></td>
<td>Prerequisites: Grade of C or better in MAT 292. or permission of instructor;</td>
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<td>Notes: Hours do not count toward degree requirements for MATH major nor for the M.A. degree in Mathematics.</td>
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<tr>
<td>MAT 505</td>
<td>Foundations of Mathematics for Teachers 3</td>
<td>Primarily for students seeking teacher certification. Includes properties and algebra of real numbers; analytic geometry; polynomial, rational, exponential, logarithmic, and trigonometric functions; complex numbers; concept of limits of functions.</td>
</tr>
<tr>
<td></td>
<td>Prerequisites: Grade of C or better in MAT 292 (or MAT 303). or permission of instructor;</td>
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<tr>
<td></td>
<td>Notes: Hours do not count toward degree requirements for MATH major nor for the M.A. degree in Mathematics.</td>
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<tr>
<td>MAT 513</td>
<td>Historical Development of Mathematics 3</td>
<td>Study of the historical development of mathematics, not a history of persons involved in development.</td>
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<td></td>
<td>Prerequisites: Grade of C or better in MAT 292.</td>
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<tr>
<td></td>
<td>Notes: Hours do not count toward degree requirements for MATH major nor for the M.A. degree in Mathematics.</td>
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<tr>
<td>MAT 514</td>
<td>Theory of Numbers 3</td>
<td>An introductory course to both multiplicative and additive number theory. Divisibility, prime numbers, congruences, linear and nonlinear Diophantine equations (including Pell’s equation), quadratic residues, number-theoretic functions, and other topics.</td>
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<tr>
<td></td>
<td>Prerequisites: Grade of C or better in either MAT 311 or MAT 395.</td>
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<tr>
<td></td>
<td>Prerequisites: Grade of C or better in MAT 311 (or MAT 353).</td>
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</tbody>
</table>
MAT 516 Intermediate Abstract Algebra 3
Rings, integral domains, fields, division algorithm, factorization theorems, zeros of polynomials, greatest common divisor, formal derivatives, prime polynomials, Euclidean domains, the fundamental theorem of algebra.
Prerequisites: Grade of C or better in MAT 311.

MAT 519 Intuitive Concepts in Topology 3
Basic concepts, vector fields, the Jordan curve theorem, surfaces, homology of complexes, continuity.
Prerequisites: Grade of C or better in MAT 311 (or MAT 395).

MAT 520 Non-Euclidean Geometry 3
Fifth postulate, hyperbolic geometries, elliptic geometries, consistency of non-Euclidean geometries, models for geometries, elements of inversion.
Prerequisites: Grade of C or better in MAT 311 (or MAT 395).

MAT 521 Projective Geometry 3
Transformation groups and projective, affine and metric geometries of the line, plane, and space. Homogeneous coordinates, principles of duality, involutions, cross-ratio, collineations, fixed points, conics, models, and Euclidean specializations.
Prerequisites: Permission of instructor.

MAT 522 Introductory Functional Analysis 3
Basic concepts in Banach spaces, Hilbert spaces, linear operators, and their applications.
Prerequisites: Grade of C or better in MAT 395.

MAT 523 Numerical Methods 3
Number systems and errors, solutions of non-linear and linear systems, interpolation, numerical differentiation and integration, solution of differential equations. Implementation of numerical methods using a high-level programming language.
Prerequisites: A grade of at least C in MAT 293.

MAT 525 Intermediate Mathematical Analysis 3
Integration, infinite series, sequences and series of functions.
Prerequisites: Grade of C or better in MAT 395.

MAT 531 Combinatorial Analysis 3
The pigeon-hole principle, permutations, combinations, generating functions, principle of inclusion and exclusion, distributions, partitions, recurrence relations.
Prerequisites: Grade of C or better in MAT 253 (or MAT 295 or MAT 311 or MAT 395), or permission of instructor.

MAT 540 Introductory Complex Analysis 3
The complex number system, holomorphic functions, power series, complex integration, representation theorems, the calculus of residues.
Prerequisites: Grade of C or better in MAT 394.

MAT 541 Stochastic Processes 3
Markov processes, Markov reward processes, queuing, decision making, graphs, and networks. Applications to performance, reliability, and availability modeling.
Prerequisites: Grade of C or better in MAT 394 and MAT 353, or equivalents.

MAT 542 Stochastic Processes 3
Markov processes, Markov reward processes, queuing, decision making, graphs, and networks. Applications to performance, reliability, and availability modeling.
Prerequisites: Grade of C or better in MAT 394 and MAT 353, or equivalents.

MAT 545 Differential Equations and Orthogonal Systems 3
An introduction to Fourier series and orthogonal sets of functions, with applications to boundary value problems.
Prerequisites: Grade of C or better in MAT 293 and MAT 390, or permission of instructor.

MAT 546 Partial Differential Equations with Applications 3
Fourier integrals, Bessel functions, Legendre polynomials and their applications. Existence and uniqueness of solutions to boundary value problems.
Prerequisites: Grade of C or better in MAT 545.

MAT 549 Topics in Applied Mathematics 3
Selected topics of current interest in applied mathematics.
Prerequisites: Grade of C or better in MAT 293 and MAT 390, or permission of instructor.
Notes: May be repeated for credit with approval of the Department Head.

MAT 556 Financial Mathematics for Actuaries 3
Measurement of interest, present and accumulated value, amortization, sinking funds, bonds, duration, immunization, and an introductory analysis of financial derivatives. Intended to help prepare for the FM/2 actuarial exam.
Prerequisites: Minimum grade of C (2.0) in MAT 394 or permission of instructor. Graduate students in MA in Mathematics, Ph.D. students in Computational Mathematics, or undergraduate students in the accelerated BS to MA in Mathematics.

MAT 590 Introduction to Mathematical Models in Biology 3
Exploration of research and methodology at the interface of mathematics and biology, with an overview of relevant fields and in-depth case studies. Focus will be on mathematical models in biology.
Prerequisites: B- or higher in BIO 112 and either MAT 191 or STA 271, or instructor's permission;
Notes: Same as BIO 590.

MAT 591 Advanced Abstract Algebra 3
Groups: homomorphisms, quotient groups, Sylow theorems, finitely generated abelian groups. Rings: homomorphisms, ideals, quotient rings, integral domains, Euclidean domains, factorization. Fields: algebraic extensions of fields, Galois theory.
Prerequisites: Grade of C or better in MAT 516.

MAT 592 Advanced Abstract Algebra 3
Groups: homomorphisms, quotient groups, Sylow theorems, finitely generated abelian groups. Rings: homomorphisms, ideals, quotient rings, integral domains, Euclidean domains, factorization. Fields: algebraic extensions of fields, Galois theory.
Prerequisites: Grade of C or better in MAT 516.

MAT 593 Directed Study in Mathematics 1-3
MAT 594 Directed Study in Mathematics 1-3
MAT 595 Mathematical Analysis 3
Real number axioms, metric spaces, sequences, series, continuity, differentiation, the Riemann-Stieltjes integral.
Prerequisites: MAT 395, or permission of instructor.

MAT 596 Mathematical Analysis 3
Real number axioms, metric spaces, sequences, series, continuity, differentiation, the Riemann-Stieltjes integral.
Prerequisites: MAT 395, or permission of instructor.
MAT 601 Seminar in the Teaching of Mathematics I 1
Seminar on practices and principles of undergraduate teaching in mathematics and statistics.
Notes: Required for all teaching assistants. Grade: Satisfactory/Unsatisfactory (S/U).

MAT 602 Seminar in Mathematical Software 3
Variety of issues in the design of mathematical software, i.e., type systems, user interfaces, and memory management. Each student investigates one computer algebra system more closely.
Prerequisites: Knowledge of a programming language.

MAT 603 Practicum in the Teaching of Mathematics 2
Practicum in teaching mathematics at the college/university level. Topics include course design, class materials, exams, grading, syllabus, choosing textbooks, dealing with difficult matters, and mathematical typesetting.
Corequisites: MAT 601.

MAT 606 Calculus for Middle Grade Teachers 3
History, developments, major concepts, and applications of differential and integral calculus covering functions of several variables.
Prerequisites: MAT 505 or permission of instructor.
Notes: No credit toward mathematics degrees.

MAT 607 Abstract Algebra for Middle Grade Teachers 3
Development and major concepts of abstract algebraic structures including groups, rings, fields, vector spaces, and matrix algebra.
Prerequisites: MAT 303 and MAT 505 or permission of instructor.
Notes: No credit toward mathematics degrees.

MAT 613 Development of Mathematics 3
Development of Mathematics.

MAT 614 Advanced Number Theory 3
Advanced Number Theory.

MAT 615 Symbolic Logic 3
Symbolic Logic.

MAT 616 Polynomials over General Rings 3
Polynomials over General Rings.

MAT 617 Algebraic Theory of Semigroups 3
Algebraic Theory of Semigroups.

MAT 618 Transfinite Ordinal Cardinl Nos 3
Transfinite Ordinal and Cardinal Numbers.

MAT 619 Conceptual Topology 3
Conceptual Topology.

MAT 620 A Survey of Geometry 3
A Survey of Geometry.

MAT 621 Advanced Linear Geometry 3
Advanced Linear Geometry.

MAT 645 Approximation Theory 3
Prerequisites: MAT 390, MAT 595, MAT 596.

MAT 646 Approximation Theory 3
Prerequisites: MAT 390, MAT 595, MAT 596.

MAT 649 Topics in Operations Research 3
Advanced linear programming, integer programming, nonlinear programming, inventory models and queueing models. Application of these optimization techniques in the general area of administration are demonstrated through examples via the digital computer.
Prerequisites: Permission of instructor.

MAT 650 Management Decision-Making Under Uncertainty 3
Models and techniques to be used in making decisions under uncertainty. Markov Chains, Linear Programming Under Uncertainty, and Chance-Constrained programming.
Prerequisites: Permission of instructor.

Notes: May be repeated for credit when topic varies.

MAT 657 Project in Mathematics 3
Directed research project in Mathematics.
Prerequisites: Admission to the MA in Mathematics and Permission of Instructor.

MAT 687 Project in Mathematics 3
Projects in topics suitable for development into a master's thesis.
Prerequisites: Admission to candidacy for master's degree.

MAT 688 Mathematical Logic and Axiomatic Set Theory 3
Quantification theory, completeness theorems, prenex normal forms, categoricity. The characterization problem, consistency, the theory of models, isomorphisms and substructures, cardinality of models, joint consistency. Incompleteness and undecidability, recursive functions, Church's thesis, Recursion theory, Set theory, the axiom of constructability, forcing, the independence proofs.
Prerequisites: MAT 311, MAT 394, or equivalents.

MAT 689 Mathematical Logic and Axiomatic Set Theory 3
Quantification theory, completeness theorems, prenex normal forms, categoricity. The characterization problem, consistency, the theory of models, isomorphisms and substructures, cardinality of models, joint consistency. Incompleteness and undecidability, recursive functions, Church's thesis, Recursion theory, Set theory, the axiom of constructability, forcing, the independence proofs.
Prerequisites: MAT 311, MAT 394, or equivalents.

MAT 690 Mathematics Seminar 2
Admission to candidacy for master's degree.
Prerequisites: Admission to candidacy for master's degree.

MAT 699 Thesis 1-6
Thesis for the master's degree.
Prerequisites: Admission to candidacy for master's degree.

MAT 701 Graduate Seminar in Mathematical Software 3
Mathematical software and its development.
Prerequisites: MAT 390, MAT 595, MAT 596.

Notes: May be repeated for credit when topic varies.

MAT 709 Topics in Computational Mathematics 3
Advanced study in special topics in computational mathematics.
Prerequisites: MAT 748 or permission of instructor.
Notes: May be repeated for credit when topic varies.
MAT 711 Experimental Course 3
This number reserved for experimental courses. Refer to the Course Schedule for current offerings.

MAT 721 Mathematical Cryptography 3
Mathematics of cryptography with emphasis on public key systems. Applications of elliptic and hyperelliptic curves and lattice theory in attacking and evaluating the security of cryptographic systems.
Prerequisites: MAT 748 or permission of instructor.

MAT 723 Numerical Mathematics 3
Prerequisites: MAT 390, MAT 395, MAT 596, or equivalents.

MAT 724 Numerical Mathematics 3
Prerequisites: MAT 390, MAT 395, MAT 596, or equivalents.

MAT 726 Finite Element Methods 3
Introduce the fundamental concepts of the finite element method for approximating solutions to boundary and initial boundary value problems. Topics include modeling, mathematical formulations, convergence analysis, and computer implementation.
Prerequisites: A grade of B or better in MAT 727.

MAT 727 Linear Algebra and Matrix Theory 3
Prerequisites: MAT 310, MAT 311 or permission of instructor.

MAT 728 Linear Algebra and Matrix Theory 3
Prerequisites: MAT 310, MAT 311 or permission of instructor.

MAT 731 Combinatorics 3
Topics include selections, arrangements, theory of generating functions, inclusion-exclusion principle, recurrences, Polya's theory, block designs, stirring numbers, coding theory.
Prerequisites: MAT 311 or permission of instructor.

MAT 732 Graph Theory 3
Topics include graphs, paths, trees, directed trees, networks, cycles and circuits, planarity, matching theory, independence, chromatic polynomials, Ramsey theory, extremal theory, the vector spaces associated with a graph.
Prerequisites: MAT 631 or permission of instructor.

MAT 735 Ordinary Differential Equations 3
Existence and uniqueness theorems for initial value problems, theory of linear equations, nonlinear equations, stability theory, boundary value problems.
Prerequisites: MAT 390 and MAT 595 or permission of instructor.

MAT 736 Partial Differential Equations 3
Derivation of partial differential equations (PDE) models and applications, linear first order PDE's, elliptic equations and Green's function, PDE's of parabolic and hyperbolic type.
Prerequisites: MAT 735 or permission of instructor.

MAT 737 General Topology 3
Topological spaces, point set topology, product and quotient spaces, embedding and metrization, uniform spaces, function spaces, homotopy theory, simplicial complexes and homology, more algebraic topology, general homology theories.
Prerequisites: Bachelor's degree with a major in mathematics. Credits equivalent to credits for mathematics MAT 310, MAT 311, MAT 595, and MAT 596, or permission of instructor and department head.

MAT 738 General Topology 3
Topological spaces, point set topology, product and quotient spaces, embedding and metrization, uniform spaces, function spaces, homotopy theory, simplicial complexes and homology, more algebraic topology, general homology theories.
Prerequisites: Bachelor's degree with a major in mathematics. Credits equivalent to credits for mathematics MAT 310, MAT 311, MAT 595, and MAT 596, or permission of instructor and department head.

MAT 740 Modern Abstract Algebra 3
Real and complex number fields; rings, integral domains and fields; polynomial rings; extensions of rings and fields; elementary factorization theory; ideals; topics in linear algebra.

MAT 741 Modern Abstract Algebra 3
Real and complex number fields; rings, integral domains and fields; polynomial rings; extensions of rings and fields; elementary factorization theory; ideals; topics in linear algebra.
Prerequisites: Bachelor's degree with a major in mathematics. Credits equivalent to credits for mathematics MAT 310, MAT 311, MAT 595, and MAT 596, or permission of instructor and department head.

MAT 742 Computational Number Theory 3
Main algorithms used to compute basic information about algebraic number fields, including integral bases, ideal factorization, system of fundamental units, and class group structure.
Prerequisites: MAT 748 or permission of instructor.

MAT 743 Complex Analysis 3
The complex number system, holomorphic functions, power series, complex integration, representation theorems, the calculus of residues.
Prerequisites: Bachelor's degree with a major in mathematics. Credits equivalent to credits for mathematics MAT 310, MAT 311, MAT 595, and MAT 596, or permission of instructor and department head.

MAT 744 Complex Analysis 3
The complex number system, holomorphic functions, power series, complex integration, representation theorems, the calculus of residues.
Prerequisites: Bachelor's degree with a major in mathematics. Credits equivalent to credits for mathematics MAT 310, MAT 311, MAT 595, and MAT 596, or permission of instructor and department head.

MAT 745 Real Analysis 3
Lebesque measure; the Lebesque integral; differentiation and integration, the classical Banach spaces; metric spaces, topological spaces, compact spaces; Banach spaces, measure and integration, measure and outer measure; the Daniell integral; mappings of measure spaces.
Prerequisites: Bachelor's degree with a major in mathematics. Credits equivalent to credits for mathematics MAT 310, MAT 311, MAT 595, and MAT 596, or permission of instructor and department head.
MAT 746 Real Analysis 3
Lebesque measure; the Lebesque integral; differentiation and integration, the classical Banach spaces; metric spaces, topological spaces, compact spaces; Banach spaces, measure and integration, measure and outer measure; the Daniell integral; mappings of measure spaces.
Prerequisites: Bachelor's degree with a major in mathematics. Credits equivalent to credits for mathematics MAT 310, MAT 311, MAT 595, and MAT 596, or permission of instructor and department head.

MAT 747 Computational Topology 3
Triangulations and WRAP. Computing homology algorithmically. Morse theory and persistent homology. Computations on knots, braids, and links.
Prerequisites: MAT 748 or permission of instructor.

MAT 748 Computational Algebra 3
Variety of basic subjects in computational algebra: fast arithmetic, algorithms for finite fields, matrix normal forms over rings, polynomial factorization, and Groebner bases.
Prerequisites: MAT 591, MAT 592, and knowledge of a programming language. or permission of instructor.

MAT 790 Directed Doctoral Research 1-6
Individual work on a dissertation research problem, which could also include original research or a review of current literature leading to a dissertation proposal.
Prerequisites: Permission of Director of Graduate Study.

MAT 799 Dissertation 1-12
MST 801 Thesis Extension 1-3
Thesis Extension.
MAT 802 Dissertation Extension 1-3
Dissertation Extension.
MAT 803 Research Extension 1-3

Media Studies (MST)

MST 100 Understanding Media 3
Introduction to the discipline of Media Studies with emphasis on industry development, delivery systems, and audiences in a changing media landscape.

MST 190 WUAG Workshop 1
Supervised participation in radio broadcasting or program production at the campus radio station WUAG.
Notes: May be repeated for credit for a maximum of 3 s.h.

MST 195 Spartan Television Workshop 1
Supervised participation in the production of television programming and promotion of Spartan Television.
Notes: May be repeated for credit for a maximum of 3 s.h.

MST 197 Media Production Practicum 1-3
In-depth, hands-on exposure to the many aspects of the production and postproduction process of film and electronic visualization.
Prerequisites: Permission of instructor.
Notes: May be repeated for a total of three (3) semester hours.

MST 204 Media Writing 3
Introduction to theory and practice of media writing with concentrated exercises in developing messages and shaping those messages to the demands and characteristics of various media.
Prerequisites: Media Studies major or permission of instructor.

MST 205 Media Literacy 3
Introduction to the critical analysis of media, its impacts, and its methods.

MST 225 Film Appreciation 3
Analysis of selected, significant motion pictures of the world's cinema, from the silent period to the present.
GE Core: GFA

MST 226 Television Appreciation 3
Analysis of the cultural and artistic significance of selected television programs.
GE Core: GFA

MST 252 Creative Process in Film and Video 3
Various approaches for the enhancement of the visual imagination, emphasizing the origination of ideas and their development into scripts for film and video.

MST 301 Media Theory 3
Examination of media texts, contexts, influence, and effects from a variety of theoretical perspectives.
Notes: May be repeated for credit.

MST 302 Introduction to Film History 3
Introduction to the study of international film history from the late 19th century to the present.
Prerequisites: MST 225.

MST 303 History of Electronic Media 3
Examination of broadcasting theories and practices and the influences the media forms have had on individuals and society.

MST 305 Digital Media 3
Introduction to the history, development, culture, law, ethics, impact, and use of global digital media with international perspectives and with hands-on practice.

MST 320 Multimedia for Social Entrepreneurship and Civic Engagement 3
Introduction to multimedia reporting and production, with the creation of a home page for civic organizations engaged in social entrepreneurship to enhance learning by engaging in community service activities.
Notes: Same as ENT 320.

MST 321 Topics in Film and Pop Culture 3
Focusing on variable topics; examines film as a reflection of and expression of culture.
Prerequisites: MST 225.
Notes: May be repeated for credit when topic changes.

MST 322 Media Programming 3
Analysis of program sources for radio, television, cable, and the Internet.

MST 323 Radio and Media Culture 3
Study of significant developments in the history of the radio industry and its usage by and effect on society.
MST 325 Gender and Media Culture 3
Examination of the nature of media contents and production processes as they influence the construction of feminine and masculine identities.
**GE Core:** GSB

MST 326 News Analysis 3
Analysis of news practices and presentation across multiple media and formats from a variety of theoretical, philosophical, and historical perspectives.

MST 327 Non-Western Film: Asian 3
Study of films from Southeast Asia: Mainland China, Taiwan, Hong Kong, Japan, and Korea.
**GE Marker:** GN

MST 330 Cult Films 3
Explores cultural contexts and technological developments that help form small but influential cults around certain films. Students will learn how taboo-breaking fringe filmmaking impacts mainstream cinema and culture.

MST 335 Critiquing Popular Media 3
Critical analysis of popular media with emphasis on writing critical reviews and essays.

MST 341 Broadcast Newswriting 3
Writing and planning newscasts for broadcast media.
**Prerequisites:** Media Studies major or Radio minor or permission of instructor.

MST 343 Creative Copywriting 3
Analysis of persuasive media and examination of radio, television, and Internet advertising techniques with emphasis on developing writing skills for electronic media advertising and promotional campaigns.

MST 350 Writing for the Screen 3
Study of techniques of script writing, both adaptations and original material.
**Prerequisites:** Media Studies major or permission of instructor.

MST 361 Radio and Television Announcing 3
Theory and practice of announcing skills and techniques in radio and television broadcasting.
**Prerequisites:** Media Studies major or Radio minor or permission of instructor.

MST 370 Single Camera Production I 3
Introduction to narrative filmmaking, using moving images and sound to convey stories and ideas. Emphasis is given to narrative conceptualization and technical skills.
**Prerequisites:** MST 271.

MST 373 TV and Film Lighting 3
Principles of light and color in lighting for television and film production. Application of the equipment and accessories used in the execution of lighting design through practical projects.
**Prerequisites:** MST 271.

MST 375 Editing I 3
Development of practical editing skills in pacing, shot selection, and the workflow necessary for delivery.
**Prerequisites:** MST 271. Media Studies major; or permission of instructor.

MST 380 Studio News Production 3
Principles and techniques for production of studio-based television newscasts.

MST 395 Special Problems 1-3
Guided individual study in an area of special interest to the student.
**Prerequisites:** Permission of faculty supervisor is required prior to registration.
**Notes:** May be repeated for credit.

MST 398 Spartan Sportslink Practicum 2
Supervised participation in the live video production of UNCG Athletics events.

MST 399 Independent Study 3
Guided practice in a creative area of media.
**Prerequisites:** Permission of faculty supervisor required prior to registration.
**Notes:** May be repeated for credit.

MST 407 Media Law and Ethics 3
Study of media law and questions of ethics as they apply to the mass media.

MST 423 Movies that Matter 3
Examines films with social issue themes. Of late, fewer such films have been made; we will look at their relevance while examining the shifting corporate ownership of studios.
**Prerequisites:** Junior or senior standing.

MST 428 Topics in Electronic Media 3
Study of selected topics in fictive or non-fictive programming for the electronic media including genres, delivery systems, or other emphasis.
**Notes:** May be repeated for credit when topic changes.

MST 440 Online Journalism 3
Introduction to the development of online journalism worldwide, practice of online news reporting and storytelling with video production and podcasts for the Web, and Web creation.

MST 441 Video Journalism 3
Study and practice of electronic news reporting skills and newscasting. Focus on writing news copy; reporting, shooting, and editing news packages; basic newscast production techniques.
**Prerequisites:** MST 271 and MST 341.

MST 442 Advanced Broadcast Journalism 3
Weekly television newscast production. Emphasis on developing reporting, producing, and presentational skills.

MST 468 Sportscasting 3
Development of announcing skills and knowledge of sports necessary for sports broadcasting including play-by-play.
**Prerequisites:** Media Studies major, Radio minor, or permission of instructor.

MST 470 Single Camera Production II 3
Further study and practice of narrative filmmaking using moving images and sound. Emphasis is given to collaboration on more advanced projects.
**Prerequisites:** MST 370 or permission of instructor.

MST 471 Editing II 3
Survey of the history, aesthetics, and techniques in sequencing moving images.
**Prerequisites:** MST 272 or MST 375. Media Studies major, or permission of instructor.

MST 473 Media Sound Production 3
Techniques and aesthetics of digital sound design for the moving image.
**Prerequisites:** MST 271 and MST 375. or permission of instructor.
MST 490 Advanced WUAG Workshop 1
Supervised participation at an advanced level of radio broadcasting or program production at the campus radio station WUAG.
Notes: May be repeated for credit for a maximum of 3 s.h.

MST 492 Media Internship 1-6
Field learning experience in media industries. Academic supervision provided by faculty member and direction in the field provided by job supervisor.
Prerequisites: Restricted to Media Studies majors and permission of the Director of Internships.
Notes: May be repeated for credit for total of 6 s.h.

MST 493 Honors Work 3-6
Prerequisite: Permission of instructor; 3.30 GPA in the major, 12 s.h. in the major;
Notes: May be repeated for credit if the topic of study changes.

MST 495 Advanced Spartan Television Workshop 1
Supervised participation at an advanced level in the production of television programming and promotion of Spartan Television.
Notes: May be repeated for credit for a maximum of 3 s.h.

MST 497 Advanced Media Production Practicum 1-3
Advanced, in-depth, hands-on exposure to the many aspects of the production and postproduction process of film and electronic visualization.
Prerequisites: Permission of instructor.
Notes: May be repeated for a total of 6 s.h.

MST 515 Film Theory 3
Study of the principal theories of film through the writings of critics, theorists, and directors.
Prerequisites: Junior, senior, or graduate standing, or permission of instructor.

MST 520 History of Film to 1938 3
Advanced study of world cinema from its prehistory in the late 19th century to the beginning of World War II in Europe, emphasizing significant movements, genres, and filmmakers.
Prerequisites: MST 225. Junior, senior, or graduate standing; or permission of instructor.

MST 521 History of Film since 1938 3
Advanced study of world cinema from the beginning of World War II in Europe through the present, emphasizing significant movements, genres, and filmmakers.
Prerequisites: MST 225. Junior, senior, or graduate standing; or permission of instructor.

MST 524 Media Financing and Distribution 3
The processes of raising and budgeting funds and distributing film and videos for theatrical release, direct DVD/video release, or television broadcast.
Prerequisites: Junior, senior, or graduate standing, or permission of instructor.

MST 525 Media Organization and Management 3
Principles and practices of the organization and management of electronic media and motion pictures.
Prerequisites: Junior, senior, or graduate standing. or permission of instructor.

MST 528 Topics in Film Studies 3
Study of selected topics in fiction or nonfiction films, including genres, works of an individual director, or other emphasis.
Prerequisites: MST 225. Junior, senior, or graduate standing; or permission of instructor;
Notes: May be repeated for credit when topic changes.

MST 550 Media Script Analysis 3
Analysis of the key structural and thematic elements of narrative screenplays.
Prerequisites: Junior, senior, or graduate standing, or permission of instructor.

MST 551 Writing the Feature Film I 3
Advanced study of screenwriting with emphasis on the creation of a step outline for a feature length screenplay.
Prerequisites: MST 350, or graduate standing, or permission of instructor.

MST 552 Writing the Feature Film II 3
A writing workshop in which students complete the first draft and a polish of a feature-length screenplay, based on the outline from MST 551.
Prerequisites: MST 551.

MST 553 Advanced Media Writing 3
Practice in television script writing with emphasis given to development of concepts and proposals for episodic television. Practice in analyzing and writing for existing television series and/or development of new programs.
Prerequisites: Junior, senior, or graduate standing, or permission of instructor.

MST 559 Doing Visual History 3
Explores the interstices of history, documentary production, and personal narratives.
Notes: Same as HIS 559.

MST 580 Directing for Television 3
Fundamental principles of directing for television. Laboratory directing experience.
Prerequisites: Junior, senior, or graduate standing, or permission of instructor.

MST 581 Dance on Video 3
Introduction to working with dance and video, including composing for the camera, recording dancers in action, and editing footage to create original work.
Prerequisites: MST 271, or graduate standing, or permission of instructor.

MST 585 Advanced Media Production 3
Advanced application of principles and techniques of media production.
Prerequisites: Junior, senior, or graduate standing. or permission of instructor.

MST 587 Animation Production 3
Study and practice of techniques of animation.
Prerequisites: MST 370 and MST 375. or Graduate standing; or permission of instructor.
MST 588 Documentary Production 3
Documentary construction, research, planning, and production techniques. Further development of video production skills in supervised laboratory project.  
Prerequisites: MST 370 and MST 375. or Graduate standing; or permission of instructor.

MST 610 Introduction to Graduate Study 3
Development of research and writing skills, introduction to grant writing, and professional presentations. Consideration of issues in teaching. Required of MFA degree candidates.  
Prerequisites: Admission to appropriate degree program.

MST 611 Image and Sound Acquisition for Media 3
Theory and practice of single camera and audio production for media.  
Prerequisites: Admission to appropriate degree program or permission of instructor.  
Corequisites: MST 612.

MST 612 Advanced Media Editing 3
Study of techniques and aesthetics of media editing.  
Prerequisites: Admission to appropriate degree program or permission of instructor.

MST 613 Advanced Media Lighting 3
Physical properties of light, lighting theories, aesthetics of lighting, and advanced practical experience in lighting for media.  
Prerequisites: Admission to appropriate degree program or permission of instructor.

MST 614 Advanced Media Sound Production 3
Exploration of equipment and technique of sound design for media.  
Prerequisites: Admission to appropriate degree program or permission of instructor.

MST 616 Directing for the Camera 3
Development of skills required for directing media.  
Prerequisites: Admission to appropriate degree program or permission of instructor.

MST 617 Creating Visual Narratives 3
Students are guided through a series of step-by-step innovative methodologies that result in visually dynamic scripts that prepare them to take MST 618 Writing Short Scripts.  
Prerequisites: Admission to appropriate degree program or permission of instructor.

MST 618 Writing Short Scripts 3
Theory and practice of writing short scripts for media production.  
Prerequisites: Admission to appropriate degree program or permission of instructor.

MST 619 Production Law and Responsibility 3
Legal, ethical, and civic responsibilities of media producers with emphasis on creation of independent works in media.  
Prerequisites: Admission to appropriate degree program or permission of instructor.

MST 620 Seminar in Media Analysis 3
Analysis of media works using existing principles and theories.  
Prerequisites: Admission to appropriate degree program or permission of instructor.  
Notes: May be repeated once for credit.

MST 625 Seminar in Media 3
Subject matter varies.  
Prerequisites: Admission to appropriate degree program or permission of instructor.  
Notes: May be repeated for credit.

MST 684 Advanced Media Production 3
Advanced theory and practice of image and sound production for media.  
Prerequisites: Admission to appropriate degree program or permission of instructor.

MST 690 Independent Study 1-3
Prerequisite: Admission to appropriate degree program, permission of instructor and Director of Graduate Study.

MST 691 Advanced Experimentation 3
Practical experimentation in the creative processes of media. Analysis, documentation, and critical evaluation of the specific experience.  
Prerequisites: Admission to appropriate degree program and permission of instructor and Director of Graduate Study.

MST 695 Client Based Media 3
Complete production of a client sponsored program. Emphasis on client collaboration, application of technical skills and aesthetic abilities in an environment in which students may not have complete creative control.  
Prerequisites: Admission to appropriate degree program and permission of instructor and Director of Graduate Study.

MST 696 Graduate Internship 3
Field experience in film or video production companies, postproduction houses, or television stations. Academic supervision provided by faculty and directed activity in the field provided by site supervisor.  
Prerequisites: Second or third year standing in the graduate program.

MST 698 Graduate Practicum in Media 3
Guided practice in carrying out major responsibilities in sponsored or independent media productions.  
Prerequisites: Admission to appropriate degree program and permission of instructor and Director of Graduate Study.

MST 699A Master Production in Media I 3
Research, development, and execution of a major media work.  
Prerequisites: Second year in MFA film/video degree concentration.  
Notes: Grade: Satisfactory/Unsatisfactory (S/U).

MST 699B Master Production in Media II 3
Research, development, and execution of a major media work.  
Prerequisites: Second year in MFA film/video degree concentration.  
Notes: Grade: Satisfactory/Unsatisfactory (S/U).

MST 803 Research Extension 1-3
Research Extension.

**Middle College (MCP)**

MCP 199 Middle College - Freshman 0

MCP 299 Middle College - Sophomore 0

MCP 399 Middle College - Junior 0

MCP 499 Middle College - Senior 0

MCP 999 Middle College Registration 0
Military Science (MSC)

MSC 100 Military Science 1-3
MSC 100L Military Science Lab 4
MSC 101 Military Science I 0
MSC 150 Military Science 1-3
MSC 150L Military Science Lab 4
MSC 200 Military Science 1-3
MSC 200L Military Science Lab 4
MSC 201 Military Science II 0
MSC 250 Military Science 1-3
MSC 250L Military Science Lab 4
MSC 300 Military Science 1-3
MSC 300L Military Science Lab 4
MSC 350 Military Science 1-3
MSC 350L Military Science Lab 4
MSC 400 Military Science 3
MSC 400L Military Science Lab 4
MSC 450 Military Science 1-3
MSC 450L Military Science Lab 4

Music Education (MUE)

MUE 090 Music Education Convocation 0
Monthly presentations by music education majors, faculty and guests. See Student Information Manual.

MUE 110 Foundational Orientation to Music Education 1
Overview of music education at UNCG and P-12 music teaching. Designed to enable students to make early career choices. Students will study the music curriculum and its place in schools.
Prerequisites: Admission to Music Education Major (MEDU)

MUE 111 Foundational Teaching Techniques in Music 2
Students will explore sequential processes of musical development, skills, content, methods, techniques and materials concerning the singing voice, classroom listening, sight reading, movement, and music series books.
Prerequisites: MUE 110.

MUE 208 Introduction to Teaching Instrumental Music 2
Introduction to the fundamentals of teaching instrumental music in the public schools. Includes pedagogical and performance skills in a laboratory setting.
Prerequisites: MEDU major with Choral/General Music Education concentration, and MUE 111. or permission of instructor;
Notes: Required: MEDU major with Choral/General Music Education concentration.

MUE 209 Introduction to Teaching Choral Music 2
Introduction to choral methods at the secondary level. Includes vocal laboratory.
Prerequisites: MEDU major with Instrumental/General Music Education concentration, admission to the Teacher Education Program; junior standing or permission of instructor.

MUE 261 Foundations of Teaching for Musical Understanding 2
Overview of the teaching of all musical elements within a developmentally appropriate P-12 general music curricular framework. Emphasizes theories of learning and development in relation to music.
Prerequisites: MUE 110 and either MUE 111 or MUE 363 or MUE 364 or MUE 365 or MUE 366. or permission of instructor.

MUE 335 Music for the Preschool Child 2
Overview of purposes and content of music experiences for children from birth to four years. Developmentally appropriate teaching materials, methods, approaches, strategies, and instructional theories informing best practices are emphasized.
Prerequisites: Junior standing or permission of instructor.

MUE 356 Foundations of Teaching Vocal Music 3
Survey of secondary school choral music materials, instruction, rehearsal strategy, evaluation, and program organization; includes supervised teaching practicum. Content in cultural diversity and exceptional learners will be explored in detail.
Prerequisites: MUE 261. admission to the Teacher Education Program; junior standing; or permission of instructor.

MUE 357 Marching Band Techniques 3
Study of marching band techniques, including drill design, auxiliary units, personnel and equipment management.
Prerequisites: Admission to the Teacher Education Program. junior standing or permission of instructor.

MUE 361 Music for Preschool and Elementary Teachers 3
Preschool and elementary school music and its place in preschool and K-5 curricula. Emphasis on music fundamentals, materials, teaching techniques, evaluation, and interrelationship of the arts.
Prerequisites: Junior standing or permission of instructor.

MUE 363 Teaching Strings Laboratory 2
Class instruction in orchestral bowed string instruments. Covers performance, pedagogy, and literature for teaching at elementary/ intermediate level. Required: instrumental music education majors.
Prerequisites: MEDU major or permission of instructor.

MUE 364 Teaching Brass Laboratory 2
Class instruction in brass instruments. Covers performance, pedagogy, and literature for teaching at elementary level. Required: instrumental music education majors.
Prerequisites: MEDU major or permission of instructor.

MUE 365 Teaching Woodwinds Laboratory 2
Class instruction in woodwind instruments. Covers performance, pedagogy, and literature for teaching at elementary/intermediate level. Required: instrumental music education majors.
Prerequisites: MEDU major or permission of instructor.

MUE 366 Teaching Percussion Laboratory 2
Class instruction in orchestral basic percussion instruments. Covers performance, pedagogy, and literature for teaching at elementary level. Required: instrumental music education majors.
Prerequisites: MEDU major or permission of instructor.

MUE 367 Foundations of Teaching Instrumental Music 4
Philosophies and methods of organizing and teaching instrumental music in the schools. Includes planning and implementing pedagogic techniques in laboratory sessions. Cultural diversity and exceptional learner content explored in detail.
Prerequisites: MUE 261, MUE 363, MUE 364, MUE 365, and MUE 366. admission to the Teacher Education Program; junior standing or permission of instructor.
### MUE 368 Instrument Repair 1
Mechanics of brass, woodwind, percussion, and stringed instruments, plus laboratory time to develop skills in repairing instruments. **Prerequisites:** MUE 363, MUE 364, MUE 365, and MUE 366. or permission of instructor.

### MUE 419 Choral Conducting II 2
Supervised practice in conducting choral rehearsals; comparative study of rehearsal procedures and of choral objectives; continued study of choral repertoire. **Prerequisites:** MUP 319 or permission of instructor.

### MUE 461 General Music in Elementary Schools 3
Instructional methods and approaches to promote P-5 learners' musical understanding. Includes supervised teaching practicum. Content in reading education, cultural diversity, and exceptional learners will be explored in detail. **Prerequisites:** MUE 261. admission to the Teacher Education Program; senior standing or permission of instructor.

### MUE 462 Singing Voice in Classrooms and Ensembles 2
Provides an overview of vocal anatomy/function, care of the voice, vocal repertoire, teaching strategies, and other specialized topics related to singing instruction in music classrooms and choral settings. **Prerequisites:** MUE 261.

### MUE 463 Advanced String Methods 3
Overview of classroom methods teaching for teaching strings with an emphasis on advanced skills on secondary string instruments. **Prerequisites:** MUE 363. sophomore standing or permission of instructor.

### MUE 464 Choral Music in the Schools 3
Advanced treatment of choral curriculum, literature selection, and teaching/assessment of ensemble musicianship. Includes supervised teaching practicum. Content in reading education, cultural diversity, and exceptional learners will be explored in detail. **Prerequisites:** MUE 261. admission to the Teacher Education Program; senior standing or permission of instructor.

### MUE 465 Student Teaching in Music 10
Intensive, field-based internship in school music education. Includes practical applications of previous course work in supervised settings. Taught as Speaking Intensive Course. **Prerequisites:** MUE 461 or MUE 464 or MUE 467. senior standing; passed advanced piano proficiency (MEDU major, choral/general concentration only); admission to the professional semester for student teaching; **Corequisites:** MUE 466.

### MUE 466 Student Teaching Seminar 2
Forum providing special education opportunities in conjunction with student teaching experiences. Emphasis placed on professional aspects of teaching. Reading education content explored in detail. Required: student teachers. **Prerequisites:** MUE 461 or MUE 464 or MUE 467. senior standing; passed advanced piano proficiency (MEDU major, choral/general concentration only), admission to the professional semester for student teaching; **Corequisites:** MUE 465.

### MUE 467 Instrumental Music in the Schools 4
Methods of teaching instrumental music; study of administrative procedures, repertoire, personnel, and resources; application of music teaching techniques. Reading education, cultural diversity, and exceptional learner content will be explored in detail. **Prerequisites:** MUE 261, MUE 363, MUE 365, MUE 366, and MUE 367. admission to the Teacher Education Program; senior standing or permission of instructor.

### MUE 472 Instrumental Conducting II 2
Advanced conducting techniques, with emphasis on instrumental conducting.

### MUE 479 Music Education Workshop 1-3
Activities and study involving specific experiences related to music education. Semester hours, duration, and subject emphasis for the course will vary as announced. **Prerequisites:** Permission of instructor, to be based upon appropriate academic or professional training. **Notes:** Grade: Satisfactory/Unsatisfactory (S/U). May be repeated once for credit if topic differs.

### MUE 497 Directed Study in Music 1-3
Supervised research in advanced subject area resulting in written document or composition. Project outline (available in Music office) prepared by student and supervising professor and approved by Associate Dean and Dean of School of Music. **Prerequisites:** Permission of supervising professor and Dean of School of Music. **Notes:** May be repeated for credit if topic varies.

### MUE 601 Research Methods in Music 3
Writing skills, materials, and procedures utilized in music research; measurement, experimental design, theories/procedures for evaluation, statistics, computer applications, and initiation of scholarly research. **MUE 605 The Measurement of Musical Behavior 3**
Review of standardized music tests and an examination of methods for developing tests related to the measurement of musical behavior.

### MUE 618 Psychology of Music 3
The physical and psychological aspects of music involving human behavior.

### MUE 619 Acoustics of Music 3
Designed to develop an understanding of the production, transmission, and reception of musical sounds.

### MUE 627 Issues in Multicultural Music Education 3
Overview of historical, philosophical, cultural, and pedagogical issues in multicultural music education. Emphasis on the development of knowledge that will inform and enhance instructional practice.

### MUE 632 Methods and Materials of Music Reading Instruction 3
Overview of methods and materials for music reading instruction. Emphasis on connections between language and music reading. Involves weekly online sessions, individual projects, and two related workshops.

### MUE 633 Music for Exceptional Children 3
Review of the learning styles of exceptional children and the implications for providing realistic musical activities in the classroom. Emphasis will be placed on developing musical skills with special learners. **Notes:** Non-music majors may enroll.
MUE 634 Contemporary Trends in Music Education 3
Current philosophies and concepts influencing contemporary music education practices, methods, and materials. Investigation into social psychology of music as applied to existing music instruction in public schools.

MUE 639 Advanced Conducting 3
Advanced conducting skills including baton technique, score reading, rehearsal techniques, score analysis, repertoire, programming, and interpretation.
Prerequisites: Graduate standing in any Music degree program.

MUE 645 Teaching Elementary Music: Theory and Practice 3
Emphasis on strategies and materials for developing children’s musicianship and problem-solving skills. Consideration of current child development and learning theories to teaching elementary general music.
Prerequisites: Music teaching experience in elementary school or the equivalent of MUE 465 Student Teaching in Music.

MUE 646 Music Experiences: Birth through Kindergarten 3
Comprehensive overview of music experiences for children from birth to seven years. Developmentally appropriate teaching materials, methods, approaches, and strategies for preschool caregivers, general educators, and music educators are emphasized.

MUE 650 Seminar in Music Education 3
Salient philosophies, practices, and methods involving music education as considered in a social context; challenges in dealing with elementary and secondary students and opportunities for music education in the community. Individual research project required.

MUE 653 Music Supervision 3
Philosophical foundations of music education as related to the development of supervisory and administrative programs. Basic concepts of music education and means for evaluation of music education curricula.

MUE 655 Advanced Choral and General Music Methods for the Adolescent 3
Examination of contemporary research and pedagogy with an emphasis on developing appropriate instructional strategies for use with adolescent students in choral and general music classrooms.

MUE 657 Advanced Instrumental Methods 3
Overview of current practice in learning and teaching music with emphasis on the development of practical strategies for implementation within the instrumental music classroom.

MUE 658 Topics in Music Technology for Educators 1
Advanced study of music technology with an emphasis on integration into the music classroom.
Notes: May be repeated when topic varies.

MUE 659 Philosophy of Music 3
Overview of historical and current philosophies of music. Specific applications will be made to various areas of expertise, including music composition, education, history, performance, and theory.
Prerequisites: Admission to master’s or doctoral program in music.

MUE 678 Orff in the Music Classroom 3
Practical experiences in the Orff-Schulwerk process of music teaching. Recorder proficiency, Orff instrumental technique, and orchestration for Orff instrumentarium are emphasized.
Prerequisites: Graduate standing in music or permission of instructor.
Notes: Non-music majors may enroll.

MUE 679 Music Education Workshop 1-3
Activities and study involving specific experiences related to music education.
Notes: Credit hours, duration, and subject emphasis will vary as announced. May be repeated if topic differs; however, three semester hours are maximum credits allowed in master’s and specialists programs; Grade: Satisfactory/Unsatisfactory (S/U).

MUE 692A Portfolio Development in Music Education 1
Development of a portfolio that reflects the application of course work in music education to classroom teaching.
Prerequisites: Acceptance in MM in music education or permission of instructor.

MUE 692B Portfolio Development in Music Education 1
Development of a portfolio that reflects the application of course work in music education to classroom teaching.
Prerequisites: Acceptance in MM in music education or permission of instructor.

MUE 697 Directed Study in Music 1-12

MUE 699 Thesis 1-6
Individual guidance in the development of a specific research problem.

MUE 701 Research Methods in Music II 3
Advanced research methodology and procedures in music education.

MUE 703 Music and the Brain 3
An exploration of how music is processed in the brain from infancy through older age.

MUE 704 Creative Thinking in Music 3
Introduction to the major literature in creative thinking in music as it relates to music teaching and learning. Projects include creative work in music, journal entries, short papers, teaching strategies.

MUE 705 College/University Music Admin 3
Provide basic information and skills for those who are in administrative assignments, who desire careers as music administrators, or who desire and understanding of the operations of a music unit.

MUE 706 Choral Pract Around the World 3
An introduction to the issues, materials and pedagogy that inform teaching vocal music from diverse cultures to ensembles or classrooms of trained and untrained singers.

MUE 740 Music Education in Society 3
An exploration of music education with particular attention to societal influences on teaching and learning music in the classroom and/or the studio.

MUE 750 Doctoral Seminar 3
Develop an understanding of functional aspects of teaching in higher education. Assignments in specific areas of professionalism, college curriculum, and research will provide direct experiences.

MUE 797 Directed Study in Music 1-12
Supervised advanced research requiring a written document or composition.

MUE 799 Dissertation 1-12
MUE 802 Dissertation Extension 1-3
Dissertation Extension.
Music Performance (MUP)

MUP 104 Introduction to Jazz Listening 2
The jazz masters and significant jazz recordings of the 20th century will be introduced; these recordings will range from Louis Armstrong to John Coltrane. Aural recognition will be developed.
Prerequisites: Music major .

MUP 115 Composition Skills 3
Students will compose pieces and perform their compositions. Student works will imitate historical styles or be freely devised. Ability to read music and play an instrument or sing is required.
Prerequisites: Music major or permission of the instructor.
Notes: May be repeated for credit.

MUP 125 Class Voice 1
Study of basic principles of vocal production, to include acquaintance with a variety of solo literature and the development of poise and stage deportment.
Notes: May be repeated for credit.

MUP 131 Class Piano 1
Laboratory instruction in piano. Offered as preparation for piano proficiency required of music majors whose major or principal area is not piano. MUP 131, first level; MUP 132, second level; MUP 133, third level; MUP 134, fourth level.
Prerequisites: MEDU, PRFM, or MUSI major. or permission of instructor.

MUP 132 Class Piano 1
Laboratory instruction in piano. Offered as preparation for piano proficiency required of music majors whose major or principal area is not piano. MUP 131, first level; MUP 132, second level; MUP 133, third level; MUP 134, fourth level.
Prerequisites: MEDU, PRFM, or MUSI major. or permission of instructor.

MUP 133 Class Piano 1
Laboratory instruction in piano. Offered as preparation for piano proficiency required of music majors whose major or principal area is not piano. MUP 131, first level; MUP 132, second level; MUP 133, third level; MUP 134, fourth level.
Prerequisites: MEDU, PRFM, or MUSI major. or permission of instructor.

MUP 134 Class Piano 1
Laboratory instruction in piano. Offered as preparation for piano proficiency required of music majors whose major or principal area is not piano. MUP 131, first level; MUP 132, second level; MUP 133, third level; MUP 134, fourth level.
Prerequisites: MEDU, PRFM, or MUSI major. or permission of instructor.

MUP 151 Performance Studies 1-3
Instruction on principal instrument or in voice.

MUP 152 Performance Studies 1-3
Instruction on principal instrument or in voice.
Prerequisites: Audition required.
Notes: May be repeated for credit if different instrument or with approval of Department Chair. Enrollment in 2 or more credits requires coregistration in an ensemble.

MUP 153 Performance Studies 1-3
Performance studies instruction for non-majors or majors on secondary instrument/voice.
Prerequisites: Admission as a Music major. or special permission of Department; enrollment in two (2) or more s.h. requires coregistration in an ensemble;
Notes: May be repeated for credit if different instrument.

MUP 170 Italian and Latin Diction for Singers 1
Study of International Phonetic Alphabet and its application to the pronunciation of Italian and ecclesiastical Latin and special problems involved in singing these languages.
Prerequisites: MUP 170, or permission of instructor.

MUP 171 English Diction for Singers 1
Study of the International Phonetic Alphabet and its application to the pronunciation of English and special problems involved in singing in English.
Prerequisites: MUP 170, or permission of instructor.

MUP 180 Beginning Guitar 2
The development of fundamental guitar proficiency, through a wide repertoire of folk and popular songs, for students with no previous experience. Must supply a 6-string acoustic guitar.

MUP 182 Beginning Piano 2
Beginning piano performance and music fundamentals for the student with little or no previous music study.
Prerequisites: Non-music majors only.

MUP 184 Beginning Ukulele 2
The development of fundamental ukulele proficiency, through a wide repertoire of folk and popular songs, for someone with no previous experience.
Notes: Students must supply a four-string acoustic ukulele.

MUP 204 Principles of Jazz Theory 3
Foundational knowledge for the study of jazz improvisation, composition, and arranging; stressing jazz nomenclature, basic chord substitution, voice leading, and jazz keyboard skills.
Prerequisites: MUP 104 or permission of instructor.

MUP 205 Composition Studies 3
Applied instruction in music composition.
Prerequisites: MUP 115 or permission of instructor. PRFM major, composition concentration.

MUP 206 Composition Studies 3
Applied instruction in music composition.
Prerequisites: MUP 115 or permission of instructor. PRFM major, composition concentration.

MUP 220 Making Music with Computers 3
Hands-on introduction to using computers to create music. Topics include sequencing, editing, sampling, and looping. Software includes Garage Band, Logic Express, Reason, and Audacity.
GE Core: GFA

MUP 251 Performance Studies 1-6
Instruction on principal instrument or in voice.
Prerequisites: Audition required.
Notes: May be repeated for credit with approval of Department Chair. Enrollment in 2 or more credits requires coregistration in an ensemble.

MUP 252 Performance Studies 1-6
Instruction on principal instrument or in voice.
Prerequisites: Audition required.
Notes: May be repeated for credit with approval of Department Chair. Enrollment in 2 or more credits requires coregistration in an ensemble.

MUP 253 Performance Studies 1-3
Performance studies instruction for non-majors or majors on secondary instrument/voice.
Prerequisites: Admission as a Music major or special permission of Department. enrollment in two (2) or more s.h. requires coregistration in an ensemble;
Notes: May be repeated for credit if different instrument.
MUP 270 French Diction for Singers 1
Phonetic alphabet as it relates to French language and special problems involved in singing this language.
Prerequisites: MUP 170, or permission of instructor.

MUP 271 German Diction for Singers 1
Phonetic alphabet as it relates to German language and special problems involved in singing this language.
Prerequisites: MUP 170, or permission of instructor.

MUP 284 Fundamentals of Keyboard Accompanying I 1
Class discussion, study and performance of literature for voice and/or instruments with keyboard accompaniment. Special attention given to sight reading techniques, German Lieder and Italian opera reductions.
Prerequisites: MUS 106, or permission of instructor.

MUP 285 Fundamentals of Keyboard Accompanying II 1
Class discussion, study, and performance of literature for voice and/or instruments with keyboard accompaniment. Special attention given to ensemble playing, orchestral transcriptions, and the style of French melody.
Prerequisites: MUP 284, or permission of instructor.

MUP 300 Recital 0
Presentation of a varied program of music.

MUP 301 Repertoire Class 1
A workshop class where pedagogy of the performance medium is discussed and works of musical literature are performed, coached, and discussed.
Corequisites: MUP 151 or MUP 152 or MUP 251 or MUP 252 or MUP 351 or MUP 352 or MUP 451 or MUP 452.
Notes: May be repeated as often as the student is co-registered for performance studies instruction. Grade: Pass/Not Pass (P/NP).

MUP 302 Keyboard Harmony I 1
A keyboard approach to the study of harmony, emphasizing extemporaneous keyboard harmonization, harmonization of melodies, and figured bass realization.
Prerequisites: MUP 251 level in keyboard, or permission of instructor.

MUP 303 Keyboard Harmony II 1
A continuation of MUP 302; a keyboard approach to the study of harmony, emphasizing extemporaneous keyboard harmonization, harmonization of melodies, and figured bass realization.
Prerequisites: MUP 302, or permission of instructor.

MUP 305 Composition Studies 3
Applied instruction in music composition.
Prerequisites: MUP 115 or permission of instructor. PRFM major, composition concentration.

MUP 306 Composition Studies 3
Applied instruction in music composition.
Prerequisites: MUP 115 or permission of instructor. PRFM major, composition concentration.

MUP 307 Composition Seminar 1
A workshop class where pedagogy of musical composition is discussed and recent works by student and professional composers are presented, performed, coached, and/or discussed.
Corequisites: MUP 115 or MUP 205 or MUP 206 or MUP 305 or MUP 306 or MUP 405 or MUP 406.

MUP 319 Choral Conducting I 1
Conducting techniques, especially as related to choral conducting; rehearsal procedures, study of choral repertory.

MUP 321 Jazz Improvisation I 2
Basic course for the student with little or no previous experience in jazz improvisation. First semester: essential theoretical knowledge and practical skills and practice of integrating them into improvisation.
Prerequisites: MUP 204.

MUP 322 Jazz Improvisation II 2
Continued development of knowledge and skills present in MUP 321 with emphasis on increased fluency and mastery.
Prerequisites: MUP 321 or permission of instructor.

MUP 325 Singer Songwriting 3
This course is intended for anyone interested in learning the art of songwriting. To be successful, performance ability on an instrument or voice is highly recommended.

MUP 344 Digital Music Composition I 3
Introductory course in electronic composition. Lecture and laboratory experience. Projects involving analog synthesis, tape techniques, computer and MIDI control of electronic instruments.
Prerequisites: Junior standing or permission of instructor.
Notes: Open to all university students.

MUP 345 Digital Music Composition II 3
Further exploration of compositional concepts dealing with MIDI, sound synthesis, and multitracking basic recording techniques. Includes emphasis on live, interactive electronic music resources including Max/MSP C-sound, Reaktor, and others.
Prerequisites: MUP 344, or permission of instructor.

MUP 351 Performance Studies 1-6
Instruction on principal instrument or in voice.
Prerequisites: Audition required.
Notes: May be repeated for credit with approval of Department Chair. Enrollment in 2 or more credits requires coregistration in an ensemble.

MUP 352 Performance Studies 1-6
Instruction on principal instrument or in voice.
Prerequisites: Audition required.
Notes: May be repeated for credit with approval of Department Chair. Enrollment in 2 or more credits requires coregistration in a large ensemble.

MUP 353 Performance Studies 1-3
Performance studies instruction for non-majors or majors on secondary instrument/voice.
Prerequisites: Admission as a Music major or special permission of Department. enrollment in two (2) or more s.h. requires coregistration in an ensemble;
Notes: May be repeated for credit if different instrument.

MUP 372 Instrumental Conducting I 1
Introductory course in instrumental conducting. Emphasis on baton technique and non-verbal communication.
Prerequisites: Junior standing or permission of instructor.

MUP 375 Opera Performance Techniques 2
Techniques for the singer-actor; study of the materials and nature of music theatre; development of basic skills required in opera and/or music theatre.
Prerequisites: Permission of instructor.
Notes: May be repeated for credit.

MUP 400 Recital 1
Performance of a faculty approved repertoire selection of approximately 50 minutes of music.
Prerequisites: Senior status in Performance Studies.
MUP 402 Entrepreneurship in the Performing Arts 3
Focus on entrepreneurship knowledge, skills and career development in the performing arts.
Prerequisites: Junior or senior standing.
Notes: Same as ENT 402, VPA 402.

MUP 405 Composition Studies 3
Applied instruction in music composition.
Prerequisites: MUP 115 or permission of instructor. PRFM major with a composition concentration.

MUP 406 Composition Studies 3
Applied instruction in music composition.
Prerequisites: MUP 115 or permission of instructor. PRFM major with a composition concentration.

MUP 409 Jazz Pedagogy 2
Prerequisites: MUP 204.

MUP 411 Composition Workshop 3
Students will compose pieces and perform their compositions.
Prerequisites: MUP 352 or permission of the instructor.

MUP 412 Piano Pedagogy 1 3
Survey of current piano teaching philosophies, methods, and materials and their application for private and group instruction. Supervised teaching of beginning piano students.
Prerequisites: Keyboard principal or major or permission of instructor.

MUP 413 Piano Literature I 3
Survey of piano literature from ca. 1760–1825, with a preliminary investigation of music for other keyboard instruments from earliest extant sources.
Prerequisites: Junior or senior standing or permission of instructor.

MUP 414 Piano Literature II 3
Survey of piano literature from ca. 1825 to present.
Prerequisites: Junior or senior standing or permission of instructor.

MUP 415 Organ Literature 3
Survey of organ literature from sixteenth century to present.

MUP 417 Piano Pedagogy II 3
Survey of intermediate and moderately advanced teaching literature with emphasis on basic pedagogical approaches to technique, style, and interpretation. Procedures for teaching functional skills. Supervised teaching experience.
Prerequisites: Keyboard principal or major or permission of instructor.

MUP 423 Jazz Arranging I 2
Beginning study of language and techniques employed in arranging music for various jazz ensembles.
Prerequisites: MUP 204.

MUP 424 Jazz Arranging II 2
Advanced study of techniques and disciplines employed in arranging for jazz ensembles.
Prerequisites: MUP 423.

MUP 425 Organ Pedagogy 3
A study and evaluation of procedures used in the teaching of organ. Emphasis on skills and techniques through exercises and literature.
Prerequisites: Junior or senior keyboard major or principal.

MUP 426 Song Literature I 3
Survey of non-operatic solo vocal repertoire: Italian (Baroque and Classical), German, Nationalistic, Spanish. Brief historical study of major composers, poets, compositional style, and historical periods.

MUP 427 Song Literature II 3

MUP 428 Principles of Vocal Pedagogy 3
Teaching process as applied to singing. Includes historical development and an examination and comparison of concepts and approaches past and present.
Prerequisites: Senior standing as a voice major or principal or permission of instructor.

MUP 436 Band Literature 3
Band literature and origins of the band emphasizing its import and expanded cultivation during past century in United States and Europe.

MUP 437 String and Keyboard Chamber Literature 3
Survey of string and piano chamber music literature from the seventeenth century to the present. Emphasis on historical perspectives, performance of representative works, and score analysis.
Prerequisites: Junior or senior standing or permission of instructor.

MUP 447 Vocal Coaching 1
Facilitation of progressive development of voice students through advanced and comprehensive study of repertoire and performance practice, focusing primarily on diction, style, and interpretation.
Prerequisites: Voice Performance majors, junior or senior standing, and permission of coordinator of vocal area.
Corequisites: MUP 351 or MUP 352 or MUP 451 or MUP 452.
Notes: May be repeated as often as enrollment space permits.

MUP 449 Applied Performance Practice and Literature 3
Explores performance practice issues in 17th–19th century music. Students investigate period and secondary sources, apply them to their instrument/voice, and create lecture-recitals based on chosen works. Topics vary.
Prerequisites: MUS 332 or permission of instructor.
Notes: May be repeated when topic varies.

MUP 451 Performance Studies 1-6
Instruction on principal instrument or in voice.
Prerequisites: Audition required.
Notes: May be repeated for credit with approval of Department Chair. Enrollment in 2 or more credits requires coregistration in an ensemble.

MUP 452 Performance Studies 1-6
Instruction on principal instrument or in voice.
Prerequisites: Audition required.
Notes: May be repeated for credit with approval of Department Chair. Enrollment in 2 or more credits requires coregistration in an ensemble.

MUP 453A Performance Studies: Jazz 0.5-2
Performance studies instruction for non-majors or majors on secondary instrument/voice.

MUP 453B Performance Studies: Jazz Guitar 0.5-2
Performance studies instruction for non-majors or majors on secondary instrument/voice.

MUP 453C Performance Studies: Jazz Piano 0.5-2
Performance studies instruction for non-majors or majors on secondary instrument/voice.
MUP 453D Perfmnce Studies: Jazz Saxophone 0.5-2
Performance studies instruction for non-majors or majors on secondary instrument/voice.

MUP 453E Perfmnce Studies: Jazz Trumpet 0.5-2
Performance studies instruction for non-majors or majors on secondary instrument/voice.

MUP 453F Perfmnce Studies: Jazz Trombone 0.5-2
Performance studies instruction for non-majors or majors on secondary instrument/voice.

MUP 453G Perfm Studies: Jazz Percussion 0.5-2
Performance studies instruction for non-majors or majors on secondary instrument/voice.

MUP 453H Performance Studies: Jazz Bass 0.5-2
Performance studies instruction for non-majors or majors on secondary instrument/voice.

MUP 455 Orchestration 3
Advanced techniques in instrumental scoring for large ensembles such as orchestra, wind ensemble, and jazz ensemble. Historical and stylistic analysis of the art of orchestration. Additional practical exercises in scoring and arranging for small and large ensembles.

MUP 460 History of Jazz 3
Chronological survey of jazz music and jazz history. Introduction to standard reference works and investigation of socio-cultural aspects.
Prerequisites: MUP 204. junior standing.

MUP 484 Performance of Art Song Repertoire 1
Performance-based study of art song repertoire emphasizing stylistic elements. Concentrates on one language or composer each semester, including, but not limited to, German Lieder, French Melodie, American or British song.
Prerequisites: Permission of instructor.
Notes: May be repeated for credit if topic varies.

MUP 497 Directed Study in Music Performance 1-3
Supervised research in advanced subject area resulting in written document related to performance or composition. Project outline (available in Music office) prepared by student and supervising professor and approved by Department Head of Music Performance.
Prerequisites: Permission of supervising professor and Department Head of Music Performance.
Notes: May be repeated for credit if topic varies.

MUP 498 Italian for Singers 4
Study of basic grammar/vocabulary required to understand/pronounce texts from Italian opera/songs. Compares standard and operatic grammatical syntax. Covers material sufficient for basic needs and social demands of the language.
Prerequisites: MUP 170 or comparable Italian diction course from another institution.

MUP 600 Recital 1
Performance of a faculty approved repertoire selection of approximately 50 minutes of music.
Prerequisites: Permission of instructor.
Notes: Grade: Satisfactory/Unsatisfactory (S/U).

MUP 601 Repertoire Class 1
A workshop class where pedagogy of the performance medium is discussed and works of musical literature are performed, coached, and discussed.
Corequisites: Enrollment in Performance Studies Instruction.
Notes: Course may be repeated for credit.

MUP 604 Composition Seminar 1
A workshop class where pedagogy of musical composition is discussed and recent works by student and professional composers are presented, performed, coached, and/or discussed.
Corequisites: Enrollment in Performance Studies Instruction.

MUP 605 Principles of Jazz Theory 2
Establishes a foundation of knowledge for the study of jazz improvisation and composition, stressing jazz nomenclature, chord/scale analysis, basic chord substitution.
Prerequisites: Undergraduate degree in music or admission to the PBC in Jazz Studies.

MUP 609 Jazz Pedagogy 2
Prerequisites: Graduate music major.

MUP 610 Lecture-Demonstration 2
A research project leading to a public lecture recital.
Prerequisites: Permission of instructor.
Notes: Grade: Satisfactory/Unsatisfactory (S/U).

MUP 611 Composition Workshop 3
Students will compose pieces and perform their compositions.
Prerequisites: Graduate music majors or permission of instructor.
Notes: May be repeated twice for a total of 9 credit hours.

MUP 612 Piano Pedagogy 1
Survey of current piano teaching philosophies, methods, materials, and their application for private and group instruction. Supervised teaching of beginning piano students.

MUP 613 Piano Literature 1
Survey of piano literature from ca. 1760-1825, with a preliminary investigation of music for the other keyboard instruments from the earliest extant sources.

MUP 614 Piano Literature 2
Survey of piano literature from ca. 1825 to the present.

MUP 617 Piano Pedagogy 2
Survey of intermediate and moderately advanced teaching literature with emphasis on basic pedagogical approaches to technique, style, and interpretation. Procedures for teaching functional skills. Supervised teaching experience.

MUP 618 Opera Chorus 1
Performance of literature from all eras, including contemporary works for this medium.

MUP 620 Seminar in Piano 3
Study of a particular composer or genre of piano literature emphasizing stylistic features, performance problems, pedagogy, and historical perspectives. Topic to be announced.
Prerequisites: Permission of instructor.
Notes: May be repeated once for credit when topic varies.

MUP 621 Seminar in Vocal Literature 3
In-depth study of an area of vocal literature tracing the historical development and performance practice of that area. Topic to be announced.
Prerequisites: Permission of instructor.
Notes: May be repeated once for credit when topic varies.

MUP 622 Seminar in Choral Literature 3
In-depth study of a limited area of choral literature, tracing its historical development and performance practice. Topic to be announced.
Notes: May be repeated once for credit when topic varies.
MUP 623 Jazz Arranging I 2
Beginning study of language and techniques employed in arranging music for various jazz ensembles.
Prerequisites: Graduate standing in music or permission of instructor.

MUP 624 Jazz Arranging II 2
Advanced study of techniques and disciplines employed in arranging for jazz ensembles.
Prerequisites: MUP 623.

MUP 626 Song Literature I 3
Survey of non-operatic solo vocal repertoire: Italian (Baroque and Classical), German, Nationalistic, Spanish. Brief historical study of major composers, poets, compositional style, and historical periods.

MUP 627 Principles of Vocal Pedagogy 3
Teaching process as applied to singing. Includes historical development and an examination and comparison of concepts and approaches past and present.
Prerequisites: Senior or graduate standing as a voice major or principal or permission of instructor.

MUP 634 Song Literature II 3

MUP 636 Band Literature 3
Band literature and the origins of the band emphasizing its important and expanded cultivation during the past century in the United States and Europe.

MUP 637 String and Keyboard Chamber Literature 3
Survey of string and piano chamber music literature from the seventeenth century to the present. Emphasis on historical perspectives, performance of representative works, and score analysis.

MUP 638 Organ Pedagogy 3
A study and evaluation of procedures used in the teaching of organ. Emphasis on skills and techniques through exercises and literature.
Prerequisites: Junior, senior, or graduate keyboard major or principal.

MUP 640 Vocal Coaching 1
Facilitate the progressive development of voice students through advanced and comprehensive study of repertoire and performance techniques, focusing primarily on diction, style and interpretation.
Prerequisites: MUP 651 or higher standing in Performance Studies and permission of Vocal Area Coordinator.
Corequisites: MUP 651 or MUP 751.
Notes: May be repeated for credit.

MUP 641 Advanced Vocal Pedagogy 3
Practical application of proven pedagogical techniques in a supervised teaching situation.

MUP 644 Digital Music I 3
Introductory course in electronic composition. Lecture and laboratory experience.
Notes: Open to all University students.

MUP 645 Digital Music Composition II 3
Further exploration of compositional concepts dealing with MIDI, sound synthesis, multitracking, and recording techniques. Emphasis on live, interactive electronic music resources including Max/MSP, C-Sound, Reaktor, and others.
Notes: Registration restricted to graduate students in Music or with permission of instructor.

MUP 651 Performance Studies 1-6
Performance studies instruction on principal instrument, voice, composition, or conducting.
Prerequisites: By audition.
Notes: Curricular Practical Training Required for F1 Visa Holders.

MUP 652 Performance Studies 1-6
Instruction on principal instrument or in voice.

MUP 653 Performance Studies (Secondary) 0.5-2
Performance studies instruction on secondary instrument, voice, composition, or conducting.
Prerequisites: By audition.
Notes: Curricular Practical Training Required for F1 Visa Holders.

MUP 655 Orchestration 3
Advanced techniques in instrumental scoring for large ensembles such as orchestra, wind ensemble, and jazz ensemble. Historical and stylistic analysis of the art of orchestration. Additional practical exercises in scoring and arranging for small and large ensembles.

MUP 656 Oboe Ensemble 1
Performance of literature from all eras, including contemporary works for this medium.

MUP 657 Clarinet Ensemble 1
Performance of literature from all eras, including contemporary works for this medium.

MUP 658 Bassoon Ensemble 1
Performance of literature from all eras, including contemporary works for this medium.

MUP 659 Saxophone Ensemble 1
Performance of literature from all eras, including contemporary works for this medium.

MUP 660 Violin Ensemble 1
Performance of literature from all eras, including contemporary works for this medium.

MUP 661 Entrepreneurial Career Development in Music 3
Focus on the entrepreneurship knowledge, skills, and career development to enable students to become the architect of his/her future.
Notes: Same as ENT 661.

MUP 662 Viola Ensemble 1
Performance of literature from all eras, including contemporary works for this medium.

MUP 663 History of Jazz 3
Chronological survey of jazz music and jazz history. Introduction to standard reference works and investigation of socio-cultural aspects.

MUP 664 Jazz Improvisation I 2
An introduction to jazz improvisation using modal forms, blues, and ii-V-I progressions.
Prerequisites: Undergraduate degree in music or admission to the PBC Jazz Studies.

MUP 665 Advanced Jazz Improvisation 2
Continuation of Jazz Improvisation I; focus on standards through contemporary jazz performers and composers.
Prerequisites: MUP 664 Jazz Improvisation I or permission of instructor.

MUP 666 Trumpet Ensemble 1
Performance of literature from all eras, including contemporary works for this medium.
MUP 667 Horn Ensemble 1
Performance of literature from all eras, including contemporary works for this medium.

MUP 668 Organ Literature 3
Survey of organ literature from sixteenth century to present.
Notes: Open to all graduate students by permission of instructor.

MUP 669 Tuba/Euphonium Ensemble 1
Performance of literature from all eras, including contemporary works for this medium.

MUP 672 Piano Technique, Pedagogical 3
Chronological survey of theories of piano technique from the clavier methods of the early eighteenth century to the present.

MUP 674 Opera Role 1-2
Performance of literature from all eras, including contemporary works for this medium.

MUP 675 Opera Performance Techniques 2
Techniques for the singer-actor; study of the materials and nature of music theatre; development of skills required in opera/musical theatre.
Prerequisites: MUP 375 and/or permission of instructor.
Notes: May be repeated once for credit.

MUP 676 Period Music Ensembles 1
Performance of conducted and non-conducted period literature for winds, string, percussion, and voice.

MUP 677 World Music Ensembles 1
Performance of conducted and non-conducted world music literature.

MUP 678 Jazz Ensemble II 1
Performance of literature encompassing all of the jazz idioms with emphasis on contemporary compositions.

MUP 679 Men's Glee Club 1
Choral organization for graduate men's voices.

MUP 680 Schola Cantorum 1
Choral organization for mixed voices. Membership by audition.

MUP 681 Women's Glee Club 1
Choral organization for women's voices. Membership by audition.

MUP 681A Men's Glee Club 1
Choral organization for men's voices. Membership by audition.

MUP 682 University Chorale 1
Mixed choral organization of approximately 50 singers. Membership by audition.

MUP 683 Instrumental Literature and Performance Practice 3
Survey of solo and chamber literature from the 17th century to the present. Emphasis on historical perspectives, development of instrumental genres, performance practices, listening, and general score analysis.

MUP 684 Performance of Art Song Repertoire 1
Performance-based study of art song repertoire emphasizing stylistic elements. Concentrates on one language or composer each semester, including, but not limited to, German Lieder, French Melodie, American or British song.
Prerequisites: Permission of instructor.
Notes: May be repeated for credit if topic varies.

MUP 685 Trombone Ensemble 1
Performance of literature from all eras, including contemporary works for this medium.

MUP 688 Chamber Singers 1
Select mixed vocal ensemble of graduate and advanced undergraduate singers. Membership by audition.

MUP 689 Pep Band 1
The pep band performs music in a variety of styles, drives sports crowds to enthusiastic support of our Athletic teams, and provides in-game leadership in school spirit.

MUP 690 Sinfonia 1
String orchestra, performance of important works from symphonic repertoire of eighteenth, nineteenth, and twentieth centuries.

MUP 691 University Orchestra 1
Full symphony orchestra, performing works from the symphonic repertoire of the eighteenth, nineteenth, and twentieth centuries.

MUP 692 University Band 1
Performance of literature from all eras, including contemporary works for this medium.

MUP 693 University Wind Ensemble 1
Performance of selected works for wind ensemble including both original and transcribed literature. Advanced performers only. Membership by audition.

MUP 694 Symphonic Band 1
Performs literature from all eras, including contemporary works for this medium. Open to all University students.

MUP 694B University Band 1
Performs literature from all eras, including contemporary works for this medium. Open to all University students.

MUP 695 Jazz Ensemble 1

MUP 696 Studio Ensemble 1
Participation by audition in studio ensembles appropriate to the individual's performance area. Contact the School of Music for a list of studio ensembles and specific audition requirements.

MUP 697 Directed Study in Music Performance 1-12
Supervised directed study requiring a written document or composition.
Prerequisites: Permission of supervising professor. Director of Graduate Study, and School of Music Director.

MUP 698 Italian for Singers 4
Study of basic grammar/vocabulary required to understand/pronounce texts from Italian opera/songs. Compares standard and operatic grammatical syntax. Covers material sufficient for basic needs and social demands of the language.
Prerequisites: MUP 170 or comparable Italian diction course from another institution.

MUP 699 Thesis 1-6
Individual guidance in the development of a specific performance or composition project.

MUP 728 Advanced Vocal Pedagogy 3
Practical application of proven pedagogical techniques in a supervised teaching situation.
Prerequisites: MUP 628.

MUP 730 The Study and Pedagogy of Phonetics as Applied to Singing 3
The International Phonetic Alphabet as applied to the singing of English, Italian, German, and French. Emphasis on vocal interpretation of the symbolic language and functional skills of teaching.
Prerequisites: Singing experience in Italian, French, and German.
MUP 748 Practicum in Instrumental Pedagogy 3
Provides advanced knowledge of and practical experience in instrumental pedagogy through an interdisciplinary approach in areas of anatomy, physiology, kinesiology, pathology, technology, psychology, and applied performance.
Prerequisites: MUP 651.

MUP 750 College Teaching: The Tenure Track 3
Issues related to teaching performing arts in higher education. Topics include curriculum design, teaching methods, evaluation, promotion, school/departmental structure, job searching/resume preparation, copyright, publication, etc.
Prerequisites: Admission to a terminal degree program in the School of Music.

MUP 751 Performance Studies 1-6
Performance studies instruction on principal instrument, voice, composition, or conducting.
Prerequisites: By audition.
Notes: Curricular Practical Training Required for F1 Visa Holders.

MUP 797 Directed Study in Music Performance 1-12
Supervised advanced research requiring a written document or composition.
Prerequisites: Permission of supervising professor. Director of Graduate Study Dean, and School of Music Director.

MUP 799 Dissertation 1-12

MUP 801 Thesis Extension 1-3
Thesis Extension.

MUP 802 Dissertation Extension 1-3
Dissertation Extension.

Music Studies (MUS)

MUS 090 BA Convocation 0
Monthly presentations by PRFM or MEDU major students, faculty, and guests.
Notes: Grade: Pass/Not Pass (P/NP).

MUS 100 Fundamentals of Music 2
Fundamentals of Western music theory, staves, clefs, rhythm, meter, key signatures, scales, and intervals.
Notes: For non-music majors and music majors and minors who did not pass the fundamentals exam.

MUS 101 Music Theory I 3
Basic elements of the Western musical language. Rhythm and meter, counterpoint, figured bass, triads and seventh chords; introduction to part writing and harmonic progression.
Prerequisites: Passing score on the music fundamentals exam or successful completion of MUS 100. Music major or minor.

MUS 102 Music Theory II 3
Continued study of diatonic harmony; introduction to form, including motive, phrase, sentence, and period.
Prerequisites: MUS 101 and MUS 105. or permission of theory coordinator; Music major or minor.

MUS 105 Ear-Training I 1
Music reading and dictation. Performance, aural recognition, and notation of melody, triads, and two-voice counterpoint.
Prerequisites: Admission as a music major or minor. passing score on the music fundamentals exam or successful completion of MUS 100, if that course is required.

MUS 106 Ear-Training II 1
Continuation of music reading and dictation. Performance, aural recognition, and notation of melody, rhythm, harmony, and two-voice counterpoint.
Prerequisites: MUS 101 and MUS 105. or permission of theory coordinator.

MUS 107 Technology for Musicians I 1
Introduction to computer/computer applications: word processing, database, spreadsheet, music notation, Internet and online library, Web page and multimedia development. Experience using, creating, and evaluating computer media for music.
Prerequisites: Music major.

MUS 108 Technology for Musicians II 1
Further study of computer hardware and software applications in music performance, research, instruction, and multimedia. Hands-on experience using, creating, and evaluating computer media for music.
Prerequisites: MUS 107 and music major.

MUS 120 Freshman Seminar: Sound Listening 1
Freshman seminar developing attentive listening skills and examining different theories of sound and/or music perception.
Notes: Required of MUSI majors, but open to MEDU and PRFM majors.

MUS 126 Class Voice 2nd LE 1

MUS 135 Musicology Research 3
Introduction to the basic tools of musicological inquiry, including music vocabulary, reading in the discipline, basic library research, and expository writing; cultural awareness; attentive listening to Western and global music.
GE Core: GPR
GE Marker: GN
Notes: Open to all University students.

MUS 142 Music Literature 3

MUS 152CC Da Gamba 0.5-2

MUS 152F Perf Studies:Piccolo 0.5-2

MUS 152Q Perf Studies:Harp 0.5-2

MUS 161 Class Strings 1

MUS 164 Class Bras 1

MUS 166 Class Percussion 1

MUS 201 Music Theory III 3
Introduction to chromatic harmony and small forms. Secondary dominants, modulation, and modal mixture; binary, ternary, and variations.
Prerequisites: MUS 102 and MUS 106. or permission of theory coordinator; Music major or minor.

MUS 202 Music Theory IV 3
Continued study of chromatic harmony and introduction to large forms. Chromatic and enharmonic modulation; rondo, sonata, and sonata-rondo.
Prerequisites: MUS 201 and MUS 205. or permission of theory coordinator; Music major or minor.

MUS 205 Ear-Training III 1
More advanced music reading and dictation. Performance, aural recognition, and notation of diatonic and chromatic melody, harmony, and two-voice counterpoint.
Prerequisites: MUS 102 and MUS 106. or permission of theory coordinator.
MUS 206 Ear-Training IV 1
Continuation of more advanced music reading and dictation. Performance, aural recognition, and notation of melody, harmony, and two-voice counterpoint.
**Prerequisites:** MUS 201 and MUS 205. or permission of theory coordinator.

MUS 211 Topics in Pop Music 3
Examines popular music in the context of social, cultural, and political climates. Illustrates how music is an inexorable agent of social change and identity. No previous musical experience required.
**GE Core:** GFA

MUS 214 Jazz Appreciation 3
Introductory course focusing on jazz. Students gain understanding of aims and methods of artistic expression and the role of cultural traditions and artistic value in human society. No musical training required.
**GE Core:** GFA

MUS 241 Music Appreciation 3
Introduction to Western culture art music through a survey of its history, composers, forms, styles. Requires listening assignments and recital attendance. No musical training required.
**GE Core:** GFA
**GE Marker:** GL
**Prerequisites:** Non-music majors only.

MUS 242 Music for Film 3
Familiarizes students with how music operates in films from the major film industries of the world, and introduces and engages musical-cinematic trends over the course of the twentieth and twenty-first centuries.
**GE Core:** GFA

MUS 252A Perf Studies:Horn 0.5-2
MUS 252AA Coaching 0.5-2
MUS 252B Perf Studies:Trumpet 0.5-2
MUS 252C Perf Studies:Trombone 0.5-2
MUS 252CC Da Gamba 0.5-2
MUS 252D Perf Studies:Euphonium 0.5-2
MUS 252E Perf Studies:Tuba 0.5-2
MUS 252F Perf Studies:Piccolo 0.5-2
MUS 252G Perf Studies:Flute 0.5-2
MUS 252J Perf Studies:Bassoon 0.5-2
MUS 252K Perf Studies:Saxophone 0.5-2
MUS 252L Perf Studies:Guitar 0.5-2
MUS 252M Perf Studies:Violin 0.5-2
MUS 252P Perf Studies:String Bass 0.5-2
MUS 252Q Perf Studies:Harp 0.5-2
MUS 252T Perf Studies:Organ 0.5-2
MUS 252U Perf Studies:Harpsichord 0.5-2
MUS 252V Perf Studies:Fortepiano 0.5-2
MUS 252W Perf Studies:Percussion 0.5-2
MUS 252Z Perf Studies:Conducting 0.5-2
MUS 253F Perf Studies:Jazz Trombone 0.5-2
MUS 253G Perf Studies:Jazz Percussion 0.5-2
MUS 253H Perf Studies:Jazz Bass 0.5-2
MUS 292 Univ Concert Band 1

MUS 301 Analysis of Music Since 1900 3
Advanced study of pitch and rhythm in Western music since 1900, including both post-tonal and neo-tonal repertoire. Analysis of relevant works and composition exercises based on models.
**Prerequisites:** MUS 202 and MUS 206. or permission of instructor.

MUS 310 Young Adult Literature 3
Focus on the historical and critical study of the Young Adult genre; examination of themes; strategies of effective reading; discussion techniques for teachers.

MUS 325 First Nights: Five Performance Premieres 3
Consideration of five pieces of music both as artworks and moments of cultural history. Study of the techniques of musical listening and the historical context of each premiere.
**GE Core:** GFA
**GE Marker:** GL

MUS 326 Music and Environment 3
Consideration of creative works and traditions relating human sound (music, noise, etc.) and the natural environment from artistic, humanistic, and scientific perspectives.

MUS 329 History of Rock Music 3
Survey of rock music from the 1950s to the present. Emphasis will be placed on identifying specific styles and explaining the influence of key performers.
**GE Core:** GFA
MUS 331 History of Western Music I 3
Music history of the Western tradition from its beginnings to about 1600.
**LEC:** GMO
**Prerequisites:** MUS 333 or permission of instructor.

MUS 332 History of Western Music II 3
History of Western art music traditions from the early Christian era to about 1750.
**GE Core:** GFA
**GE Marker:** GL
**Prerequisites:** MUS 135. 
**Notes:** Open to all university students.

MUS 333 History of Western Music III 3
History of Western art music traditions from about 1750 to the present.
**GE Marker:** GN
**Prerequisites:** MUS 135 or permission of instructor.

MUS 334 American Music 3
History of music in America. Ballads, spirituals, gospel, blues, jazz, bluegrass, musical theater, rhythm and blues, rock and roll, and Native American music.
**GE Core:** GHP
**LEC:** GMO

MUS 343 Music Cultures of the World 3
Survey of major world music cultures moving from Africa through the Middle East, Iran, India, Indonesia, Japan, China, and America. No prior knowledge of music is required.
**GE Core:** GPR
**GE Marker:** GN

MUS 352A Conducting 0.5-2
MUS 352CC Da Gamba 0.5-2
MUS 353E Perf Studies: Jazz Trumpet 0.5-2
MUS 353F Perf Studies: Jazz Trombone 0.5-2
MUS 353G Perf Studies: Jazz Percussion 0.5-2
MUS 353H Perf Studies: Jazz Bass 0.5-2
MUS 354 Modern Asia Through Its Music 3
Exploration of modern Asian music and culture. Examines relationships between music and national identity, ethnicity, politics, colonialism, religion, and other cultural phenomena in East, South, and Southeast Asia.
**GE Core:** GPR

MUS 369 Music and the Grand Tour 3
Examines the historical phenomenon of the Grand Tour and its repercussions for European musical life since the seventeenth century; includes critical reflection on related modern tourism, including relevant sustainability issues.
**GE Core:** GFA
**GE Marker:** GL

MUS 392 Univ Concert Band 1

MUS 398 Jazz Lab Ensemble 1

MUS 420 Keyboard Skills for Music Theory 1
Instruction and practice leading to the development of functional keyboard skills essential for teaching and advanced study in music theory.
**Prerequisites:** MUSI major, MUS 202, MUS 206, and MUP 134 (or proficiency), or permission of instructor;
**Notes:** May be taken four (4) times for a total of 4 s.h.

MUS 425 Music of Sub-Saharan Africa 3
Study of traditional and popular musics in Africa in relationship to social and historical contexts. Topics include regional styles, performers’ roles, instruments, concepts and uses of music, and performance contexts.
**GE Marker:** GN
**Notes:** Open to all university students.

MUS 431 Selected Topics in Ethnomusicology 3
This course with rotating topics will examine particular music traditions and current issues in the field of ethnomusicology beyond the survey level. Topics may focus on geographical areas (Africa, Indonesia, Native American, etc.) or theoretical/methodological issues (Music and Gender, Music and Identity, Popular Music, Fieldwork, etc.).

MUS 439 Tonal Counterpoint 3
Contrapuntal techniques and standard forms of the middle and late Baroque. Analysis of music by composers from Corelli to Bach, composition in representative forms, and aural training.
**Prerequisites:** MUS 202 and MUS 206.

MUS 451Q Perf Studies: Harp 0.5-3
MUS 451T Perf Studies: Organ 0.5-3
MUS 451U Perf Studies: Harpsichord 0.5-3

MUS 455 The Symphonic Tradition 3
Advanced study of symphonic styles and techniques from Baroque era to present.
**Prerequisites:** MUS 333 or permission of instructor.

MUS 465A Student Teaching General 10

MUS 465B Stu Tchng Woodwinds Brass Per 10

MUS 465C Student Teaching Strings 10

MUS 482 Advanced Tonal Analysis 3
Analysis of selected major compositions in the tonal repertoire. Reading and discussion of literature on theoretical concepts and on analysis and interpretation.

MUS 483 Music before 1600 3
Examines musical traditions before 1600 beyond the survey level. Topics may include gender/sexuality, geography, institutions, orality, performance practice, print/manuscript culture, and/or religion.
**Prerequisites:** MUS 332 or permission of instructor.

MUS 484 Music from 1600 to 1800 3
Examines musical traditions ca. 1600–1800 beyond the survey level. Topics include performance practice, nationalism, gender and sexuality, religion, orality/notation, organology, and iconography.
**Prerequisites:** MUS 332 or permission of instructor.

MUS 485 Music of the Nineteenth Century 3
Examines musical traditions ca. 1789–1914 beyond the survey level. Topics may include gender/sexuality, institutions, nationalism, nature, performance practice, and/or religion.
**Prerequisites:** MUS 333 or permission of instructor.

MUS 486 Music of the Twentieth Century 3
Examines musical traditions from ca. 1880 to the present beyond the survey level. Topics include music and the State, gender/sexuality, ethnicity and identity, cultural policy/politics, religion, and/or multimedia.
**Prerequisites:** MUS 333 or permission of instructor.

MUS 492 Capstone Seminar in Music Studies 3
This senior capstone course for the Bachelor of Arts in Music engages areas of music study—musicology, music theory, and ethnomusicology—through a series of lectures, discussions, and student presentations.
**Prerequisites:** MUS 332 or MUS 333 or permission of instructor.
MUS 495 History of Opera 3
Principal opera composers and styles from Monteverdi to the present; analytical study of selected major works.
Prerequisites: MUS 333 or permission of instructor.
MUS 497 Directed Study in Music 1-3
Supervised research in advanced subject area resulting in written document or composition. Project outline (available in Music office) prepared by student and supervising professor and approved by Associate Dean and Dean of School of Music.
Prerequisites: Permission of supervising professor and Dean of the School of Music.
Notes: May be repeated for credit if topic varies.
MUS 551Q Perf Studies: Harpsichord 0.5-3
MUS 551U Perf Studies: Harpsichord 0.5-3
MUS 602 Seminar in Music Research and Writing 3
Musical bibliography encompassing a range of print and electronic sources and databases. Methods for researching and writing about music, including research papers, music criticism, and other genres.
MUS 625 Msc / Citre Sub Saharan Africa 3
Traditional and popular musics in Africa in relationship to social and historical contexts; topics include regional styles, performers' roles, instruments, concepts and uses of music, and performance contexts.
MUS 631 Selected Topics in Ethnomusicology 3
Music traditions and current issues in the field of ethnomusicology. Topics may focus on geographical areas or theoretical/methodological issues.
Prerequisites: MUE 601 or MUS 602.
Notes: May be repeated for credit when topic varies.
MUS 638 Exploring Musical Cultures 1-3
This course is used for music-study trips. Offered only when a course accompanies a specific trip. Variable credit.
MUS 639 Tonal Counterpoint 3
This course thoroughly examines the Five Species of 18th Century contrapunctual technique. It includes written and analytical assignments, culminating in creative projects: a two-part invention and a three-voice fugue.
MUS 644 Pedagogy of Music Theory 3
Survey of philosophies, curricula, course content, and teaching approaches for undergraduate courses in music theory and aural skills.
Prerequisites: Passing score on graduate theory diagnostic exam.
MUS 655 The Symphonic Tradition 3
Advanced study of symphonic styles and techniques from Baroque era to present.
MUS 660 Theory and Analysis of Rhythm 3
Survey of theories and analytical approaches regarding the temporal organization of music.
Prerequisites: Passing score on graduate theory diagnostic exam.
MUS 662 Schenkerian Analysis 3
Theories and analytical methods of Heinrich Schenker as applied to masterworks of the tonal repertory. Selected readings from Schenkerian literature.
Prerequisites: MUS 508 or the equivalent. Passing score on graduate theory diagnostic exam.
MUS 664 Post-Tonal Theory 3
In-depth study of theoretical and analytical approaches to post-tonal music. Readings, analyses, papers, and presentations required.
Prerequisites: Passing score on graduate theory diagnostic exam.
MUS 665 History of Opera 3
Principal opera composers and styles from Monteverdi to the present; analytical study of selected major works.
MUS 667 BioMusic Grounding/Practice 3
Exploration of the origins of music-making in animals, including humans. Examination of music and natural sounds in contexts of biodiversity, cultural diversity, and complex communication systems.
MUS 669 Music and the Grand Tour 3
Examines the historical phenomenon of the Grand Tour and its repercussions for European musical life since the seventeenth century. Includes critical reflection on related modern tourism, including relevant sustainability issues.
MUS 674 Masterpieces of Musical Styles 3
In depth study of five masterpieces of music history selected from a variety of periods.
Prerequisites: Passing score on graduate music history diagnostic exam.
MUS 683 Music Before 1600 3
Examines musical traditions before 1600 beyond the survey level. Topics may include gender/sexuality, geography, institutions, orality, performance practice, print/manuscript culture, and/or religion.
MUS 684 Music from 1600 to 1800 3
Examines musical traditions ca. 1600-1800 beyond the survey level. Topics include performance practice, nationalism, gender and sexuality, religion, orality/notation, organology, and iconography.
MUS 685 Music of the Nineteenth Century 3
Examines musical traditions ca. 1789-1914 beyond the survey level. Topics may include gender/sexuality, institutions, nationalism, nature, performance practice, and/or religion.
MUS 686 Music of the Twentieth Century 3
Examines musical traditions from ca. 1880 to the present beyond the survey level. Topics may include music and the State, gender/sexuality, ethnicity and identity, cultural policy/politics, religion, and/or multimedia.
MUS 687 Aural and Keyboard Skills for Music Theory 1
Instruction and practice leading to the development of aural and keyboard skills sufficient for instructors of music theory and ear training.
Prerequisites: Admission to the master's degree program in music theory or the certificate program for music theory pedagogy.
Notes: May be repeated for credit.
MUS 689 Practicum in Teaching Music Theory and Musicology 1
Supervised teaching of basic music theory and aural skills, music history, music appreciation, or world music.
Prerequisites: Admission to the certificate program in music theory pedagogy or in musicology.
MUS 690 Current and Historical Trends in Music Theory 3
Survey of the discipline of music theory. Current and historical topics such as rhythm & meter, form, tuning & temperament, pop-rock & jazz, scale theory, and neo-Riemannian theory.
Prerequisites: Passing score on graduate theory diagnostic exam.
MUS 692 Advanced Tonal Analysis 3
This course thoroughly examines the Five Species of 18th Century contrapunctual technique. It includes written and analytical assignments, culminating in creative projects: a two-part invention and a three-voice fugue.
MUS 697 Directed Study in Music Studies 1-12
Supervised advanced research requiring a written document or composition.
Prerequisites: Permission of supervising professor, Director of Graduate Study, and Dean School of Music Director.

MUS 698 Document in Music Theory 1,2
Development of research topic in music theory.
Notes: May be taken for 2 credits in one semester or 1 credit per semester for two semesters.

MUS 699 Thesis 1-6
Individual guidance in the development of a specific research problem.

MUS 706 Seminar in Music History 3
Selected compositions, including contemporary writings about musical culture with reference to the composers.
Prerequisites: MUE 601 or MUS 602, and passing score on the graduate music history diagnostic exam. or permission of instructor;
Notes: May be repeated once for credit when topic varies.

MUS 707 Seminar in Musical Analysis 3
Rotating topics in musical analysis such as a particular historical period, genre, composer, or style.
Prerequisites: Passing score on graduate theory diagnostic exam.
Notes: May be repeated once for credit when topic varies.

MUS 711B ExCr:Topics in Music Technology 1
Topics to include Music Notation, Recording Techniques, Web Design in the Performing Arts. Technology for Music Education, Mobile Technology and more.

MUS 797 Directed Study in Music Studies 1-12
Supervised advanced research requiring a written document or composition.
Prerequisites: Permission of supervising professor, Director of Graduate Study, and School of Music Director.

MUS 799 Dissertation 1-12

MUS 801 Thesis Extension 1-3
Thesis Extension.

NAN 603 Nanophysics 3
Emphasis on the areas of physics critical to nanoscience including solid state physics, statistical mechanics, quantum concepts, biophysics, chemical physics, and nanodevices based on semiconductors.
Prerequisites: Graduate student in nanoscience or permission of instructor.

NAN 604 Nanotechniques 3
Fundamental techniques used in nanotechnology, including methods for nanofabrication, nanocharacterization, and nanomanipulation.
Prerequisites: Graduate student in nanoscience or permission of instructor.

NAN 605 Mathematical Methods in Nanoscience and Nanoengineering 3
An emphasis of this required course will be on the areas of mathematics critical to nanoscience and nanoengineering including application of differential equations to numerical and analytical modeling of nanostructures.
Prerequisites: Graduate student in Nanoscience or permission of instructor.

NAN 609 Nanosafety 3
An interdisciplinary course utilizing variety of academic disciplines (chemistry, physics, biology). Addresses the impact of nanomaterials through the range of organization that exists within living systems (molecular to societal).

NAN 611 Nanoscience Laboratory Rotation 1
A 7-week laboratory rotation intended to develop skills with scientific equipment and provide initial experience with nanoscale research. Four distinct laboratory rotations are required for the PhD in nanoscience.
Prerequisites: Graduate student in nanoscience or permission of instructor.
Notes: May be repeated for credit.

NAN 612 Food and Agricultural Nanotechnology 3
Prerequisite: Graduate students in the Nanoscience Master’s program, Nanoengineering Master’s and PhD program, food and agricultural science graduates and professionals, or by permission of instructor.

NAN 615 Introduction to Spectroscopy Methods in Nanoscience 3
This course will introduce spectroscopy methods that, widely used in physics, chemistry, and biological sciences, provide knowledge for estimating applicability ranges of various methods, and teach basics of spectroscopy instruments and data analysis.
Prerequisites: NAN 601, NAN 603, NAN 605.

NAN 620 Immunology 3
A study of the molecular and cellular basis of the immune system. Topics include the properties of antigens and immunoglobulins, the development and regulation of humoral and cell-mediated immunity, resistance and immunization to infectious diseases, allergies, and autoimmune and immunodeficiency disorders.
Prerequisites: UNCG graduate student in sciences.

NAN 621 Professional Development Seminar I 1
Workplace issues including ethics, confidentiality, writing and presentation skills, innovation, entrepreneurship, and emerging issues in nanotechnology.
Prerequisites: Graduate student in nanoscience or permission of instructor.
NAN 622 Professional Development Seminar II 1
Workplace issues including business plans, globalization, emerging issues in nanotechnology, and further development of writing and presentation skills, innovation, and entrepreneurship.
Prerequisites: Graduate student in nanoscience or permission of instructor.

NAN 623 Optical Microscopy for Nanoscience 4
This course presents the fundamental principles underlying modern optical microscopy in the context of nanoscience and the demonstrated application and practice of advanced optical microscopy techniques in the context of laboratory experiences.
Prerequisites: NAN 604 for Nanoscience students or permission of instructor for students in other programs.
Notes: Registration restricted to science majors (Nanoscience, Chemistry, Biology, Nutrition, or related majors).

NAN 625 Molecular Biology in Nanosciences 3
A lecture and laboratory course introducing graduate level science students to the principles and practices of molecular biology with emphasis on its application and integration with nanoscience.
Prerequisites: Graduate students in nanoscience or other program with permission of instructor. Must have taken Basic Biology (Biology 111-112) and chemistry classes (Chem 111-115) or equivalent.

NAN 626 Introduction to Stem Cell Biology and Ethics 3
Fundamental issues, experimental approaches, and emerging areas in stem cell research accompanied by an understanding of the attendant ethical issues that arise from their use in healthcare applications.
Prerequisites: UNCG graduate student in sciences.

NAN 630 Advances in Bio-Sensors 3
Interdisciplinary cutting-edge advances in biosensors with nano-perspectives; specific emphasis on fundamentals, principles and progresses of various types of nanobiosensors, and applications in disease diagnosis, biomedicines, life science and environmental monitoring.
Prerequisites: NAN 601, NAN 602, NAN 603, or equivalent courses.
Corequisites: Graduate students at UNCG or JSNN or permission of instructors.

NAN 655 Biometrics and Biomaterials 3
Prerequisite: NAN 602, NAN 604, or permission of instructor;
Notes: Emphasizes the biomimetic and biological materials development and characterization. Topics range from natural to synthetic biomaterials, characterization of biomaterial properties, and discovery and application of novel biologically inspired materials.

NAN 692 Directed Studies in Nanoscience 1-4
This course gives students flexibility in guided readings, research, and individual project work under direction of a staff member that compliments their graduate project related to nanoscience.
Prerequisites: Permission of the Director of Graduate Study in Nanoscience and the professor who will supervise the study.
Notes: Repeatable up to 4 credits.

NAN 698 Professional MS in Nanoscience Internship 6
Prerequisite: Graduate student in nanoscience or permission of instructor;
Notes: Grade: Satisfactory/Unsatisfactory (S/U).

NAN 699 Thesis 1-6
NAN 705 Macromolecular and Supramolecular Chemistry 3
This course provides the fundamental concepts of macromolecular and supramolecular chemistry, self-assembly methodologies for supramolecular architectures, synthesis of hybrid nanomaterials and their applications in nanoscience and nanotechnology.
Prerequisites: Nanochemistry (NAN 601) or Advanced Organic Chemistry course (CHE 553) or equivalent.

NAN 710 Scientific Integrity 1
Explores contemporary issues related to scientific integrity and responsible conduct in research. Case-driven topics expose students to the issues that arise in scientific research and ways to handle these issues.
Prerequisites: Student at UNCG or JSNN or Permission of Instructor.

NAN 711D ExCr:Thn Fm Dpstn Etg Nnmdl Ap 4
This course reviews techniques used for thin film deposition and patterning and discusses applications in the nanobiomedical space.

NAN 711E ExpCrs:Single-Molecule Biophys 3
Experimental methodologies and theoretical underpinnings of single-molecule biophysics research, with a focus on the role of such studies in nanoscience. Topics include widely-used preparations, techniques, and models for interpreting results.

NAN 711F ExpCrs: Scientific Integrity 1
Explores contemporary issues relating to scientific integrity and responsible conduct in research (RCR). Topics expose students to the issues that arise in scientific research such as authorship on publications, use of animals and human subjects, conflicts of interest, etc. and ways to handle these issues.

NAN 724 Nanoscale Reactions 3
A comprehensive introduction to principles, mechanisms and applications of homo- and heterogeneous chemical or physic-reactions from nano-scale perspective incorporating recent research activities from selected peer-reviewed articles.

NAN 730 Nanoscale Reactions 3
A comprehensive introduction to principles, mechanisms and applications of homo-and heterogeneous chemical or physic-reactions from nano-scale perspective incorporating recent research activities from selected peer-reviewed articles.
Prerequisites: NAN 601, NAN 602, NAN 603 or equivalent courses.
Corequisites: Graduate student at UNCG or JSNN or permission of instructors.
Notes: Emphasizes the biometric process of materials of biological interest. Topics range from natural to synthetic biomaterials, characterization of biomaterial properties, and discovery and application of novel biologically inspired materials.

NAN 735 Nanomaterials and Reactions by Design 3
Prerequisite: Graduate student in nanoscience or permission of instructor. Nanoscience graduate students must have completed JSNN's Fundamentals of Nanoscience Courses, i.e. NAN 601, 602, 603, 604 or NAN 701, or their equivalent.

NAN 740 Nonlinear Waves in Biological Excitable Media 3
Dynamics of reaction-diffusion waves and implementation of theoretical methods to the analysis of these waves in cardiac muscle and nerves.
Prerequisites: Graduate student in nanoscience or permission of instructor.

NAN 745 Nanobiography 3
Use of nanoparticles for in vivo diagnostic medical imaging and therapy.
Prerequisites: Graduate student in nanoscience or permission of instructor.
NAN 750 Nanomedicine 3
General underlying mechanisms leading to inflammation, infectious disease, cancer, and autoimmune disease and the potential nanotechnology has on diagnosing, preventing, and treating these diseases.
Prerequisites: Graduate student in nanoscience or permission of instructor. Basic biology.

NAN 771 Computational Quantum Nanochemistry 3
Fundamentals of computational quantum mechanics and related computational methods applicable to nanoscience. Includes hands-on computer exercises.
Prerequisites: Graduate student in nanoscience or permission of instructor.

NAN 799 Nanoscience Dissertation Research 1-12

NAN 801 Thesis Extension 1-3
Thesis Extension.

NAN 802 Dissertation Extension 1-3
Dissertation Extension.

NAN 803 Research Extension 1-3

Nursing (NUR)

NUR 110 Introduction to Nursing: Academic Preparation and Professional Practice 2
Introduction to professional nursing practice with development of academic skills and knowledge of university resources related to the nursing major.
Prerequisites: Freshman Pre-Nursing major or permission of course faculty.

NUR 210 Fundamental Concepts in Nursing 3
Introduction to fundamental concepts in nursing.
Prerequisites: Admission to NURS major.

NUR 210S Concepts in Nursing 4

NUR 220 Nursing Assessment of Well Individuals 3
Introduction to basic nursing assessment of well individuals over the life span. Laboratory activities encourage development of skills in interviewing, physical examination, and documentation of information.
Prerequisites: Admission to NURS major. Pr. or Coreq.: NUR 210.

NUR 220L Nursng Assessmnt Well Indiv Lb 0

NUR 220S Nur Assessmnt Well Individ 4

NUR 310 Nursing Care of Individuals with Neurobehavioral Problems across the Lifespan 4
Nursing care of individuals who have neurobehavioral problems
Prerequisites: NUR 210 and NUR 220. NURS major;
Corequisites: NUR 310L.
Notes: Students must provide own transportation to practicum experiences.

NUR 310L Practicum for Nursing Care of Individuals with Neurobehavioral Problems across the Lifespan 1
Practicum for nursing care of individuals who have neurobehavioral problems. Clinical activities in selected behavioral health savings.
Prerequisites: NUR 210 and NUR 220. NURS major;
Corequisites: NUR 310.

NUR 320 Nursing Care of Individuals with Chronic Physiological Problems 3
Nursing care of clients who have chronic physiological problems.
Prerequisites: NUR 210 and NUR 220. NURS major;
Corequisites: NUR 320L.
Notes: Students must provide own transportation to practicum experiences.

NUR 320L Practicum for Nursing Care of Individuals with Chronic Physiological Problems 2
Practicum for nursing care of clients who have chronic physiological problems.
Prerequisites: NUR 210 and NUR 220. overall minimum GPA of C; NURS major;
Corequisites: NUR 320.

NUR 330 Global Perspectives on the Health of Women 3
Global perspectives on women's health issues.
GE Marker: GL

NUR 340 Health and Illness in Infants, Children and Adolescents 3
Nursing care and health promotion of infants, children, and adolescents with acute and chronic illness, special health care needs, and those receiving well child care.
Prerequisites: NUR 210 and NUR 220. NURS major;
Corequisites: NUR 340L.
Notes: Students must provide own transportation to practicum experiences.

NUR 340L Practicum for Health and Illness in Infants, Children and Adolescents 1
Practicum for nursing care and health promotion of infants, children, and adolescents with acute and chronic illness, special health care needs, and those receiving well child care.
Prerequisites: NUR 210 and NUR 220. NURS major;
Corequisites: NUR 340.

NUR 345 Basic Health Management of Children 3
Health appraisal and recognition of symptoms of illness in children. Emphasizes needs of children in group settings from infancy through elementary school age.
Prerequisites: HDF 211.

NUR 346 Introduction to Health Care Informatics 3
Exploration of informatics and health care technologies in the management of individuals, groups, and organizations for the improvement of patient outcomes.
Prerequisites: Must be licensed Registered Nurse. minimum GPA of C (2.0), or permission of instructor.

NUR 355 Pathophysiology and Pharmacology for Nursing 4
Study of pathophysiology changes that influence disease processes across the lifespan and related pharmacological therapies.
Prerequisites: NUR 210 and NUR 220. NURS major.

NUR 360 Childbearing and Reproductive Health 3
Nursing care of women and families along the childbearing continuum. Topics include reproductive health, promotion of health for pregnancy and birth, nursing management of complications, and newborn care.
Prerequisites: NUR 210 and NUR 220. NURS major;
Corequisites: NUR 360L.
Notes: Students must provide own transportation to practicum experiences.
NUR 360L Practicum for Childbearing and Reproductive Health 1
Practicum for nursing care of women and families along the childbearing continuum. Topics include reproductive health, promotion of health for pregnancy and birth, nursing management of complications, and newborn care.
Prerequisites: NUR 210 and NUR 220. NURS major;
Corequisites: NUR 360.

NUR 365 Interprofessional Education Seminar 1
Clinical application of theories, concepts, and research related to collaborative interprofessional education (IPE) across healthcare disciplines.
Prerequisites: NUR 210, NUR 220, and NUR 380. NURS major.

NUR 370 Concepts of Professional Nursing 3
Study of basic concepts in professional nursing.

NUR 371 Nursing Health Assessment 3
Study of the health assessment of individuals over the life span. Laboratory activities promote the development of assessment skills.
Prerequisites: Must be licensed Registered Nurse. overall minimum GPA of C (2.0)

NUR 375 Nursing Informatics and Technology 2
Focus on the use of electronic technologies and the management of information to facilitate nursing practice and enhance quality care.
Prerequisites: NUR 210 and NUR 220. NURS major;
Corequisites: NUR 310 and 310L. or NUR 320 and 320L; or NUR 340 and 340L; or NUR 360 and 360L.

NUR 380 Nursing Skills 2
Introduction and practice of nursing skills necessary for care of clients in clinical settings.
Prerequisites: NUR 210 and NUR 220. NURS major.

NUR 385 Critical Reasoning 1
This application based course focuses on the development and improvement of critical reasoning skills for professional nursing practice.
Prerequisites: NUR 210 and NUR 220. NURS major;
Corequisites: NUR 310 and 310L; or NUR 320 and 320L; or NUR 340 and 340L; or NUR 360 and 360L.

NUR 390 Culture and Health Care 3
Role of culture on the health and wellbeing of individuals and selected global communities, including indigenous peoples.
GE Marker: GN

NUR 392 Transition to Civilian Professional Nursing Seminar 1
This seminar compares military and civilian models of individual and family life, communication patterns, leadership styles and organizational structure.
Prerequisites: NUR 210 and NUR 220 or NUR 395 or RN Licensure. Admitted to School of Nursing upper division, VAP program.

NUR 395 Transition to Civilian Professional Nursing 2
This didactic course covers the fundamentals of professional civilian nursing. Similarities and differences between military and civilian models of care are presented.
Prerequisites: NURS majors enrolled in the Veterans Access Program (VAP).

NUR 396 Transition to Civilian Professional Nursing Practicum 3
This practicum provides the veteran student with customized clinical experiences under the guidance of select nursing preceptors and a faculty facilitator.
Prerequisites: NUR 210 (or NUR 220) or RN licensure. admission to the Nursing Veterans Access Program (VAP)

NUR 405 Pharmacology in Nursing 3
Study of major drug groups and their action, use, side effects, and nursing care considerations. Emphasis on nursing care and teaching, built upon physiology and basic pharmacology.
Prerequisites: Admission to the School of Nursing, or permission of instructor.

NUR 410 Nursing Care of the Community of Older Adults 3
Nursing care of older adults: theories of aging, physiological/psychological functioning, impact of developmental changes, illness, and dysfunction.
Prerequisites: NUR 310, NUR 320, NUR 340, NUR 360 (or their equivalent). admission to NURS major; overall minimum GPA of C (2.0)

NUR 410L PRC: Hlth/Illns in Older Adlts 2
Practicum for nursing care of older adults: biopsychosocial, spiritual functioning, impact of developmental changes, illness, and dysfunction on health status and quality of life. Selected clinical activities.

NUR 415 Nursing Leadership and Management 3
Introduction to the leadership and management roles of the professional nurse in health care organizations.
Prerequisites: NUR 310/NUR 310L, NUR 320/NUR 320L, NUR 340/NUR 340L, NUR 355, NUR 360/NUR 360L, NUR 375, and NUR 380 (or their equivalent). NURS major.

NUR 420 Population Health Nursing 4
Nursing care of populations and communities through collaborative actions across care settings.
Prerequisites: NUR 310/NUR 310L, NUR 320/NUR 320L, NUR 340/NUR 340L and NUR 360/NUR 360L (or their equivalent). NURS major;
Corequisites: NUR 410/NUR 410L, NUR 420L, NUR 450.

NUR 420L PRC: Population Health Nursing 1
Practicum for nursing care of populations and communities through collaborative actions across care settings.

NUR 430 Nursing Care of Individuals with Acute Physiological Problems 3
Nursing care of individuals/families with acute physiological illness.
Prerequisites: NUR 410/NUR 410L, NUR 420/NUR 420L, and NUR 450. NURS major;
Corequisites: NUR 430L.
Notes: Students must provide own transportation to practicum experiences.

NUR 430L Practicum for Nursing Care of Individuals with Acute Physiological Problems 2
Practicum for nursing care of individuals/families with acute physiological illness.
Prerequisites: NUR 410/NUR 410L, NUR 420/NUR 420L, and NUR 450. NURS major;
Corequisites: NUR 415, NUR 430.

NUR 440 Senior Capstone 4
A concentrated 7½ week practicum where students simulate the roles of the employed graduate under the guidance of a selected nursing preceptor and a faculty facilitator.
Prerequisites: NUR 310/NUR 310L, NUR 320/NUR 320L, NUR 340/NUR 340L, and NUR 360/NUR 360L. NURS major;
Corequisites: NUR 415, NUR 430/NUR 430L, and NUR 490.
Notes: Grade: Pass/Not Pass (P/NP). Students must provide own transportation to practicum experiences. Course intended for senior level baccalaureate nursing students in their final semester of the major.
NUR 440A Nursing Practicum II 6
NUR 450 Evidence-Based Practice and Nursing Research 3
Introduction to the professional nurse's role in evidence-based practice and nursing research.
Prerequisites: STA 108 or equivalent, NUR 310/NUR 310L, NUR 320/NUR 320L, NUR 340/NUR 340L, NUR 360/NUR 360L. NURS major; Corequisites: NUR 410/NUR 410L and NUR 420/NUR 420L.

NUR 470 Community Health Nursing Concepts and Care 4
Nursing concepts and care of individuals, families, and groups within community settings.
Prerequisites: NUR 370 and NUR 371. Overall minimum GPA of C (2.0); Current unrestricted North Carolina RN license or unrestricted RN license in a state covered by the multi-state Nurse Licensure Compact.

NUR 471 Nursing Care of the Older Adult 4
Nursing concepts and care of older adults: theories of aging, physiological/psychological functioning, impact of developmental changes, illness, and chronic dysfunction.
Prerequisites: NUR 370 and NUR 371. Overall minimum GPA of C (2.0); Current unrestricted North Carolina RN license or unrestricted RN license in a state covered by the multi-state Nurse Licensure Compact.

NUR 472 Nursing Leadership and Management 4
The professional nurse's role in applying principles of leadership and management in health care organizations across the continuum of care.
Prerequisites: NUR 370 and NUR 371. Overall minimum GPA of C (2.0); Current unrestricted North Carolina RN license or unrestricted RN license in a state covered by the multi-state Nurse Licensure Compact.

NUR 473 Nursing Research 4
Introduction to nursing research and the professional nurse's role in research.
Prerequisites: NUR 370 and NUR 371. Overall minimum GPA of C (2.0); Current unrestricted North Carolina RN license or unrestricted RN license in a state covered by the multi-state Nurse Licensure Compact.

NUR 474 Nursing Practicum, RN to B.S.N. 4
Clinical application of theories, concepts, and research in community health and gerontological nursing. Emphasis on the roles of the professional nurse in leadership, management, and research.

NUR 490 Synthesis of Nursing Concepts 2
Cumulative integration of concepts learned throughout the curriculum. Emphasis placed on analysis of critical thinking skills and synthesis of clinical decision making. Also includes preparation for NCLEX-RN.

NUR 492 Independent Study 1-3
Guided readings in nursing as an individual project designed with a focus on the nursing profession and/or nursing practice. Course offering is dependent on faculty availability.
Prerequisites: Approval must be granted by a nursing faculty member prior to registration.
Notes: May be repeated for credit.

NUR 493 Honors Work 3-6
Prerequisite: Permission of instructor; 3.30 GPA in the major; 12 s.h. in the major;
Notes: May be repeated for credit if the topic of study changes.

NUR 496 Nutrition as a Nursing Intervention 3
Nursing implications of nutrition for management of selected conditions and disease states.

NUR 506 Role of Nursing Administration in Quality and Safety 2
Prepares the student to apply principles of quality and safety at the unit level.
Prerequisites: Upper level undergraduates or graduate students.

NUR 540 Financial Management in Healthcare 3
Introduction to the principles of fiscal management, health care agency accounting practices, and the nurse administrator's role in budgeting processes.
Prerequisites: Graduate students enrolled in MSN in Nursing Administration or MSN/MBA program or upper division undergraduate students.

NUR 550 Pathophysiology for Nursing 3
Physiological changes across the life span and common pathophysiological mechanisms.

NUR 551 Integrating Technology in Nursing Education 3
This course examines the role of technology in healthcare and the integration of technology into nursing practice and education settings.

NUR 581 End-of-Life Care 3
Critical aspects of interdisciplinary approaches to quality care at end-of-life. Includes palliative care, family, advocacy, culture, special populations, systems of care, financial issues, life threatening illnesses, and sudden death.

NUR 601 Critique and Utilization of Research in Nursing Administration 2
Development of knowledge and skill competencies basic to the critical interpretation and utilization of research findings in nursing administration. Graded on S/U basis.
Prerequisites: NUR 641.

NUR 606 Advanced Quality and Safety 3
Prepares the student to apply principles of quality and safety at the unit level.

NUR 607 Interprofessional/Interdisciplinary Collaboration and Negotiation 3
An integrated approach to team development and function using an interprofessional/interdisciplinary model.

NUR 609 The Role of the Nurse Leader in Advanced Quality and Safety 4
Prepares the student to apply principles of quality and safety at the micro (unit) and macro (organizational) system level.

NUR 610 Theoretical Foundations of Advanced Nursing Practice 3
Role of theory in nursing is evaluated using the organizing concepts of person, environment, health, and nursing.

NUR 612 Theoretical Foundations for the Advanced Nurse Educator 3
Professional development of the advanced nurse educator integrating theory, roles, and practice.
Prerequisites: NUR 616.

NUR 614 Information Technology in Nursing Administration 3
Prepares the student to apply principles and techniques of communication and computer technology in health care management settings.
Prerequisites: Enrolled in administration concentration or MSN/MBA program or permission of instructor.

NUR 615 Curriculum Design and Evaluation in Advanced Nursing Education 3
An exploration of nursing curriculum development and program evaluation within a broad context.
Corequisites: NUR 612.
NUR 616 Pedagogical Strategies for Advanced Nursing Education 4
Concepts of instructional design, media development and use, and technology in advanced nursing education. Pedagogical strategies for a variety of classroom and clinical settings.

NUR 620 Law, Policy, and Economics of Healthcare 3
Law, health policy, and economics related to advanced nursing practice. Key topics include policy development, state and federal statutes, and economics affecting delivery of nursing and healthcare.

NUR 641 Leadership and Management Essentials in Healthcare: Theories and Roles 4
Nursing management within the health care system. Management functions of planning, organizing and staffing studied within the framework of leadership in health care organizations.
Prerequisites: NUR 715.

NUR 643 Nursing Administratn Practicum 4
Application of leadership and administrative knowledge in a practice setting and completion of an administrative project while defining self in a professional leadership role.

NUR 643B Strat Mgmt Hlth Care Org II 3
Application of advanced leadership and administration knowledge in a practice setting while defining self in a professional leadership roles.
Prerequisites: NUR 643A.

NUR 644 Organizational Leadership and Management 4
Management functions of directing and controlling are studied within the framework of leadership in health care organizations.
Prerequisites: NUR 540, NUR 641.
Corequisites: NUR 614.

NUR 645 Strategic Management of Health Care Organizations 4
Application of leadership and administration knowledge in a practice setting while defining self in a professional leadership roles.
Prerequisites: NUR 644.

NUR 651 Advanced Application of Nursing Concepts in Client Care (in clinical focus area) 4
Development of advanced clinical nursing interventions that influence health care outcomes for individuals, populations, or systems. Practicum emphasizes preparation for the direct care role of nurse educator.
Prerequisites: NUR 616, NUR 708, NUR 709, NUR 713.

NUR 651A Adv Clncl Nurs I: Adult 4
NUR 651B Adv Clncl Nurs I: Par/Inf 4

NUR 652 Advanced Application of Nursing Concepts in Professional Development 3
Competencies in preparation for professional development roles in nursing. Seminars, conferences, and practicum emphasize staff continuing education.
Prerequisites: NUR 616 or permission of instructor.

NUR 652A Adv Clinical Nur II-Adult 4
NUR 652B Adv Clinical Nurs II-Par/Inf 4

NUR 653 Advanced Application of Nursing Concepts in Academic Education (in clinical focus area) 3
Development of competencies in preparation for academic educator roles. Seminars, conferences, and practica emphasize nursing education in academic settings.
Prerequisites: NUR 615 and NUR 651.

NUR 680 Pathophys Adv Practc Nursing 3
Examination of physiological changes, common pathophysiological and compensatory mechanisms of diseases across the lifespan.

NUR 681 Adv Health Assess/Diag Reason 3
This course builds upon prerequisite assessment skills and presents the advanced principles of health assessment. Methodologies of data gathering, data analysis and theoretical integration of health assessment are emphasized.

NUR 681L Adv Health Assess/Diag Lab 1
Application of advanced health assessment and diagnostic reasoning skills using laboratory exercises.

NUR 682 Hlth Promo/Dis Prev Adv Pctce 2
Theories and application of health promotion and disease prevention from adolescence to elder adulthood.

NUR 692 Independent Study 1-3
Guided readings, research, and individual project work under the direction of the School of Nursing faculty.
Notes: May be used as part of minimum 36 hours required for the MSN degree. May be repeated for a maximum of 6 hours credit.

NUR 696 Capstone Course for Advanced Nursing Education Practice 2
Critical analysis and synthesis of progress and achievement towards attainment of advanced nursing competencies for the MSN degree.
Prerequisites: NUR 612, NUR 651, NUR 715.
Corequisites: NUR 653.

NUR 698 Advanced Nursing Project 1-6
Scholarly inquiry project developed by the student with faculty guidance.
Prerequisites: NUR 705.
Notes: Advanced nursing project or NUR 699 required for the MSN. May be repeated for a maximum of 6 hours credit; Grade: Satisfactory/Unsatisfactory (S/U).

NUR 699 Thesis 1-6
Individual guidance and direction in research to address a clinical or nonclinical problem.
Prerequisites: NUR 705.
Notes: Thesis or NUR 698 required for the MSN. May be repeated for a maximum of 6 hours credit; Grade: Satisfactory/Unsatisfactory (S/U).

NUR 701 Statistical Applications for Nursing Research 3
Prerequisites: Admission to PhD in nursing and completion of a course in inferential statistics, or permission of instructor.

NUR 702 Statistical Applications for Nursing Research II 3
Advanced statistics for nursing and health care research, including general linear model, multifactorial ANOVA, multiple regression. Emphasis on selection and conduct of analysis and interpretation of results.
Prerequisites: NUR 701 or permission of instructor.

NUR 703 Qualitative Methods for Nursing 3
Philosophy, theory, and methods of qualitative research with an emphasis on the application to nursing and health research.
Prerequisites: NUR 702 and NUR 712, or permission instructor.

NUR 704 Quantitative Research in Nursing 3
Theoretical foundations, design, and techniques of quantitative research for nursing and health care.
Prerequisites: NUR 702 and NUR 712, or permission of instructor.

NUR 705 Utilization of Research and Evidence Based Practice 3
Provides an overview of the components of the research process, utilization of research, and translation of evidence into advanced nursing practice.
NUR 707 Measurement in Nursing and Healthcare Research 3
Measurement of biophysical, psychomotor, cognitive and system-level phenomena for nursing and health research. Reliability, validity, item analysis, norms, selection and development of measures.
Prerequisites: NUR 704, or permission of instructor.

NUR 708 Pathophysiology for Advanced Practice Nursing 3
Examination of physiological changes, common pathophysiological and compensatory mechanisms of diseases across the lifespan.

NUR 709 Pharmacotherapeutics for Advanced Practice Nursing 3
Advanced principles of pharmacotherapeutics of broad categories of pharmacologic agents used in young adults, adults, and older adults, including discussion of advanced nursing roles in prescription practices.
Prerequisites: NUR 708, NUR 713, NUR 713L.
Corequisites: NUR 811 for A/GNP only.

NUR 709S Pharmacology Seminar for Adult/Gerontological Nurse Practitioners 1
Application of clinical pharmacology knowledge and skills to ensure safe prescribing practices for adult-gerontology nurse practitioners.
Prerequisites: NUR 708, NUR 713, NUR 713L.
Corequisites: NUR 709, NUR 811.

NUR 710 Philosophy of Knowledge Development in Nursing 3
Philosophy, inquiry, and the development of knowledge within the discipline.
Prerequisites: Admission to PhD in nursing.

NUR 712 Theory Analysis in Nursing Science 3
The nature of theory and strategies for theory development within the discipline of nursing. Analysis and evaluation of theory related to phenomena of interest.
Prerequisites: NUR 710.

NUR 713 Advanced Health Assessment and Diagnostic Reasoning 3
This course builds upon prerequisite assessment skills and present the advanced principles of health assessment. Methodologies of data gathering, data analysis and theoretical integration of health assessment are emphasized.
Prerequisites: Baccalaureate Level Health Assessment Course. Pr. or Coreq.: NUR 708.

NUR 713L Advanced Health Assessment and Diagnostic Reasoning Skills Lab 1
Application of advanced health assessment and diagnostic reasoning skills using laboratory exercises.
Corequisites: NUR 713, NUR 708 (AGNP only).
Notes: Grade: Satisfactory/Unsatisfactory (S/U).

NUR 714 Informatics in Healthcare 3
This course is focused on information systems, application of informatics in patient care, and data management to promote quality and safety in healthcare.
Prerequisites: Admission to MSN or DNP program, or permission of instructor.

NUR 715 Research Methods in Nursing 3
Examines the basic concepts, strategies, and procedures used in conducting and analyzing nursing research. Emphasis will be on proposal development and quantitative and qualitative analysis of data.
Prerequisites: An undergraduate statistics course (preferred within past 5 years).

NUR 727 Basic Principles of Nurse Anesthesia Practice 5
General introduction to basics of nurse anesthesia practice, including safety, assessment, pharmacology, monitoring, charting, positioning, care plan development, sequencing, and as a foundation to more advanced anesthetic concepts and techniques.

NUR 728 Physics and Mechanics of Anesthesia Delivery Systems 1
This course focuses on the application of the physical laws of gas, the study of compressed gases for clinical use, and the physical and mechanical considerations of anesthesia delivery systems.
Corequisites: NUR 728L.

NUR 728L Physics and Mechanics of Anesthesia Delivery Systems Laboratory 1
This course focuses on the application of the physical laws of gas, the study of compressed gases for clinical use, and the physical and mechanical considerations of anesthesia delivery systems.
Corequisites: NUR 728.

NUR 729 Health Assessment for Nurse Anesthesia 1
This course emphasizes the principles of patient assessment for nurse anesthesia practice in the pre and perioperative periods.
Corequisites: NUR 729L.

NUR 729L Health Assessment Laboratory for Nurse Anesthesia 1
This laboratory course emphasizes the principles of patient assessment for nurse anesthesia practice in the pre and perioperative periods.
Corequisites: NUR 729.

NUR 730 Neuropathophysiology of Nurse Anesthesia 3
This course focuses on the anatomy, physiology, and pathophysiology of the central nervous system, and anesthesia nursing care related to persons with neurological dysfunction. Prerequisite: Enrollment in the Nurse Anesthesia concentration of the DNP program.

NUR 732 Advanced Principles of Nurse Anesthesia Practice 4
Principles and theories of advanced anesthesia practice necessary to effectively administer anesthesia for complex adult, obstetric, and pediatric patients.

NUR 741 Nurse Scientists in Academia and Industry I 3
Integration of the nurse scientist role into an academic and industry environment.
Prerequisites: NUR 704, NUR 712. Pr. or Coreq.: NUR 703, NUR 782.

NUR 742 Nurse Scientists in Academia and Industry II 3
Internship to apply the nurse scientist role in an academic or industry environment.
Prerequisites: NUR 741.

NUR 751 Pharmacology of Nurse Anesthesia I 1
Advanced knowledge of pharmacologic principles related to anesthetic medications.
Prerequisites: Admission to the Nurse Anesthesia concentration and affiliated School of Nurse Anesthesia.

NUR 752 Biochemistry for Nurse Anesthesia 1
Advanced knowledge of the biochemical basis and measurement of homeostasis and nursing interventions for fluid and electrolyte imbalance.
Prerequisites: Admission to the Nurse Anesthesia concentration and affiliated School of Nurse Anesthesia.
NUR 753 Cardiovascular Pathophysiology for Nurse Anesthesia 3
This course focuses on the principles and theories of advanced nurse anesthesia practice necessary to effectively administer anesthesia to individuals with cardiovascular dysfunction.
Prerequisites: NUR 727, NUR 732.
Corequisites: NUR 754.

NUR 754 Pharmacology of Nurse Anesthesia II 1
This course focuses on advanced nurse anesthesia knowledge of the pharmacology of cardiovascular drugs and IV agents.
Prerequisites: NUR 751.
Corequisites: NUR 753, NUR 772.

NUR 755 Cell Pathophysiology for Nurse Anesthesia 1
Advanced knowledge of pathophysiology and anesthesia nursing care related to persons with cellular dysfunction.
Prerequisites: NUR 730.

NUR 756 Respiratory Pathophysiology for Nurse Anesthesia 2
Advanced knowledge of pathophysiology, pharmacology, and anesthesia nursing care related to persons with respiratory dysfunction.
Prerequisites: NUR 755.
Corequisites: NUR 620.

NUR 757 Pharmacology of Nurse Anesthesia III 1
This course focuses on advanced nurse anesthesia knowledge of local anesthetics, neuromuscular blocking drugs, and adjunct medications necessary to effectively administer anesthesia to a diverse population.
Prerequisites: NUR 753, NUR 754, NUR 772.
Corequisites: NUR 756, NUR 773.

NUR 758 Pathophysiology of Abdominal Systems for Nurse Anesthesia 2
Advanced knowledge of pathophysiology and anesthesia nursing care related to persons with hepatic, renal, and endocrine dysfunction.
Prerequisites: NUR 756.

NUR 759 Pharmacology of Nurse Anesthesia IV 2
Advanced knowledge of pharmacology of adjunctive anesthetic medications.
Prerequisites: NUR 757.

NUR 771A Clinical Practicum in Nurse Anesthesia I 8
Delivery of basic anesthesia nursing care to persons in a variety of settings.
Prerequisites: NUR 727, NUR 728, NUR 729.

NUR 771B Clinical Practicum in Nurse Anesthesia I 6
Delivery of basic anesthesia nursing care to persons in a variety of settings.
Prerequisites: NUR 771A.

NUR 772 Clinical Practicum in Nurse Anesthesia II 6
This course focuses on the delivery of advanced nurse anesthesia practice necessary to effectively administer anesthesia for a diverse patient population in a variety of institutional settings.
Prerequisites: NUR 771B.
Corequisites: NUR 753, NUR 754.

NUR 773A Clinical Practicum in Nurse Anesthesia III 5
Delivery of basic anesthesia care to persons in a variety of settings.
Prerequisites: NUR 772.

NUR 773B Clinical Practicum in Nurse Anesthesia III 8
This course focuses on the delivery of complex nurse anesthesia practice necessary to effectively administer anesthesia for a diverse patient population in a variety of institutional settings.
Prerequisites: NUR 773A.

NUR 774 Clinical Practicum in Nurse Anesthesia IV 6
This course focuses on the delivery of increasingly complex nurse anesthesia practice necessary to effectively administer anesthesia for a diverse patient population in a variety of institutional settings.
Prerequisites: NUR 773B.
Corequisites: NUR 759.

NUR 775A Clinical Practicum in Nurse Anesthesia V 7
Delivery of complex anesthesia nursing care to persons in a variety of settings.
Prerequisites: NUR 774.
Notes: May not be repeated for credit.

NUR 775B Clinical Practicum in Nurse Anesthesia V 7
This course focuses on the integration of basic, advanced, and complex nurse anesthesia practice necessary to effectively administer anesthesia for a diverse patient population in a variety of institutional settings.
Prerequisites: NUR 775A.
Corequisites: NUR 797.

NUR 776 Primary Care Management of the Older Adult and Frail Elder 6
The management of older adults and frail elders by the Adult Gerontological Nurse Practitioner in primary care.

NUR 776L Prim Care Mgmt Oldr Adlt Lab 0
The management of older adults and frail elders by the Adult Gerontological Nurse Practitioner in primary care. (Lab)

NUR 778 Primary Care Clinical Practicum I for the Advanced Practice Nurse 8
Emphasis is integration of adult patient management with leadership, use of data, and interprofessional collaboration in promotion of healthy lifestyles; evaluation and management of acute and chronic health problems.

NUR 779 Essential Skills for the Advanced Practice Nurse in Primary Care 2
Complex simulations providing practice in skills necessary for procedures, communication, critical decision making, and collaboration for advanced practice nursing in primary health care.

NUR 780 Special Topics in Nursing Science 1-3
In depth topics of special interest related to nursing and health sciences.
Prerequisites: Permission of instructor.

NUR 781 Health Promotion Models and Interventions 3
Current epidemiological, methodological, and theoretical approaches to health promotion across the lifespan. Intervention strategies are evaluated.
Prerequisites: NUR 702 and NUR 712, or permission of instructor.

NUR 782 Health Disparities and Outcomes 3
Critical analysis of health disparities and outcomes. Differences in access, use, cost, and quality of health care services; causes of health disparities; and strategies to eliminate disparities.
Prerequisites: NUR 781 or permission of instructor.
Corequisites: NUR 704.

NUR 783 Advanced Health Policy and Ethics 3
Advanced analysis and evaluation of domestic and international regulation, financing, and delivery of health care; ethical issues and stakeholders that influence policy; evaluation of policies for selected populations.
Prerequisites: NUR 782 or permission of instructor.
NUR 788 Primary Care Clinical Practicum II for the Advanced Practice Nurse 8
Advanced primary care practicum emphasizing the ability to manage acute and chronic complex health conditions of adults demonstrating advanced critical decision making skills and integration of DNP essentials into advanced practice.

NUR 789 Doctor of Nursing Practice Advanced Practicum 1-8
Integrate evidence-based research, advanced scholarship, and translational research principles to the advanced practice setting in accomplishment of the practicum hours needed to accomplish the DNP Project.
Prerequisites: Admission to Post-Master's DNP Program.
Notes: May be repeated for credit up to 4 times to achieve required total credits for the program, 1000 post-baccalaureate advanced practicum hours, and complete the DNP project.

NUR 790 Directed Research 3
Directed research that culminates in a scholarly product.
Prerequisites: NUR 704 and prior approval of graduate faculty member who will supervise and evaluate the project.
Notes: Grade: Satisfactory/Unsatisfactory (S/U).

NUR 792 Independent Study 1-3
Prerequisite: Permission of instructor, Director of Graduate Study and Dean of Graduate School;
Notes: Grade: Satisfactory/Unsatisfactory (S/U).

NUR 797 Integrated Clinical Concepts 2
Principles and theories of advanced anesthesia practice necessary to effectively administer anesthesia for complex adult cases.

NUR 799 Dissertation 1-12
Individual direction for the completion of doctoral dissertation research.

NUR 801 Thesis Extension 1-3
Thesis Extension.

NUR 802 Dissertation Extension 1-3
Dissertation Extension.

NUR 803 Research Extension 1-3

NUR 810 Health Promotion and Disease Prevention for Advanced Practice Nursing 3
Theories and application of health promotion and disease prevention from adolescence to elder adulthood for advanced practice nursing.

NUR 811 Primary Care Management of the Adult I for Advanced Practice Nursing 4
Management of acute and chronic illness with emphasis on disease prevention and health promotion among young adults, adults, and older adults.
Prerequisites: NUR 708, NUR 713, NUR 713L, NUR 810.
Corequisites: NUR 709, NUR 709S, NUR 811L.

NUR 811L Practicum for Primary Care Management of the Adult I for Advanced Practice Nursing 3
First in a series of clinical courses. Practicum for management of acute and chronic illness with emphasis on disease prevention and health promotion among young adults, adults, and older adults.
Prerequisites: NUR 708, NUR 713, NUR 713L, NUR 810.
Corequisites: NUR 709, NUR 709S, NUR 811L.

NUR 812 Primary Care Management of the Adult II for Advanced Practice Nursing 4
Management of acute and chronic illness with emphasis on disease prevention and health promotion among young adults, adults, and older adults.
Prerequisites: NUR 709, NUR 709S, NUR 811, NUR 811L.
Corequisites: NUR 812L.

NUR 812L Practicum for Primary Care Management of the Adult II for Advanced Practice Nursing 3
Practicum for management of acute and chronic illness with emphasis on disease prevention and health promotion among young adults, adults, and older adults.
Prerequisites: NUR 709, NUR 709S, NUR 811, NUR 811L.
Corequisites: NUR 812.

NUR 817 Advanced Practice Nursing for the DNP. Role, Theory, and Practice 3
Theoretical application to the professional development of the DNP advanced practice nursing role in the health care delivery.

NUR 818 Biostatistics and Epidemiology Principles for Advanced Practice Nursing 3
Application of biostatistics and epidemiology for clinical decision making in advanced practice nursing. Focus on application to populations and clients across the lifespan and to settings of care.
Prerequisites: Admission to DNP program or permission of faculty, undergraduate statistics course.

NUR 819 Effective Leadership for Practice 3
Principles and theories of leadership to effectively practice in complex systems, organizations, and processes.
Prerequisites: Admission to DNP program.

NUR 820 Nurse Anesthesia Research Seminar 1
This seminar course focuses on the analysis of professional issues affecting anesthesia nursing practice.
Prerequisites: Pr. or Coreq. NUR 620.

NUR 824 Analysis and Application of DNP Essentials: Scientific Underpinnings for Practice and Advanced Nurse 2
Integration of scientific underpinnings for practice and advanced nursing practice principles applied to the role of the DNP in nursing practice.
Prerequisites: Admission to the post master's DNP program.

NUR 825 Analysis and Application of DNP Essentials: Clinical Scholarship and Analytical Methods for Evidence 1
Analysis and integration of clinical scholarship and analytical methods for evidence-based practice applied to the role of the DNP in nursing practice.
Prerequisites: Admission to the post master's DNP program.

NUR 826 Analysis and Application of DNP Essentials: Health Care Policy for Advocacy in Health Care; and Inte 3
Analysis and integration of health care policy for advocacy in health care and interprofessional collaborations for improving outcomes applied to the roles of the DNP in nursing practice.
Prerequisites: Admission to the post master's DNP program.

NUR 827 Analysis and Application of DNP Essentials: Organizational and Systems Leadership, Information Syste 3
Analysis and integration of organizational systems leadership, information systems and technology, and clinical prevention and population health applied to the role of the DNP in nursing practice.
Prerequisites: Admission to the post master's DNP program.
NUR 898A Applied Evidence-Based Practice & Translational Methods Project I
An applied evidence-based practice and translational methods project to be completed sequentially in a five-course series.
Prerequisites: NUR 705.

NUR 898B Applied Evidence-Based Practice & Translational Methods Project II
An applied evidence-based practice and translational methods project to be completed sequentially in a five-course series.
Prerequisites: NUR 898A.

NUR 898C Applied Evidence-Based Practice & Translational Methods Project III
An applied evidence-based practice and translational methods project to be completed sequentially in a five-course series.
Prerequisites: NUR 898B.

NUR 898D Applied Evidence-Based Practice & Translational Methods Project IV
An applied evidence-based practice and translational methods project to be completed sequentially in a five-course series.
Prerequisites: NUR 898C.

NUR 898E Applied Evidence-Based Practice & Translational Methods Project V
An applied evidence-based practice and translational methods project to be completed sequentially in a five-course series.
Prerequisites: NUR 898D.

Nutrition (NTR)

NTR 103 Introduction to Food Science
Basic scientific principles of food preparation with emphasis upon the science of food, standards of selection, purchasing, preparation, storage, preservation, and sustainability.

NTR 203 Basic Quantitative Principles in Food and Nutrition
Basic quantitative principles of food production, food service operation, menu planning, food portioning, and menu costing developed through activities that stress adapting standard recipes, measurement conversions, developing basic culinary costing techniques, and use of nutrition-related calculations.
Prerequisites: Grade of C (2.0) or better in MAT 115. NUTR major or minor, Pr. or Coreq.: NTR 103.

NTR 213 Introductory Nutrition
Basic principles of human nutrition with emphasis on the nutrients and factors which affect their utilization in the human body.
GE Core: GNS
LEC: GLS

NTR 282 Introduction to Dietetics
An overview of dietetics profession that will cover scope of practice, code of ethics, resources for evidence based practice, professional organizations, career options, professional development, and professional trends.
Prerequisites: Nutrition major.

NTR 302 Nutrition Education and Application Processes
Study of communication of nutrition science through nutrition education, professional literature, and public media. Evaluation and use of professional and scientific literature in nutrition and food systems.
Prerequisites: Grade of C (2.0) or better in NTR 213 and ENG 101. Written permission required.

NTR 309 Quantity Food Procurement and Production
Procurement and production of quantity foods with an emphasis on menu planning, pre-preparation, service, sanitation, delivery systems, selection, use, and care of quantity-food equipment.
Prerequisites: Grade of C (2.0) or better in NTR 203. Written permission required;
Corequisites: NTR 309L.
Notes: Professional liability insurance required.

NTR 309L Qty Food Procurement / Prod Lab

NTR 313 Nutrition Throughout the Life Cycle
Principles of nutrition applied to meet the nutrient needs at different stages of the life cycle. Forces governing food availability, acceptability, nutritive quality and safety are stressed in the preparation of nutritional plans for individuals and groups.
Prerequisites: Grade of C (2.0) or better in NTR 213 or permission of instructor.

NTR 401 Special Problems in Nutrition
Individual study. Conference hours to be arranged.

NTR 403 Food Science and Technology
Lecture covering experimental study of factors regulating the preparation of standard food products and review of current developments in food technology.
Prerequisites: Grade of C (2.0) or better in NTR 103, NTR 203, NTR 213, NTR 302. CHE 110 and CHE 101 or CHE 103 or CHE 111; Written permission required;
Corequisites: NTR 403L.

NTR 403L Food Science and Technology Laboratory
Laboratory covering experimental study of factors regulating the preparation of standard food products and review of current developments in food technology.
Prerequisites: Grade of C (2.0) or better in NTR 103, NTR 203, NTR 213, and NTR 302. CHE 110 and CHE 101, or CHE 103, or CHE 111;
Corequisites: NTR 403.
Notes: All types of foods will be prepared and taste tested for sensory evaluation throughout the course and student grades will be based on participation in this course requirement.

NTR 413 Intermediate Nutrition
Intermediate approach toward understanding energy metabolism with an emphasis on mechanisms that regulate fuel intake, storage and utilization during normal and altered states of energy demands.
Prerequisites: Grade of C (2.0) or better in NTR 213, BIO 111, BIO 277 or KIN 292, CHE 103, CHE 104.

NTR 421 International Nutrition and Cultural Foods
This course examines issues related to food insecurity and malnutrition in developing countries. Diet and food choices are explored in the context of culture, religion, and geographical conditions.
Prerequisites: NUTR major or minor. grade of C (2.0) or better in NTR 213 and NTR 313.

NTR 423 Community Nutrition
Current community nutrition trends with emphasis on community services, government projects, and grant proposal writing. Students will engage in community service work to gain experience with important community issues.
Prerequisites: NUTR major or minor. grade of C (2.0) or better in NTR 213, NTR 302, and NTR 313; or permission of instructor.
Prerequisites: Grade of C (2.0) or better in NTR 309.

NTR 427 Undergraduate Research 2-6
Individual study.
Prerequisites: GPA of 3.0 in nutrition, biology, and chemistry courses, or permission of the instructor.
Notes: May be repeated for credit if topic changes.

NTR 476 Sports Nutrition 3
Application of sports nutrition recommendations among athletes. Principles of diet planning and goal setting for optimizing training and athletic performance. Common and current nutrition-related topics in sports nutrition.

NTR 482 Professionalism in Dietetics 1
Capstone course in dietetics covering professional practice guidelines, public policy, healthcare systems and/or policies, reimbursement, and a review of the five subject areas of the Academy of Nutrition and Dietetics and registration exam.
Prerequisites: Minimum grade of C in BIO 277 or KIN 292, NTR 282, NTR 313, NTR 413, NTR 431, and NTR 450.
Corequisites: NTR 460.

NTR 493 Honors Work 3-6
Prerequisite: Permission of instructor; 3.30 GPA in the major, 12 s.h. in the major;
Notes: May be repeated for credit if the topic of study changes.

NTR 496 Nutrition as Nur Intervention 3
Nursing implications of nutrition for management of selected conditions and disease states.

NTR 500 Supervised Professional Experience 1-4
Supervised professional experience in selected commercial or industrial organizations, public or private agencies in accordance with the major course of study of the student.

NTR 500A Supervised Professional Experience 3

NTR 531 Nutrition and Human Metabolism 4
Structure, function, and metabolism of nutrients and related compounds; integration of nutrient metabolism at the cellular level with total body function; practical application of basic principles of nutrient metabolism.
Prerequisites: Minimum grade of C in BIO 277 or KIN 292, NTR 413, and CHE 103 (or CHE 111), CHE 104 (or CHE 114), CHE 110 (or CHE 112), CHE 205 (or CHE 351 and CHE 352), CHE 206 (or CHE 354); or their equivalents as determined by the instructor.

NTR 540 School Food Service 2

NTR 543 Maternal and Infant Nutrition 3
Nutritional needs of pregnant and lactating women, and infants; methods of evaluating nutritional status of these groups; effects of nutrition on pregnancy outcome and infant development.
Prerequisites: Grade of C (2.0) or better in NTR 213 (or equivalent) and BIO 277 (or equivalent)

NTR 550 Nutrition Assessment 3
Assessment of nutritional status of healthy and ill persons before initiation of medical nutrition therapy.
Prerequisites: Grade of C (2.0) or better in BIO 277 or KIN 292. completion of NTR 213, NTR 313, and NTR 413.

NTR 550L Nutrition Assessment Lab 0

NTR 553 Child and Adolescent Nutrition 3
Nutritional needs of children and adolescents; methods of evaluating nutritional status of these groups; effects of nutrition on development.
Prerequisites: Grade of C (2.0) or better in NTR 213 or equivalent, and BIO 277 or equivalent.

NTR 560 Advanced Nutrition 4
Biochemical and physiological aspects of nutrient metabolism and utilization. Nutrient metabolism, flux, and requirements during the lifecycle and during fed/fasted states will be discussed, with emphasis on mechanisms that regulate these processes.
Prerequisites: Grade of C or better in NTR 313, NTR 413, NTR 531, and BIO 277 or KIN 292, or equivalents as determined by the instructor.

NTR 573 Medical Nutrition Therapy 4
Clinical aspects of nutrition. Development and use of therapeutic diets to combat nutritional diseases and physiological disorders.
Prerequisites: Grade of C or better in NTR 313, NTR 413, NTR 531, NTR 550, NTR 560, and BIO 277 or KIN 292.

NTR 573L Medical Nutrition Therapy Lab 0

NTR 576 Nutrition and Physical Fitness 3
Metabolism during exercise, ergogenic aids, nutrients' effects on performance, and body composition alterations during training. Gender and age-specific needs and responses to exercise and dietary intake.
Prerequisites: Grade of C (2.0) or better in BIO 277, NTR 213, and NTR 413 or equivalent required. KIN 375 recommended;
Notes: Same as KIN 576.

NTR 601 Directed Study in Nutrition 1-6
Prerequisite: Permission of graduate faculty member;
Notes: May be repeated for credit. Grade: Satisfactory/Unsatisfactory (S/U).

NTR 602 Supervised Preparation for Professional and Community Engagement 3
Preparation for clinical supervised practice experiences in dietetics; helping relationships skills, human resource management, marketing strategies for revenue generating services in dietetics, appropriate professional conduct in patient care.
Prerequisites: Admission into the DI program or NTR 573 and NTR 560.

NTR 606A Practicum in Clinical Dietetics 3-6
For Dietetic Internship students only. Practical experience in the professional areas of dietetics: management, clinical, and community.
Prerequisites: Grade of B or better in NTR 693.
Notes: Required for Dietetic Internship students. Combination of credit not to exceed 9 credit hours.

NTR 606B Practicum in Clinical Dietetics 3-6
For Dietetic Internship students only. Practical experience in the professional areas of dietetics: management, clinical, and community.
Prerequisites: Grade of B or better in NTR 693.
Notes: Required for Dietetic Internship students. Combination of credit not to exceed 9 credit hours.

NTR 606C Practicum in Clinical Dietetics 3-6
For Dietetic Internship students only. Practical experience in the professional areas of dietetics: management, clinical, and community.
Prerequisites: Grade of B or better in NTR 693.
Notes: Required for Dietetic Internship students. Combination of credit not to exceed 9 credit hours.
NTR 607 Nutrition Education 3
Philosophy, principles, methods, and materials involved in nutrition education. Emphasis on development of nutrition education curriculum and programs in school and community.
Prerequisites: NTR 550 or equivalent or permission of instructor.

NTR 609A Seminar in Nutrition 1-6
Review, analysis and presentation of recent research findings and issues in food and nutrition.
Notes: May be repeated for credit when topic varies. Enrollment for two credits requires presentation of seminar; Grade: NTR 609A, 1 hour credit, graded Satisfactory/Unsatisfactory (S/U); NTR 609B, 2 hours credit, graded by letter grade.

NTR 609B Seminar in Nutrition 2
Review, analysis and presentation of recent research findings and issues in food and nutrition.
Notes: May be repeated for credit when topic varies. Enrollment for two credits requires presentation of seminar; Grade: NTR 609A, 1 hour credit, graded Satisfactory/Unsatisfactory (S/U); NTR 609B, 2 hours credit, graded by letter grade.

NTR 619 Nutrition Consultation Methods 3
Exploration of techniques and constraints for interviewing and eliciting change through nutritional consultation.
Prerequisites: NTR 573, NTR 560 or permission of instructor.

NTR 623 Current Trends in Nutrition 3
Emphasis on current trends in nutrition research/education from a molecular, cellular and/or human perspective.
Prerequisites: Senior or graduate level course in nutrition or permission of instructor.
Notes: May be repeated for credit when topic varies.

NTR 625 Gene Expression and Protein Metabolism 2
Prerequisites: Previous course in general nutrition, biochemistry and mammalian physiology and unconditional admission to the graduate program in Nutrition or other life sciences, or permission of instructor.

NTR 626 Energy, Carbohydrate, Lipid Metabolism 2
Analysis of energy intake and metabolism; carbohydrate and lipid absorption, transport, and tissue-specific utilization. Clinical applications. Critical analysis of recent literature.
Prerequisites: NTR 625, previous course in general nutrition, biochemistry and mammalian physiology, and unconditional admission to the graduate program in Nutrition or other life sciences. or permission of instructor.

NTR 627 Antioxidants and Bioactive Food Components 2
Metabolism and function of selected bioactive food components, such as flavonoids, stanols, and sterols, anthocyanins, carotenoids, polyphenolics, indole-3-carbinol. Clinical applications. Critical analysis of recent literature.
Prerequisites: NTR 625, previous course in general nutrition, biochemistry, and mammalian physiology, and unconditional admission to the graduate program in Nutrition or other life sciences. or permission of instructor.

NTR 628 Vitamins and Minerals 2
Metabolism functions of selected vitamins. Regulation of selected trace metals emphasizing nutrient-gene interactions. Clinical applications. Critical analysis of recent literature.
Prerequisites: NTR 625, previous course in general nutrition, biochemistry and mammalian physiology, and unconditional admission to the graduate program in Nutrition or other life sciences. or permission of instructor.

NTR 643 Nutrition and Aging 3
Explore the nutritional issues associated with aging and the older adult (65+ years). Theories of aging; aging and chronic diseases; effects of aging on nutrient requirements; nutrition programs and services.
Prerequisites: NTR 213, BIO 277 or equivalent, or permission of instructor.

NTR 645 Teaching Practicum in Nutrition 3
Provides a supervised, structured learning experience in teaching for graduate students in the Department of Nutrition. Professors provide guidance for graduate students during the experience.
Prerequisites: Admission to the graduate program in nutrition or permission of instructor.

NTR 653 Problems in Food and Nutrition 2-4
Individual student problems related to food and nutrition.
Prerequisites: Permission of instructor.
Notes: May be repeated for credit. Grade: Satisfactory/Unsatisfactory (S/U).

NTR 670 Research Skill Development 2-6
Notes: May be repeated for credit; Grade: Satisfactory/Unsatisfactory (S/U).

NTR 673 Nutrition Research Methodology 3
Diverse research techniques used in cellular, small animal, and human experimental studies in nutritional sciences. Orientation to research methodologies, grant proposal writing, ethical use of human (IRB) and animal (IACUC) models, and policy in nutrition.
Prerequisites: NTR 531 or equivalent as determined by the department.

NTR 676 Nutrition and Physical Performance 3
Effects of nutrition on physical performance, alterations in nutrient metabolism from increased activity, interaction of diet and exercise on aging and disease processes, training and competition diets examined.
Prerequisites: Course work in biochemistry and physiology required, 531, 560, or equivalent courses, BIO 277.

NTR 693 Supervised Preparation for Practicum in Clinical Dietetics 3
Development of nutritional therapies for certain disease conditions. Evaluation of the physiological and biochemical bases for such therapies.
Prerequisites: Admission to DI program or NTR 573 and permission of instructor.

NTR 696 Nutritional Proteomics 3
Comprehensive evaluation of principles and applicability of methodologies used to evaluate protein expression and function in the field of nutrition science.
Prerequisites: Permission of instructor.
Notes: May be repeated for credit.

NTR 699 Thesis 1-6
Notes: Required of all candidates for the Master of Science degree; Credit may be divided over two or more semesters; Grade: Satisfactory/Unsatisfactory (S/U).
NTR 790 Doctoral Research 1-6
Individual work on problems related to student’s primary area(s) of specialization. Empirical research or critical reviews and integrations of literature.
Prerequisites: Approval of graduate faculty member.
Notes: May be repeated for credit. Grade: Satisfactory/Unsatisfactory (S/U).

NTR 799 Dissertation Problem 1-12
Prerequisite: Completion of oral and written comprehensive examinations;
Notes: Required of all candidates for the Doctor of Philosophy degree. May be repeated for credit; Grade: Satisfactory/Unsatisfactory (S/U).

NTR 801 Thesis Extension 1-3
Thesis Extension.

NTR 802 Dissertation Extension 1-3
Dissertation Extension.

NTR 803 Research Extension 1-3

Online NC Interinstitutional (ONC)

ONC 101 Online NC Interinstitutional 0.5-12

Peace and Conflict Studies (PCS)

PCS 205 Violence in the Modern World 3
Designed to provide a cross-disciplinary examination of violence and peace. Students will be engaged in an exploration of world issues and their impact at the local level.
GE Marker: GL

PCS 212 Introduction to Peace and Conflict Studies 3
Explore sources of conflict, war, social oppression, and violence and the challenges of promoting peace and justice. Examine the strategies for introducing equitable and nonviolent methods for conflict transformation.
GE Core: GSB

PCS 305 Foundations of Peace and Conflict Studies 3
This course surveys the basic practical and theoretical foundations of peace and conflict transformation. The basic theories of conflict transformation provide a framework for understanding the dynamics of practice.

PCS 308 Working through Interpersonal Conflicts 3
Explores the causes of interpersonal and inter-group tensions and the techniques (micro-level processes) to address them effectively whether in the workplace, community, or at home.

PCS 309 Conflict and Culture 3
Critical multiculturalism provides the framework for exploring multiple dimensions of diversity and its impact on creating and transforming conflicts. The impact of cultural interactions is a core focus.
GE Marker: GN

PCS 311 Conflict Research 3
This course is an introduction to qualitative, quantitative and mixed method research from social, organizational and conflict perspectives. Emphasis is placed on research design, question formulation, sampling, recruiting, data analysis and practical research activity.
Prerequisites: PCS 305.

PCS 312 Conflict Systems and Analysis 3
This course examines the practical and theoretical approaches to evaluating and remediating organizational conflict. Organizational analysis techniques and internal dispute resolution systems are explored.

PCS 315 Conflict Transformation 3
Examine the theory, practice, and narrative of conflict transformation. Transformative models, locally and globally, are explored and, the process of ending destructive action and promoting constructive change are engaged.

PCS 318 Managing Conflict in Professional Contexts 3
Through the study and application of multiple theories, principles, and skills, students will learn about methods and processes for managing conflict in professional contexts.

PCS 405 Localizing Peace 3
This course will investigate local peace-building and sustainable development within diverse political, cultural and economic contexts. It explores models for collective action toward non-violent conflict and positive peace.

PCS 415 Global Peacebuilding 3
This course explores the complexity of engaging local and global peace and conflict practice (macro-level process) that enhances the building and nurturing of civic society in the 21st century.

PCS 416 Practicum I 4
Through a directed learning experience in a practicum setting, students engage with communities through entry level practices and engaged inquiry experiences reflecting on the field of Peace and Conflict Studies.
Prerequisites: PCS 305, PCS 308, PCS 309, PCS 311, PCS 318. PCST major; Junior or senior standing.

PCS 417 Practicum II 3
Emphasis is placed upon extended application and evaluation in the practice or research environment. Continues critical review and analysis of setting for engagement.
Prerequisites: PCS 416. PCST major; senior standing.

PCS 420 Senior Seminar 3
Final capstone course in which students integrate theory, models of practice and research/evaluation through a community based project documented with an electronic portfolio for presentation.
Prerequisites: PCS 305, PCS 308, PCS 309, PCS 311, PCS 315, PCS 318. PCST major; senior standing.
Corequisites: PCS 416.

PCS 450 Independent Study in Peace and Conflict Studies 1-3
Independent study opportunity for students to engage in an in-depth exploration of a topic of special interest within the context of Peace and Conflict Studies.
Prerequisites: Permission of instructor.
Notes: May be repeated once for credit when topic varies.

PCS 505 Environmental Justice: Interdisciplinary Response for Sustainability 3
Interdisciplinary exploration of models that address social, economic, environmental justice concerns and their impact on community, economic, and environmental sustainability.
Notes: Same as SWK 505.

PCS 517 Peacebuilding Challenges in a Complex World 3
Introduction to the interdisciplinary theory, research, and intervention strategies used in peacebuilding operations.

PCS 533 Restorative Justice: Theory and Models 3
Examines the principles and practices of restorative justice, evaluating the potentials and limitations of restorative methods and interventions in the US and internationally.
Notes: Same as SWK 533.
PCS 540 Social Entrepreneurship: Justice and a Green Environment 3
Interdisciplinary engagement of social entrepreneurship as model for change on an issue of environmental sustainability. Exploration of models that respond to social, economic, environmental, and justice issues.
Prerequisites: Upper-division undergraduate or graduate student status.
Notes: Same as SWK 540, CST 540, ENT 540, SWK 540, WGS 540.

PCS 556 Sports, Conflict, and Peacebuilding 3
The role that sports play in reflecting political, religious, ethnoricaral, and social class conflicts is explored. The possibilities for using sports to teach skills for peaceful transformation are examined.

PCS 579 Gender and Peacebuilding 3
Examines the role of gender, sex, diversity, and power relations in the creation and resolution of conflict and building of peace.
Notes: Same as SWK 579.

PCS 589 Experimental Course 3
This number reserved for experimental courses. Refer to the Course Schedule for current offerings.

PCS 589A Experimental Course: Post-Conflict Peacebuilding: Local and Global Approaches 3
Students participate in a simulation exercise designed to replicate an intervention in a violent but post-conflict scenario. Participants demonstrate the skills needed to engage with a community in recovery.

PCS 600 Principles and Practice of Conflict Management and Resolution 3
Introduction to the interdisciplinary theory, research conflict analysis and intervention strategies which form the foundation of peace and conflict studies.

PCS 601 Indigenous Peace Practices 3
Explores multiple dimensions of diversity in creating and resolving conflicts. Students will explore their own culture beliefs and values as well as diverse conflict models and systems around the world.

PCS 605 Skills and Techniques of Conflict Management 3
Theory and practice to develop a foundation of interpersonal skills and techniques needed by conflict professionals such as communication, negotiation, mediation, assessment, and presentation. Service learning project required.

PCS 606 Organizational Conflict: Diagnostic and Intervention Tools 3
Theories, methods, and practices in assessing and transforming conflict in modern organizations.
Prerequisites: PCS 600 and PCS 601 or permission of instructor.

PCS 607 Conflict Analysis: Theories of Change 3
Students are introduced to key conflict analysis concepts and models. Different analytic frameworks are used to assess international conflicts. Students participate simulation exercise.

PCS 608 Topics in Peace and Conflict Studies 3
Concepts such as peace, conflict, violence, war, international order, state actors, non-state actors, power, international law, international organization, terrorism, conflict management, political economy and peacebuilding, among others are examined based on particular contemporary conflict cases.
Notes: May be repeated for credit when topic varies.

PCS 609 Community Engaged Research 3
After exploration of qualitative, quantitative, mixed-method, and action research philosophy and methods. Teams of students design an action research proposal.
Prerequisites: PCS 607 or permission of instructor.

PCS 610 Transitional Justice 3
Explore nonviolent responses to conflict and violence that are oriented to the restoration of relationships damaged by crime, war, community, and workplace violence.

PCS 611 Governance in Conflict Environments 3
Introduction to key principles, functions, and institutions to develop enhanced governance in conflict environments worldwide. Exploration of concepts, contextual frameworks, and programs to provide assistance in conflict environments.

PCS 612 Civil Military Integration in Conflict Management 3
Exploration of the mission, roles, and responsibilities of civil-military interaction teams in their collaboration to assess, design, and implement interventions to stabilize conflict environments after violent encounters.

PCS 613 Developing Civil-Military Partnerships in Conflict Environments 3
Through contemporary case studies, this course examines how senior civilian and military leaders and their supporting organizations analyze conditions and identify challenges in civil military engagement in conflict environments.

PCS 615 War in the Modern World: What is it Good For? 3
War and morality are concerns within the theoretical framework of peace and conflict studies, providing the base for practice as viewed within an historical and cultural context.

PCS 617 International Humanitarian Practices 3
Students will develop cultural competencies including knowledge of legal traditions of host country. Applications will be used to re-establish/support a culture of lawfulness or sustainable legal diversity. Emphasis on importance of intuitional and individual capacity to work within unique legal contexts.
Prerequisites: Admission into Joint Civil-Military Interaction (JCMI) concentration.

PCS 618 Analyzing and Confronting Illicit Power 3
Students examine multiple illicit power structures present in conflict affected areas. Competing governance structures characterized by corrupt enterprises, criminal gangs, and competing tribal groups are investigated.
Prerequisites: Admission into Joint Civil-Military Interaction (JCMI) concentration.

PCS 619 Civil Society Rehabilitation 3
Students investigate institutions of peace and their role in building sustainable social structures in post-conflict environments.
Prerequisites: Admission into Joint Civil-Military Interaction (JCMI) concentration.

PCS 620 Safety and Security in Conflict Environments 3
Examine the impact of development on communal and personal security. Determine efficacy and advisability of external efforts to promote development through foreign aid, counter-insurgency, and nation-building.
Prerequisites: Admission into Joint Civil-Military Interaction (JCMI) concentration.

PCS 625 Conflict Resolution in Education: K-12 3
Explores conflict resolution theory, practice, and programming in educational settings and community organizations. Peer, professional, and systemic conflicts will be examined.
Prerequisites: PCS 600 or permission of instructor.

PCS 626 Conflict Resolutn in Higher Ed 3
Explores conflict resolution theory, practice, and programming in higher education setting. Student, staff, faculty, administrative, adn organizational conflicts will be examined.
Prerequisites:

**PCS 627 Seminar in Contemporary Issues in Peace and Conflict Studies 3**
An investigation of current Global North and Pan-Western peace and conflict models and their impact on human security and humanitarian assistance.

**PCS 631 Crisis Management: Response and Resolution 3**
Overview of critical incident response, management and resolution in relation to individual, family, community, and organizational perspectives.

**PCS 645 Conflict Practice 3**
Supervised application of dispute resolution programs and practices with Campus Conflict Resource Center and other CIVIC Project programs. Field experience required.
**Prerequisites:** PCS 605 or PCS 647 or permission of instructor.

**PCS 647 Facilitation, Mediation, and Negotiation 3**
Engage with negotiation and mediation practices for transforming conflict. Build from negotiation and mediation theory to strategies and tactics. Learn and apply skills.
**Prerequisites:** None for certificate or master's students. permission of instructor for non-majors;
**Corequisites:** None for certificate or master's students. permission of instructor for non-majors.

**PCS 650 Independent Study 3**
Intensive study guided by the graduate faculty.

**PCS 652 Conflict Resolution in Groups 3**
Examines the range of practices of group facilitation with a focus on current theories and techniques of professional facilitation in conflict resolution practice and training.

**PCS 665 Religion: Conflict and Confrontation 3**
Overview of conflict analysis and intervention strategies in religious communities and organizations. Analyze and implement models of reconciliation and forgiveness.

**PCS 676 Peace Development and Community Building 3**
Approaches to community and peacebuilding, with emphasis on understanding power and conflict, are taught within a global context. Strategies are developed for building peace and community through civic engagement.
**Prerequisites:** PCS 600 and PCS 601 or permission of instructor.

**PCS 677 International Human Rights Advocacy 3**
Course will explore international human rights norms, laws, theory and practice, with an emphasis on analytical and advocacy skills. Current debates in the field will be explored with implications for policy.

**PCS 685 Resolving Conflict in Health Care Systems: Achieving Peace through Health 3**
Peace building and conflict resolution in health care and humanitarian initiatives; human rights and social justice perspective.

**PCS 690 Integrated Colloquium: Professional Development Project 3**
Final capstone course in which students integrate theory, research, and practice skills through an integrative project. (Research or Field Hours required).
**Prerequisites:** PCS 600, PCS 601, PCS 605, PCS 609, PCS 610.
**Corequisites:** PCS 606, PCS 607.

**PCS 803 Research Extension 1-3**

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**Philosophy (PHI)**

**PHI 111 Introduction to Philosophy 3**
Discussion of views and methods of major philosophers. Topics drawn from metaphysics and epistemology, such as the foundations and scope of human knowledge, personal identity, freedom and determinism, and the mind-body problem.
**GE Core:** GPR

**PHI 115 Critical Thinking 3**
Introduction to basic principles of reasoning and argumentation. Topics taken from syllogistic reasoning, probability, informal fallacies, the structural analysis of statements, and scientific methods.
**GE Core:** GRD

**PHI 119 Introduction to Ethics 3**
Fundamental questions of ethics, such as the nature of the distinction between good and evil, moral right and wrong, the foundation of moral judgments, relativism, absolutism, and subjectivism. Readings from major figures in the history of ethics.
**GE Core:** GPR

**PHI 121 Contemporary Moral Problems 3**
Philosophical readings and discussion of such current topics as abortion, euthanasia, capital punishment, censorship, sexual morality, affirmative action and preferential hiring, environmental ethics, population control, and the morality of war.
**GE Core:** GPR

**PHI 202 Medical Ethics 3**
Moral problems in medicine including the patient's right to know, the confidentiality of doctor-patient communications, informed consent and experimentation with human subjects, abortion, euthanasia, socialized medicine, conflicts between medicine and religion, and genetic engineering.
**GE Core:** GPR

**PHI 222 Ethics in the Computer Age 3**
The course will survey select moral problems arising from computer technology in contemporary life, focusing on analysis of specific problems, stakeholders, and consequences, and the historical impact of computer technology.
**GE Core:** GPR

**PHI 251 History of Ancient Philosophy 3**
Survey of Western philosophical thought in the ancient period from the pre-Socratics, Plato, Aristotle, the Sceptics, Stoics, Epicureans. Particular choices of texts and philosophical ideas may vary.
**GE Core:** GHP
**GE Marker:** GL
**LEC:** GPM

**PHI 252 History of Modern Philosophy 3**
Survey of Western philosophical thought in the seventeenth and eighteenth centuries, its historical background and its influences on subsequent intellectual developments. Reading from major figures of the period, such as Descartes, Locke, Berkeley, Leibniz, Spinoza, Hume, and Kant.
**GE Core:** GHP
**GE Marker:** GL
**LEC:** GMO

**PHI 267 Existentialism 3**
Introduction to the fundamental ideas of existentialism. Readings from Kierkegaard, Heidegger, Sartre.
PHI 301 Topics in Philosophy 3
Variable content.
Notes: May be repeated for credit when topic varies.

PHI 310 Introduction to Formal Logic 3
Validity, consistency, implication, and the formal analysis of language. Propositional logic and quantification theory.
GE Core: GRD

PHI 311 Intermediate Formal Logic 3
Quantification theory with completeness results, identity, functions, decidability, and axiomatic methods.
Prerequisites: PHI 310 or permission of instructor.

PHI 319 Knowledge, Truth, and Belief 3
Discussion of concepts central to an understanding of the nature of human knowledge, such as truth, evidence, certainty, intuition, perception, the reasonableness of belief, and the reliability theory of justification.
Prerequisites: PHI 310.

PHI 321 Ethical Theory 3
Analysis of the meaning of moral concepts such as good, right, ought, duty, and of the nature of ethical argument. Attention to current theories in normative ethics.
Prerequisites: One course in Philosophy.

PHI 322 Philosophy of the Arts 3
Philosophical problems concerning description, interpretation, and evaluation of the visual, performing, and literary arts, discussed generally and in relation to specific works of art. Readings in philosophy and art theory.

PHI 324 Philosophy of Race and Gender 3
This course provides historical background for understanding racial inequalities, focuses on the concepts of race and gender and how they are connected to racism and sexism, and explores the concept of intersectionality.

PHI 325 Introduction to the Philosophy of Science 3
Concepts important to an understanding of the nature and goals of research in the natural sciences, such as observation, experiment, theory, law, and explanation. Philosophical problems about objectivity and conceptual change in science based on examples from the history of science. Nature of scientific knowledge.
Notes: One course in natural science recommended.

PHI 330 Philosophy in Literature 3
Basic philosophical issues in literature such as personal identity, the problem of evil, free will, ethical ideals, the nature of reality, truth in literature, and reference to fictional objects. Major works of fiction studied for their philosophical content.

PHI 331 Social and Political Philosophy 3
Theories of the origin and justification of legal systems, our obligation to obey the law, justice, punishment, and related issues. Readings from classical and contemporary sources. Course available via a WEB D-section for PHI Online Degree Completion Program students only.
GE Core: GPR

PHI 335 Philosophy of Law 3
Theories of the origin and justification of legal systems, our obligation to obey the law, justice, punishment, and related issues. Readings from classical and contemporary sources.

PHI 336 Philosophy of Crime and Punishment 3
Critical discussion of philosophical questions raised by criminal law, including the moral justification of punishment, the theoretical underpinnings of various criminal defenses, and the conceptual distinctions among types of crimes.
GE Core: GPR

PHI 338 Ethics and International Affairs 3
Critical discussion of topics such as human rights, the morality of war and terrorism, international distributive justice, poverty and international aid, self-determination and secession, immigration policy, and global environmental issues.
GE Core: GPR
GE Marker: GL

PHI 348 Existentialism, Phenomenology, and Structuralism 3
Recent philosophical movements in France and Germany. Application of structuralist models to the human sciences. Post-structuralist developments such as Deconstruction and Hermeneutics. Selections from such writers as Husserl, Levi-Strauss, Foucault, Lacan, Althusser, Derrida, Gadamer, and Ricoeur.

PHI 351 Major Philosophers 3
Systematic examination of the works of a major philosopher.

PHI 353 Major Philosophies 3
Systematic examination of a major historical movement in philosophy, such as rationalism, empiricism, positivism, materialism, and idealism.
Notes: May be repeated for credit when topic varies.

PHI 357 Metaphysics 3
Selected metaphysical issues such as personal identity and the immortality of the soul, freedom and determinism, the nature of space, time and substance, the problem of universals, forms of realism, and theory of reference. Course available via a WEB D-section for PHI Online Degree Completion Program students only.

PHI 359 Philosophy of Religion 3
Arguments concerning God's existence, the problem of evil, God's foreknowledge and human freedom, the analysis of divine attributes, immortality, and the soul.
GE Core: GPR

PHI 361 Ethical Issues in Business 3
Ethical theory and its application to business: economic justice, corporate responsibility, self-regulation and government regulation, conflict of interest, investment policy, advertising, and environmental responsibility.
GE Core: GPR
GE Marker: GN
Notes: Students may not receive credit for both PHI 361 and PHI 362.

PHI 362 Ethical Issues in Entrepreneurship 3
Application of ethical theory to global entrepreneurship; including entrepreneur's role in ethical actions, economic justice, responsibility, self and government regulation, conflict of interest, investment policy, advertising, and environmental responsibility.
GE Core: GPR
GE Marker: GN
Notes: Students may not receive credit for both PHI 361 and PHI 362. Same as ENT 362.

PHI 363 Environmental Ethics 3
The ethics of our relationship to the environment. Traditions in environmentalism; treatment of animals, nature, plants, and species; application of environmental ethical theory to real-world environmental problems.
PHI 401 Reading Course for Seniors 1-3
Supervised reading and research for philosophy majors.
Prerequisites: Permission of instructor.
Notes: May be repeated for credit.

PHI 402 Independent Study 1-3
Prerequisite: Satisfaction of requirements for the major in philosophy and permission of instructor;
Notes: May be repeated for credit.

PHI 493 Honors Work 3-6
Prerequisite: Permission of instructor; 3.30 GPA in the major; 12 s.h. in the major;
Notes: May be repeated for credit if the topic of study changes.

PHI 494 Senior Capstone Course 3
Variable content. Senior-level philosophical work on some thematic topic. Elements and methods of philosophical argument, research and debate. Technology competencies and information skills/research competencies in the major. Course available via WEB D-section for PHI Online Degree Completion Program students only.

PHI 520 Advanced Topics in Biomedical Ethics 3
Detailed examination of a particular issue in biomedical ethics, such as research ethics, assisted suicide and euthanasia, and the acquisition and allocation of organs for transplantation.
Prerequisites: PHI 220.

PHI 523 Philosophy of Social and Behavioral Science 3
Issues in philosophy of social and behavioral science from Hume to the present: explanation, theory construction, methodology of the social sciences, the status of the sociology of knowledge.

PHI 525 Philosophy of Physical Science 3
Study of a major current issue in the philosophy of science such as scientific progress and change, scientific methods, experiment and theory, scientific explanation, rationality, scientific realism, relations between philosophy of science and history of science. Examples drawn from modern history of the physical sciences.

PHI 527 Philosophy of Biological Science 3
Examination of concepts of law, theory, explanation, evidence, classification, and reduction using examples drawn from biology. Investigation of problems related to alternative conceptual systems and conceptual change in biology, the nature of the biological subject matter, and the place of biology among the natural sciences.

PHI 545 Social Philosophy 3
Topics from social, political, and legal philosophy, such as property, justice, punishment, liberalism, conservatism, and a study of such major figures as Hobbes, Locke, Mill, and Rawls.

PHI 555 Epistemology 3
Skepticism, the analysis of knowledge, confirmation and induction, apriori knowledge, naturalized epistemology.
Prerequisites: PHI 319 or permission of instructor.

PHI 559 Philosophy of Mind 3
The mind-body problem, identity theories, functionalism, reductive and eliminative materialism, behavioral and causal theories of mind.

PHI 565 Philosophy of Language 3
Theories of truth, meaning, and reference. Origin and nature of human language and its relations to animal and machine language.

PHI 575 Advanced Logic 3
Axiomatic first order quantification theory with completeness theorems. Numbers and sets. Paradoxes and type theory. Introduction to modal logic.
Prerequisites: PHI 311 or permission of instructor.

PHI 590 Aesthetics 3
Readings in the major philosophies of art, analysis of evaluative judgment and argument, the nature of aesthetic concepts, artistic truth, the art object, and the aesthetic experience.
Prerequisites: PHI 322 or permission of instructor.

PHI 601 Advanced Topics in Philosophy 3
Topics may include relativism, legal ethics, and artificial intelligence. May be repeated for credit when topic varies.

PHI 620 Ethics and Genetics 3
Ethical issues in the acquisition and application of knowledge about the human genome. Topics include genetic testing and abortion, predictive testing, testing for minors, confidentiality, gene therapy, and human cloning.
Prerequisites: Matriculation to third semester of MS genetic counseling program or permission of instructor.

Physics (PHY)

PHY 101 Methods, Skills, and Strategies for Physics 3
Knowledge, skills, and strategies for surviving and excelling at physics. Includes essential analytical skills, key physics ideas, problem-solving techniques, critical-thinking practice, and academic success tips.

PHY 101L Methods, Skills, and Strategies for Physics Lab 1
Modeling many of the concepts and techniques from the lecture portion of the course using basic computer applications, such as Excel.

PHY 205 Conceptual Physics 3
Introduction to basic laws of physics made by extensive use of demonstrations. Concepts emphasized and mathematical manipulations held to a minimum.
GE Core: GNS
LEC: GPS
Notes: No student may receive credit for this course if credit has previously been earned for PHY 211, PHY 212, PHY 291, or PHY 292. Registration in laboratory (PHY 205L) optional.

PHY 205L Conceptual Physics Laboratory 1
The discovery approach will be used to conduct experiments in mechanics, fluids, heat, electricity and magnetism, optics and modern physics.
GE Core: GNS
LEC: GPS
Corequisites: PHY 205.

PHY 211 General Physics I 4
Introduction of laws and properties of matter, sound, heat, optics, electricity, and magnetism. Algebra and trigonometry used in development of this material.
GE Core: GNS
LEC: GPS
Prerequisites: A grade of C or better in MAT 151 or MAT 190, or permission of instructor.
Notes: Laboratory is included in PHY 211 and PHY 212. No student may receive credit for PHY 211 or PHY 212 if credit has previously been earned for PHY 211A or PHY 212A or PHY 291 or PHY 292.
PHY 211A General Physics I 4
A NSF funded version of PHY 211/212 featuring a laboratory-centered environment. See course description for PHY 211/212. Check with department for details.
GE Core: GNS
LEC: GPS
Prerequisites: MAT 150 or permission of instructor.
Notes: Laboratory is included in PHY 211A and PHY 212A. No student may receive credit for PHY 211A or PHY 212A if credit has previously been earned for PHY 211 and PHY 212 or PHY 291 and PHY 292.

PHY 211L General Physics Lab I 0

PHY 212 General Physics II 4
Introduction of laws and properties of mechanics and heat using calculus. Algebra and trigonometry used in development of this material.
GE Core: GNS
LEC: GPS
Prerequisites: A grade of C or better in PHY 211 or permission of instructor.
Notes: Laboratory is included in PHY 211 and PHY 212. No student may receive credit for PHY 211 or PHY 212 if credit has previously been earned for PHY 211A or PHY 212A or PHY 291 or PHY 292.

PHY 212A General Physics II 4
A NSF funded version of PHY 211/212 featuring a laboratory-centered environment. See course description for PHY 211/212. Check with department for details.
GE Core: GNS
LEC: GPS
Prerequisites: PHY 211A.
Notes: Laboratory is included in PHY 211A and PHY 212A. No student may receive credit for PHY 211A or PHY 212A if credit has previously been earned for PHY 211/PHY 212 or PHY 291/PHY 292.

PHY 212L General Physics Lab II 0

PHY 291 General Physics I with Calculus 4
Introduction to the laws and properties of mechanics and heat using calculus.
LEC: GPS
Prerequisites: Grade of C or better in PHY 101 and MAT 151. or grade of C or better in PHY 101 and MAT 190; or grade of C or better in MAT 191; or permission of instructor;
Corequisites: MAT 191 or MAT 292.
Notes: Laboratory is included in PHY 291. students must register for PHY 291L concurrently. PHY 291 and PHY 292 together constitute a one-year university physics course. No student may receive credit for this course if credit has previously been earned for PHY 211 or PHY 211A.

PHY 291L General Physics I with Calculus Lab 0
Laboratory supporting PHY 291.
LEC: GPS
Corequisites: PHY 291.
Notes: No grade is awarded with this course number. Grades are awarded with the lecture course.

PHY 292 General Physics II with Calculus 4
Introduction to the laws and properties of electricity, magnetism, sound, and optics using calculus.
LEC: GPS
Prerequisites: Grade of C or better in MAT 292 and PHY 291.
Notes: Laboratory is included in PHY 292. students must register for PHY 292L concurrently. PHY 291 and PHY 292 together constitute a one-year university physics course. No student may receive credit for this course if credit has previously been earned for PHY 212 or PHY 212A.

PHY 292L General Physics II with Calculus Lab 0
Laboratory supporting PHY 292.
LEC: GPS
Corequisites: PHY 292.
Notes: No grade is awarded with this course number. Grades are awarded with the lecture course.

PHY 294 Introduction to Computational Physics Laboratory 1
Introduction to computational techniques used in physics and engineering. Use of software to solve problems in physics and astronomy, including simulation of interesting physical situations.
Prerequisites: Grade of C or better in PHY 292. or grade of C or better in PHY 291 and concurrent registration in PHY 292; Pr. or Coreq.: PHY 292.

PHY 321 Introduction to Modern Physics 3
Fundamental concepts of atomic, molecular, nuclear, and solid state physics from quantum-mechanical and special relativity points of view. Topics include special relativity, wave-particle dualism, Schrödinger equation, hydrogen atom, atomic spectra, nuclear structure, radioactivity, nuclear reactions, and molecular and solid state physics.
Prerequisites: Grade of C or better in PHY 292 [or PHY 211 (or PHY 212 with permission of instructor)]. grade of C or better in MAT 390 (or MAT 394) with concurrent registration in MAT 394 (or MAT 390); Pr. or Coreq.: MAT 390 or MAT 394.

PHY 321L Modern Physics Laboratory 1
Performance of atomic, nuclear, and solid state physics experiments and analysis of data in a quantitative and scientific manner. Simple computer programs used to study the concepts of error and least-square-fit techniques.
Prerequisites: Completion of or current registration in PHY 321. Pr. or Coreq.: PHY 321.

PHY 323 Mechanics 3
Mathematical treatment of classical kinematics and dynamics of a particle in a uniform field, in oscillatory motion and simple motions of systems of particles. Analytical and numerical techniques of problem solution stressed.
Prerequisites: Grade of C or better in PHY 292. grade of C or better or concurrent registration in MAT 390 (or MAT 394); Pr. or Coreq.: MAT 390 or MAT 394.

PHY 323L Classical Physics Laboratory 1
Performance of experiments emphasizing concepts of classical physics. Topics include force, energy, resonance, and relaxation.

PHY 325 Electricity and Magnetism I 3
A study, developing and using techniques of vector algebra and calculus, of topics in the theory of static electric and magnetic fields including the divergence and Stokes' theorems and the law of Gauss, Biot-Savart, and Ampere. Application to the properties of conductors, dielectric, and magnetic materials.
PHY 325L Electricity and Magnetism Laboratory 1
Performance of electricity and magnetism and electronic experiments with analysis of these basic phenomena as applied to research laboratory.
Prerequisites: Completion of or concurrent registration in PHY 325.
Corequisites: PHY 325 (if not satisfied as a prerequisite)

PHY 327 Thermal Physics 3
Properties of matter developed by combining thermodynamic reasoning with molecular theory.

PHY 330 Astrophysics 3
Stellar evolution through study of white dwarves and black holes; galaxy structure and cosmology. Observational project will use Three College Observatory. Intended as follow-up to introductory astronomy and physics.
Prerequisites: Grade of C or better in PHY 292.

PHY 331 Experimental Physics 1
Advanced courses in laboratory techniques as involved in special laboratory problems.

PHY 332 Experimental Physics 1
Advanced courses in laboratory techniques as involved in special laboratory problems.

PHY 333 Selected Topics 1-3
Primarily intended for those who are not physical science majors. Topics vary with instructor and with semester. Contemporary topics may include subjects such as analysis of physical resources, their inherent energy limitations and new sources of energy (such as solar, geothermal, etc.); development and adaptation of nuclear energy to electric power plants and armaments systems and the ensuing environmental and political problems. No previous science course required. Interested students should inquire at Physics and Astronomy Department office for further details. Selected topics for science majors may also be given upon request.

PHY 345 20th-Century Physics: A Liberal Art 3
20th-century developments in description of physical universe, including small (quantum mechanics), fast (Einstein's relativity), energetic (nuclear). Emphasize understanding, societal impact, minimal mathematics.

PHY 395 Computational Physics Laboratory II 1
Use of numerical methods and computational models to simulate and investigate the behavior of various physical systems, including ODE integration, PDE mesh relaxation, and/or Monte Carlo methods.

PHY 400 Seminar 1-3
Selected topics of current interest in physics are studied.

PHY 401 Physics Senior Seminar 1
Topics from current physics literature, and presentations by students, faculty and guest lecturers. Oral reports on research topics. Attendance at weekly seminars required.
Prerequisites: PHYS major. senior standing;
Notes: Required of all Physics majors. Grade: Pass/Not Pass (P/NP).

PHY 412 Electronics for Scientists 3
Electronic circuits useful for measurement, signal processing, and control. This course is especially designed to meet needs of experimental scientists.

PHY 413 Microcomputer Interfacing for Scientists 3
Methods and techniques of electronic connection between computer and other devices and programming methods to facilitate use of the computer as a laboratory instrument are introduced.

PHY 419 Advanced Laboratory 1-3
Methods and techniques of electronic connection between computer and other devices and programming methods to facilitate use of the computer as a laboratory instrument are introduced. Assembly language used primarily.

PHY 420 Selected Topics in Physics 3
A topic of special interest is studied in depth.

PHY 421 Modern Physics with Quantum Mechanics 3
Modern theories of matter are studied by applying quantum mechanics to atomic, molecular, nuclear, and solid state systems.
Prerequisites: Grade of C or better in PHY 321 and PHY 325.

PHY 423 Analytical Mechanics 3
Classical laws of particle motion are extended to the treatment of general motion of a rigid body, noninertial reference frames, generalized coordinates, normal coordinates, and to topics and techniques based on calculus of variations.
Prerequisites: Grade of C or better in PHY 323 and MAT 390.

PHY 425 Optics 3
Analytical treatment of geometrical optics (thin and thick lenses, image formation, theory of optical instruments) and physical optics (electromagnetic waves, interference, polarization, diffraction, optical properties of materials).
Prerequisites: Grade of C or better in PHY 325, or permission of instructor.

PHY 425L Optics Laboratory 1
Performance of geometrical and physical optics experiments with both microwaves and visible light.

PHY 426 Electricity and Magnetism II 3
Continuation of PHY 325. The properties of time-varying electric and magnetic fields, including Faraday's law, and the development of Maxwell's equations are studied. Results are applied to alternating current circuit theory, electromagnetic waves, and radiation.

PHY 495 Research Experience in Physics 3
A significant research project directed by faculty member. Student must submit written proposal, develop approved written plan, and deliver formal report of results.

PHY 496 Individual Study 1-3
The student and at least one member of the graduate faculty will develop a plan to study a topic of particular interest to the student.
Prerequisites: Permission of instructor.

PHY 502 Conceptual Physics for Teachers 3
The basic laws of physics are introduced by extensive use of demonstrations. Concepts are emphasized and mathematical manipulation is minimal. Teaching materials and strategies are developed.

PHY 543 Biophysics 3
Introduction to cellular biophysics, with emphasis on the physical properties of membranes, including membrane transport mechanisms and electrical properties of membranes.
Prerequisites: BIO 355. CHE 111 and CHE 114; MAT 191; PHY 211 and PHY 212 (or PHY 291 and PHY 292); or permission of instructor;
Notes: Same as BIO 543.
PHY 601A Basic Concepts in Physics 3
PHY 601B Selected Topics in Physics 3
PHY 603 General Physics for Teachers 3
Concepts and theories, with some performance of demonstration and laboratory experiments. Develop basic knowledge of mechanics, properties of matter, heat, waves, electromagnetic fields, atomic structure and spectra, particle and wave theories.
PHY 605A Adv Placement Physics Teachers 3
PHY 605B Adv Placement Physics Teachers 3
PHY 607 Modern Physics for Teachers 3
Recent developments in physics.
PHY 608 Modern Physics for Teachers 3
Recent developments in physics.
PHY 612C Experimental Physics For Teachers 1-3

Political Science (PSC)

PSC 101 Politics in a Digital World 3
Introduction to the analysis of politics (domestic and international) through the study of social media, databases, polls, blogs, and online news sources.
GE Core: GSB

PSC 105 Exploring Political Issues 3
Introduction to the main intellectual traditions of political science. Discusses basic problems, political ideologies, and competing theories of politics.
GE Core: GPR

PSC 200 American Politics 3
Organization and behavior of the institutions, groups, and persons in American national government and politics. Introductory level course.
GE Core: GSB

PSC 210 Introduction to Public Policy 3
Problems of public policy and administration with emphasis on analysis of decision-making in governmental organizations.
GE Core: GSB

PSC 240 The International System 3
Introduction to international politics focusing upon major changes in the international system since 1945.
GE Core: GSB
GE Marker: GL

PSC 250 Model United Nations 1
Introduces students to the structure and processes of the United Nations and involves participation in a simulation of the UN at the Southern Regional Model UN.
Notes: May be repeated for credit.

PSC 260 Introduction to Comparative Politics 3
Basic concepts and methods of comparative political analysis. Introduction to political institutions, processes, and problems of democratic, non-democratic, and transitional political systems.
GE Core: GSB
GE Marker: GL

PSC 270 Introduction to Political Theory 3
Examines the tradition of Western political thought beginning with Plato and ending with twentieth century philosophers. Topics include the nature and meaning of liberty, justice, and equality and the purpose of politics.
GE Core: GPR

PSC 280 Introduction to Law 3
Introduction to legal method and principles and the legal profession. Students acquire knowledge of substantive areas of law and recognition of legal issues and resolution through the legal process.

PSC 290 The Politics of the Non-Western World 3
Introduces students to the problems facing countries in Asia, Africa, and Latin America. Introduces the social science literature concerning globalization, conflict and conflict resolution, political economy, and democratization.
GE Marker: GN

PSC 300 Special Topics 3
Study of an issue in political science.
Notes: May be repeated for credit when topic varies.

PSC 300B Sp Tpcs: American Pol Theory 3

PSC 300C Spec Tp: American Pol Theory 3

PSC 300D Spec Topics: British Politics 3

PSC 301 Research Methods in Political Science 3
Basic principles of research in political science. Focus on testing of empirical propositions, with particular emphasis on survey research methods and on data analysis and interpretation. No statistical knowledge required.
Prerequisites: Majors only.

PSC 309 Entrepreneurship in the Public Sector 3
Introduction to principles and practices of entrepreneurship in the public sector through literature, case studies of initiatives, such as citizen innovation and cross-sectoral collaborations, online class discussions, and group projects.
Notes: Same as ENT 309.

PSC 310 Public Administration 3
Major concepts in administration of public bureaucracies, including comparative administration, organization theory, budgeting, public personnel, and decision-making.

PSC 311 The Nonprofit Sector and Governance 3
Development of nonprofit organizations and their contributions in the U.S. and internationally; their political, social, and economic roles; nonprofit governance; relationships to government; types of nonprofits; contemporary issues. Service-learning course.

PSC 312 Environmental Law and Policy 3
Study of federal and international environmental law and policy. Topics include air and water pollution, hazardous and toxic substances, climate change, atmospheric pollutants, and related issues.
Notes: Same as ENV 312.

PSC 313 Natural Resources Law and Policy 3
Study of state, federal, and international natural resources law and policy. Topics include acquisition and management of public lands, wildlife, biodiversity, resource conservation.
Notes: Same as ENV 313.

PSC 314 Wildlife Law and Policy 3
Evolution of American wildlife law with focus on private property, federal-state relations, and federal protection of species, habitat, and biodiversity.
Notes: Same as ENV 314.
PSC 316 Judicial Process 3
Analysis of the American legal system, focusing on the behavior of actors in that system, theoretical foundations of the system, and policy-making role of the courts.

PSC 318 Constitutional Law 3
Case-method approach to the most important aspects of constitutional law regarding separation of powers, federalism, and economic regulation. Emphasis on importance of historical eras to the evolution of these cases, and current reassessment.

PSC 320 Civil Liberties 3
Case-method approach to issues involving civil liberties and civil rights. Examination of historical evolution of Supreme Court decisions and evaluation of the Court's reassessment of previous decisions.

PSC 321 American Politics 3
Comparison of political behavior and institutions among the 50 American states.

PSC 322 American State Politics 3
Analysis of the role of political parties in the American political process, with emphasis on the interaction between parties, state and local governments, and the federal government. Particular attention is given to the role of political parties in the political process and their impact on public policy.

PSC 323 Urban Politics 3
Examination of the role of urban politics in the American political process, with emphasis on the relationship between urban politics and state and federal politics.

PSC 324 Urban Administration 3
Special characteristics and problems of implementing urban policies and managing municipalities and other local governments and nonprofit service agencies. Role of the city manager and other professional administrators.

PSC 326 Elections, Law, and the Courts 3
Examines legal aspects of election in the U.S., with a particular emphasis on the controversies over these laws and on the court interpretations of these laws.

PSC 327 American Political Parties 3
Analysis of the role of political parties in the American political process, with emphasis on recent elections and campaigns.

PSC 328 North Carolina and Southern Politics 3
Examination of contemporary political and governmental developments in the American South. Particular attention is given to North Carolina politics and government.

PSC 329 American Interest Group Politics 3
Emphasis on interest groups' ideologies, tactics, and effect on public policy.

PSC 330 Internship in Campaigns and Elections 3
Analysis of electoral campaign strategies by party and candidate through actual participation in campaigns and by writing of case studies based on student campaign participation. Spring semester in even numbered years covers primary elections; fall semester concentrates on general elections. Either semester may be taken independently.

PSC 331 Internship in Campaigns and Elections 3
Analysis of electoral campaign strategies by party and candidate through actual participation in campaigns and by writing of case studies based on student campaign participation. Spring semester in even numbered years covers primary elections; fall semester concentrates on general elections. Either semester may be taken independently.

PSC 332 Elections and Voting 3
Analysis of influences on voting behavior and of the relationship among voting behavior, elections, and the political process as a whole, with emphasis on contemporary U.S. presidential elections.

PSC 333 The U.S. Congress 3
Examination of the U.S. Congress, its evolution and contemporary standing. Attention given to internal organization—rules, committees, voting behavior—and relationship to constituencies, especially campaigns, elections, and home styles.

PSC 334 The American Presidency 3
Examination of the contemporary American presidency. Attention given to the multiple roles of the president, to the rise of the presidency in American government and politics, and to the implications of a powerful presidency for democratic government.

PSC 335 Women in Politics 3
Relationship of women to political process with particular emphasis on women's political socialization, patterns of political participation, and leadership selection.

PSC 336 Women and the Law 3
Examination of interaction between women and the legal system. Role of women in legal professions and the impact of the legal system on women in American society.

PSC 337 Politics and the Media 3
Analysis of the interaction between the American media, and public and political institutions. Particular attention is given to how media interact with the three branches of government, particularly the executive.

PSC 338 International Political Economy 3
Recent problems in international politics with emphasis on trade and monetary relations, regional economic integration, transitions to market economies, differing perspectives between the industrialized and developing world, international environmental issues.

PSC 339 International Relations 3
Introduction and analysis of the fundamentals of international law and its role in the contemporary international system.

PSC 340 International Law 3
Introduction and analysis of the fundamentals of international law and its role in the contemporary international system.

PSC 341 International Law 3
Prerequisites: PSC 240 or permission of instructor.

PSC 342 American Foreign Policy 3
Analysis of the decision-making process concerning formulation and execution of American foreign policy.

PSC 344 Politics of Globalization 3
Political impact of globalization at the international, national, and subnational levels. Attention given to its implications for the politics of international civil society, world affairs, and citizenship.

PSC 345 International Security 3
Examines traditional security threats such as war, conflict, and instability as well as more recent security challenges including weapons proliferation, terrorism, and human security concerns.

PSC 346 International Organization 3
The role of international organizations in international affairs with a special emphasis on the United Nations, its special agencies, and regional organizations such as the European Union.

PSC 347 International Security 3
Any international relations course or permission of instructor.
PSC 349 Human Rights and the Global Citizen 3
Explores the role of international and nongovernmental organizations, and other non-state actors in the development of international human rights. Analyzes advocacy networks' role in the protections of those rights.
GE Marker: GL

PSC 350 Democratic Political Systems 3
Comparative examination of political institutions and behavior in selected industrialized and non-industrialized countries.

PSC 352 Nationalism and Ethnic Politics 3
Explores competing explanations of nationalism and ethnic politics. Course focuses on comparative analysis in a global context, and examines strategies that have been employed by governments to manage ethnic tension.
Prerequisites: PSC 260 or permission of instructor.

PSC 354 Post-Conflict Politics 3
Examines the post-conflict reconstruction and reconciliation process in war-torn societies. Among the topics covered are security sector reform, elections, institutional design, transitional justice, and economic stabilization efforts.
Prerequisites: PSC 240 or PSC 260 or PSC 290.

PSC 355A Selected Topics in Comparative Politics: Political Violence 3
See PSC 355.

PSC 355B Selected Topics in Comparative Politics: Political Parties 3
See PSC 355.

PSC 355C Selected Topics in Comparative Politics: Politics of Development 3
See PSC 355.

PSC 355D Selected Topics in Comparative Politics: Politics of Industrial Societies 3
See PSC 355.

PSC 355E Selected Topics in Comparative Politics: Comparative Legislative Process 3
See PSC 355.

PSC 355G Selected Topics in Comparative Politics: Political Ideologies 3
See PSC 355.

PSC 355J Selected Topics in Comparative Politics: Middle East Politics 3
See PSC 355.

PSC 355K Selected Topics in Comparative Politics: Russian Politics 3
See PSC 355.

PSC 355M Selected Topics in Comparative Politics: Political Economy 3
See PSC 355.

PSC 355N Selected Topics in Comparative Politics: European Union 3
See PSC 355.

PSC 355P Selected Topics in Comparative Politics: Politics of Latin America 3
See PSC 355.

PSC 361 Central and East European Politics 3
Analysis of patterns of political power in European nations formerly ruled by Communist parties, including an examination of the development of political liberalization, dissent, and international relations.

PSC 371 American Political Thought 3
Examines major works in American political thought by authors such as Madison, Jefferson, Lincoln, Thoreau, Emerson, King, Malcolm X, and Friedan. Special Emphasis on tracing the promise and problems of American life.

PSC 372 South Asian Political Systems 3

PSC 391 African Political Systems 3
Survey and analysis of the institutions and current problems of African states. Emphasis on Sub-Saharan Africa.
Prerequisites: PSC 240 or PSC 290 or permission of instructor.

PSC 392 The Politics of South Africa Through Film and Literature 3
This course uses film and literature as the vehicle to examine the issues associated with the remarkable evolution of South African politics from the institutionalized racism of apartheid through the transformation to majority rule.

PSC 399 Public Affairs Internship 1-3
Field learning experience in governmental agencies and private organizations involved in the political process. Academic supervision provided by faculty advisor and direction in field provided by job supervisor. Written report on a substantive topic related to the internship required.
Prerequisites: Permission of instructor.
Notes: May be repeated for a total of 9 s.h.

PSC 401 Individual Study 1-3
Reading or research. Available to qualified students upon recommendation of an instructor.
Prerequisites: Departmental permission.

PSC 402 Individual Study 1-3
Reading or research. Available to qualified students upon recommendation of an instructor.
Prerequisites: Departmental permission.

PSC 493 Honors Work 3-6
Prerequisite: Permission of instructor; 3.30 GPA in the major, 12 s.h. in the major;
Notes: May be repeated for credit if the topic of study changes.

PSC 501 Selected Topics in Political Science 1-3
Opportunity for advanced students to study in depth a topic of special interest.
Prerequisites: Major in political science or permission of instructor.
Notes: May be repeated for credit when topics vary.

PSC 503 Survey Methods for Policy Research 3
Theoretical and practical issues involved in designing and using sample surveys for political and policy research. Emphasis on survey methods used by the government and others in public sector.

PSC 504 Public Management Information Systems 3
Overview of management information systems in public and nonprofit organizations, covering broad questions of design, management, training, utilization, and impact on decision making.

PSC 505 Problems in Politics 3
Seminar in research and study in political science. Attention also on problems of methodology and alternative conceptions of field of political science as a scholarly discipline.

PSC 510 Topics in Public Policy 3
Intensive analysis of a major area of public policy. Examination of sources of policymaking, the policymaking process, and the impact of policy.
Notes: May be repeated for credit when topic varies.
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PSC 510A Topics in Public Policy: Politics of Education 3
See PSC 510.

PSC 510B Topics in Public Policy: Criminal Justice 3
See PSC 510.

PSC 510C Topics in Public Policy: Labor Relations 3
See PSC 510.

PSC 510D Topics in Public Policy: Foreign and Defense Policy 3
See PSC 510.

PSC 510E Topics in Public Policy: Environmental Policy 3
See PSC 510.

PSC 510F Topics in Public Policy: Urban Development Policy 3
See PSC 510.

PSC 510G Topics in Public Policy: Health Strategies 3
See PSC 510.

PSC 510H Topics in Public Policy: Global Challenges 3
See PSC 510.

PSC 510I Topics in Public Policy: Press and Politics 3
See PSC 510.

PSC 510J Topics in Public Policy: Politics of Industrial Policy 3
See PSC 510.

PSC 510K Topics in Public Policy: Ethics in Public Policy 3
See PSC 510.

PSC 510N Soviet Foreign Policy 1-3

PSC 510P National Security Policy 1-3

PSC 511 Topics in Public Affairs 1
Prerequisites: for senior PSCI major: completion of PSC 310 (or PSC 311). Notes: May be repeated when topics vary up to a limit of 6 s.h.. Graduate standing; or senior PSCI major; or permission of the Graduate Director.

PSC 511A Topics in Public Affairs: Oral Communication Skills 1
See PSC 511.

PSC 511B Topics in Public Affairs: Marketing for Public and Nonprofit Agencies 1
See PSC 511.

PSC 511C Topics in Public Affairs: Information Technology and Management 1
See PSC 511.

PSC 511D Topics in Public Affairs: Strategic Planning 1
See PSC 511.

PSC 511E Topics in Public Affairs: Legislative Relations 1
See PSC 511.

PSC 511G Topics in Public Affairs: Grant Writing 1
See PSC 511.

PSC 511J Topics in Public Affairs: Legal Issues in Public Administration 1
See PSC 511.

PSC 511K Topics in Public Affairs: Legal Issues in Local Government 1
See PSC 511.

PSC 511M Topics in Public Affairs: Media Relations 1
See PSC 511.

PSC 511N Topics in Public Affairs: Nonprofit Law 1
See PSC 511.

PSC 511P ExpCrs: Program Evaluation 1
Coverage of the types of evaluation approaches, including needs assessment, formative research, process evaluation, monitoring of outputs and outcomes, impact assessment, and cost analysis.

PSC 511P Topics in Public Affairs: Program Evaluation 1
See PSC 511.

PSC 511R Topics in Public Affairs: Diversity and Culture 1
See PSC 511.

PSC 511S Topics in Public Affairs: Social Entrepreneurship in Nonprofits 1
See PSC 511.

PSC 511V Topics in Public Affairs: Volunteer Management 1
See PSC 511.

PSC 512 Federalism and Intergovernmental Relations 3
Focuses on changing relationships of local-state-federal agencies, expanding role of regional cooperation, and recent developments in sub-national governments.
Prerequisites: Graduate standing or permission of instructor.

PSC 516 Administrative Law 3
The law, practice, and procedure in federal administrative agencies: agency rulemaking; administrative adjudication, judicial review, informal process, and administrative discretion.

PSC 520 Urban Political System 3
Examination of major topics in the study of urban government and policy. Systems approach to provide an analytic framework for interrelating specific topics such as citizen participation, interest groups, parties, types of elections, forms of government, community power, and racial politics.

PSC 530 Administrative and Elected Leadership 3
Recruitment, selection, and roles of executives and legislators; organization and activities of the offices; relationships among executive offices, administrative offices, and legislative bodies.

PSC 535 Citizen Participation in Policy-Making 3
Political participation and citizen involvement in governmental policymaking. Both citizen initiated and government sponsored efforts to increase popular input analyzed. Assessment of impact of citizen participation on policy-making in specific areas of policy and on performance of government in general.

PSC 540 Nonprofit Management and Leadership 3
Overview of major concepts and concerns of nonprofit organizations, including tax-exempt status, incorporation, nonprofit-government relations, board-director-staff relations, volunteers, services and program planning, implementation, resource development.
Prerequisites: Senior or graduate standing.
PSC 560 Special Topics in Public Administration 1-3
Students may repeat three-semester-hour courses when topics vary, but one-semester-hour courses when topics vary only for a maximum of three semester hours. Specific topic identified by extension to basic title, e.g., Special Topics in Public Administration: Public Financial Management; Financial Analysis Techniques; Grants and Contract Administration.

PSC 599 Legislative Internship 0

PSC 600 Public Administration and Management 3
Political environment, structure and process of public bureaucracies; organizational theory; professional ethics; and administrative functions including management, budgeting, and personnel.
Prerequisites: Admission to the MPA program or permission of instructor.

PSC 601 Politics of Public Policy 3
Public policy process from agenda-setting to policy formation, legitimation, and implementation.
Prerequisites: Admission to the MPA program or permission of instructor.

PSC 602 Quantitative Analysis and Program Evaluation 3
Basic principles of research design, measurement, data analysis, and computer usage for research in politics and public policy.
Prerequisites: Admission to the MPA program or permission of instructor.

PSC 603 Budgeting and Fiscal Administration 3
Purposes of budgets. The political and economic environment that surrounds the budgetary process in government. Budget preparation, enactment, execution, and decision making at the federal, state, and local levels.
Prerequisites: Admission to the MPA program or permission of instructor.
Corequisites: PSC 603 and PSC 603L.

PSC 603L Budget Analysis Laboratory 1
Problems and exercises designed to assist students in understanding public budgeting. Emphasis on analyzing and communicating budget data.
Prerequisites: Admission to the MPA program or permission of instructor.
Corequisites: PSC 603 and PSC 603L.

PSC 604 Public Personnel Management 3
Employment practices as applied in the public sector; merit and merit systems, position management, equal employment opportunity and affirmative action, unionization, employee rights, and representative bureaucracy.
Prerequisites: PSC 600 or permission of instructor.

PSC 610 Public Policy Analysis 3
Approaches to analyzing public policy; cost-benefit analysis, decision-analysis, and other analytical methods used in policy development and evaluation.

PSC 611 Program and Policy Evaluation 3
Structure of program evaluation; identification and measurement of program outcomes; use of experiments and quasi-experiments in evaluation; development of performance measures; analysis of program evaluation data.
Prerequisites: PSC 602 or permission of instructor.

PSC 612 Organizational Behavior and Leadership 3
Behavior of public and nonprofit organizations. Problems of leadership, group dynamics, conflict resolution, and organizational change.
Prerequisites: PSC 600 or permission of instructor.

PSC 613 Local Government Administration 3
Administrative process, management, personnel, budget and finance, and intergovernmental relations in local government.
Prerequisites: Graduate standing or permission of MPA program director.

PSC 615 Human Resource Development and Performance Management 3
Public and nonprofit employee performance evaluation and development: theories of motivation, workforce trends, training techniques and trends, career development, employee performance and evaluation techniques. Workshop format with group exercises.

PSC 620 Urban and Regional Development Policy 3
Adapted each year, according to the interests of the class, this course examines 21st century urban and regional development policy, focusing on innovations emerging at the intersection of economy, equity, and the environment in the US and elsewhere.

PSC 630 Community and Economic Development Theory and Practice 3
Critical analysis of community and economic development theory and practice and its historical and theoretical roots, methods, strategies, and tactics.
Prerequisites: Permission of MPA program director or graduate standing.

PSC 645 Nonprofit Financial Management and Budgeting 3
Nonprofit financial management and budgeting concepts, techniques and practices, including management control, budgeting, cost accounting, long-term financing, nonprofit accounting and financial reporting, financial analysis, cash management, and accountability and control.
Prerequisites: Graduate standing or permission of instructor.

PSC 650 Philanthropy and Resource Development 3
Major concepts, strategies, issues, and approaches to resource development and philanthropy in nonprofit and educational organizations.
Prerequisites: PSC 540 or permission of instructor.

PSC 690 Public Affairs Seminar 3
Role of the public official in organizations and policy making. Analysis of position and responsibilities in the context of literature on organizations, administration, management, and policy making. Open to advanced students in public affairs who have had work experience or internships in public agencies.

PSC 695 Public Affairs Internship 3-6
A full-time work and learning experience in a public or nonprofit agency of approximately three months duration designed to provide the graduate student with practical experience in the ongoing operations of an agency of government or an organization engaged in public affairs activities.
Prerequisites: PSC 600, PSC 601, PSC 602, at least three other graduate level courses in political science, and permission of instructor.

PSC 696 Directed Field Research 3-6
Field research on selected problems and issues in public policy, including research design, data collection, data analysis, and interpretation of results. Open to advanced graduate students in the Master of Public Affairs program.
Prerequisites: PSC 600, PSC 601, PSC 602, three other graduate level courses, and permission of instructor.

PSC 697 Special Problems in Political Science 1-3
Independent study or research in political science. Prior consent of faculty member with whom student wishes to work.

PSC 699 Thesis 1-6
PSC 801 Thesis Extension 1-3
Thesis Extension.
### Portuguese (POR)

**POR 222 Introduction to Luso-Brazilian Literature 3**
Introductory course in Luso-Brazilian literature in English translation. Topics vary, each taking a broad perspective on an important theme, genre, or period.

**GE Core:** GLT

**POR 233 Topics in Brazilian Culture and Civilization 3**
Cultural, political, and social developments in Brazil. Focus will vary, with course topics relating to different aspects of Luso-Brazilian culture.

**GE Marker:** GN

**Notes:** May be repeated when topic varies. Taught in English.

### Psychology (PSY)

**PSY 121 General Psychology 3**
Survey of psychology. Includes psychology as science, nervous system, growth and development, sensory and perceptual processes, motivation, emotion, learning, social behavior, personality (normal and pathological), statistics, testing, intelligence, aptitudes, and achievement.

**GE Core:** GSB

**Notes:** Grade: Pass/Not Pass (P/NP).

**PSY 122 Careers in Psychology 1**
Provides a road map for how students can prepare for a career in psychology with a bachelor's degree, including how to prepare for graduate education, if desired.

**Prerequisites:** C- or better in PSY 121.

**Notes:** Grade: Pass/Not Pass (P/NP).

**PSY 123 Early Research Careers in Psychology 1**
This course is for students in the Early Scientist Program. It provides students with basic research skills and explores different approaches to the conduct of laboratory- and community-based psychological research.

**Prerequisites:** Grade of A- or better in PSY 121. Written permission required for enrollment in this course; see instructor or department for instructions.

**Corequisites:** PSY 122.

**PSY 221 General Psychology 3**

**PSY 221X General Psychology 3**

**PSY 230 Biological Psychology 3**
An introduction to the contributions of molecular, genetic, cellular, developmental, physiological, and evolutionary biology to the scientific understanding of psychological processes.

**GE Core:** GNS

**LEC:** GLS

**Prerequisites:** Grade of at least a C- in PSY 121 or BIO 111 or BIO 105.

**PSY 240 Principles of Learning 3**
Survey of scientific theories and research on learning and motivation according to classic theorists and contemporary behavioral psychologists. Topics include reinforcement, punishment, stimulus control, and examples from the real world.

**Prerequisites:** Grade of at least a C- in PSY 121.

**PSY 250 Developmental Psychology 3**
Survey of scientific theories and research findings in human psychological development, including its biological, behavioral, cognitive, social, and emotional aspects.

**GE Core:** GSB

**Prerequisites:** Grade of at least a C- in PSY 121.

**Notes:** Students may not receive credit for both HDF 302 and PSY 250.

**PSY 260 Psychological Perspectives on Social Psychology 3**
Survey of scientific theories and research on the nature, causes, and consequences of individual behavior in social context. Topics include relationships, groups, attitudes, persuasion, aggression, altruism, and prejudice.

**GE Core:** GSB

**Prerequisites:** Grade of at least a C- in PSY 121.

**PSY 265 Theories of Personality 3**
Major theories of personality including psychodynamic, humanistic, behavioral, cognitive, biological, and trait perspectives. Additional focus on methods of research and assessment that provide the theoretical foundation for studying individual differences.

**Prerequisites:** Grade of at least a C- in PSY 121.

**PSY 275 Introduction to Clinical Psychology 3**
Survey of main issues within clinical psychology. Includes nature and ethics of profession, research methodologies, clinical assessment, models of therapy including empirically validated treatments, and systems of care principles.

**Prerequisites:** Grade of at least a C- in PSY 121.

**PSY 280 Cognitive Psychology 3**
Survey of scientific theories and research in cognitive psychology. Topics include human learning, attention, memory, and problem solving.

**Prerequisites:** Grade of at least a C- in PSY 121.

**PSY 310 Statistics in Behavioral Science Research 3**
Descriptive and inferential statistics, including estimating parameters and testing significance, as applied to psychological research. Taught at an introductory level. Requires knowledge of elementary algebra.

**Prerequisites:** Grades of at least C- in PSY 121 and in STA 108 (or MAT 115 or MAT 150).

**Notes:** Students may not receive credit for more than one of the following: PSY 310 and also STA 271 (or STA 352 or ECO 250).

**PSY 311 Research Methods in Psychology 3**
Introduction to the research methodologies of psychology and to analysis and interpretation of data. Experience with methods of data collection, basic statistical ways to display and analyze data, and writing reports.

**Prerequisites:** Grades of at least C- in PSY 310 and ENG 101, and a P in PSY 122.

**PSY 311L Research Methods in Psychology: Lab 1**
Laboratory to complement PSY 311, including developing research proposals, scientific writing in APA style, and communicating research ideas.

**Corequisites:** PSY 311, waived for anyone who previously earned a C- or better in PSY 311 (or its equivalent).

**PSY 314 Industrial And Organizational Psych 3**
Introduction to industrial and organizational psychology with special emphasis on employee motivation, selection, training, and organizational determinants of employee behavior.
PSY 318 Belief in "Weird" Things 3
Psychological research on belief in extraordinary, "weird" phenomena, including, but not limited to, the paranormal, superstition, divination, projective tests of personality, alternative healing practices, and unconscious mind control and repression.

GE Core: GPR
Prerequisites: Grade of at least a C- in PSY 121.

PSY 319 Integrative Topics in Psychology 3
Examination of theories, methods, and research in a specialized area of psychology or in integrative topics across two or more areas of psychology. Check with department for offerings.
Prerequisites: Grade of C- or better in PSY 121.
Notes: May be repeated once for credit when topic varies.

PSY 341 Abnormal Psychology 3
A description of the various psychological disorders is presented along with the research methods used to study them. Each disorder is approached from a number of perspectives: biological, psychosocial (psychodynamic, interpersonal, behavioral, cognitive, and humanistic) and sociocultural.

GE Core: GSB
Prerequisites: Grade of at least a C- in PSY 121.

PSY 346 The Psychology of Gender 3
Evaluation of effects of biological sex and gender role socialization on personality and behavior through examination of empirical research.
Prerequisites: Minimum grade of C- (1.7) in PSY 121.

PSY 349 Human Rights and Glbl Citizen 3
Explores the role of internation and nongovernmental organizations, and other non-state actors in the development of international human rights. Analyzes advocacy networks' role in the protection of those rights.

GE Marker: GL

PSY 357 Psychology and Medicine 3
Examination of how the theories and methods of psychology inform the diagnoses and treatments of both physical and mental illnesses.
Prerequisites: Minimum grade of C- in PSY 121.

PSY 365 Psychology of Art, Creativity, and Genius 3
Scientific research on psychological aspects of art, the creative process, and the nature of genius and expertise, with examples from fine art, music, literature, architecture, and industrial design.

PSY 370 Ethnicity, Development, and Psychopathology 3
Survey of research exploring the interplay between ethnicity and child development, including the intersection of ethnicity with socioeconomic status, immigration, and mental health.
Prerequisites: Grade of C- or better in PSY 121.

PSY 375 Psychology of Aging 3
Overview of psychological issues in aging. Students evaluate research findings in the psychology of aging and apply this knowledge to understanding personal development and the development of others.
Prerequisites: PSY 121 or permission of instructor.

PSY 380 Psychology and the Law 3
Psychological research on issues associated with legal proceedings, including but not limited to, jury selection and behavior, eyewitness memory and testimony, and standards of proof will be discussed.

GE Core: GPR
Prerequisites: Grade of at least a C- in PSY 121. freshmen must have permission of instructor.

PSY 385 IQ and Intelligence 3
Psychological research on intelligence and intelligence testing, addressing questions about single versus multiple intelligences, genetic versus environmental influences, sex and race biases, development and aging, social and emotional intelligence, and learning disabilities.

Prerequisites: Grade of at least a C- in PSY 121.

PSY 390 Health Psychology and Culture 3
Focuses on understanding the relationship between health and illness by exploring biological, psychological, and social factors across select cultures.

GE Core: GSB

GE Marker: GL
Prerequisites: Grade of at least a C- in PSY 121.

PSY 401 Academic Writing in Psychology 3
Advanced training in academic writing in psychology and related fields, with an emphasis on the goals of scholarly writing, scientific usage and style, and strategies for composing and revising.

Prerequisites: Minimum grade of B (3.0) in both PSY 310 and PSY 311.

PSY 410 Intermediate Psychological Statistics 3
Second course in psychological statistics recommended for students planning to attend graduate school. Includes basic probability, ANOVA, correlation and regression.

Prerequisites: minimum grade of C in PSY 310. PSYC major.

PSY 433 Research Experience in Psychology 1-3
Opportunity for students to participate in various phases of research projects being conducted by faculty members in the Department of Psychology.

Prerequisites: Nine (9) s.h. in Psychology, and permission of instructor.
Notes: May be repeated for credit.

PSY 435 Brain and Psychological Processes 3
Study of brain mechanisms for feeding, aggression, sexuality, cognition, consciousness, sleep, learning, memory, thinking, and communication. Examination of brain defects in abnormal behavior and responses to drugs and psychotherapy.

Prerequisites: Grade of at least C- in PSY 230.

Notes: Students cannot receive credit for both this course and PSY 435L.

PSY 435L Brain and Psychological Processes with Laboratory 4
Brain mechanisms for feeding, aggression, sexuality, cognition, consciousness, sleep, learning, memory, thinking, and communication. Examination of brain changes with psychopathology and drug treatment. Includes laboratory methods for investigating brain processes.

Prerequisites: Grade of at least C- in PSY 230, PSY 310 (or STA 271), and PSY 311.

Notes: Students cannot receive credit for both this course and PSY 435.

PSY 436 Sensory and Perceptual Processes 3
Survey of sensory modalities including pain, balance, touch, olfaction, gustation, audition, and vision and how they receive, process, and modify environmental stimuli leading to perception of the world.

Prerequisites: Grade of at least C- in PSY 230.

Notes: Students cannot receive credit for both this course and PSY 436L.

PSY 436L Sensory and Perceptual Processes with Laboratory 4
Sensory modalities including pain, balance, touch, olfaction, gustation, audition, and vision as they receive, process, and modify environmental stimuli. Includes laboratory work assessing human visual, auditory, somatosensory, gustatory, olfactory, and vestibular perception.

Prerequisites: Grade of at least C- in PSY 230, PSY 310 (or STA 271), and PSY 311.

Notes: Students cannot receive credit for both this course and PSY 436.
PSY 438 Animal Behavior 3
Application of theory of evolution to the explanation of animal behavior. Surveys a variety of species, addressing several behavioral categories as well as issues in sociobiology and human evolution.
Prerequisites: Grade of at least C- in PSY 230.
Notes: Students cannot receive credit for both this course and PSY 438L or BIO 438 or BIO 439. Same as BIO 438.

PSY 438L Animal Behavior with Laboratory 4
Application of theory of evolution to animal behavior. Includes laboratory and field techniques for assessing behavioral adaptations. Surveys several behavioral categories in a variety of species.
Prerequisites: Grade of at least C- in PSY 230, PSY 310 (or STA 271), and PSY 311, or BIO 111 and BIO 112;
Notes: Students cannot receive credit for both this course and PSY 438 or BIO 438 or BIO 439. Same as BIO 439.

PSY 442 Behavl Appr Complex Hum Behr 3
Examination of contemporary behavior-analytic research and theory pertaining to the social origin of conceptualizing, language, self-awareness, self-control, problem solving, and remembering.

PSY 442L Beh Aprch Cmplx Hum Beh Lab 4
Contemporary behavior-analytic research and theories of the social origin of conceptualizing, language, self-awareness, self-control, problem solving, and remembering. Includes laboratory methods for investigating elementary and complex behavioral phenomena.

PSY 444 Changing Behavior in Real World Settings 3
Principles and applications of behavior analysis in human service, educational, home, and medical settings. Recommended for psychology majors, and graduate and undergraduate students in related human service fields.
Prerequisites: Grade of at least C- in PSY 240.

PSY 455 Social and Personality Development 3
Examination of current theories and empirical research concerned with social, emotional, and personality development.
Prerequisites: Grade of at least C- in PSY 250 or HDF 302.
Notes: Students cannot receive credit for both this course and PSY 455L.

PSY 455L Social and Personality Development with Laboratory 4
Examination of current theories and empirical research concerned with social, emotional, and personality development. Includes laboratory work focusing on social and personality development across the life span.
Prerequisites: Grade of at least C- in PSY 250 (or HSD 302), PSY 310 (or STA 271), and PSY 311.
Notes: Students cannot receive credit for both this course and PSY 455.

PSY 456 Cognitive Development 3
Examination of current theories and empirical research concerned with perceptual and cognitive development.
Prerequisites: Grade of at least C- in PSY 250 or HDF 302.
Notes: Students cannot receive credit for both this course and PSY 456L.

PSY 456L Cognitive Development with Laboratory 4
Examination of current theories and empirical research concerned with perceptual and cognitive development including laboratory work, focusing on research methods of cognitive development.
Prerequisites: Grade of at least C- in PSY 250 or HDF 302, and PSY 310 (or STA 271), and PSY 311.
Notes: Students cannot receive credit for both this course and PSY 456.

PSY 457 Developmental Psychobiology 3
Examination of current research integrating nature and nurture on topics such as brain development, instinct, or the development of mental disorders that relate to early experience, psychological function, and biological processes.
Prerequisites: Grade of at least C- in PSY 230, PSY 250 or HSD 302.

PSY 460 Interpersonal Behavior and Group Processes 3
In-depth analysis of interpersonal behavior and group processes. Topics include aggression, pro-social behavior, attraction, prejudice and discrimination, social comparison, close relationships, and groups.
Prerequisites: Grade of at least C- in PSY 260.
Notes: Students cannot receive credit for both this course and PSY 460L.

PSY 460L Interpersonal Behavioral and Group Processes with Laboratory 4
Analysis of interpersonal behavior and group processes including laboratory work focusing on research methods of social psychology. Topics include aggression, prosocial behavior, attraction, prejudice, discrimination, social comparison, and groups.
Prerequisites: Grade of at least C- in PSY 260, PSY 310 (or STA 271), and PSY 311.
Notes: Students cannot receive credit for both this course and PSY 460.

PSY 461 Attitudes and Social Influence 3
In-depth analysis of attitudes and social influence. Topics include attitude structure, formation and change, propaganda and persuasion; attitude-behavior consistency; conformity; compliance; and obedience.
Prerequisites: Grade of at least C- in PSY 260.
Notes: Students cannot receive credit for both this course and PSY 461L.

PSY 461L Attitudes and Social Influence with Laboratory 4
Analysis of attitudes and social influence, with laboratory work on attitudes and social influence. Topics include attitude structure, formation and changes, propaganda and persuasion; consistency, conformity, compliance, and obedience.
Prerequisites: Grade of at least C- in PSY 260, PSY 310 (or STA 271), and PSY 311.
Notes: Students cannot receive credit for both this course and PSY 461.

PSY 462 Social Cognition: Perceiving and Thinking in a Social Context 3
In-depth analysis of how we think about ourselves and others. Topics include impression formation, attribution, affect and cognition, social judgement, stereotyping and the self in social context.
Prerequisites: Grade of at least C- in PSY 260.
Notes: Students cannot receive credit for both this course and PSY 462L.

PSY 462L Social Cognition with Laboratory 4
Analysis of how we think about ourselves and others, including laboratory work in social cognition. Topics include impression formation, attribution, affect and cognition, social judgement, stereotyping, and the self.
Prerequisites: Grade of at least C- in PSY 260, PSY 310 (or STA 271), and PSY 311.
Notes: Students cannot receive credit for both this course and PSY 462.

PSY 463 Psychological Perspectives on Personal Relationships 3
In-depth examination of current theories and empirical research focusing on psychological perspectives of personal relationships. Includes topics related to relationship forms and processes such as intimacy and power.
Prerequisites: Grade of at least C- in PSY 260.
Notes: Students cannot receive credit for both this course and PSY 463L.
PSY 463L Psychological Perspectives on Personal Relationships with Laboratory 4
Current theories and research on psychological perspectives of personal relationships including laboratory work in the scientific study of personal relationships. Topics include processes such as intimacy and power.
Prerequisites: Grade of at least C- in PSY 260, PSY 310 (or STA 271), and PSY 311.
Notes: Students cannot receive credit for both this course and PSY 463.

PSY 470 Psychological Disorders of Children 3
Etiology, assessment, and treatment of various psychological disorders of children, e.g., conduct disorder, attention deficit/hyperactivity disorder, depression, anxiety.
Prerequisites: Grade of at least C- in PSY 275.
Notes: Students cannot receive credit for both this course and PSY 470L.

PSY 470L Psychological Disorders of Childhood with Laboratory 4
Etiology, assessment, and treatment of various psychological disorders of children, e.g., conduct disorder, attention deficit/hyperactivity disorder, depression, and anxiety. Includes laboratory work with assessment and other methods in clinical child psychology.
Prerequisites: Grade of at least C- in PSY 275, PSY 310 (or STA 271), and PSY 311.
Notes: Students cannot receive credit for both this course and PSY 470.

PSY 472 Field Experience in Applied Settings 3
Community field experience designed to illustrate practical applications of psychological principles and research. Class meetings and written work required in addition to field placement.
Prerequisites: Grade of C- or better in PSY 341 or PSY 470. junior standing, and permission of instructor.
Notes: Malpractice insurance fee required for certain placements. Be advised that internship sites will require a criminal background check and/or drug test, and reserve the right to reject applicants on the basis of the results.

PSY 481 Cognition and Consciousness 3
In-depth discussion of psychological processes of attention and memory and their relationship to consciousness. Analyses of theories, experimental techniques, and results.
Prerequisites: Grade of at least C- in PSY 280.
Notes: Students cannot receive credit for both this course and PSY 481L.

PSY 481L Cognition and Consciousness with Laboratory 4
In-depth discussion of psychological processes of attention and memory and their relationship to consciousness. Analyses of theories, experimental techniques, and results including laboratory work on research methods of cognitive psychology.
Prerequisites: Grade of at least C- in PSY 280, PSY 310 (or STA 271), and PSY 311.
Notes: Students cannot receive credit for both this course and PSY 481.

PSY 482 Human Memory 3
Memory is involved in many everyday activities and is essential for personal identity. This course is about theories and applications of research on human memory and learning.
Prerequisites: PSY 121 and PSY 280.

PSY 483 The Psychology of Thinking 3
Research and theory on human problem-solving and reasoning. Topics include classification, categorization, decision-making, rational thought, and a discussion of awareness in thinking.
Prerequisites: Grade of at least C- in PSY 280.
Notes: Students cannot receive credit for both this course and PSY 483L.

PSY 483L Psychology of Thinking with Laboratory 4
Research and theory on human problem-solving and reasoning including laboratory work conducting and participating in experiments about thinking. Topics include classification, categorization, decision-making, rational thought, and awareness in thinking.
Prerequisites: Grade of at least C- in PSY 280, PSY 310 (or STA 271), and PSY 311.
Notes: Students cannot receive credit for both this course and PSY 483.

PSY 490 Directed Readings in Psychology 1-3
Reading and library research on a specialized topic in the primary scientific literature in psychology under the supervision of a faculty member.
Prerequisites: 18 s. h. in psychology, and permission of instructor.
Notes: May be repeated for credit.

PSY 493 Honors Independent Study 3
Opportunity for qualified students to complete directed study and/or research under faculty supervision. Work will lead to a written proposal and enrollment in Senior Honors Project (see HSS 490).

PSY 495 Senior Honors Seminar 3
Provides students with advanced study and critical analysis of contemporary problems in psychology.

PSY 499 ExpCrS: Linear Regression Intro 3
An introduction to linear regression techniques from an applied perspective, topics include: simple and multiple linear regression models; inferences in regression analysis; diagnostics; ANCOVA and coding categorical predictors.

PSY 515 History and Systems of Psychology 3
Discussion of prescientific thinking on psychological problems, origin of systems of psychology, and ways systems are reflected in contemporary psychology.
Prerequisites: Graduate standing in UNCG Psychology programs, or permission of instructor.

PSY 519 Special Topics in Psychology 3
Intensive examination of current theories and research in a specific area of biopsychology, learning, development, cognition, social psychology or clinical psychology. Check with department for offerings.
Prerequisites: Graduate standing in UNCG Psychology programs, or permission of instructor.
Notes: May be repeated for credit when topics vary.

PSY 589 Experimental Course 3
This number reserved for experimental courses. Refer to the Course Schedule for current offerings.

PSY 601 Graduate Problems in Psychology 1-3
Work individually or in small groups in psychological problems of special interest. Work may represent either a survey of a given field or an intensive investigation of a particular problem.
Notes: For students with a strong background in psychology, students should consult instructor before registering; Grade: Satisfactory/ Unsatisfactory (S/U).

PSY 602 Seminar in Systematic Issues 3
Contemporary state of knowledge with regard to the logic and language of psychology.

PSY 609 Statistical Methods in Psychology 1-4
Summarizing and comparing distributions. Thorough review of statistical estimation and hypothesis testing for linear models, e.g., t-test, one-way ANOVA, multiple comparisons.
Prerequisites: Graduate standing in UNCG psychology programs, or permission of instructor.
PSY 610 Statistical Methods in Psychology II 4
Statistical estimation and hypothesis testing for linear models, e.g., ANOVA for crossed, nested, incomplete, and repeated measures designs, ANCOVA; multiple regression and correlation; general linear model.
Prerequisites: PSY 609, graduate standing in UNCG psychology programs, or permission of instructor.

PSY 624 Research Methods in Psychology 3
Broad-based philosophical and methodological perspectives on conducting and interpreting psychological research; considers basic, applied, and translational research, laboratory- and field-based research, and experimental, quasi-experimental, correlational, and longitudinal research designs.
Prerequisites: Pr. or Coreq.: PSY 609 and graduate standing in UNCG psychology programs or permission of instructor.

PSY 699 Thesis 1-6

PSY 703 Developmental Psychology 3
Systematic survey of theories and content of developmental psychology. Developmental issues and research examined in areas including attention, memory, language, socialization, sex roles, and aggression.
Prerequisites: Graduate standing in UNCG psychology programs, or permission of instructor.

PSY 704 Advanced Social Psychology 3
Theoretical concepts, research methodologies, and empirical findings; aggression, attitude change, attribution, and exchange theory.
Prerequisites: Graduate standing in UNCG psychology programs, or permission of instructor.

PSY 705 Physiology of Sensory and Behavioral Processes 3
Neural substrates of motivation, emotion, sleep, motor acts and coordination, learning, language, complex processes, and psychopathology.
Prerequisites: Enrollment in or completion of PSY 705.

PSY 705L Physiological Psychology Lab 1
Fundamental neuroanatomy with guided dissections, experiments, demonstrations, and training in surgical and other techniques useful in understanding and executing research in physiological psychology. (Graded on S-U basis)

PSY 706 Cognitive Processes 3
Human intellectual functioning including pattern recognition, attention, memory, comprehension, reasoning, and problem solving.
Prerequisites: Graduate standing in UNCG psychology programs, or permission of instructor.

PSY 707 Psychological Disorders in Children 3
Empirical approach to etiology, assessment, and treatment of psychological problems of children, emphasis on development factors. Not intended for students without a strong background in abnormal psychology, child development, and developmental theory.
Prerequisites: Graduate standing in UNCG psychology programs, or permission of instructor.

PSY 708 Psychological Disorders in Adults 3
Prerequisites: Graduate standing in UNCG psychology programs, or permission of instructor.

PSY 713 Personality / Social Development 3
Integrates theory and research focusing on dimensions of typical personal-social growth across the lifespan. Importance of peer and family relations in the development of personality, social and emotional competence, prosocial behaviors, and moral reasoning.

PSY 714 Behavior of Individuals in Work Organizations 3
Factors determining the behavior of individuals in work organizations including personal attributes such as motivation, attitude, personality, interest, skills, and knowledge; and organizational attributes such as formal structure, technology and work flow, leadership, role taking, and reward systems.
Prerequisites: Graduate standing in UNCG psychology programs, or permission of instructor.

PSY 716 Experimental Design in the Behavioral Sciences 3
Development of strategy, from generation of hypotheses through data analysis and interpretation. Consideration of choice of designs and statistical procedures, including covariance and multivariate analysis.
Prerequisites: Graduate standing in UNCG psychology programs, or permission of instructor.

PSY 717 Psychological Perspectives on Language 3
Traditional psychological perspectives as they relate to language phenomena. Empirical questions and findings in comprehension and memory for language. Relationship between language and though.
Prerequisites: Graduate standing in UNCG psychology programs, or permission of instructor.

PSY 718 Matrix Algebra Useful for Statistics 1
Matrix manipulation and understanding the language of matrix algebra rather than formal mathematics.
Prerequisites: One basic graduate statistics course.

PSY 719 Child Language: The Psychological Perspective 3
In-depth analyses of children’s language acquisition and its role in development of cognitive functioning. Methodologies, findings, and issues as they relate to more general psychological questions.
Prerequisites: Graduate standing in UNCG psychology programs, or permission of instructor.

PSY 720 Behavior Theory 3
Theories of behavior and learning, from 1900 to present.
Prerequisites: Graduate standing in UNCG psychology programs, or permission of instructor.

PSY 721 Teaching of Psychology 3
Introduction to pedagogical theories, research, styles, and strategies related to the college teaching of psychology. Considers the presentation of course material, learning assessment tools, test construction, and grading.
Prerequisites: Admission to the graduate program in psychology, or graduate standing in UNCG psychology programs, or permission of instructor.

PSY 723 Evidence-based Practice with Children and Adolescents 3
Psychotherapy concepts and research from interpersonal, behavioral, humanistic, and cognitive perspectives. Supervised introductory practicum experience in therapeutic methods.
Prerequisites: Pr. or Coreq.: PSY 707, PSY 708, and graduate standing in UNCG psychology programs, or permission of instructor.

PSY 724 Ethical Responsibilities of Clinical Psychologists 3
In-depth coverage of professional ethics as they pertain to the many different settings in which clinical psychologists often work, including clinical practice, research, teaching, consultation, and other professional activities.
Prerequisites: Admission to graduate program in clinical psychology, graduate standing in UNCG psychology programs, or permission of instructor.
PSY 725 Psychological Assessment in Adults 3
Construction, evaluation, and interpretation of objective and projective measures of personality as used with normal and clinical groups. Laboratory practice in personality assessment and in diagnosis.
Prerequisites: Pr. or Coreq.: PSY 724, malpractice insurance; and graduate standing in UNCG psychology programs; or permission of instructor.

PSY 726 Advanced Animal Behavior 3
Current research and theories including development and evolution of behavior, sociobiology, behavioral genetics, behavioral ecology, and the use of comparative method.
Prerequisites: Graduate standing in UNCG psychology programs, or permission of instructor.
Notes: Same as BIO 625.

PSY 727 Theory and Methods of Behavioral Assessment and Therapy 3
Evaluation of research and theory underlying behavioral assessment and behavior therapy. Supervised introductory experiences in the use of behavioral assessment and therapy techniques.
Prerequisites: PSY 724 and graduate standing in UNCG psychology programs or permission of instructor.

PSY 728 Theory and Methods of Intellectual Assessment 3
Research and theory underlying intellectual assessment. Supervised introductory experience in the use of standardized intelligence tests, including evaluation and communication of test results.

PSY 729 Human Behavioral Development 3
Theory and research on the biological-behavioral analysis of pre- and postnatal development; learning and perception, including biological factors in infancy through childhood.
Prerequisites: Graduate standing in UNCG psychology programs, or permission of instructor.

PSY 730 Cognitive Development 3
Theory and research in relation to attention, memory, problem solving and language. Emphasizes on Piagetian and information-processing approaches.
Prerequisites: Graduate standing in UNCG psychology programs, or permission of instructor.

PSY 731 Social Bases of Personality 3
Major personality theories; social bases of individual differences. Research methodologies and specific areas of research.

PSY 732 Experimental Analysis of Operant Behavior 3
Research methods used in the study of operant behavior; current status of research and theory relevant to basic processes in operant behavior.
Prerequisites: Graduate standing in UNCG psychology programs, or permission of instructor.

PSY 733 Sensation and Perception 3
Sensory/perceptual processes emphasizing visual and auditory systems from stimulus transduction to higher order information processing.
Prerequisites: Graduate standing in UNCG psychology programs, or permission of instructor.

PSY 734 Family-Centered Interdisciplinary Practice: System of Care 3
System of Care has core values/principles, infuses service planning/delivery. Students develop competencies: 1) family-centered; 2) client partnerships; 3) community services; 4) cultural competency; 5) interagency collaboration. Participatory research with families included.
Prerequisites: Exposure to System of Care through departmental courses before enrollment, basic research methods and basic statistics course, graduate standing in UNCG psychology programs, or permission of instructor.
Notes: Same as SWK 681.

PSY 735 Contemporary Problems 3
Specific course title identified each semester by subscript, e.g., Contemporary Problems: Advanced Research Methods in Developmental Psychology.
Prerequisites: 600-level course in appropriate content areas.
Notes: May be repeated for credit when topic varies.

PSY 736A Cont Prbs: Neural Basis Behv 3
PSY 736B Cont Prbs: Issues Operant Behv 3
PSY 736C Contemporary Problems 3
PSY 736D Contemporary Problems 3
PSY 736E Cont Prbs: Interpersnl Violence 3
PSY 736F Cntmp Prbs: Genes and Mind 3
PSY 736G Cntmp Prbs: Clinical Neurosci 3
PSY 736H Cntmp Prbs: Sigmund Freud 3
PSY 736I Contemporary Problems 3
PSY 736J Contemporary Problems 3
PSY 736K Pr:Biolgcl Aspcts/Psych Disord 3
PSY 736L Pr: Biol Aspects Psych Disord 3
PSY 736M Pr: Biol Aspects Psych Disord 3
PSY 736N Pr:Biolgcl Aspects/Psych Disord 3
PSY 736O Pr:Biolgcl Aspects Psych Disord 3
PSY 736P Pr:Biolgcl Aspects Psych Disord 3
PSY 736Q Pr:Biolgcl Aspects Psych Disord 3
PSY 736R Pr:Biolgcl Aspects Psych Disord 3
PSY 736S Contemporary Problems 3
PSY 736T Pr: Biol Aspects Psych Disord 3
PSY 736U Pr: Biol Aspects Psych Disord 3
PSY 736V Pr: Biol Aspects Psych Disord 3
PSY 736W Pr: Biol Aspects Psych Disord 3
PSY 736X Pr: Biol Aspects Psych Disord 3
PSY 736Y Pr: Biol Aspects Psych Disord 3
PSY 736Z Pr: Biol Aspects Psych Disord 3

PSY 737 Advanced Clinical Topics in Couple and Family Counseling/Therapy 3
Advanced seminar in the scientific foundations for practice of couple and family counseling/therapy.
Prerequisites: PSY 724.

PSY 738 Multicultural Issues in Clinical Psychology 3
Examination of psychological research, theory, and clinical practice using a multicultural perspective so as to increase awareness, knowledge, and skills involved in the development of cultural competence.
Prerequisites: Admission to graduate program in clinical psychology, graduate standing in UNCG psychology programs, or permission of instructor.
PSY 751 Independent Doctoral Research 1-6
Individual work on psychological problems of special interest culminating in an intensive, critical review of literature in a given field or scientific investigation of problem.
Notes: Before registering, student should obtain the approval of graduate faculty member who agrees to monitor and evaluate the proposed research. Grade: Satisfactory/Unsatisfactory (S/U).

PSY 761 Preliminary Examination: Integration Across at Least Two Areas Within Psychology 3
Independent reading on a committee-approved topic. Thorough review and synthesis of major theory and findings in the field. Written and oral examination demonstrating competency across two areas in the field. Permission of instructor required to register.

PSY 762 Advanced Practicum in Clinical Psychology 1-12
Individual work on psychological problems of special interest culminating in an intensive, critical review of literature in a given field or scientific investigation of problem.
Notes: Before registering, student should obtain the approval of graduate faculty member who agrees to monitor and evaluate the proposed research. Grade: Satisfactory/Unsatisfactory (S/U).

PSY 763 Internship in Clinical Psychology 1-12
Application of psychological principles to the assessment and therapeutic change of individual or group behavior in an APA-accredited off-campus setting. Students are individually supervised by appropriate agency staff.
Prerequisites: PSY 642, PSY 762, malpractice insurance.
Notes: Must be repeated once for credit. Open only to clinical psychology graduate students; Grade: Satisfactory/Unsatisfactory (S/U).

PSY 799 Doctoral Dissertation Research 1-24
PSY 801 Thesis Extension 1-3
Thesis Extension.
PSY 802 Dissertation Extension 1-3
Dissertation Extension.
PSY 803 Research Extension 1-3

Public Health (HEA)

HEA 113 Medical Terminology for Public Health Professionals 3
An examination of medical terminology with an emphasis on terms related to prevention, diagnosis, and treatment of acute and chronic health conditions.

HEA 201 Personal Health 3
Study of determinants of healthful and safe living for various age groups; emphasis on analyses and interpretations of research methods and findings within a social ecological conceptual framework.
GE Core: GSB
Notes: Fulfills teacher licensure requirements. Elective for all others.

HEA 202 Introduction to Peer Health Education 3
Study of health issues integrating methods of peer education, preparing students through experiential learning to serve the university community as peer educators. Four tracts: sexual health; alcohol and other drugs; wellness; diversity.
Prerequisites: Freshman or Sophomore standing.

HEA 203 Peer Health Education: Selected Topics 1
Continued study in one of four tracts of health topics: sexual health, alcohol and other drugs; wellness; diversity. Students utilize and demonstrate methods of peer health education.
Prerequisites: HEA 202.
Notes: May be repeated twice for a total of three (3) credits.

HEA 207 International Health 3
Study of international health: health care, conditions, and disease in industrialized and non-industrialized nations; public health and health education approaches to prevention of problems causing morbidity and mortality.

HEA 231 Athlete Health and Sport Performance 3
This course will address the prevention of acute and chronic effects of health issues on athlete health and sport performance within various socio-ecological systems that athletes operate within.

HEA 236 First Aid 1
American Red Cross Standard First Aid Course leading to certification for those who qualify.
Notes: Students may not take both HEA 236 and HEA 338 for credit.

HEA 260 Human Sexuality 3
Study of psychosocial, biological, cultural, and developmental research aspects of human sexuality emphasizing methods of sexuality research, relationships, gender issues, intimacy, sexual response, reproduction, exploitation, and dysfunctions.
GE Core: GSB

HEA 303 Topics in Violence, Injury, and Health 1
Study of types and extent of intentional and unintentional injury, risk factors for, and analysis of public health and health education approaches to prevention.

HEA 305 Topics in Chronic Disease 1
Public education approach to the study of chronic diseases includes discussion of epidemiology, risk and protective factors, and health intervention approaches.

HEA 306 Topics in Stress Management 1
Study of stress and stress related health problems with focus on relevant cognitive information and health education programs designed to improve stress management capabilities of consumers.

HEA 307 Global Health 3
Study of disease burden and health systems in high-, middle-, and low-income countries. Emphasis on challenges and public health and entrepreneurial approaches to improvements in resource-constrained and emerging nations.
GE Marker: GN
Notes: Same as ENT 307.

HEA 308 Introduction to Public Health 3
Introduction to public health terminology, history, core disciplines, professional roles and services. Overview of current public health challenges and impact of the public health efforts on population health.
Prerequisites: Public Health Education major or Health Studies minor.

HEA 310 Mental Health and Well-Being 3
Study of mental health issues and emotional well-being emphasizing mental disorders, stigma, and disparities in intervention approaches. Also covers social, emotional, and spiritual health and wellness.
HEA 312 Public Health and Healthcare Systems in the US 3
Study of how the public health system and the health care system interact to influence society's health. Differential impact on stakeholders, costs, insurance, health reform, health promotion through policy.
Prerequisites: HEA 308, HEA 315.

HEA 314 Public Health Diseases 3
Focus on biological concepts and biomedical terms associated with public health disease conditions. Emphasis on etiology, pathogenesis, diagnosis, treatment, risk factors, and their impact on prevention and control.
Prerequisites: BIO 111 or permission of instructor.

HEA 315 Epidemiology 3
Study of the distribution and determinants of disease occurrence with emphasis on application to health education. Prerequisite or Corequisites: Public Health Education major or minor. MAT 115 or STA 108 or higher-level MAT or STA course; or permission of instructor.

HEA 316 Environmental Health 3
An analysis of the identification, assessment, and control of environmental health risks. Focus on the effects of specific toxicants and the prevention of their negative impact on health and well-being.

HEA 318 Conflict Resolution and Facilitation Skills 3
Theory and practice in conflict resolution and facilitation of group problem-solving, decision-making, and conflict resolution.

HEA 325 Public Health Data Analysis 3
Applied course to develop skills in finding, understanding and analyzing public health data that is essential for needs assessment, program planning, and evaluation. Prerequisite or Corequisites: MAT 115 or STA 108 or higher level MAT or STA course; or permission of instructor.

HEA 331 Alcohol, Tobacco, and Other Drugs 3
Analysis of the epidemiological, physiological, psychosocial, and public health considerations of alcohol, tobacco, and other drug use. Emphasis on public health education theory and approaches to prevention, intervention, and treatment.

HEA 334 Community Health 3
Overview of complex social, health, and medical problems of modern society, with special emphasis on community programs for solving them. Study of programs of official and voluntary health agencies designed to promote and protect the health of citizens, observed through field trips, discussed by guest lecturers, and studied through other forms of enrichment.
Prerequisites: Sophomore standing.

HEA 338 Safety and First Aid 3
Study of factors essential to safety in home, school, and community, with emphasis on First Aid and emergency care knowledge and skills. Cardiopulmonary Resuscitation (CPR) included.
Notes: Students may not take both HEA 236 and HEA 338 for credit.

HEA 339 Introduction to Public Health Education Practice 3
Meetings with health educators and field trips to introduce students to the application of health education principles. Course is the first in a sequence of four experiential courses.
Prerequisites: Public Health Education major with a concentration in Community Health Education; or permission of instructor.

HEA 340 Community Observation and Assessment 3
Process for working within a community or population to assess its health needs and assets. Focus on cultural competence, knowledge of community agencies and gatekeepers, and community data collection methods.
Prerequisites: HEA 308. HEA 314; HEA 315; HEA 339; admission to the PHTH major, Community Health Education concentration; or permission of instructor; Pr. or Coreq.: HEA 325.

HEA 341 Health Pedagogy for Elementary School Teachers 1.5
Introduction to the design and implementation of learning tasks that demonstrate the importance of proper nutrition, promotion of healthy relationships, consequences of substance abuse, and prevention of accidents and injuries.
Prerequisites: Acceptance into Teacher Education Program.

HEA 350 Race, Ethnicity, and Health 3
This course considers the implications of both race and ethnicity for understanding health determinants, as well as policy and programming for addressing population level health concerns.

HEA 351 Health Education: Content and Methods 3
Content and methods for sexuality education among young adults. Emphasis on enhancing student understanding of sexuality through the planning and implementation of selected learning activities.
Prerequisites: HEA 260 and permission of instructor.

HEA 366 Community Health Interventions I 3
Concept and methods for sexuality education among young adults. Emphasis on enhancing student understanding of sexuality through the planning and implementation of selected learning activities.
Prerequisites: HEA 260 and permission of instructor.

HEA 405 Program Planning and Evaluation 3
Methods used by health educators to respond to health problems and opportunities. Emphasis on comprehensive program planning that includes assessment, community involvement, intervention selection and development, implementation, and evaluation.
Prerequisites: HEA 340 and HEA 366. admission to professional program for community health education concentration; or permission of instructor.
Corequisites: HEA 466.

HEA 412 Community Health Organizations 3
Study of the structure and operation of community health organizations.
Prerequisites: HEA 308, HEA 314, HEA 315, HEA 316, and HEA 325. or permission of instructor.

HEA 420 The School Health Program 3
Total school health program (healthful environment, health services, and health instruction including curriculum) and its contribution to health and education of children and youth.
Prerequisites: Junior or senior standing.

HEA 426 Internship Planning 3
Professional preparation, planning, and placement practicum for the 400-hour supervised internship experience (HEA 428). Should be taken one semester prior to HEA 428.
Prerequisites: HEA 339, HEA 340, HEA 366. admission to professional program.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Description</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEA 428</td>
<td>Health Education Internship (Fieldwork IV and Seminar) 12</td>
<td>Experience in using public health education techniques and practices in a community organization/agency. Emphasis on functioning as a professional health educator under supervision.</td>
<td>Prerequisites: HEA 340, HEA 366, and HEA 466. PHTH major with Community Health education concentration or permission of instructor; overall 2.50 GPA; grade of C or better in all required HEA courses; must have current certification in Community First Aid and Safety and CPR; Notes: Minimum 320 contact hours. Grade: Pass/Not Pass (P/NP).</td>
</tr>
<tr>
<td>HEA 430</td>
<td>Social Marketing for Health 3</td>
<td>Study of social marketing planning models to enable students to systematically conceptualize, plan, implement, and evaluate community health campaigns.</td>
<td>Prerequisites: HEA 308 or permission of instructor.</td>
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<tr>
<td>HEA 433</td>
<td>Gender and Health 3</td>
<td>This course considers the implications of both gender and biological sex for understanding health determinants as well as policy and programming for addressing population level health concerns.</td>
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<tr>
<td>HEA 447</td>
<td>Income, Social Status, and Health 3</td>
<td>This course considers the population health implications of income and social status as structural determinants of health. Policy and program interventions will be explored as practical solutions.</td>
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<tr>
<td>HEA 450</td>
<td>Current Health Problems 3</td>
<td>Examination of selected health problems and/or populations that are of current pertinence. Populations and/or problems will be explored within the context of their impact on society.</td>
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<tr>
<td>HEA 450A</td>
<td>Current Health Problems: Aging 3</td>
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<tr>
<td>HEA 466</td>
<td>Community Health Interventions II 3</td>
<td>Theory and practice in selecting, developing and implementing community-level interventions to improve the health of individuals and communities.</td>
<td>Prerequisites: HEA 308, HEA 314, HEA 325, HEA 339, HEA 340, HEA 366. admission to the professional program for community health education concentration; or permission of instructor.</td>
</tr>
<tr>
<td>HEA 470</td>
<td>Adolescent Health 3</td>
<td>Survey of adolescent health problems and needs. Focus on epidemiological trends, behavioral and social etiological factors, and public health interventions to reduce specific adolescent health problems.</td>
<td>Prerequisites: Junior or senior standing.</td>
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<tr>
<td>HEA 471</td>
<td>Immigrant and Refugee Health 3</td>
<td>Overview of issues affecting health promotion among immigrant and refugee populations. Focus on migration, dislocation, resettlement, adjustment, historical, epidemiological, behaviors, cultural, socioeconomic, and political factors, and interventions to address needs.</td>
<td>Prerequisites: Junior or senior standing.</td>
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<tr>
<td>HEA 475</td>
<td>Independent Study 1-3</td>
<td>Intensive work in an area of special interest in health education. Available to qualified students on recommendation of academic advisor and instructor.</td>
<td>Prerequisites: Demonstrated competency for independent work and permission of academic advisor and instructor.</td>
</tr>
<tr>
<td>HEA 490</td>
<td>Capstone Experience 6</td>
<td>Capstone experience designed to apply knowledge and skills from core areas of public health using a problem-based approach to address public health challenges.</td>
<td>Prerequisites: HEA 308, HEA 314, HEA 315, HEA 316, HEA 325, HEA 350, HEA 433, HEA 447. PHTH major. Health Studies Online concentration.</td>
</tr>
<tr>
<td>HEA 600</td>
<td>Contemporary Problems in Health 3</td>
<td>Current personal, community, and world health problems through critical analysis of literature and research.</td>
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<tr>
<td>HEA 601</td>
<td>Principles of Community Health Education 3</td>
<td>Factors affecting health and disease, principles underlying health education practice, and the role of health education in health promotion and disease prevention.</td>
<td>Prerequisites: Admission to the MPH program or permission of instructor.</td>
</tr>
<tr>
<td>HEA 602</td>
<td>Epidemiology 3</td>
<td>Disease etiology and identification of risk factors, utilizing epidemiologic and biostatistical concept and methods. Applications of epidemiology and biostatistics to assess the efficacy of community health programs.</td>
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<tr>
<td>HEA 603</td>
<td>Community Health Analysis 3</td>
<td>Assessment of community structure, residents, organizations and associations, to determine health-related capacities, needs, and interests. Emphasizes the use of both primary and secondary data sources for community analysis.</td>
<td>Prerequisites: Admission to the MPH program or permission of instructor.</td>
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<tr>
<td>HEA 604</td>
<td>Public Health Statistics 3</td>
<td>Investigation of data sources and methods used to gather, analyze and interpret health data; emphasis on computer application.</td>
<td>Prerequisites: Admission to the MPH program or permission of instructor.</td>
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<tr>
<td>HEA 606</td>
<td>Workshops in Health Education 1-3</td>
<td>Current and comprehensive health or health education concerns of schools and society.</td>
<td>Notes: No more than 3 hours of this course may be applied to a graduate degree program.</td>
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<tr>
<td>HEA 608</td>
<td>Environmental Health 3</td>
<td>Analysis of local, national, and international environmental issues influencing the health of individuals and communities; air and water quality, waste management, disease control, occupational settings, population, and environmental planning.</td>
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<tr>
<td>HEA 609</td>
<td>Community Health Interventions 3</td>
<td>Overview of theories, successful intervention strategies, and methods of implementation across the social ecology and their application to the development of health education programs.</td>
<td>Prerequisites: HEA 601, HEA 603, HEA 604, HEA 608. Pr. or Coreq.: HEA 602.</td>
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<tr>
<td>HEA 612</td>
<td>Management of Community Health Organizations 3</td>
<td>Analysis and skill development in management of community health organizations, including self-reflection, planning, staffing, marketing, building and managing agency and community teams. Literature reviews, community interviews, case study and experiential analysis.</td>
<td>Prerequisites: Admission to a graduate degree program or permission of instructor.</td>
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<tr>
<td>HEA 616</td>
<td>Workplace Health Promotion 3</td>
<td>Public and private worksite health promotion programs. Skills and knowledge to oversee the planning, implementation, and evaluation of these programs. Links to employee benefits and successful programs to be critically examined.</td>
<td>Prerequisites: Admission to a graduate degree program or permission of instructor.</td>
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</tbody>
</table>
HEA 617 Conflict Resolution and Coalition Building 3
Theory, analysis, and skill development in conflict resolution, negotiation, and coalition building for health education and human service professionals.
Prerequisites: Admission to a graduate degree program or permission of instructor.

HEA 622 Social Epidemiology 3
Content, methods, and theory of social epidemiology.
Prerequisites: Pr. or Coreq: HEA 602, HEA 604.

HEA 625 Community Health Education Program Evaluation 3
Issues, problems, and techniques involved in evaluation of community health education programs.
Prerequisites: HEA 601, HEA 602 and completion of or concurrent enrollment in HEA 603, or permission of instructor.

HEA 635 Health Education in the Community and School 3
Planning, preparation, and presentation of health education information and programs for school and community groups.
Prerequisites: Permission of instructor.

HEA 640 Global Health Issues 3
Examine global health issues with an analysis of the determinants of health status in selected world regions and analyze global prevention efforts. Study of international organizations; roles and programs.

HEA 645 Health Policy 3
Health policy process in the US; examination of historical and current health policy issues, and survey of methods for analyzing health policy options.
Prerequisites: Admission to a graduate degree program or permission of instructor.

HEA 648 Applied Program Planning 3
Methods and models of planning health education programs for various settings.
Prerequisites: GPA of 3.0 or better, HEA 609 and HEA 645, or permission of instructor.

HEA 650 Community Health Internship/Practicum 6
Supervised experience in the observation, delivery, and evaluation of health education services in community settings.
Prerequisites: GPA of 3.0 or better and HEA 648, or permission of instructor.
Notes: Grade: Satisfactory/Unsatisfactory (S/U).

HEA 662 Gender and Health 3
Health issues and health problems with respect to gender differences, similarities and historical conceptions.
Prerequisites: Admission to a graduate degree program or permission of instructor.

HEA 665 Violence and Public Health 3
The origins and epidemiology of violence, factors influencing our social response to violence and role of public health professionals in a community response. Literature and field-based analysis.
Prerequisites: Admission to a graduate degree program or permission of instructor.

HEA 666 Health Communication 3
Overview of theory, practice of designing/implementing/evaluating public health communication campaigns and programs. Focus on audience, message, and channel factors; mass media, social marketing and risk communication strategies.
Prerequisites: Pr. or Coreq.: HEA 601 or permission of instructor.

HEA 670 Adolescent Health 3
Survey of adolescent health problems and needs. Focus on epidemiological trends, behavioral and social etiological factors, and public health interventions to reduce specific adolescent health problems.

HEA 671 Immigrant and Refugee Health 3
Overview of health status of immigrant and refugee populations. Focus on migration, resettlement, adaptation, epidemiological, behavioral, cultural, socioeconomic, legal, and political factors impacting health, and interventions to address needs.
Prerequisites: Admission to a graduate program in public health education or permission of instructor.

HEA 676 Problems Seminar 3
Specific course title identified each semester by a subscript, e.g., Problems Seminar: Professional Literature in Health Education.
Prerequisites: Previous course work in appropriate content areas or permission of instructor.
Notes: May be repeated for credit.

HEA 676A Probs Sem: Adolescent Health 3

HEA 676B Prob:Worksite Health Promotion 3

HEA 676C Probs Sem: Adolescent Health 3

HEA 676D Prob: Health Program Evaluatn 3

HEA 676E Probs Sem:Mnging Comm Hea Prog 3

HEA 676F Prb Sem: Violence / Public Hea 3

HEA 676 Problems Seminar 3

HEA 676A Probs Sem: Adolescent Health 3

HEA 676B Prob: Worksite Health Promotion 3

HEA 676C Probs Sem: Adolescent Health 3

HEA 676D Prob: Health Program Evaluation 3

HEA 676E Probs Sem: Managing Community Health Programs 3

HEA 676F Prob Sem: Violence / Public Health 3

HEA 695 Independent Study 1-3
Intensive study in an area of special interest in health education.
Prerequisites: Demonstrated competency for independent work and permission of departmental academic advisor and the instructor.
Notes: May be repeated for credit.

HEA 699 Thesis 1-6
Prerequisite: Permission of instructor and application due March 15 prior to final year of study;
Notes: May be repeated for up to 6 credit hours, minimum of 3 credit hours required for graduation.

HEA 701 Promoting and Protecting Health through Entrepreneurship 3
Introduction to Federal Small Business Research Grant mechanisms for entrepreneurial research. Preparation of a grant proposal for submission to NIH, CDC, or Department of Education.
Notes: Same as ENT 701.

HEA 702 Professional Grant Writing for Community Organizations 3
Theoretical and applied avenues to learning Professional Grant Writing for Health and Human Service Organizations in the Community.
Prerequisites: Enrolled graduate students in the School of HHS, or permission of instructor.
Notes: Same as HHS 702.

HEA 705 Qualitative Methods in Public Health 3
Qualitative methodology from question formation to dissemination of findings in public health research and evaluation. Includes design, sampling, data collection and analysis.

HEA 725 Advanced Community Health Projects 1-6
Scholarly inquiry project developed by the student with faculty guidance.
Prerequisites: Permission of instructor.
Notes: May be repeated for a maximum of 6 credit hours. Grade: Satisfactory/Unsatisfactory (S/U).
HEA 735 Topics in Community Health Research 3
Specific course title identified each semester offered by subtitle (e.g., Organizational Behavior, Women and Girls Health, Applied Research in Communities). May be repeated for credit when topic varies.
Prerequisites: Permission of instructor.

HEA 751 Foundations of Research for Public Health Education 3
Central issues in the philosophy of social and behavioral science with application to public health. Assumptions, models, and methodologies necessary to pursue research in community health education.
Prerequisites: Admission to PhD program or permission of instructor.

HEA 752 Quantitative Methods in Public Health 3
Research methods and ecologic, experimental, and observational research designs in community health education. Topics include advanced study designs, reliability, validity, generalizability, bias, sampling, and power.
Prerequisites: HEA 751.

HEA 755 Community Research Practicum 3
Supervised practicum experiences in developing, conducting, funding, and disseminating community-based participatory research in public health education.
Prerequisites: Admission to PhD program or permission of instructor. Notes: Must be taken 2 times for credit.

HEA 758 Advanced Theoretical Basis for Community Health Education 3
Examination of theories used by health educators to conduct research in organizational, community, or individual change and improvement in health and quality of life.
Prerequisites: HEA 609, HEA 751, HEA 752, or permission of instructor.

HEA 759 Community-Based Health Education Research 3
Foundational work in research methods applied to the challenges inherent in the development of skills associated with community-based participatory research of health promotion programs.
Prerequisites: Permission of instructor.

HEA 760 Teaching in Community Health Education 3
Introduction to principles and practices of good undergraduate teaching in public health. Includes course planning, teaching techniques, assessment strategies, legal and ethical issues, and supervised practice.
Prerequisites: Permission of instructor.

HEA 765 Advanced Program Evaluation in Public Health Education 3
Advanced education in program evaluation, evaluation designs, and their application to complex public health interventions. Emphasis on evaluation practices relevant for Community-Based Participatory Research programs in public health education.
Prerequisites: Pr. or Coreq.: HEA 602, HEA 604, HEA 622, HEA 751, HEA 752, HEA 753.

HEA 799 Doctoral Dissertation Research 1-15
Dissertation Extension.

HEA 802 Dissertation Extension 1-3
Dissertation Extension.

HEA 803 Research Extension 1-3
Research Extension.

Religious Studies (REL)

REL 101 Introduction to Religious Studies 3
Inquiry into religion through consideration of forms, patterns, categories, symbols, and practices which characterize various religious experiences.
GE Core: GPR
GE Marker: GL

REL 104 Religion, Ritual, and the Arts 3
A study of how myths and stories are used in ritual and the arts. The specific traditions treated will vary.
GE Core: GPR

REL 109 Religion and Contemporary Culture 3
Understandings of religion as shaped by contemporary social institutions, the arts, politics, and philosophy.
GE Core: GPR

REL 111 Introduction to Asian Religion 3
Comparative study of Asian religions and their contributions to modern religious self-understanding, focusing critically and evaluatively on such patterns of expression as myth, ritual, and social forms.
GE Core: GPR

REL 121 Religious Themes in World Literature 3
Religious attitudes and themes concerning suffering, bafflement, and evil.

REL 190 Introduction to Scriptural Language 1-3
Introduction to the language of a major scriptural tradition, such as Hebrew, Chinese, Tibetan, or Sanskrit. Emphasis on writing system, grammar, and vocabulary. Notes: May be repeated when topic changes.

REL 201 The Bible in Western Culture 3
Study of significant themes and issues in the Bible and their expression in the religious literature and history of Europe and America.
GE Core: GPR
GE Marker: GL

REL 202 Hebrew Bible 3
Study of the Hebrew scriptures (the Old Testament) in historical, sociological, and literary contexts.
GE Core: GHP
LEC: GPM

REL 204 New Testament and the Origins of Christianity 3
Study of the New Testament texts in their historical, sociological, and literary contexts.
GE Core: GHP
GE Marker: GL
LEC: GPM

REL 205 Non-Western Religion 3

REL 207 Modern Problems of Belief 3
Exploration of ways in which God has been understood in the context of the eclipse of religion in Western culture from the Enlightenment to the present.
GE Core: GPR

REL 209 Elements of Christian Thought 3
Investigates the coherence of Christian accounts of such topics as incarnation, trinity, creation, evil, sacraments, the body, and salvation.
GE Core: GPR
GE Marker: GL

REL 210 Christianity to the Reformation 3
Study of classic Christian texts, symbols, rituals, and social movements to the dawn of the Reformation.
GE Core: GHP
GE Marker: GL
LEC: GPM
REL 212 Christianity from the Reformation to the Present 3
Examination of a range of themes in the history of Christian thought from the sixteenth century to present, through reading of a variety of texts representative of Christian traditions.
GE Core: GHP
GE Marker: GL
LEC: GMO

REL 215 Judaism 3
Introductory study of Judaism, its history, texts, life, and thought.
GE Core: GHP
GE Marker: GL
LEC: GPM

REL 217 The Synagogue 3
The synagogue has been and remains the center of Jewish life. This course will explore the nomenclature, history, architecture, art, and literature of the synagogue in ancient, medieval, and modern times.
LEC: GPM

REL 218 Chinese Religion 3
A study of the religions of China in the classical and modern periods focusing on thought, ritual, social structure, and aesthetics.
GE Core: GPR
GE Marker: GN

REL 220 Japanese Religion 3
A study of the religions of Japan in the classical and modern periods focusing on thought, ritual, social structure, and aesthetics.
GE Core: GPR
GE Marker: GN

REL 221 Buddhism 3
Introduction to the origin, development, and impact of Buddhism in Asian cultures. Focus on religious doctrines, forms of community, religious practices, techniques, art and iconography, and the implications of the Buddhist perspective for the contemporary world in both Asia and the West.
GE Core: GPR
GE Marker: GN

REL 222 Hinduism 3
Introduction to the Hindu religious tradition, its myths, rituals, music, social structure, and philosophical thought.
GE Core: GPR
GE Marker: GN

REL 225 Islam 3
Introduction to origins of Islam and its development as a world religion focusing on doctrine, ritual practices, and community structures.
GE Core: GPR
GE Marker: GN

REL 226 Approaches to the Qur’an 3
Study of significant themes and stories of the Qur’an, with an emphasis on diversity of interpretations.
GE Core: GPR
GE Marker: GN

REL 229 Introduction to African American Religions 3
Examination of the diverse beliefs and practices of African American religious traditions and their development in the Americas.
GE Core: GHP
LEC: GMO

REL 231 Religion in America 3
Diverse religious traditions and thinkers that have played a significant role in the history of the United States from Native American beginnings to the present.
GE Core: GHP
LEC: GMO

REL 232 American Religious Thought: A Survey 3
Three Americans—Jonathan Edwards (1702–1756), a Puritan-reformed Christian; Ralph Waldo Emerson (1802–1882), a Romantic; and William James (1843–1910), a pragmatist—pursue tensions between grace and law.

REL 240 Modern Judaism 3
A survey of modern Jewish thinkers from Spinoza to Roizensweig.
GE Core: GHP
GE Marker: GL
LEC: GMO

REL 248 Comparative Religious Ethics 3
Comparative study of the ethical teachings of two or more Western and non-Western religious traditions focusing on the diversity within and among traditions and their effects on modes of life.
GE Core: GPR

REL 250 Religious Traditions and Care of the Earth 3
Examination of the thought, ethics, and practice of major religious traditions and worldviews with regards to the care of the earth. Emphasis on non-Western, indigenous, and ecofeminist traditions.
GE Marker: GN

REL 251 Topics in Religious Social Ethics 3
Inquiry into the social teachings of diverse religious traditions with respect to such current topics as economic development and social justice, human rights, democracy, freedom, human well-being and the environment.
Notes: May be repeated for credit when topic varies.

REL 252 Ritual Studies 3
Inquiry into ritual through the consideration of the relations among ritual experience, practice, and theory. The specific traditions treated will vary.
Notes: May not be repeated for credit when topic varies.

REL 253 Religion, Art, and Visual Culture 3
Explores religion and its relation to visual culture through the exploration of specific works of art. The specific traditions treated will vary.
Notes: May not be repeated for credit when topic varies.

REL 254 Religion in Traditional Societies 3
Study of religion in traditional societies in which the basic question “What is it to be human?” is raised by entering into the diverse symbolic worlds of native Americans, Africans, or others.
GE Marker: GN

REL 258 Darwin, Evolution, and Human Nature 3
The Origin of Species and The Descent of Man revolutionized our understanding of life. In this course, we explore the religious, philosophical, and ethical implications of Darwin’s evolutionary theory.
GE Core: GPR

REL 259 Philosophy of Religion 3
Arguments concerning God’s existence, the problem of evil, God’s foreknowledge and human freedom, the analysis of divine attributes, immortality and the soul.
REL 366 Religions of China: Selected Topics 3
Explores selected aspects of Chinese religions. Possible topics include ritual, Taoist alchemy, ancestor worship, Ch’an Buddhism, the underworld and the dead.

REL 367 Religions of Japan: Selected Topics 3
Exploration of selected aspects of Japanese religions. Possible topics include ritual, Japanese festivals, Shinto, ancestor worship, Zen Buddhism, the underworld and the dead.

REL 368 Religion in South Asia: Selected Topics 3
Selected aspects of religion in South Asia. Possible topics include ritual, myth, festivals, and pilgrimage in Jainism, Islam, Hinduism, Buddhism, or other religions of the Indian subcontinent.

Notes: May be repeated for credit when topic varies.

REL 370 Religions of Iran: Selected Topics 3
Explores selected aspects of Iranian religions. Possible topics include Zoroastrianism, Sufism, Twelver Shi’ism, and the Babi and Baha’i faiths.

Notes: May be repeated up to three times as the topic varies.

REL 382 Topics in Christian Thought 3
Examination of an issue in Christian thought or history.

Notes: May be repeated for credit when topic varies.

REL 383 Seminar in a Major Christian Thinker 3
Examination of a major thinker in Christian thought or history.

Notes: May be repeated for credit when topic varies.

REL 401 Tutorial 1-3
Directed program of reading, research, and private instruction.

Prerequisites: Permission of instructor.

REL 402 Tutorial 1-3
Directed program of reading, research, and private instruction.

Prerequisites: Permission of instructor.

REL 403 Tutorial 1-3
Directed program of reading, research, and private instruction.

Prerequisites: Permission of instructor.

REL 404 Tutorial 1-3
Directed program of reading, research, and private instruction.

Prerequisites: Permission of instructor.

REL 410 Senior Seminar 1-3
Colloquium on a unifying theme or major recent work in Religious Studies. Topic will vary with instructor.

Prerequisites: REL 298.

Notes: May be repeated for up to 9 hours of credit when topic varies.

Required of all seniors.

REL 420 Internship in Religious Studies 3
Practical experience in a variety of professional settings. Includes 10 hours per week at internship site, plus regular meetings with a faculty advisor.

REL 493 Honors Work 3-6
Prerequisite: Permission of instructor; 3.30 GPA in the major; 12 s.h. in the major;

Notes: May be repeated for credit if the topic of study changes.

REL 503 Topics in Religious Studies 3
Study of role, nature, and function of selected social forms of religious life through cross-cultural comparison or intensive study of one religious tradition.

Notes: May be repeated once for credit.

REL 695 Independent Study 1-3
Directed program of reading, research, and individual instruction.

Prerequisites: Permission of department head and instructor.

Residential College (RCO)

RCO 101 College Writing I 3
A course in academic writing, focusing on analysis, argument, and critical reflection using the tenets of rhetoric. Instruction in drafting, revising, and compilation of a final portfolio.

GE Core: GRD

Prerequisites: Permission of instructor. Admission to a Residential College;

Notes: Equivalent credit to ENG 101 and/or FMS 115. students may receive credit for only one of RCO 101 or ENG 101 or FMS 115.

RCO 102 College Writing II 3
A course in research-based writing, focused on analysis, argument, and critical reflection using the tenets of rhetoric. Instruction in research methodologies as relevant to college writing projects.

GE Core: GRD

Prerequisites: Permission of instructor. Admission to a Residential College;

Notes: Equivalent credit to ENG 102 and/or FMS 116. students may receive credit for only one of RCO 102 or ENG 102 or FMS 116.

RCO 112 Contemporary Topics in Mathematics 3
Practical mathematical topics including set theory, properties and operations of number systems, algebra, geometry and consumer mathematics. Additional topics may be selected from logic, systems of numeration, and mathematical systems.

GE Core: GMT

Prerequisites: Permission of instructor. Admission to a Residential College;

Notes: Students may not receive credit for both MAT 112 and RCO 112.

RCO 114 Elementary Introduction to Probability and Statistics 3
Survey of statistics intended for undergraduates in any discipline. Graphical displays, numerical measures, relationships between variables, elements of good data collection. Basic probability, introduction to inferential techniques including confidence intervals and significance testing. Emphasis on statistical literacy.

GE Core: GMT

Prerequisites: Permission of instructor. Admission to a Residential College;

Notes: Students may not earn credit for both RCO 114 and STA 108. may not be taken for credit by students who have received credit for ECO 250 or ECO 350 or who are concurrently enrolled in ECO 250.

RCO 115 College Algebra 3
Practical mathematical topics including Algebraic expressions, exponents, radicals, factoring, solving equations and inequalities, graphing, polynomial and rational functions.

GE Core: GMT

Prerequisites: Permission of instructor. Admission to a Residential College;

Notes: Students may not receive credit for both MAT 115 and RCO 115.
RCO 120 Residential College Seminar in Language and Culture 3
Focus on the interconnections among regions of the world, interpret and evaluate information on diverse ecologies, human societies, artistic achievements, or political systems, and gain sensitivity to cultural differences on a global scale.

GE Marker: GL
Prerequisites: Permission of instructor. Admission to a Residential College;
Notes: May be repeated for credit when topic varies.

RCO 121 Residential College Seminar in Language and Culture 3
Special topics in a global context as it pertains to the language and culture of nations, or sub-nationalities in Eurasia, the Caribbean, Central and Latin America, East Asia, the Middle East, North Africa, Sub-Saharan Africa, South Asia and the Pacific Islands, and indigenous people around the world.
Prerequisites: Permission of instructor. Admission to a Residential College;
Notes: May be repeated for credit when topic varies.

RCO 133 Residential College Service-Learning Seminar 3
Focus on community service in readings and field experience. Topics vary relevant to the instructor’s area of expertise.
Prerequisites: Permission of instructor. Admission to a Residential College;
Notes: May be repeated for credit when topic varies.

RCO 155 Residential College Seminar in the Art of Discourse 3
An introduction to discourse in global professional, social, digital, and academic contexts, with an emphasis on oral communication and professional written and digital documents.
Prerequisites: Permission of instructor. Admission to a Residential College;
Notes: May be repeated for credit when topic varies.

RCO 201 Residential College Seminar in Historical Perspectives: Premodern 3
Historical study of human culture from ancient times to the 17th century.
GE Core: GHP
LEC: GPM
Prerequisites: Permission of instructor. Admission to a Residential College;
Notes: May be repeated for credit when topic varies.

RCO 202 Residential College Seminar in Historical Perspectives: Modern 3
Historical study of human culture from the 17th century to the present.
GE Core: GHP
LEC: GMO
Prerequisites: Permission of instructor. Admission to a Residential College;
Notes: May be repeated once for credit when topic varies.

RCO 203 Residential College Seminar in Philosophical/Religious/Ethical Principles 3
Study of philosophical, religious, and ethical traditions that have shaped societies in the past and the present.
GE Core: GPR
Prerequisites: Permission of instructor. Admission to a Residential College;
Notes: May be repeated twice for credit when topic varies.

RCO 204 Residential College Seminar in Literature and Rhetoric 3
Study of works of literature and the social and historical contexts from which they come.
GE Core: GLT
Prerequisites: Permission of instructor. Admission to a Residential College;
Notes: May be repeated twice for credit when topic varies.

RCO 205 Residential College Seminar in Social and Behavioral Studies 3
Study of the interrelationship between individuals and society and of the social and intellectual contexts of events and situations.
GE Core: GSB
Prerequisites: Permission of instructor. Admission to a Residential College;
Notes: May be repeated twice for credit when topic varies.

RCO 206 Residential College Studies in the Arts 3
Lecture and/or seminar in the arts.
GE Core: GFA
Prerequisites: Permission of instructor.
Notes: May be repeated for credit when topic varies.

RCO 211 Residential College Seminar in Historical Perspectives: Premodern 3
Historical study of human culture from ancient times to the 17th century.
GE Core: GHP
GE Marker: GN
LEC: GPM
Prerequisites: Permission of instructor. Admission to a Residential College;
Notes: May be repeated twice for credit when topic varies.

RCO 212 Residential College Seminar in Historical Perspectives: Modern 3
Historical study of human culture from the 17th century to the present.
GE Core: GHP
GE Marker: GN
LEC: GMO
Prerequisites: Permission of instructor. Admission to a Residential College;
Notes: May be repeated twice for credit when topic varies.

RCO 213 Residential College Seminar in Philosophical/Religious/Ethical Principles 3
Study of philosophical, religious, and ethical traditions that have shaped societies in the past and the present.
GE Core: GPR
GE Marker: GN
Prerequisites: Permission of instructor. Admission to a Residential College;
Notes: May be repeated twice for credit when topic varies.

RCO 214 Residential College Seminar in Literature and Rhetoric 3
Study of works of literature and the social and historical contexts from which they come.
GE Core: GLT
GE Marker: GN
Prerequisites: Permission of instructor. Admission to a Residential College;
Notes: May be repeated twice for credit when topic varies.
RCO 215 Residential College Seminar in Social and Behavioral Studies 3
Study of the interrelationship between individuals and society and of the social and intellectual contexts of events and situations.
GE Core: GSB
GE Marker: GN
Prerequisites: Permission of instructor. Admission to a Residential College;
Notes: May be repeated twice for credit when topic varies.

RCO 221 Residential College Seminar in Historical Perspectives: Premodern 3
Historical study of human culture from ancient times to the 17th century.
GE Core: GHP
GE Marker: GL
LEC: GMO
Prerequisites: Permission of instructor. Admission to a Residential College;
Notes: May be repeated twice for credit when topic varies.

RCO 222 Residential College Seminar in Historical Perspectives: Modern 3
Historical study of human culture from the 17th century to the present.
GE Core: GHP
GE Marker: GL
LEC: GSM
Prerequisites: Permission of instructor. Admission to a Residential College;
Notes: May be repeated twice for credit when topic varies.

RCO 223 Residential College Seminar in Philosophical/Religious/Ethical Principles 3
Study of philosophical, religious, and ethical traditions that have shaped societies in the past and the present.
GE Core: GPR
GE Marker: GL
Prerequisites: Permission of instructor. Admission to a Residential College;
Notes: May be repeated twice for credit when topic varies.

RCO 224 Residential College Seminar in Literature and Rhetoric 3
Study of works of literature and the social and historical contexts from which they come.
GE Core: GLT
GE Marker: GL
Prerequisites: Permission of instructor. Admission to a Residential College;
Notes: May be repeated twice for credit when topic varies.

RCO 225 Residential College Seminar in Social and Behavioral Studies 3
Study of the interrelationship between individuals and society and of the social and intellectual contexts of events and situations.
GE Core: GSB
GE Marker: GL
Prerequisites: Permission of instructor. Admission to a Residential College;
Notes: May be repeated twice for credit when topic varies.

RCO 226 Residential College Seminar in Fine Arts 3
A historical survey of various art form(s) within historical, cultural, and material contexts. Students will explore the art form(s) through historical texts that emphasize artistic technique and production.
GE Core: GFA
GE Marker: GL
Prerequisites: Permission of instructor. Admission to a Residential College;
Notes: May be repeated twice for credit when topic varies.

RCO 236 Residential College Seminar in Non-Western Fine Arts Seminar 3
A global historical survey of non-Western art form(s) within historical, cultural, and material contexts. Students will explore the art form(s) through global historical texts that emphasize artistic technique and production.
GE Core: GFA
GE Marker: GL
Prerequisites: Permission of instructor. Admission to a Residential College;
Notes: May be repeated twice for credit when topic varies.

RCO 239 Non-Western Fine Arts Seminar 3
A global historical survey of non-Western art form(s) through an examination of historical, cultural, and material contexts. Students will explore the art form(s) through global historical texts and in-class experiential practice.
Prerequisites: Permission of instructor.

RCO 252 Introductory Concepts in Biology 3
Introduction to major concepts in biology for students who do not plan to take additional biology courses. Explores basic aspects of biology, including genetics, physiology, and ecology. Specific topics may include conservation biology, biotechnology, and current issues.
GE Core: GNS
LEC: GLS
Prerequisites: Permission of instructor. Admission to a Residential College;
Notes: Students may not earn credit for both BIO 111/BIO 112 and RCO 252. Students may not earn credit for both BIO 105 and RCO 252.

RCO 253 Residential College Seminar in Life Sciences 3
Conceptual explorations in the life sciences.
GE Core: GNS
LEC: GLS
Prerequisites: Permission of instructor.
Notes: May be repeated for credit when topic varies.

RCO 254 Residential College Seminar in Physical Sciences 3
Conceptual explorations in the physical sciences.
GE Core: GNS
LEC: GPS
Prerequisites: Permission of instructor.
Notes: May be repeated for credit when topic varies.

RCO 255 Introductory Concepts in Earth Science 3
Survey of basic concepts and processes. Integration of issues pertaining to environmental sustainability with the nature of the earth's three primary physical systems: the solid earth and continents; the ocean basins and the oceans; and the atmosphere's weather.
GE Core: GNS
LEC: GPS
Prerequisites: Permission of instructor. Admission to a Residential College;
Notes: Students cannot earn credit for both GES 103 and RCO 255.
Students cannot earn credit for both GES 106/GES 106L and RCO 255.
RCS 273 General Psychology 3
Survey of psychology. Includes psychology as science, nervous system, growth and development, sensory and perceptual processes, motivation, emotion, learning, social behavior, personality (normal and pathological), statistics, testing, intelligence, aptitudes, and achievement.
GE Core: GSB
Prerequisites: Permission of instructor. Admission to a Residential College;
Notes: Students may not receive credit for both RCO 273 and PSY 121.

RCS 301 Independent Study 1-3
This course is designed to provide a comprehensive introduction to the nature and structure of research/scholarship in a variety of academic disciplines.
Prerequisites: Permission of instructor. Admission to a Residential College;
Notes: May be repeated for credit when topic varies.

RCS 302 Advanced Study 3
Advanced-level study.
Prerequisites: Permission of instructor. Admission to a Residential College;
Notes: May be repeated for credit when topic varies.

RCS 306 Music in Context 3
Consideration of musical works in social, artistic, and economic contexts.
GE Core: GFA
GE Marker: GL
Prerequisites: Permission of instructor.

RCS 390 Research Capstone 3
Locating and using primary and/or secondary source materials, published and unpublished. Variable topics, related to residential colleges’ curriculum. Offerings may include digital publications, fieldwork, or professional development research.
Prerequisites: Permission of instructor. Admission to a Residential College.

RCS 464 Global Retail Strategy and Management 3
Investigation of consumer benefits offered by multichannel retailing of apparel and related consumer products. Focus on the importance of culture to successful retailing to diverse global consumers.
Prerequisites: Minimum grade of C (2.0) in RCS 264 or MKT 326.

RCS 560 Advanced Retail Buying and Merchandising 3
Advancing the strategies of inventory acquisition and control. Application of retail math to Excel spreadsheets in planning the assortment plan, six-month merchandise plan, and model stock plans.
Prerequisites: Undergraduates: minimum grade of C (2.0) in RCS 361. Graduate students: permission of instructor.

RCS 584 Advanced Retail Analysis 3
Investigation of retailing from a strategic perspective. Concepts are analyzed and integrated into applied problem-solving scenarios focused on consumer needs.
Prerequisites: Minimum grade of C (2.0) in RCS 464 for undergraduates.

RCS 662 Behavior-Soft Lines Consumers 3
Study of environmental, individual, and psychological influences on behavior of consumers during the soft lines products consumption process.

Russian (RUS)

RUS 101 Elementary Russian I 3
Basic principles of grammar; graded reading of selected texts; some conversation; language laboratory facilities.
GE Marker: GN

RUS 102 Elementary Russian II 3
Basic principles of grammar; graded reading of selected texts; some conversation; language laboratory facilities.
GE Marker: GN

RUS 201 Russian Literature in Translation 3
Survey of Russian prose beginning with early Russian Literature and focusing on nineteenth-century Russian prose up to 1917. Works from the following writers are read: Pushkin, Gogol, Lermontov, Goncharov, Turgenev, Leskov, Garshin, Kuprin, Chekhov, Bunin.
GE Core: GLT
GE Marker: GN

RUS 203 Intermediate Russian 3
Review of grammar, practice in conversation, selected readings from nineteenth- and twentieth-century literature.
GE Marker: GN
LEC: GFL

RUS 204 Intermediate Russian 3
Review of grammar, practice in conversation, selected readings from nineteenth- and twentieth-century literature.
GE Marker: GN
LEC: GFL

RUS 301 Conversation, Composition, and Grammar Topics 3
Reading and discussion of unedited Russian texts. Formal and informal writing. Study of grammar and idiom.
GE Marker: GN
Notes: Proficiency level: RUS 204 or equivalent.
RUS 306 Slavic Life and Letters: Topics 3
Study of Slavic civilization. Emphasis on selected periods, genres such as films, memoirs, folklore, mythology, women's lives, etc. Taught in Russian.
GE Marker: GN
Notes: Proficiency level: RUS 204 or equivalent. May be repeated for credit when topic varies.

RUS 313 Major Authors in Russian Literature 3
Selected Russian authors read and discussed with attention to literary interpretation and analysis. Selection of authors and periods vary. Taught in English or Russian.
GE Core: GLT
GE Marker: GN
Notes: May be repeated for credit when topic varies.

RUS 314 Major Movements in Russian Literature and Culture 3
Topics vary, each taking a broad perspective on an important movement, social trend, literary development, or cultural period. Taught in English or Russian.
GE Core: GLT
GE Marker: GN
Notes: May be repeated for credit when topic varies.

RUS 315 Twentieth-Century Russian Literature/Translation 3
Notes: Proficiency level: RUS 204 or equivalent.

RUS 316 Modern Polish Literature in Translation 3
Intensive study of the artistic writing in Poland from 1918 to present. Readings cover poetry and prose of Zeromski, Wittlin, Gombrowicz, Witkiewicz, Schulz, Iwaszkiewicz, Rozewicz, Tuwim, Andrzejewski, Milosz, and Herbert.

RUS 491 Tutorial 1-3
Directed program of reading, research, and individual instruction in Russian and Polish language and literature.
Notes: May be repeated for credit when topic varies.

RUS 492 Tutorial 1-3
Directed program of reading, research, and individual instruction in Russian and Polish language and literature.
Notes: May be repeated for credit when topic varies.

RUS 493 Honors Work 3-6
Prerequisite: Permission of instructor; 3.30 GPA in the major; 12 s.h. in the major.
Notes: May be repeated for credit if the topic of study changes.

RUS 511 The Russian Novel in Translation 3
Survey of the Russian novel from the nineteenth (Pushkin, Gogol, Turgenev, Goncharov, Dostoevsky, Tolstoy), to the twentieth century (Belyj, Sologub, Pasternak, and Solzhenitsyn). Analysis of artistic structure and ideas within the context of Russian literary history, philosophy, and religious thought.

Social Science Course (SSC)

SSC 300 Doing Social Sciences 3
Introductory course for the online SPLS Social Sciences major. Topics include epistemology, theory development, research ethics, study design, data collection, and data analysis.
Prerequisites: SPLS Social Sciences major, junior or senior standing; or permission of the instructor.

SSC 301 Contemporary Issues in the Social Sciences 3
Introductory course for the online SPLS Social Sciences major. Analysis of a single contemporary issue using each of the academic disciplines in the SPLS Social Science concentration.
Prerequisites: SPLS Social Sciences major, junior or senior standing; or permission of the instructor.

SSC 350 Inequality in a Changing World 3
This course introduces major schools of social science theory from several areas of study and applies them to the study and explanation of domestic and global inequality.
Prerequisites: SSC 300. SSC 301; 12 s.h. in residence at UNCG (can include SSC 300 and SSC 301); SPLS major with a concentration in Social Sciences.

SSC 400 Senior Seminar in the Social Sciences 3
Capstone seminar for students pursuing the SPLS Social Science concentration.
Prerequisites: SPLS Social Sciences major, senior standing; SSC 300 and SSC 301; and permission of the instructor.

SSC 401 Individual Study in the Social Sciences 1-3
Directed program of reading and/or research in the Social Sciences. The credits can be used to fulfill either "distribution" or "area of emphasis" requirements.
Prerequisites: SSC 300 and SSC 301. permission of instructor and program director;
Notes: May be repeated once for credit, for up to 6 s.h.

Social Work (SWK)

SWK 112 Soc. Work in Commu. 3

SWK 215 Introduction to Social Work 3
Introduction to social welfare programs and social work practice. Topics include: social problems confronting society; societal and community helping resources; social work practice in a changing society. Field observation required.

SWK 250 Introduction to Social Work Data Analysis 3
Designed to introduce students to the application of basic statistics and data analysis encountered in social work practice. Topics include elementary descriptive and inferential procedures.
Prerequisites: Pr. or Coreq.: SWK 215.

SWK 310 Social Policy and Services 4
Examination and survey of historical development of the concept of social welfare; analysis of theoretical framework used to organize the study of social welfare services. Supervised volunteer experience required.
Prerequisites: SWK 215. major or minor in social work.

SWK 311 Human Behavior and Social Environment 3
Emphasis on theories relevant to understanding and influencing change on the societal, organizational, group, and individual levels.
Prerequisites: SWK 215 or permission of instructor.

SWK 315 Social Work, Diversity, and Vulnerable Populations 3
Examination and understanding of cultural and human diversity with focus on oppressed groups. Students will have the opportunity to learn about broad differences and likenesses among diverse populations and cultures.
Prerequisites: SWK 215. major or minor in social work.
SWK 325 Research in Social Work Practice 3
Focus on social workers as both consumers and producers of research. Emphasis on using research for needs assessment, evaluation of social work interventions, and creation of new social work knowledge.
Prerequisites: SWK 215 and SOWK major. Pr. or Coreq.: SWK 250 or STA 108.

SWK 351 Professional Skills 3
Lecture-laboratory course to teach verbal and written skills necessary for conducting the helping interview and other related social work activities. Extensive use of simulated role play experience and instructor/peer feedback.
Prerequisites: SWK 215, SWK 310, and SWK 311. SOWK major.

SWK 392 Child Maltreatment 3
This course covers the history, comparative perspectives, and legal framework of child abuse and maltreatment. Students are engaged in the treatment of children through the use of multimedia case studies.

SWK 411 Social Work Methods I 3
Emphasis on knowledge, values, process, and skills in social work practice and introduction to interventive methods.
Prerequisites: Admission to field instruction.
Corequisites: SWK 413 and SWK 415.
Notes: SOWK major only.

SWK 412 Social Work Methods II 3
Focus on development of social work practice skills emphasizing delivery of social services.
Prerequisites: SWK 411.
Corequisites: SWK 414 and SWK 416.
Notes: SOWK major only.

SWK 413 Field Instruction I 5
Educationally directed learning experienced by performing a range of activities related to entry level practice.
Prerequisites: SOWK major. SWK 215, SWK 310, SWK 311, SWK 315, SWK 325, and SWK 351; admission to field instruction.
Corequisites: SWK 411 and SWK 415.

SWK 414 Field Instruction II 5
Continuation of SWK 413. Emphasis placed upon extended application and evaluation in the practice environment.
Prerequisites: SWK 411, SWK 413, and SWK 415.
Corequisites: SWK 412 and SWK 416.

SWK 415 Field Instruction Seminar I 1
Critical review and analysis of application of social work theory in practice setting.
Prerequisites: Admission to field instruction.
Corequisites: SWK 411 and SWK 413.

SWK 416 Field Instruction Seminar II 1
Continues critical review and analysis of social work theory in practice setting.
Prerequisites: SWK 415.
Corequisites: SWK 412 and SWK 414.

SWK 451 Special Problems in Social Work 1-3
Intensive independent study of specialized topics.
Prerequisites: Requires written plan, permission of sponsoring instructor, and approval of department head.
Notes: May be repeated for credit when topics vary.

SWK 505 Environmental Justice: Interdisciplinary Response for Sustainability 3
Interdisciplinary exploration of models that address social, economic, environmental justice concerns and their impact on community, economic, and environmental sustainability.
Notes: Same as PCS 505.

SWK 510 Selected Topics in Social Work 3
Opportunity for students to study in depth topic of special interest.
Prerequisites: Permission of instructor.
Notes: May be repeated for credit when topic varies.

SWK 510A Sel Tpcs:School Social Work 1-3

SWK 510B Sel Tpc:Soc Serv/Mnt Ill / Fam 1-3

SWK 510C Sel Tpcs:SWK w/ Religious Orgn 1-3

SWK 510D Sel Tpcs:Soc Serv for Ment Ill 1-3

SWK 522 Comparative Study of Cross-Cultural Social Work Practice 3
Compares social work, social service programs, and social policies of the U.S. with those of selected other countries throughout the world, emphasizing services for families, children, and vulnerable populations.
Prerequisites: SWK 215, SWK 310, SWK 311, SWK 315, SWK 325, and SWK 351. or graduate standing.
Notes: May be repeated for credit when topic varies.

SWK 527 Human Services for Immigrants and Refugees 3
A perspective on the history of immigration, its role in the U.S.A., immigrants in North Carolina, their process of integration, cross-cultural competency, and the challenges in services delivery to immigrants.

SWK 530 Social Agency Program Development 3
Organization of new agencies or those initiating additional services. Needs assessment, resource development, grant writing, agency operations, and relationships with funding agencies.

SWK 533 Restorative Justice: Theory and Models 3
Examines the principles and practices of restorative justice, evaluating the potentials and limitations of restorative methods and interventions in the US and internationally.
Notes: Same as PCS 533.

SWK 540 Social Entrepreneurship: Justice and a Green Environment 3
Interdisciplinary engagement of social entrepreneurship as model for change on an issue of environmental sustainability. Exploration of models that respond to social, economic, environmental, and justice issues.
Prerequisites: Upper-division undergraduate or graduate student status.
Notes: Same as BUS 540, CST 540, ENT 540, PCS 540, WGS 540.

SWK 551 Special Problems in Social Work 1-3
Intensive, independent study of specialized topics.
Prerequisites: Requires written plan, permission of sponsoring instructor, and approval of department head.

SWK 554 Mental Health Social Work 3
This course will provide knowledge and skills necessary for practicing effective social work with people who have mental illness and their families.

SWK 555 Substance Abuse and Social Work Practice 3
Introduction to the issues of substance abuse and addiction and their impact on clients and their families. Social work assessment and intervention methods will be taught.

SWK 570 Social Services for the Aging 3
Systematic study of social work approaches to providing services to the aging. Focus on current policies, services, and models of practice.
SWK 579 Gender and Peacebuilding 3
Examines the role of gender, sex, diversity, and power relations in the creation and resolution of conflict and building of peace.
Notes: Same as PCS 579.

SWK 582 School Social Work 3
Examination and understanding of school social work services with emphasis on professional standards, cultural sensitivity, accountability, and program planning.
Prerequisites: SWK 215, SWK 310, SWK 311, SWK 315, SWK 325, SWK 351, senior standing, and SOWK major or permission of instructor.

SWK 584 Social Services for Children 3
Designed for practitioners and students to provide knowledge for working with children and to teach strategies, techniques, and skills for effective treatment.

SWK 589C Experimental Course 3
This number reserved for experimental courses. Refer to the Course Schedule for current offerings.

SWK 600 Field Instruction and Seminar I 3
Application of theories and concepts to professional social work practice within a field agency. Seminar assists students to integrate theory and classroom learning into agency practice.
Prerequisites: Admission to the JMSW Program.
Notes: Grade: Satisfactory/Unsatisfactory (S/U).

SWK 608 Field Instruction and Seminar II 3
Application of theories and concepts to professional social work practice within a field agency. Seminar assists students to integrate theory and classroom learning into agency practice.
Prerequisites: SWK 624.
Notes: Grade: Satisfactory/Unsatisfactory (S/U).

SWK 609 Family Theory and Intervention 3
Introduction to family treatment. Course will include assessment and intervention with families using the structural, strategic, solution-focused, object relations and narrative theoretical intervention approaches.
Prerequisites: SWK 624.

SWK 618 Social Work and Social Justice 3
Examines social work’s historical and current commitment to social justice, focusing on clinical practice and initiatives to address disparities in funding, clinical trials, consumer access, treatment, and provision of services.
Prerequisites: SWK 624.

SWK 619 Foundations of Clinical Social Work Practice 3
Introduction to clinical practice theories and skills including human development and personality theories, strength-based perspectives, and an overview of diagnosis and assessment in the service planning process.

SWK 621 Foundations of Social Work and Social Policy 3
Explores the history and development of social welfare institutions and social work. Examines the relationships between social problems, social policies, and social work practice from historical and contemporary perspectives.
Prerequisites: Admission to the MSW program.

SWK 622 Social Work Practice with Individuals 3
Introduction to direct social work practice. Students gain knowledge, skills and values necessary to provide a wide scope of developmental, preventive and therapeutic services to individuals.
Prerequisites: Admission to the MSW program.

SWK 623 Social Work with Groups 3
Advanced course designed to teach group process and strategies, techniques, and skills for working with groups such as support groups and task groups in human services settings.
Prerequisites: Admission to the MSW program.

SWK 624 Social Work Practice and Human Diversity 3
Examines cultural and social diversity; addresses theoretical and practical dimensions of social work practice with oppressed people of color, women, the aged, the sexually diverse, and the physically disabled.
Prerequisites: Admission to the MSW program.

SWK 625 Social Work Research Methods 3
Research methodology as it relates to the professional practice of social work. Examines quantitative and qualitative methods as means for solving social problems.
Prerequisites: SWK 624.

SWK 631 Social Work with Individuals: Theory and Practice 3
Social work assessment and intervention with individuals, including application of developmental theory, personality theories, diagnostic classifications, and social work ethical principles and practice theories.
Prerequisites: Admission to the JMSW Program option.

SWK 632 Social Work with Families and Groups 3
Theories related to group and family dynamics and functioning and social work assessment and intervention with families and groups from a multicultural clinical perspective.
Prerequisites: Admission to the JMSW Program option.

SWK 634 Research Designs and Data Analysis for Social Work Practice 3
Advanced skills in (a) conceptualizing research problems, (b) completing research in the social work domains: needs assessment, program evaluation, and single subject research, and (c) using inferential skills for data analysis.
Prerequisites: SWK 626.

SWK 637 Social Work with Families I 3

SWK 640 Field Instruction III 5
Application of theories and concepts to the role of a professional social work practitioner within a field agency. Taken concurrently with SWK 641 Field Seminar III.

SWK 641 Field Seminar III 1
Field seminar to be taken concurrently with SWK 640 Field Instruction III; assists student to integrate theory and classroom knowledge into their agency field practice.

SWK 644 Organizational Context of Clinical Social Work Practice 3
Focuses on a range of organizational and professional issues social workers encounter as clinicians, service providers, and administrators in diverse clinical settings, with emphasis on culturally responsive social work practice.
Prerequisites: SWK 626.

SWK 647 Field Instruction IV 5
Application of theories and concepts to the role of a professional social work practitioner within a field agency.
Prerequisites: SWK 626.
Corequisites: SWK 648 and SWK 653.
Notes: Taken concurrently with SWK 648 Field Seminar IV. Grade: Satisfactory/Unsatisfactory (S/U).

SWK 648 Field Seminar IV 1
Field seminar to be taken concurrently with SWK 647 Field Instruction IV; assists students to integrate theory and classroom knowledge into their agency field practice.
SWK 650 Clinical Assessment in Social Work 3
Skill-building for competency-based assessment and diagnosis using a biopsychosocial social work framework to assess client strengths and disorders.

SWK 651 Advanced School Social Work 3
Skill-building for social work practice in the schools with emphasis on culturally sensitive student assessment and intervention, and professional standards and accountability.
Prerequisites: SWK 624 and SWK 626 or permission of instructor.
Corequisites: SWK 640 or SWK 647 or permission of instructor.

SWK 652 Advanced Clinical Social Work Practice I 3
The first of two advanced level courses in clinical social work practice, this course will focus on building competencies in clinical assessment and diagnosis of mental and substance abuse disorders.
Prerequisites: SWK 626.
Corequisites: SWK 640.

SWK 653 Advanced Clinical Social Work Practice II 3
This second advanced clinical practice course will focus on expanding competencies in clinical assessment and diagnosis of mental and substance abuse disorders, as well as applying culturally responsive clinical interventions.
Prerequisites: SWK 652.
Corequisites: SWK 647.

SWK 654 Special Topics in Social Work 3
Opportunity for students to study in depth topic of special interest. JMSW students only or with permission of instructor. Course may be repeated for a maximum of 6 credit hours.

SWK 803 Research Extension 1-3

Sociology (SOC)

SOC 101 Introduction to Sociology 3
Scientific study of social behavior including factors involved in functioning and development of human society such as culture, identity, social organization, institutions, stratification, social process, and social change.
GE Core: GSB

SOC 201 Social Problems 3
Analysis of contemporary social problems from a sociological perspective.

SOC 202 Social Problems in Global Context 3
This course examines causes of and responses to critical social problems in different world regions with a focus on the dimensions and impacts of globalization.
GE Core: GSB
GE Marker: GL

SOC 222 Sociology of Deviant Behavior 3
Social processes in the creation and maintenance of deviant populations: classification, objectification of social meanings, functions of subcultures and social outcomes of the deviance-ascription process. Includes core sociological concepts, methods, and theories.
GE Core: GSB

SOC 225 Race, Class, and Gender: Social Inequalities 3
Study of social inequalities, with a particular focus on race, class, and gender.

SOC 290 Thinking Sociologically-Classical Theory 3
A review of classical sociological theory, its foundations in modernity, and its place in the development of sociology as a social science discipline. First in the two-part sequence in theory.
Prerequisites: SOC 101.

SOC 300 Post Soviet Societies 3
Examination of major social institutions and social problems. Emphasis on assessing impact of ideology, modernization, and traditional cultural values on the evolution of the societies which formerly comprised the USSR. Particular emphasis on Russian society.

SOC 301 Introduction to Methods and Research 3
Topics include the function of theory in research, concept formation, study design, data collection, and analysis strategies.
Prerequisites: One sociology course or permission of instructor.
Notes: SOC majors only.

SOC 302 Introduction to Data Analysis 3
Application of statistical concepts and procedures to sociological inquiry. Topics include elementary descriptive and inferential procedures and use of computers in data analysis.
Prerequisites: SOC 101 and SOC 301 (or PSC 301 for students double majoring in Sociology and Political Science) and one additional sociology course.
Notes: SOC majors only, except by permission of instructor.

SOC 311 Reading Culture and Society 3
Examines key sociocultural issues through classic literary and cinematic works, emphasizing notions of modernity, the contemporary world, and the relationship they entertain; provides foundational reading and critical thinking skills.
Notes: Same as ATY 311.

SOC 314 Sociology of Popular Music 3
An introduction to the sociology of popular music; focuses on the roles music plays in society through an exploration of various popular music styles in the United States and the world.

SOC 317 Criminal Justice 3
Adjudication of criminal defendants from arrest through appellate process. Special attention given to current issues in administration of justice, e.g., the death penalty, plea bargaining, alternatives to incarceration.

SOC 323 Global Deviance 3
Explores and examines contemporary meaning and forms of deviant behavior using cross cultural and international perspectives.
GE Marker: GL

SOC 324 Criminology 3
Consideration of legal aspects of crime, its causation, patterns of criminal behavior, and victimization. Attention given to selected current issues in detection, apprehension, and adjudication of criminal offenders.
Prerequisites: SOC 222.

SOC 325 Sociology of Work Organizations 3
Analysis of relationships of individuals to work organizations and the relationships between individuals in organizations. Special attention to breakdowns in organizational functioning, satisfactions and dissatisfactions of individuals in work organizations, informal relationships and power within organizations, unionization and organizational conflict, and implications of increasing bureaucratization for citizens and society.
Prerequisites: SOC 101 or SOC 201 or SOC 202, or permission of instructor.
SOC 326 The Community 3
Recent changes and current structure of communities, with special attention to urbanization, bureaucratization, industrialization, social class systems, land use, inter-organizational relationships, urban life styles, and community power.
Prerequisites: SOC 101 or SOC 201 or SOC 202, or permission of instructor.

SOC 327 Race and Ethnic Relations 3
Interaction between peoples of differing racial, ethnic, and cultural backgrounds, with comparison of American relationships to those in other parts of the world.
GE Core: GSB

SOC 328 Social Movements 3
Systematic study of such forms of collective social behavior as social movements and revolutions with a strong international and comparative focus.
Prerequisites: SOC 101 or SOC 201 or SOC 202 or permission of instructor.

SOC 329 Sociological Perspectives on Gender 3
Inquiry into status of women in society with emphasis on socialization, structural and institutional relationships, and continuities and discontinuities in women's roles across the life cycle.

SOC 330 Urban Society 3
Analysis of emergence of urban society including formation and growth of urban centers and problems associated with ecological, social, and cultural differentiation within urban settlements.

SOC 332 Law and Society 3
Examines law as a social process that differs from case to case according to the social characteristics of the parties involved. Criminal and civil law are discussed.
Notes: Freshmen must have permission of instructor to register for this course.

SOC 333 Political Sociology 3
Influence of social values and social forces upon government policy and of government policy upon society. Examination of conflicting political sociological theories.
Prerequisites: One course in field of large-scale organization or permission of instructor.

SOC 335 Marriage and the Family 3
Analysis of marriage and family with particular attention to change and interrelationships with other institutions.

SOC 340 An Introduction to Cultural Sociology 3
An introduction to cultural sociology and exploration of cultural products and practices, the relationship between culture and society, and issues pertaining to meaning, interpretation, and representation.

SOC 341 Sociological Perspectives on Social Psychology 3
Conceptual frameworks of social psychology for selected topics: theories of social psychology, socialization, social perception, acquisition of self, gender, race and ethnicity, social interaction, and attitude and behavior change.
Prerequisites: SOC 101 and one additional sociology course or permission of instructor.
Notes: May not be taken for credit if student has had SOC 471.

SOC 342 Global Inequalities 3
Examination of social stratification systems and theories, economic prestige, power inequalities, social mobility, and class consciousness.
Prerequisites: SOC 101 and one additional sociology course or permission of instructor.

SOC 344 Global Society 3
Examines the interdependent development of formal organizations, communities, and societies as large scale social systems. Special attention is given to inter-societal relationships and the world system. Application to contemporary social issues is stressed.
GE Marker: GL
Prerequisites: SOC 101 and one additional sociology course or permission of instructor.

SOC 345 Social Change 3
Examination of nature, process, and consequences of social change with consideration of its control in all types of societies.
Prerequisites: SOC 101 and one additional sociology course or permission of instructor.

SOC 346 Population Problems 3
Sociological study of basic population processes of fertility, migration, and mortality, including examination of problems associated with changing population size, composition, and distribution.
Prerequisites: SOC 101 and one additional sociology course or permission of instructor.

SOC 350 Juvenile Delinquency 3
Course assesses the nature and extent of juvenile participation in unconventional behavior and identification with norms and values promoting delinquency.
Prerequisites: SOC 222.

SOC 354 Work and Gender 3
Examination of gender in the U.S. labor force and work organizations with special attention to issues affecting women in professional careers.
Prerequisites: Junior standing, SOC 101 or MGT 300 or permission of instructor.

SOC 356 Population Problems 3
Sociological study of basic population processes of fertility, migration, and mortality, including examination of problems associated with changing population size, composition, and distribution.
Prerequisites: SOC 101 and one additional sociology course or permission of instructor.

SOC 361 Health and Society 3
Analysis of socio-cultural aspects of health and illness. Consideration given to definitions of health, social distribution of illness, formal and informal organization of health professions and institutions, national health care systems.

SOC 362 Sociological Perspectives on Education 3
Introduction to sociological theories and research about how social forces influence schools, inequality and conflict in schools, how schools confer status on people, and how schools are organized and changed.

SOC 364 African American Social Thought 3
An introduction to perspectives advanced by black scholars concerning black power and pride, stratification, social order, culture, intraracial socialization, interaction, mate selection, and consequences of skin-tone variance.

SOC 365 Public Opinion and Mass Communication 3
The structure and functioning of the mass media with special attention to societal and individual effects. Examination of public opinion formation and its consequences and also selected policy issues.

SOC 366 Sociology of Religion 3
Sociological study in field of religion with emphasis on modern society and relation of religion to other institutions and functions of religious roles.

SOC 370 Environmental Sociology 3
Introduction to major sociological theories, perspectives and research useful for understanding environmental issues and environmentalism. Primary focus on the U.S., with some attention to Europe and developing countries.
Prerequisites: SOC 101 or SOC 201 or SOC 202, or permission of instructor.
SOC 371 Immigration, Ethnicity, and Race in a Global Context
Examination of ethnic and racial relations and conflicts, especially in societies outside of the U.S. Special attention to the causes of international migration and its consequences for racial and ethnic relations.
Prerequisites: SOC 101 or SOC 201 or SOC 202 or permission of instructor.

SOC 373 Green Criminology
Study of harms and crimes against the natural environment and the related impacts on human and non-human animals. Students will assess and analyze the causes and consequences of environmental crime.

SOC 375 International Field Research 4
Prepares students for the requirements of a global society by developing an international perspective on important issues and using social science field research techniques in an international setting.
Prerequisites: SOC 101 or SOC 201 or SOC 202 or permission of instructor.

SOC 377 Disaster, Self, and Society 3
The anatomy of disasters examined from both anthropological and sociological perspectives. Case studies are presented through several conceptual lenses for clarifying individual, social, cultural, and political responses to catastrophic events.

SOC 390 African American Perspectives on Crime 3
An introduction to perspectives in criminology that focus on African American participation in crime and the significance of race for legal sanctioning.
Prerequisites: SOC 222 or SOC 324. SOCI major.

SOC 393 Drugs and Society 3
This course focuses on drug (mis)use as a social phenomenon. We discuss the history of drug (mis)use, causes of drug use, and the development and enforcement of drug laws.
Prerequisites: SOC 101 or SOC 222 or SOC 324.

SOC 419 Gender, Crime, and Deviance 3
Examines key questions in scholarly literature on gender, crime, and deviance: how gender socialization, gender roles, and institutions affect males' and females' offending, deviant behavior, and victimization.
Prerequisites: SOCI major.
Notes: Same as WGS 419. Students cannot receive credit for both SOC 419 and WGS 311.

SOC 420 Family Violence 3
Examines the forms, causes, incidence, and prevention of violence within the family and other intimate relationships.
Prerequisites: Junior or senior standing and sociology major or permission of instructor.

SOC 422 Crimes of the Powerful 3
Study of the types, causes, consequences, and control of white-collar crime.
Prerequisites: SOC 222 or SOC 324, or permission of the instructor.

SOC 425 Contemporary Gangs in America 3
Examines the nature and extent of gang membership in America: activities of cliques, near groups, cultural gangs, and established gangs.

SOC 429 Collective Violence and Nonviolence in Global Perspective 3
Study of social dynamics underlying events of collective violence and collective nonviolence globally and historically. Explores why contentious politics take a violent turn sometimes and a nonviolent turn at other times.
Prerequisites: Junior standing or permission of instructor.

SOC 430 Miscarriages of Justice 3
Examines the causes and consequences of the wrongful conviction of innocent individuals within the American criminal justice system.
Prerequisites: SOCI major. Pr. or Coreq.: SOC 317 or SOC 324 or SOC 332 or SOC 420.

SOC 434 Considering Ourselves as Offenders, Victims and Survivors 3
Using biographical history, the course will highlight connections between individual identity, ideologies and socio-political context, especially as they relate to the labels of offenders, victims and survivors.
Prerequisites: SOC 290 and SOC 324, and 3 hours of additional Sociology course credit or permission from instructor. Sociology majors and minors.

SOC 441 The Real You 3
Study of the social factors that impact contemporary culture and the individual's sense of self and identity.
Prerequisites: SOC 101, SSC 301, or permission or the instructor.

SOC 490 Seeing Society-Contemporary Theory 3
Introduction to contemporary social and sociological theories and their places in postindustrial/postmodern society. Second of a two-part sequence in theory.
Prerequisites: SOC 101, SOC 290, and SOC 301.

SOC 493 Honors Work 3-6
Prerequisite: Permission of instructor; 3.30 GPA in the major, 12 s.h. in the major.
Notes: May be repeated for credit if the topic of study changes.

SOC 497 Special Problems in Sociology 2-3
Opportunity for students to have directed instruction on problems of special interest.
Prerequisites: Permission of faculty member with whom student wishes to work.

SOC 498 Special Problems in Sociology 2-3
Opportunity for students to have directed instruction on problems of special interest.
Prerequisites: Permission of faculty member with whom student wishes to work.

SOC 522 Seminar in Population and Urban Studies 3
Advanced study of population processes and urban concepts from an interdisciplinary viewpoint. Emphasis on accessing and interpreting data from the U.S. census and other sources.

SOC 526 Comparative Minority Relations 3
Comparative study of ethnic, class, and cultural conflict in developing and developed societies. Attention is given to the impact of ethnicity and class conflict upon societal development and change in the international setting.

SOC 552 Sociology of Science and Technology 3
Nature and origins of modern science; relations of science and technology; science in democratic and authoritarian societies; images of scientists; origins and recruitment of scientists; career patterns; the organizational setting.
Prerequisites: 6 s.h. of sociology at 300 level or above or permission of instructor.

SOC 571 Advanced Topics in Social Psychology 3
Social impact, exchange, equity, and attribution theories intensively examined as basic in understanding specific substantive problems of reciprocal influences of groups and individuals in socio-cultural context.
Prerequisites: 3 s.h. in sociology and 3 s.h. in psychology, or permission of instructor.
SOC 589 Experimental Course 3
This number reserved for experimental courses. Refer to the Course Schedule for current offerings.

SOC 589A ExpCrs: Applied Sociology 3
This is an overview of the application of sociology to problem solving and social change. Sociological practice with a variety of approaches/techniques will be examined in different settings.

SOC 593 Thesis Proposal Seminar 3
Provides an overview of sociological theory, epistemological issues, and research design; leads to a written thesis proposal.
Prerequisites: Graduate standing, senior in disciplinary honors, or permission of instructor.

SOC 599 Internship in Sociology 3-6
Undergraduate students will complete at least 120 internship hours (graduate students, at least 300 hours) with a local public sector agency, and through the application of sociological concepts, will examine interpersonal, organizational, and public policy issues.
Prerequisites: Graduate standing, junior or senior standing; Sociology major; minimum 2.80 GPA; 3 letters of recommendation (at least one must be from the Sociology faculty).

SOC 601 Seminar in Sociological or Criminological Analysis 3
Intensive work at an advanced level on a selected topic in sociology or criminology.
Prerequisites: SOC 618 or permission of instructor.

SOC 605 Sociology of Organizations 3
Organization theory and structure. Construction of organizational models.
Prerequisites: Permission of instructor.

SOC 614 Contemporary Sociological Theory 3
Selected major theoretical perspectives: functionalism, conflict, and alternative models.

SOC 615 The Logic of Social Inquiry 3
Logical bases of conceptualization and theory formulation. Both sociological theory and methods of research will be considered from the perspectives of philosophies of sciences.

SOC 616 Advanced Research Methods 3
The function of theory in research, concept formation, study design, data collection and analysis.

SOC 617 Ethnography 3
Provides students with the tools necessary to use ethnographic methods, including practical training, epistemological and ethical issues, and the history of ethnography in sociology.
Notes: Graduate standing.

SOC 618 Advanced Data Analysis 3
Application of advanced statistical concepts and procedures in multivariate analyses of discrete and continuous data.
Prerequisites: SOC 302 or permission of instructor.

SOC 619 Practicum in Evaluative Research 3
Organizations and social action programs. Students prepare, organize, and carry out evaluative research of their own interest under the guidance of the instructor.

SOC 621 Advanced Topics in Juvenile Delinquency 3
Social dimensions of juvenile delinquency; causation, prevalence, current trends. Legal processing of delinquents by police, courts, and correctional agencies, including diversion from the courts and alternatives to incarceration.

SOC 628 Social Movements 3
Sociological approaches to social movements and social conflict emphasizing their genesis, structure, resources, and consequences for simple and complex societies.

SOC 632 Advanced Study of Gender, Crime, and Deviance 3
Explore key questions in scholarly literature on gender, crime, and deviance. Primarily concerned with how gender socialization, gender roles, and institutions affect males' and females' offending, deviant behavior and victimization.

SOC 636 Seminar in Social Inequalities: Theory and Research 3
Basic systems of social stratification. Theoretical and methodological trends.

SOC 640 Cultural Sociology 3
Graduate seminar in cultural sociology; an exploration of cultural products and practices, the relationship between culture and society, theories of culture, and issues pertaining to meaning, interpretation, and representation.

SOC 643 Urban Sociology 3
Contemporary theory and research on urban social structure, conflict, and change.
Prerequisites: Graduate standing and background in sociology or other social or behavior science.

SOC 644 Sociology of Globalization 3

SOC 646 Teaching and Learning Sociological Concepts 3
Goals, methods, and evaluation in teaching and learning sociology at the college level. Students prepare course objectives and outlines, select instructional materials, and present demonstration lectures and discussions.

SOC 651 Criminology 3
Critical examination of central sociological formulations of criminal behavior and victimization, and societal responses to each; integration of theories of criminal behavior with appropriate research strategies for theory advancement.
Prerequisites: Six hours of sociology at 300-level or permission of instructor.

SOC 653 Social Control 3
Comparative examination of societal responses to deviance. Theoretical and empirical analysis of institutions of social control.
Prerequisites: Six hours of sociology at 300-level or permission of instructor.

SOC 655 The Sociology of Law 3
Social influences on the legal system are analyzed. Attention given to: social organization of law; legal and extra-legal considerations; and law as a means of social control and change.

SOC 686 Social Aspects of Aging 3
Structural and social psychological theories of aging. Substantive topics determined by students. Focus on critical review of current research.

SOC 695 Internship 3-6
Directed practical experience in a professional setting in the student's area of interest. Includes written paper(s) applying sociological theories and methodologies to analysis of the setting.
Prerequisites: 21 hours in sociology at 500-level or above.

SOC 697 Special Problems in Sociology 3
Independent study or research.
SOC 698 Special Problems in Sociology 3
Independent study or research.
Prerequisites: Permission of faculty member with whom students wish to work.

SOC 699 Thesis 1-6
SOC 801 Thesis Extension 1-3
Thesis Extension.
SOC 803 Research Extension 1-3

Spanish (SPA)

SPA 101 Beginning Spanish I 3
Introduction to Spanish with practice in listening, speaking, writing, and reading. Supplementary instruction in the language laboratory. Equivalent to SPA 121; students may not receive credit for both SPA 101 and SPA 121.
GE Marker: GL
Notes: Students with previous knowledge of Spanish are required to take the placement exam.

SPA 102 Beginning Spanish II 3
Continued introduction to Spanish with practice in listening, speaking, writing, and reading. Supplementary instruction in the language laboratory.
GE Marker: GL
Prerequisites: SPA 101 or SPA 121.

SPA 103 Intensive Beginning Spanish 4
Study of basic Spanish structures and vocabulary through active use of listening, speaking, writing, and reading. SPA 101 and 102 combined for students with previous knowledge of the language.
Prerequisites: Minimum of one year of high school Spanish (or one year of college-level Spanish for transfers) and placement test or permission of department.
Notes: Students may not receive credit for both SPA 101/SPA 102 and SPA 103.

SPA 105 Applied Beginning Spanish 3
Intensive practice in spoken beginning Spanish. Active use of language skills (listening, speaking, writing, and reading). Review and further study of basic Spanish structures and vocabulary. Study of cultural topics.
GE Marker: GL
Prerequisites: This course is only open to students with transfer credit for SPA 101 and SPA 102 or institutional credit that is at least 5 years old that are interested or need to take another class in an intermediate low level of Spanish, and who are seeking to improve their oral communication skills in Spanish before continuing to SPA 204. or students with departmental permission;
Notes: Students who are heritage speakers of Spanish MUST talk to the instructor before continuing in this course.

SPA 201 Applied Intermediate Spanish 3
Intensive practice in spoken intermediate low Spanish. Active use of language skills (listening, speaking, writing, and reading). Study of intermediate low Spanish structures and vocabulary. Further discussion of cultural topics.
GE Marker: GL
Prerequisites: This course is only open to students with transfer credit for SPA 203 or institutional credit that is at least 5 years old that are interested or need to take another class in an intermediate low level of Spanish, and who are seeking to improve their oral communication skills in Spanish before continuing to SPA 204. or students with departmental permission;
Notes: Students who are heritage speakers of Spanish MUST talk to the instructor before continuing in this course.

SPA 203 Intermediate Spanish I 3
Review and further study of basic Spanish structures with emphasis on active use of language skills: listening, speaking, writing, reading.
GE Marker: GL
LEC: GFL
Prerequisites: SPA 102 or equivalent.

SPA 204 Intermediate Spanish II 3
Review and further study of basic Spanish structures with emphasis on active use of language skills: listening, speaking, writing, reading.
GE Marker: GL
LEC: GFL
Prerequisites: SPA 203 or SPA 240.

SPA 222 Hispanic Masterpieces in English Translation 3
Best of Spanish and Spanish-American literature read and discussed in English. Topics vary, each taking a broad perspective on an important theme, genre, or period.
GE Core: GLT
GE Marker: GL
Notes: May not be used for credit toward Spanish major or minor.

SPA 233 Hispanic Cultures and Civilizations 3
Cultural, political, and social developments in the Hispanic world. Focus will vary, with course topics relating to Spain, Latin America, U.S. groups, or all three.
GE Marker: GL
Notes: May be repeated when topic varies. Taught in English; May not be used for credit toward Spanish major or minor.

SPA 301 Advanced Spanish 3
An opportunity to increase proficiency in oral and written language skills while extending knowledge of Hispanic culture. A bridge course required for advanced work in all areas.
GE Marker: GL
Prerequisites: SPA 204 or SPA 241 or equivalent or departmental permission.
Notes: Students cannot receive credit for both SPA 301 and SPA 302.

SPA 302 Advanced Spanish for Heritage Speakers 3
Advanced Spanish grammar and strong emphasis on literacy-building and culture in this language. For heritage speakers only.
GE Marker: GL
Prerequisites: Permission of instructor.
Notes: Students cannot receive credit for both SPA 301 and SPA 302.
SPA 301 Advanced Spanish Language and Cultures for Heritage Speakers 3
Continued literacy building in Spanish with a focus on advancing oral and writing skills. Students will engage with the local Latino community through service-learning.

**GE Marker:** GL

**Prerequisites:** SPA 302 or departmental permission. Permission of course instructor is required;

**Notes:** For heritage speakers only.

SPA 311 Spanish Conversation 3
Intensive and methodical training in spoken Spanish.

**GE Marker:** GL

**Prerequisites:** SPA 301 or departmental permission.

SPA 313 Conversation in a Spanish-Speaking Country 1-3
Intensive formal and informal training in Spanish conversation in a Spanish or Latin American setting. Offered only in UNCG Program Abroad.

**Prerequisites:** SPA 204 or SPA 241 or departmental permission.

**Notes:** May be repeated up to three times for credit.

SPA 314 Spain Today 3
An intensive, one month grammar review and practical orientation course for students participating in the UNCG Study Abroad Program in Spain, emphasizing contact with people in public places, exposure to media, and visits to principal cultural centers.

**Prerequisites:** SPA 204 or SPA 241 or departmental permission.

SPA 315 Intermediate Spanish Composition 3
Intensive study of grammar and idioms. Formal and informal writing.

**GE Marker:** GL

**Prerequisites:** SPA 301 or SPA 302 or departmental permission.

SPA 321 Spanish in a Public School Setting 3
Field experience in a public school setting that requires interaction with native speakers of Spanish. This course has a service-learning designation.

**GE Marker:** GL

**Prerequisites:** SPA 204 or SPA 241 or equivalent or departmental permission.

SPA 332 Introduction to Spanish Culture 3
Introduction to the culture of Spain. Selected readings on the culture by noted Spanish authors, films, slides with classroom discussions.

**GE Marker:** GL

**Prerequisites:** SPA 301 or SPA 302 or departmental permission.

SPA 341 Business Spanish 3
Spanish used in the Hispanic business world, with practice in speaking and writing. Readings on economic aspects of Spanish speaking countries.

**GE Marker:** GL

**Prerequisites:** SPA 204 or SPA 241 or equivalent.

SPA 351 Approaches to Hispanic Literature 3
Reading of representative Hispanic texts, by genres. Attention will be given to basic vocabulary, concepts and techniques of literary analysis.

**GE Marker:** GL

**Prerequisites:** SPA 301 or SPA 302 or departmental permission.

SPA 402 Spanish Literature I 3
Reading of representative texts from the beginning of Spanish Literature to the year 1800 with attention to techniques of analysis as well as cultural and historical background.

**Prerequisites:** SPA 315 and SPA 351. or departmental permission.

SPA 403 Spanish Literature II 3
Spanish Literature from the 1800s through the present. Special attention to cultural and historical background and literary techniques of analysis.

**Prerequisites:** SPA 315 and SPA 351. or departmental permission.

SPA 404 Spanish American Literature I 3
Survey of Spanish American literature, from the beginnings through the late 1800s, with attention to techniques of literary analysis.

**Prerequisites:** SPA 315 and SPA 351. or departmental permission.

SPA 405 Spanish American Literature II 3
Second half of a survey of Spanish American literature, from the late 1800s through the present day, with attention to techniques of literary analysis.

**Prerequisites:** SPA 315 and SPA 351. or departmental permission.

SPA 408 Introduction to Spanish Linguistics 3
Introduction to the scientific study of Spanish and its main linguistic components: phonetics, morphology, syntax, semantics, sociolinguistics, and pragmatics.

**Prerequisites:** SPA 315 or departmental permission.

SPA 411 Advanced Spanish Conversation 3
Further intensive and methodical training in spoken Spanish.

**GE Marker:** GL

**Prerequisites:** SPA 311 or departmental permission.

SPA 415 Advanced Spanish Composition 3
Intensive practice in the written and spoken language, focusing on refinements in structure, vocabulary development, informal conversation, and formal writing styles.

**GE Marker:** GL

**Prerequisites:** SPA 311 (or SPA 313) and SPA 315. or equivalent.

SPA 416 Spanish Phonetics 3
Spanish phonetics and intonation. Students learn to read and write symbols for sounds and inflections of Spanish and study mechanics of production of these sounds, accompanied by intensive drill in pronunciation and intonation.

**Prerequisites:** SPA 311 or SPA 313 or SPA 411 or departmental permission.

SPA 493 Honors Work 3-6
Prerequisite: Permission of instructor; 3.30 GPA in the major, 12 s.h. in the major;

**Notes:** May be repeated for credit if the topic of study changes.

SPA 497 Directed Study in Spanish Language 3
Directed study and research in Spanish language.

**Prerequisites:** Departmental permission required.

**Notes:** May be repeated for credit when topic varies.

SPA 498 Directed Study in Hispanic Literature 3
Directed study and research in literary topics.

**Prerequisites:** Departmental permission required.

**Notes:** May be repeated for credit when topic varies.

SPA 499 Internship in Spanish 3
Prerequisite: Min. 15 hours of Spanish above the 204 level; Min. 3.0 GPA; written permission of instructor;

**Notes:** Must be planned and requested one semester prior to placement.
SPA 502 Topics in Spanish Literature 3
In-depth studies, through a variety of critical and historical approaches, based on themes, geographical areas, outstanding figures, genres, or periods.
Prerequisites: One 400-level course in Hispanic literature or departmental permission.
Notes: May be repeated for credit when topic varies.

SPA 504 Topics in Spanish American Literature 3
In-depth studies, through a variety of critical and historical approaches, based on geographical areas, outstanding figures, genres, or periods.
Prerequisites: One 400-level course in Hispanic literature or departmental permission.
Notes: May be repeated for credit when topic varies.

SPA 516 Introduction to Spanish Syntax 3
Introduction to Spanish syntax. Analysis of Spanish grammar; syntactic categories and phrase structure.
Prerequisites: SPA 445 or departmental permission.

SPA 532 Topics in Spanish Culture and Civilization 3
Major topics in Spanish culture, history, and civilization. Special emphasis on the development of customs, national traits, cultural movements, and institutions.
Prerequisites: One 400-level course in Hispanic literature or departmental permission.
Notes: May be repeated once for a total of 6 s.h.

SPA 534 Topics in Spanish-American Culture and Civilization 3
Major topics in Spanish culture, history, and civilization. Special emphasis on the development of customs, national traits, cultural movements, and institutions.
Prerequisites: One 400-level course in Hispanic literature or permission of department.
Notes: May be repeated once when topic varies for a total of 6 s.h.

SPA 535 U.S. Latino/Latina Cultural Studies 3
An examination of issues relating to U.S. Latino/Latina ethnic identity as defined in literature, performance, art, music, and film. Special emphasis given to the dialogue with the English-speaking community.
Prerequisites: One 400-level Hispanic literature course or departmental permission.

SPA 561 The Auteur Director 3
Works of an individual film director. Subject differs from offering to offering.
Prerequisites: Departmental permission.
Notes: May be repeated for credit when the topic varies. Same as FRE 561, ITA 517.

SPA 562 Studies in Film Genre 3
Technical, dramatic, social, and rhetorical dimensions of a film genre or genres. Subject differs from offering to offering.
Prerequisites: Departmental permission.
Notes: May be repeated for credit when the topic varies. Same as FRE 562, ITA 518.

SPA 603 Seminar in Spanish Literature 3
Advanced study and investigation of current scholarship on a topic of Spanish literature.
Prerequisites: LLC 601 or permission of department.
Notes: May be repeated for credit when topic varies.

SPA 604 Seminar in Spanish American Literature 3
Advanced study and investigation of current scholarship on a topic of Spanish American literature.
Prerequisites: LLC 601 or permission of department.
Notes: May be repeated for credit when topic varies.

SPA 605 Seminar in Hispanic Linguistics 3
Advanced study and investigation of current scholarship on a topic of Hispanic linguistics.
Prerequisites: Permission of department.
Notes: May be repeated for credit when topic varies.

SPA 610 History of the Spanish Language 3
Phonological and morphological development of Spanish, with readings in the external history of the language.

SPA 693 Special Topics in Spanish Language and/or Literature 3
Study of Hispanic language and literature.
Prerequisites: Permission of instructor and Director of Spanish Graduate Study.

SPA 695 Directed Study 3
Directed program of reading or research in an area of special interest in Hispanic studies. Regular conferences with the instructor will be scheduled.
Prerequisites: Permission of instructor and Director of Spanish Graduate Study.

SPA 697 Internship in Spanish 3
Field experience at public or nonprofit agencies or other professional settings that require interaction with native speakers. Academic instruction and supervision by faculty coordinator; field direction by site supervisor(s).
Prerequisites: Admission to MA or post-baccalaureate certificate in Spanish. minimum of 6 semester hours completed and minimum 3.0 GPA; must be planned and requested one semester prior to placement; permission of instructor.

SPA 699 Thesis 1-6

SPA 801 Thesis Extension 1-3
Thesis Extension.

SPA 803 Research Extension 1-3

Specialized Education Services (SES)

SES 100 Visual Gestural Communication 2
Development of skills in nonverbal communication. Topics of spatial awareness, visual processing skills, and the use of facial expression, gestures, pantomime, and body language as it pertains to interpreting.
Prerequisites: SES 101 recommended.

SES 101 American Sign Language I 3
American Sign Language (ASL) with emphasis on the development of basic receptive and expressive skills. ASL grammar will be covered to develop rudimentary conversational skills in ASL. Introduction to Deaf culture and community.
Prerequisites: Professions in Deafness major.
Corequisites: SES 245.
Notes: May not receive credit for both ASL 101 and SES 101.

SES 102 American Sign Language II 3
Development of conversational skills in American Sign Language (ASL). Review of origin and application of contemporary manual communication systems.
Prerequisites: SES 101. Professions in Deafness major.
SES 200 People with Disabilities in American Society 3
Exploration of the treatment of people with disabilities in American society from a personal, historical, political, and social perspective, including related legislation, portrayal in popular media, and contemporary issues.

SES 203 American Sign Language III 3
Continuation of Sign Language II with an increased emphasis on expressive skills, receptive skills, linguistic knowledge, and integration of cultural behaviors in conversational settings.

SES 204 American Sign Language IV 3
Continuation of American Sign Language III with an increased emphasis on expressive skills, linguistic knowledge, and integration of cultural behaviors in conversational settings. Community lab hours required.
LEC: GFL

SES 240 Communication Development in Children 3
Psychosociolinguistic and developmental processes in the acquisition of communication in typically developing children. Emphasis on interpersonal communication patterns in diverse cultures that contribute to and influence social interaction.
GE Core: GSB
Notes: Students cannot receive credit for both this course and CSD 308.

SES 242 Introduction to Exceptional Children: Early Years 3
Provides an overview to early childhood special education. Issues related to legislation, identification, characteristics, family roles, and programmatic concerns will be addressed.
GE Core: GSB

SES 244 Cognitive Processing Skills for Interpreting 3
Development of cognitive processing skills within ASL and English. Abilities to manipulate with accuracy two languages involved in the interpreting process in order to interpret a message accurately.
Prerequisites: SES 101. PRDF major.

SES 245 History and Culture of the Deaf Community 3
Introduction to the diverse members of the Deaf Community with emphasis on Deaf people as a linguistic and cultural minority. Focus is on historical, educational, political, social, and vocational issues.
Prerequisites: PRDF major.
Notes: May not receive credit for both ASL 245 and SES 245.

SES 250 Introduction to Professions in Specialized Education 3
Study of fundamental concepts on teaching and learning, applicable to educational services to students with disabilities. Particular emphasis is given to teachers’ perspectives with required field experience in schools.

SES 251 Introduction to Deaf Education 3
An introduction to professional standards, ethics and expectations in Deaf Education, while also exploring historical/cultural perspectives and service delivery options for students who are deaf/hard of hearing.

SES 252 Survey of Learning and Behavior Differences 3
Overview of learning and behavior differences as related to special education. Addresses etiology prevalence, characteristics, diagnosis, and treatment. Historical and legal aspects of educational programs also are addressed.
Prerequisites: SES 250 or permission of instructor. admission to the Teacher Education Program.

SES 270 Fingerspelling and Numbers in ASL 2
Provides concentrated instruction and practice in fingerspelling and numbers as used in ASL. Assists students in acquiring fluent fingerspelling ability through the use of receptive and expressive skills.
Prerequisites: SES 102 or permission of instructor.

SES 296 Study Abroad for Global Engagement: Field Experience 1
Second of three courses taken in conjunction with a UNCG Study Abroad Exchange. Online individual study focusing on the field experience and appropriate engagement in international, intercultural, and/or multicultural contexts.
Prerequisites: IGS 295. Acceptance to a UNCG Study Abroad Exchange Program;
Notes: May repeated up to three times (for three different exchange experiences) for credit when topic varies for a total of 3 s.h.; however, may apply only once toward Special Programs in Liberal Studies: IGS major concentration requirements; Grade: Pass/Not Pass (P/NP); Same as IGS 296, TED 296.

SES 297 Study Abroad for Global Engagement: Re-Entry Reflections and Applications 1
Third of three courses taken in conjunction with a UNCG Study Abroad Exchange. Focus on the re-entry and re-acculturation processes and the integration of intercultural development into future contexts.
Prerequisites: IGS 296. Acceptance to a UNCG Study Abroad Exchange Program;
Notes: May repeated up to three times (for three different exchange experiences) for credit when topic varies for a total of 3 s.h.; however, may apply only once toward Special Programs in Liberal Studies: IGS major concentration requirements; Grade: Pass/Not Pass (P/NP); Same as IGS 297, TED 297.

SES 305 American Sign Language: English Translation 3
A continuation of the grammatical aspects of ASL with emphasis on conceptualization. Beginning translation activities including famous quotes, speeches, pledges, and songs.
Prerequisites: PRDF or SPED or SPEL major. SES 204 or permission of instructor.

SES 306 Advanced Narrative Structures and Storytelling in American Sign Language 3
Narrative skills will be enhanced by using fairy tales and folktales to free students up to imagine, develop characters, identify basic storytelling techniques and formal presentations in ASL.
Prerequisites: SES 305 or permission of instructor.

SES 315 Assessment and Planning for Inclusive B-K Programs 4
Theoretical, practical, ethical issues in observing, assessing, and planning for young children with and without disabilities. Individualized approaches for program planning and monitoring development are integrated.
Prerequisites: HDF 211, HDF 302. Pr. or Coreq.: SES 242;
Notes: Same as HDF 315.

SES 320 Seminar/Practicum with Deaf Students I 3
The field component of the Birth–12 Deaf and Hard-of-Hearing Teacher Preparation program; allows students to work in various settings with students who are Deaf and process these experiences in a weekly seminar.
Prerequisites: SES 101 and SES 102 or permission of instructor.
Notes: Course scheduled for elimination. Replace with SES 321.

SES 321 Seminar/Practicum with Deaf Students I 3
The field component of the Birth–12 Deaf and Hard-of-Hearing Teacher Preparation program; allows students to work in various settings with students who are Deaf and process these experiences in a weekly seminar.
Prerequisites: Admission to the Teacher Education Program.
SES 333 Special Projects 1-3
Guided individual study in an area of special interest to the student. 
Prerequisites: Permission of faculty supervisor.
Notes: May be repeated for credit.

SES 340 Strategies for Teaching Students with Disabilities in General Education Settings 3
Provides teacher candidates with essential knowledge and skills for understanding and addressing academic and behavioral needs of students with disabilities in their classrooms.
Prerequisites: TED 250 and/or admission to the Teacher Education Program and/or permission of instructor.

SES 341 Social Emotional Competence in Inclusive Settings 3
Social, emotional, and physical environments of inclusive early childhood settings (birth to kindergarten) and their role in promoting optimal development and successful learning.
Prerequisites: HDF 211 and HDF 302. Pr. or Coreq.: SES 242; Notes: Same as HDF 341.

SES 350 Interprofessional and Instructional Field Experience 1 2
Field component of special education teacher preparation program. Provides opportunities for teachers to apply their knowledge and skills in a variety of settings with students with disabilities.
Prerequisites: SES 250 or TED 250 or permission of instructor. admission to the Teacher Education Program; Notes: Course is repeated for credit three times, during the first three professional semesters.

SES 351 Interprofessional and Instructional Field Experience 2 2
Field component of special education teacher preparation program. Provides opportunities for teachers to apply their knowledge and skills in a variety of settings with students with disabilities.
Prerequisites: SES 250 or TED 250 or permission of instructor. admission to the Teacher Education Program; Notes: Course is repeated for credit three times, during the first three professional semesters.

SES 352 Interprofessional and Instructional Field Experience 3 2
Field component of special education teacher preparation program. Provides opportunities for teachers to apply their knowledge and skills in a variety of settings with students with disabilities.
Prerequisites: SES 250 or TED 250 or permission of instructor. admission to the Teacher Education Program; Notes: Course is repeated for credit three times, during the first three professional semesters.

SES 357 The Profession of Interpreting 3
An overview of the profession of interpreting including its history, organizations, guidelines for ethical decision-making, conduct, basic business practices, roles and responsibilities, legislative issues, health concerns, and certification requirements.

SES 360 Assessment for Exceptional Learners 3
Formal and informal assessment approaches for identification and eligibility for special education for students who access the general curriculum. Strategies for planning and evaluating programs for students receiving special education.
Prerequisites: SES 250 or TED 250, SES 252, or permission of instructor; admission to the Teacher Education Program.

SES 369 Linguistics of American Sign Language 3
Provides an introduction to sociolinguistics and the linguistic structures of American Sign Language including phonology, morphology, syntax, and pragmatics through lecture and analysis of native ASL users.
Prerequisites: SES 204 or permission of instructor.

SES 370 American Sign Language/Deaf Literature 3
Study of literature by deaf authors and poets. Videotapes and reading selections pertaining to everyday lives of deaf people including ABC and number stories, residential stories, and ASL poetry.
Prerequisites: SES 204 or permission of instructor.

SES 378 Language Teaching Methods with Deaf Students 3
Principles and strategies for developing English language proficiency in deaf and hard of hearing students. Emphasis on integration of English instruction with academic content.
Prerequisites: 2.75 overall GPA. SES 240; admission to the Teacher Education Program or permission of instructor.

SES 380 English/ASL Lexical Development 3
Expands an interpreter’s lexical base in both ASL and English so that appropriate choices are made regarding context, register, culture, and economy of the interpreting process.

SES 396 Transition Planning and School-Based Entrepreneurship 3
This course will provide a background in transition planning for students with disabilities. Emphasis is placed on career development and transition services and entrepreneurial efforts in schools and communities.
Prerequisites: Junior standing.
Notes: Same as ENT 396.

SES 397 Teaching American Sign Language: Methods and Practicum 1 4
Examination of American Sign Language as a modern language, theories of language acquisition, teaching standards and methodologies, comparison of curricular materials, and the American Sign Language Teachers Association. Field placement required.
Prerequisites: Permission of instructor.

SES 400 Perspectives on the Global Deaf Community 3
Global perspectives of deaf people in other countries including perspectives on identity, language, human rights issues, education, advocacy, and social and economic self-sufficiency.
Prerequisites: SES 204, SES 245, SES 370, and permission of instructor.

SES 401 Understanding and Teaching Students with Disabilities in Inclusive Settings 1
Legal and pedagogical understandings related to teaching students with disabilities and related special needs in general education settings. Enrollment is limited to students pursuing initial teaching licensure.
Prerequisites: Admission to the Teacher Education Program.

SES 409 Interpreting Strategies: Language Facilitation 3
Assessment, best practices, and collaboration in facilitating language learning in students who are Deaf/deaf or hard of hearing. This course will also deal with the educational interpreter’s role as a member of the educational team.
Prerequisites: SES 240 or permission of instructor.
Prerequisites:

SES 411 Diagnostics and Assessment of Interpreters 2
Preparation for state and national interpreting assessments; emphasis on ethical decision-making with regard to laws, best practices, policies, and Code of Professional Conduct.
Prerequisites: Permission of instructor.

SES 415 Deaf Learners’ Literacy Development 3
Focus on research-based strategies and proven instructional methods in literacy to address the unique reading and writing needs of learners who are Deaf or hard of hearing.
Prerequisites: Admitted to the Teacher Education Program.
Corequisites: SES 320 or SES 321 or permission of instructor.

SES 425 Infants and Toddlers: Development, Learning, and Curriculum 3
Theories, principles, methods, and issues related to infant and toddler development and inclusive programs. An emphasis on integrating knowledge with skills to design, implement, and evaluate programs will be taken.
Prerequisites: HDF 211, HDF 302. HDF 315 (or SES 315); SES 242; 2.50 GPA; formal admission to HDF major.
Notes: Same as HDF 425.

SES 435 Preschool: Development, Learning, and Curriculum 3
In-depth examination of typical and atypical development of diverse preschool-age children. Integrated teaching strategies and effective inclusive learning environments will be emphasized.
Prerequisites: HDF 211, HDF 302; HDF 315 (or SES 315); SES 242; 2.50 GPA; formal admission to HDF major.
Notes: Same as HDF 435.

SES 436 Kindergarten: Development, Learning, and Curriculum 3
In-depth examination of current policies and practices in public school kindergartens. Development of children with and without disabilities and appropriate teaching strategies in kindergarten will be emphasized.
Prerequisites: SES 242. HDF 315 (or SES 315); 2.50 GPA; formal admission to HDF major.
Notes: Same as HDF 436.

SES 445 Advocacy and Services for the Deaf 3
Overview of services, laws, demographics, and ethical issues necessary to work with deaf people in nontraditional settings.
Prerequisites: Permission of instructor.

SES 446 Working with Diverse Deaf Populations 3
Course is designed to equip professionals to work with Deaf and hard of hearing individuals with significant learning and communication challenges including deaf-blind, autism, and developmental disabilities.
Prerequisites: SES 204. PRDF major.

SES 447 Service Delivery Systems and Role Management 3
Design and delivery of school service delivery models for students with mild/moderate disabilities (e.g., general education, resource programs; co-teaching; consultation); management of exceptional children’s teachers’ many roles and responsibilities.
Prerequisites: SES 250 or TED 250 or permission of instructor. admission to the Teacher Education Program.

SES 450 Audition Development of Deaf Children 3
Listening processes and auditory development, procedures and techniques for assessing audition development in young children with hearing impairments, and the history and philosophy of spoken language development programs.
Prerequisites: CSD 250 and CSD 334, or permission of instructor. admission to the Teacher Education Program.

SES 451 Spoken Language Facilitation in Deaf Children 4
Assessment procedures and strategies for developing spoken language in naturalistic and school settings with children with hearing impairments.
Prerequisites: CSD 250 and SES 240. 2.75 overall GPA; admission to the Teacher Education Program.

SES 456 Rural Education II: Deaf and Hard of Hearing 3
Methods of working collaboratively with other school professionals to serve deaf and hard of hearing children in rural public schools. Emphasis on interpersonal working relationships and development of co-teaching strategies.
Prerequisites: permission of instructor.

SES 460 Home-School Partnerships for Students with Exceptional Needs 3
Focuses on the needs of parents and families as they interact with personnel in schools, including procedural safeguards for parents/families, formal and informal meetings, culturally competent interactions, and home-school communication systems.

SES 461 Internship in Teaching Students with Hearing Loss 12
Full-time supervised student teaching in one or more educational settings with deaf and hard of hearing students under direction of university supervisor. Conferences and seminars required.
Prerequisites: 2.75 overall GPA and admission to the Student Teaching Program.

SES 461A Internship Teaching the Deaf 12

SES 461B Internship Teaching the Deaf 12

SES 462 Interpreting in Educational Settings 3
Overview of the roles and responsibilities of the interpreter as a member of the educational team. Includes professional protocol, and the academic, social, and emotional implications of mainstreaming.

SES 463 Visual English Systems 3
Learn and apply various systems for visually representing English including sign-supplemented speech, oral transliterating, Cued Speech, and Visual Phonics.

SES 465 Student Teaching and Seminar: Students with Mild and/or Moderate Disabilities 12
Student teaching emphasizing teaching students with mild/moderate learning disabilities in K–12 settings with university supervision. Full-time special education teaching assignment in cooperating schools for a full semester. Conferences and seminars required.
Prerequisites: Permission of department chair and admission to the Teacher Education Program.

SES 466 Positive Behavior Supports for Exceptional Learners 3
Perspectives on cultural influences on school behaviors. Skills for completing functional assessment for systemic, classroom, and individual strategies using constructive therapeutic approaches to support exceptional learners in general curriculum emphasized.
Prerequisites: SES 250 and SES 252, or permission of instructor. admission to the Teacher Education Program.

SES 467 Advocacy and Services for the Deaf Internship 12
Internship component of Advocacy and Services for the Deaf concentration. Provides students with opportunities to apply knowledge and skills in working with individuals with disabilities in nontraditional educational settings in community.
Prerequisites: Permission of instructor.
SES 468 Diversity in Inclusive Early Care and Education 3
In-depth analysis of the issues, challenges, and recommended practices related to effectively serving diverse populations of young children and their families in inclusive early care and education settings.
Prerequisites: HDF 450 or HDF 460. 2.50 GPA; formal admission to HDFS major or permission of instructor;
Notes: Same as HDF 468.

SES 469 Reading Instruction for Learners with Disabilities 3
Course is designed to provide students with the instructional methodology to remediate students with disabilities through the use of direct, explicit, and systematic instructional strategies in reading.
Prerequisites: SES 250 or TED 250 or permission of the instructor. Admission to the Teacher Education Program;
Corequisites: SES 469L.

SES 469L Laboratory in Mild Disabilities: Reading Instruction 1
Error analyses, practice teaching, and adapting reading materials. A passing grade in SES 469 must also be achieved for successful completion of this course.
Prerequisites: Admission to the Teacher Education Program.
Corequisites: SES 469.

SES 471 Teaching Exceptional Learners the General Curriculum I 3
Part of a two-course sequence for teachers of students with learning, behavioral, and mild/moderate cognitive disabilities. Provides a knowledge base for developing and managing educational programs for this population.
Prerequisites: Both SES 250 (or TED 250) and SES 252, or permission of instructor. Admission to the Teacher Education Program.

SES 472 Teaching Exceptional Learners the General Curriculum II 3
Second of a two-course sequence for teachers of students with learning, behavioral, and mild/moderate cognitive disabilities. Provides a knowledge base for developing and managing general curriculum programs for this population.
Prerequisites: SES 250 (or TED 250) and SES 252 and SES 471, or permission of instructor. Admission to the Teacher Education Program.

SES 477 Interpreting English to ASL I 3
Develops skills in producing a linguistic and culturally equivalent ASL message from an English source message. Emphasis on discourse analysis, translation, and consecutive interpreting exercises.
Prerequisites: SES 204.

SES 478 Interpreting English to ASL II 3
Develops skills in producing a linguistic and culturally equivalent ASL message from an English source message. Emphasis is placed on simultaneous interpreting of narrative discourse and interactive interpreting.
Prerequisites: SES 477.

SES 480 Interpreting in Specialized Settings 3
Focuses on techniques, ethics, and specific terminology associated with interpreting for diverse populations within the Deaf Community. Included are mental health, medical, performing arts, religious, social services, and vocational settings.
Prerequisites: SES 204 and SES 357.

SES 481 Instructional ASL for Educating Deaf Students 3
To improve students' American Sign Language vocabulary and conceptual accuracy for a variety of content areas in the K–12 setting, and provide techniques for teaching through a bilingual instructional approach.
Prerequisites: SES 101. SES 102; SES 203; SES 204; PRDF major with Birth–12 Deaf and Hard of Hearing Teacher Licensure concentration or permission of instructor;
Notes: May be repeated for credit.

SES 483 Instructional Methods: Students with Hearing Loss 3
Strategies for facilitating deaf and hard of hearing students' acquisition of curricular content in inclusive educational settings. Emphasis on developing and implementing individualized learning plans.
Prerequisites: 2.75 overall GPA and admission to the Teacher Education Program.

SES 486 Seminar and Practicum 3
Designed to prepare students for entrance into their professional careers. Includes portfolios, resumes, invoices, interview skills, and assessment instruments. Professional Development Plans, which incorporate practicum experiences, are constructed.
Prerequisites: Permission of instructor.

SES 487 Interpreting Internship 12
Full-time supervised field experiences in a variety of settings related to the student's professional goals. Regularly scheduled conferences, seminars, and other projects are required.
Prerequisites: SES 486 and completion of Interpreting Assessment I.

SES 488 Interpreting ASL to English I 3
Develops skills in producing a linguistic and culturally equivalent English message from an ASL source message. Emphasis is placed on rehearsed and spontaneous consecutive interpreting.
Prerequisites: SES 204.

SES 489 Internship: Student Teaching American Sign Language 12
Supervised student teaching experience under the direction of a cooperating teacher and university supervisor. Conferences and monthly seminars required.
Prerequisites: Admission to Student Teaching.

SES 493 Honors Work 3-6
Honors Work.

SES 495 Interpreting in Medical Settings 2
Apply principles of ASL in primary and emergency care medical settings and gain knowledge of specialized vocabulary, appropriate roles, standards of practice and ethical codes involved in medical interpreting.
Notes: Recommended for students with advanced skills in American Sign Language.

SES 496 Interpreting ASL-to-English II 3
Development of skills in producing a linguistic and culturally equivalent English message from an ASL source message. Emphasis is placed on simultaneous interpreting.
Prerequisites: SES 488.

SES 497 Interpreting in Mental Health Settings 2
Techniques specific to interpreting in mental health and substance abuse settings. Application of the demand-control schema framework and a teleological approach to ethical decision making.
Notes: Recommended for students with advanced skills in American Sign Language.
SES 498 Interpreting in Social Service Settings 2
Apply principles of American Sign Language in various social service settings and gain an understanding of the specialized vocabulary, appropriate roles, standards of practice, sensitive issues, and ethical codes involved.

SES 499 Theatrical/Artistic Uses of American Sign Language 2
Notes: Recommended for students with advanced skills in American Sign Language.

SES 540 Introduction to Special Education 3
Introductory course designed to survey the field of students with disabilities. Major attention focused on characteristics of students with disabilities, free appropriate public education, and the least restrictive environment.
Prerequisites: Seniors or graduate standing.

SES 543 Inclusion of Individuals with Special Needs 3
Explores critical issues, service delivery alternatives, and promising practices that promote responsible inclusion of individuals with special needs in integrated learning environments.
Prerequisites: Permission of instructor.
Notes: Restricted to seniors and graduate students.

SES 601 Introduction to Inclusive Birth-Kindergarten Services 3
Introduction to issues and policies in inclusive birth through kindergarten programs. Legislation, service delivery models, policy issues, family roles, and research outcomes discussed.

SES 602 Inclusive Family-Centered Practices in Early Childhood 3
Analysis of theoretical perspectives, intervention strategies, and research outcomes for young children with disabilities in inclusive settings and their families. Family-centered practices emphasized.
Prerequisites: SES 601.

SES 603 Screening/Assessment in Inclusive Early Childhood Services 3
Conceptual knowledge and practical application of screening and assessment techniques and procedures for infants, toddlers, preschoolers, and kindergartners. Report writing, IFSPs, IEPs, family assessments, and program evaluation included.
Prerequisites: SES 601, ERM 604, SES 406/HDF 606 or permission of instructor.

SES 604 Internship in Inclusive Early Childhood 6
An in-depth exploration of the principles of early childhood care and education and learning strategies for young children with and without disabilities. Field placements in BK setting are required.
Prerequisites: HDF 636, admission to BKISED program, or permission of instructor.

SES 605 Diversity and Inclusive Early Care and Education 3
In-depth analysis of issues, recommended practices, and experiences to prepare students for meeting the needs of young children from diverse populations in inclusive early care and education settings.
Prerequisites: Admission to Leadership in Early Care and Education certificate, MED BKISED, or permission of instructor.

SES 606 Preschool-Kindergarten Learning in Inclusive Settings 4
In-depth exploration of the principles of early childhood care and education and learning strategies for preschool/kindergarten children with and without disabilities. Field placements in BK setting are required.
Prerequisites: Admission to BKISED degree program and 601.
Notes: Same as HDF 606.

SES 607 Infant-Toddler Learning in Inclusive Settings 4
An examination of development in infancy and toddlerhood and strategies for facilitating very young children's growth and learning in early childhood care and education settings. Field placement required.
Prerequisites: HDF or SES major or permission of instructor.
Notes: Same as HDF 607.

SES 608 Seminar in Early Childhood Education 3
For students preparing to teach in the area of early childhood education, or currently involved in early childhood education in the areas of teaching, curriculum, or supervision.

SES 610 Ecologically Based Instruction 3
This course will enable the participant to identify psychological, physical, educational, medical, behavioral, and learning characteristics and needs of students with disabilities.

SES 611 Universal Design for Learning 3
Content includes strategies for developing curriculum and instructional techniques for teaching students with disabilities, including vocational/career assessment and individualized programs integrating family, agencies, and business.

SES 612 Transition Across the Age-Span 3
Course content focuses on implementing transition programs from school to career and daily living for students with disabilities, including vocational/career assessment and individualized programs integrating family, agencies, and business.

SES 615 Seminar on Deafness 3
Studies dealing with specialized areas of deafness of professional concern. Topic to be announced each semester course is offered. May be repeated for credit when topic varies.

SES 633 Advanced Curriculum in Early Childhood Education 3

SES 640 Policies and Procedures in Special Education 3
Detailed study of federal and North Carolina policies and procedures that ensure that students with disabilities receive a free appropriate public education in the least restrictive environment.

SES 641 Assessment in Special Education 3
Provides a knowledge base, guided practice, and practical application of assessment practices for making eligibility and instructional planning decisions for students with disabilities, with emphasis on authentic assessment practices.
Notes: For special education majors.

SES 641A Assmnt Individuals Spec Needs 3
SES 641B Assmnt Indvls Spec Needs 3

SES 642 Reading Instruction 3
Emphasizes systematic, explicit practices for teaching essential skills in phonemic awareness, emergent literacy, the alphabetic principle, fluency, vocabulary, and reading comprehension to students with disabilities.

SES 642A Instructn Mthds LD, MR, BEH I 3
SES 642B Instructn Mthds LD, MR, BEH I 3

SES 643 Special Education Trends/Issues 3
Explores critical issues and strategies in developing, implementing, evaluating, and financing programs and services for students with disabilities.

SES 645 Advanced Seminar: Special Education 3
Research and current issues in the psychology and education of students with disabilities.
Notes: May be repeated for credit when topic varies.
SES 647 Collaboration and Leadership 3
Provides a knowledge base, guided practice, and practical application of consultation skills and consultation-based services needed for implementing effective instructional programs for students with disabilities.
Notes: For special education majors.

SES 647A Collaboration / Consult in Edu 3

SES 649 Practicum in Special Education (High-Incidence focus) 3

SES 649C Practicum in Special Education 4-6
Eight or ten weeks of supervised experience in inclusive early childhood education settings designed to offer opportunities for practice of skills and professional development within program goals.
Prerequisites: Core courses and permission of program coordinator.

SES 650 Independent Study 1-3
Topic to be determined by faculty advisor and student.
Prerequisites: Admission to appropriate degree program or permission of instructor and major advisor.

SES 652 Writing Instruction 3
Emphasizes Universal Design for Learning, systematic and explicit practices for teaching written language skills to students with disabilities using evidence and research based practices.

SES 655 Math and Science Instruction 3
Addresses broad array of evidence-based instructional strategies for working with students with disabilities to teach math and science.
Prerequisites: Pr. or Coreq.: SES 655.

SES 657 Characteristics of Students with High-Incidence Disabilities 3
Addresses history, characteristics, legal and legislative issues, and services and interventions relevant to meeting the learning and behavioral needs of students with high incidence disabilities.

SES 658 Positive Behavior Supports 3
Addresses broad array of instructional strategies for working with students with disabilities using contemporary educational and therapeutic practices to address instructional as well as social/emotional needs.

SES 659 Behavior Management 3
Concepts, skills, and practices for understanding and using principles of behaviorism in the education of students.

SES 660 Families, Schools, and Students with Exceptionalities 3
Relationships among school personnel, parents/families, students, and agency personnel for educating students with special needs. Skills for proactively involving parents/families in their children's education and resolving conflicts in school-family interactions.

SES 661 Student Teaching: Special Education 3-6
Supervised experience in a variety of classroom or other public school settings and related seminar emphasizing the design and delivery of best-practices services and instruction to students with disabilities.
Notes: May be repeated for credit. Grade: Satisfactory/Unsatisfactory (S/U).

SES 662 Assistive Technology for Inclusive Education 3
Overview of assistive technology in meeting the educational goals of individuals with disabilities. Includes experiences with devices and services associated with assistive technology and instructional technology.

SES 688 Contemporary Problems Seminar 1-3
Specific course title identified each semester by subscript (e.g., Contemporary Problems Seminar: Issues in Professional Negotiations). May be repeated for credit when topic varies.

SES 688A Contemporary Problems Seminar 1-3
SES 688B Cont Prb:Instrc Mthds BED 1-3
SES 747 Seminar in Special Education 3
Current trends and issues in the field of special education. May be repeated for a total of nine semester hours credit when topic varies.

SES 749 Internship in Specialized Education 3
Directed internship in an advanced leadership position related to the chosen area of specialization in which the knowledge base is integrated with the profession.
Prerequisites: Admission to PhD in special education and permission of instructor.
Notes: May be repeated for credit.

SES 753 Issues and Trends in Special Education 3
This seminar is designed to provide doctoral students with opportunities to explore current issues and trends in special education within the broader context of education, society, and history.
Prerequisites: Admission to PhD in special education or permission of instructor.

SES 755 Critical Review of Special Education Literature 3
This seminar is designed to provide doctoral students with opportunities to critically analyze professional literature and grant proposals; and write literature reviews for publication, dissertation and research.
Prerequisites: Admission to PhD in special education or permission of instructor.

SES 757 School Reform and Leadership in Special Education 3
This seminar addresses the research and professional literature related to changing schools to improve academic and behavior outcomes for all students.
Prerequisites: Admission to PhD in special education or permission of instructor.

SES 758 History and Future of Specialized Education 3
Overview of the history of special education with implications for facilitation of more effective practice in the field.
Prerequisites: Admission to PhD in special education or permission of instructor.

SES 759 Grant Writing in Special Education 3
As future leaders in the field, doctoral students will be charged with securing funding for programs/research. The purpose of this course is to help students develop grant-writing skills.
Prerequisites: Admission to PhD in special education or permission of instructor.

SES 760 Single Subject Research Design 3
Understanding the rationale, purpose, design, analysis and implementation of single subject research. Implementation within classroom settings will be discussed.
Prerequisites: Admission to PhD in special education or permission of instructor.

SES 761 Coaching and Supervision of Teaching & Learning 3
This course provides opportunities for doctoral students to develop a knowledge base in coaching and supervision. Topics include: coaching models, supervisory approaches, professionalism, and methods for giving and receiving feedback.
Prerequisites: Admission to PhD in special education or permission of instructor.
SES 763 College Teaching & Adult Learning Theory 3
This course will prepare doctoral students for teaching at the collegiate level. Topics include: adult learning, course design, professional and ethical issues in teaching, and evidence-based approaches to teaching.
Prerequisites: Admission to PhD in Specialized Education or permission of instructor.

SES 775 Directed Research 3
Individual work on dissertation or research problems, including literature analysis, critical review, data analysis, and integration; or completion of a pilot study in preparation for the dissertation.
Prerequisites: Admission to PhD in special education and permission of instructor.
Notes: May be repeated once for credit.

SES 790 Independent Doctoral Study 1-3
Advanced guided readings, research, and individual project work under the direction of a graduate faculty member.
Prerequisites: Admission to PhD in special education and permission of instructor.
Notes: May be repeated for credit.

SES 799 Dissertation 1-12
Individual direction in the development and execution of the doctoral dissertation.
Prerequisites: Admission to candidacy for the PhD in special education and permission of instructor.

SES 802 Dissertation Extension 1-3
Dissertation Extension.

SES 803 Research Extension 1-3

Statistics (STA)

STA 108 Elementary Introduction to Probability and Statistics 3
Survey of statistics intended for undergraduates in any discipline. Graphical displays, numerical measures, relationships between variables, elements of good data collection. Basic probability, introduction to inferential techniques including confidence intervals and significance testing. Emphasis on statistical literacy.
GE Core: GMT
Notes: May not be taken for credit by students who have received credit for ECO 250 or ECO 350 or who are concurrently enrolled in ECO 250. Students may not earn credit for both RCO 114 and STA 108.

STA 271 Fundamental Concepts of Statistics 3
Survey of basic descriptive and inferential statistics. Graphs and descriptive measures, simple linear regression and correlation, data collection, basic probability and probability models, interval estimation and significance testing, analysis of variance, use of statistical software. An appropriate preparation for more advanced statistics courses in any discipline.
Prerequisites: Minimum grade of C in MAT 115 or MAT 150 or MAT 151 or MAT 190 or MAT 191 or STA 108, or permission of department.

STA 290 Introduction to Probability and Statistical Inference 3
Introduction to probability models and statistical inference. Descriptive statistics, basic probability laws, discrete and continuous probability models, sampling distributions, central limit theorem, estimation, hypothesis testing, simple regression, and correlation.
Prerequisites: Minimum grade of C (2.0) or concurrent registration in MAT 292, or permission of instructor.

STA 301 Statistical Methods 3
Two-group comparisons, simple and multiple regression, one and two factor ANOVA, categorical data analysis, nonparametric methods.
Prerequisites: Minimum grade of C (2.0) in either STA 271 or STA 290, or permission of instructor.

STA 352 Statistical Inference 3
Descriptive and inferential statistics. Emphasis on sampling distributions; theory of estimation and tests of hypotheses, linear hypothesis theory, regression, correlation and analysis of variance.
Prerequisites: Grade of at least C in STA 290 or permission of instructor.

STA 382 Introduction to Sampling Methods 3
Designing survey instruments; estimation of population mean, total, and proportion using simple random, stratified, systematic, and cluster sampling; other sampling techniques such as pps sampling and randomized response methods.
Prerequisites: Minimum grade of C (2.0) in STA 301 or permission of instructor.

STA 481 Introduction to Design of Experiments 3
Planning and analysis of experimental and observational studies. Completely randomized, blocked, split-plot, and repeated measures designs. Factorial arrangements and interaction. Power and sample size calculation.
Prerequisites: Minimum grade of C (2.0) in STA 301 or permission of instructor.

STA 482 Introduction to Time Series Models 3
Estimation/removal of trend and seasonality; introduction to stationary stochastic processes, fitting ARMA/ARIMA models, forecasting techniques, miscellaneous topics, and introduction to a time series modeling software package.
Prerequisites: STA 352 or permission of instructor.

STA 551 Introduction to Probability 3
Events and probabilities (sample spaces), dependent and independent events, random variables and probability distribution, expectation, moment generating functions, multivariate normal distribution, sampling distributions.
Prerequisites: Grade of at least C in STA 290 and MAT 293 or permission of instructor.

STA 552 Introduction to Mathematical Statistics 3
Point estimation, hypothesis testing, confidence intervals, correlation and regression, small sample distributions.
Prerequisites: Grade of at least C in STA 551 or permission of instructor.

STA 562 Statistical Computing 3
Statistical methods requiring significant computing or specialized software. Simulation, randomization, bootstrap, Monte Carlo techniques; numerical optimization. Extensive computer programming involved. This course does not cover the use of statistical software packages.
Prerequisites: Minimum grade of C (2.0) in STA 301. Knowledge of a scientific programming language.

STA 565 Analysis of Survival Data 3
Methods for comparing time-to-event data, including parametric and nonparametric procedures for censored or truncated data, regression model diagnostics, group comparisons, and the use of relevant statistical computing packages.
Prerequisites: STA 301 or STA 352, or permission of instructor.
STA 571 Statistical Methods for Research I 3
Introduction to statistical concepts. Basic probability, random variables, the binomial, normal and student's t distributions, hypothesis tests, confidence intervals, chi-square tests, introduction to regression, and analysis of variance.

Notes: Hours do not count toward degree requirements for a mathematics major.

STA 572 Statistical Methods for Research II 3
Statistical methodology in research and use of statistical software. Regression, confidence intervals, hypothesis testing, design and analysis of experiments, one-and two-factor analysis of variance, multiple comparisons, hypothesis tests.

Prerequisites: STA 571 or permission of instructor.

STA 573 Theory of Linear Regression 3
Linear regression, least squares, inference, hypothesis testing, matrix approach to multiple regression. Estimation, Gauss-Markov Theorem, confidence bounds, model testing, analysis of residuals, polynomial regression, indicator variables.

Prerequisites: Grade of at least C in STA 352 and MAT 310, or STA 662, or permission of instructor.

STA 574 Theory of the Analysis of Variance 3
Multivariate normal distribution, one-way analysis of variance, balanced and unbalanced two-way analysis of variance, empty cells, multiple comparisons, special designs, selected topics from random effects models.

Prerequisites: Grade of at least C in STA 573 or permission of instructor.

STA 575 Nonparametric Statistics 3
Introduction to nonparametric statistical methods for the analysis of qualitative and rank data. Binomial test, sign test, tests based on ranks, nonparametric analysis of variance, nonparametric correlation and measures of association.

Prerequisites: Grade of at least C in STA 352 or STA 662. or permission of instructor.

STA 576 Biostatistical Methods 3
Statistical methods for biological research including: descriptive statistics; probability distributions; parametric and nonparametric tests; ANOVA; regression; correlation; contingency table analysis.

Prerequisites: Grade of at least C in STA 271 or STA 290 or permission of instructor.

STA 581 SAS System for Statistical Analysis 1
Creating, importing, and working with SAS data sets. Using SAS procedures for elementary statistical analysis, graphical displays, and report generation.

Prerequisites: STA 271 or STA 290 or similar introductory statistics course.

STA 591 Actuarial Exam Preparation Seminar 1
Topics vary according to interest and demand. Intended to help prepare for the P/1, FM/2, or MLC exam.

Prerequisites: STA 551 or STA 687 or permission of instructor.

Notes: One credit maximum. May be repeated; Grade: Pass/Not Pass (P/ NP).

STA 593 Directed Study in Statistics 1-3
STA 594 Directed Study in Statistics 1-3
STA 651 Mathematical Statistics 3

Prerequisites: STA 352 and either MAT 394 or MAT 395 or MAT 595.

STA 652 Mathematical Statistics 3

Prerequisites: STA 352 and either MAT 394 or MAT 395 or MAT 595.

STA 655 Applied Probability Models 3
An introduction to Markov chains, Poisson processes, renewal processes, Brownian motion, and survival models. Examples drawn from applied field such as engineering, management, finance, and sciences.

Prerequisites: STA 551, or permission of instructor.

STA 661 Advanced Statistics in the Behavioral and Biological Sciences I 3
Statistical techniques and design considerations for controlled experiments and observational studies. Exploratory data analysis, elementary probability theory, principles of statistical inference, contingency tables, one-way ANOVA, bivariate regression and correlation.

Prerequisites: STA 271 or an equivalent introductory statistics course.

STA 661L Adv Stat Lab I Beh-Bio Sci 1
STA 662 Advanced Statistics in the Behavioral and Biological Sciences II 3
Continuation of STA 661. Multiple regression and correlation, analysis of covariance, factorial ANOVAs, randomized block designs, multiple comparisons, split-plot designs, repeated measures.

Prerequisites: STA 661 or permission of instructor.

STA 662L Adv Stat Lab II Beh-Bio Sci 1
STA 667 Statistical Consulting 1
Statistical consultation on a doctoral or master's research. Access to the Statistical Consulting Center. Students are required to attend the initial class meeting during the beginning of the semester.

Prerequisites: Permission of instructor.

Notes: Credit is not applicable to a graduate plan of study. Grade: Satisfactory/Unsatisfactory (S/U).

STA 668 Consulting Experience 1
Development of consulting skills through reading and discussion of literature on statistical consulting and participation in statistical consulting sessions.

Prerequisites: STA 662 or permission of instructor.

Notes: Grade: Satisfactory/Unsatisfactory (S/U).

STA 670 Categorical Data Analysis 3
Methods for analyzing dichotomous, multinomial and ordinal responses. Measures of association; inference for proportions and contingency tables; generalized linear models including logistic regression and loglinear models.

Prerequisites: STA 662 or permission of instructor.
STA 671 Multivariate Analysis 3
Multivariate normal distribution. Cluster analysis, discriminant analysis, canonical correlation, principal component analysis, factor analysis, multivariate analysis of variance. Use and interpretation of relevant statistical software.
Prerequisites: STA 573 or STA 662 or permission of instructor.

STA 672 Applied Statistical Computing 3
Limitations and advantages of statistical packages (SAS, SPSSX, BMDP, Minitab). Evaluation in terms of statistical methods, utility, availability, sophistication, data base manipulation, and programming capabilities. Applications from various disciplines.
Prerequisites: STA 572 or STA 662.

STA 673 Statistical Linear Models I 3
Abstract vector spaces, inner product spaces, projections, the Spectral Theorem, least squares, multiple regression, ANOVA, multiple comparisons, data analysis.
Prerequisites: STA 352 and MAT 310 or permission of instructor.

STA 674 Statistical Linear Models II 3
Abstract vector spaces, inner product spaces, projections, the Spectral Theorem, least squares, multiple regression, ANOVA, multiple comparisons, data analysis.
Prerequisites: STA 352 and MAT 310 or permission of instructor.

STA 675 Advanced Experimental Design 3
Topics include factorials and fractional factorials, incomplete block designs, split-plot and repeated measures, random and mixed effects models, crossover designs, response surface designs, power analysis.
Prerequisites: STA 662 or permission of instructor.

STA 676 Sample Survey Methods 3
Survey methods for students from any discipline. Random, stratified, cluster, multi-stage and other sampling schemes. Estimation of population means, variances, and proportions. Questionnaire design and analysis.
Prerequisites: STA 352 or STA 572 or STA 662 or permission of instructor.

STA 677 Advanced Topics in Data Analysis and Quantitative Methods 3
Topics vary according to interest and demand. Quantitative methods not normally covered in detail in other statistics courses. Topics may be selected from psychometrics, econometrics, biometrics, sociometrics, quantitative epidemiology.
Prerequisites: STA 662.

STA 682 Theory of Time Series 3
Examples of time series; objectives in time series modeling; theory and applications of linear and non-linear time series models; ARMA/ARIMA/ARCH/GARCH models; time series modeling using computer packages.
Prerequisites: STA 551 or STA 651, or permission of instructor.

STA 686 Actuarial Models I 3
Actuarial models for life contingencies; single and multiple lives models, present values, premium, reserves, pension plans, and retirement benefits. Intended for the MLC actuarial exam.
Prerequisites: STA 551 and MAT 586, or consent of instructor.

STA 687 Actuarial Models II 3
Actuarial models for life contingencies; single and multiple lives models, present values, premium, reserves, pension plans and retirement benefits. Intended for the MLC actuarial exam.
Prerequisites: STA 686, or consent of instructor.

STA 690 Graduate Seminar 1
Development of presentation skills through reading, discussions, and presentation of current research topics in applied statistics.
Prerequisites: STA 662 or permission of instructor.
Notes: Grade: Satisfactory/Unsatisfactory (S/U).

STA 698 Project in Statistics 3
Directed research project in statistics.
Prerequisites: Permission of instructor.
Notes: Grade: Satisfactory/Unsatisfactory (S/U).

STA 699 Thesis 1-6

STA 701 Seminar in Computational Statistics 3
Readings from the literature in Computational Statistics.
Prerequisites: Either STA 651, and STA 652, or STA 676; or permission of instructor.
Notes: May be repeated up to 9 hours as topics vary.

STA 703 Topics in High Dimensional Data Analysis 3
Advanced study in special topics in statistical data analysis with large scale data sets. The course may be repeated up to 9 hours as topics vary.
Prerequisites: STA 562, STA 673, or permission of instructor.
Corequisites: STA 674.

STA 709 Topics in Computational Statistics 3
Advanced study in special topics in Computational Statistics.
Prerequisites: STA 552 or STA 652 or permission of instructor.
Notes: May be repeated for credit.

STA 801 Thesis Extension 1-3
Thesis Extension.

STA 803 Research Extension 1-3

Strong College (STR)

STR 301 Strong College Tutorial 1
A small number of Strong College students meet with a faculty member to explore an agreed upon topic. Faculty member will guide the discussion.
Prerequisites: Students must be members of Strong College.
Notes: May be repeated for 3 hours of credit.

Supply Chain Management (SCM)

SCM 206 Logistics and Transportation Management 3
Microanalysis of logistics and transportation services including customer service, distribution operations, and purchasing. Topics include customer service operations, order processing, facility design and operations, carrier selection, transportation costing and negotiation.
Prerequisites: ISM 110, ACCT, BADM, CARS, ENTR, FINC, INTB, ISSC, MKTG, or STHP major; or permission of the instructor.

SCM 302 Operations Management 3
Survey of the operations functions of organizations with emphasis on design and control decisions. Qualitative and quantitative problem-solving methods used to enhance managerial competence in the operations functions.
Prerequisites: Junior standing. ISM 110; ACCT, BADM, CARS, ENTR, FINC, INTB, ISSC, MKTG, or STHP major.
SCM 304 Managing and Organizing Projects 3
An introduction to modern methods for defining, planning, managing, and controlling large projects. Computer software and network modeling are used to support the efficient scheduling of interdependent activities.
Prerequisites: Major in ACCT, BADM, CARS, ECON, ENTR, FINC, INTB, ISSC, MKTG, or STHP.

SCM 402 Logistics and Supply Chain Management 3
Roles of distribution and materials management in operations. Topics include inventory and distribution management, purchasing, logistics and supply chain management. Appropriate software used to facilitate decision-making.
Prerequisites: ECO 250, ACCT, BADM, CARS, ENTR, FINC, INTB, ISSC, MKTG, or STHP major; or permission of the instructor.

SCM 411 Undergraduate Internship in Supply Chain Management 1-3
Campus monitored, supervised internship experiences in organizations that involve the application of supply chain and operational analysis and methods and the development of professional skills in the field of study. Internships may be either paid or voluntary and must include a minimum of 50 supervised internship hours per one credit hour earned.
Prerequisites: Minimum 2.50 GPA, ISSC major with a Supply Chain Management concentration and permission of instructor.

SCM 432 Supply Chain Management Project 3
Semester-long project involving Supply Chain Management topics. Activities will include project planning, assessment and implementation planning, application of SCM knowledge and critical thinking to real world problems.
Prerequisites: Any two of the following courses: SCM 206, SCM 302, or SCM 402. ISSC major.

SCM 498 Independent Study 1-3
Individual study of issues and problems in supply chain management. May include certification components and instruction. Students must arrange time and course requirements with instructor prior to registration.
Prerequisites: Permission of instructor, senior standing, and approval of written plan of study prior to registration.
Notes: May be repeated for a total of 6 semester hours with approval of department head.

SCM 499 Independent Study 1-3
Sustainable Tourism/Hospitality (STH)

SCM 500 Principles of Supply Chain Management 3
This course presents core knowledge related to supply chain management. It provides insight into the complex, cross-functional elements of demand and supply planning and execution in a global environment.

SCM 565 Global Supply Networks 3
This course presents strategies, resources and information system requirements to plan, create and deliver products globally. The course emphasizes the complex interactions and need for collaboration between inter-firm processes.

SCM 652 Strategic Cost, Procurement, and Supply Chain Finance 3
Overview of strategic cost management and procurement in the supply chain; tactics in effective management of the procurement process and total cost of ownership; management of total supply chain costs.

SCM 678 Project Management for Dynamic Environments 3
Modern methods of defining, planning and executing large scale projects. Computer software and network models are used to support the efficient scheduling of interdependent activities.

SCM 680 Independent Study in Supply Chain Management 3
Explore in-depth contemporary issues of relevance and interest to the student under the guidance of a faculty member.
Prerequisites: Admission to the graduate certificate in Supply Chain, Logistics and Transportation Management (SCLTM).

SCM 681 Supply Chain Management Internship 3
Elective course designed to provide students the opportunity to apply skills learned in the classroom in real-world environments. Course will be supervised by faculty and manager of the approved organization.
Prerequisites: Admission to the graduate certificate in Supply Chain, Logistics and Transportation Management (SCLTM).

SCM 682 Executive Mentorship in Supply Chain Management 3
Students in the experimental learning course interact with instructor and mentor to gain in-depth knowledge related to supply chains, logistics and transportation. The mentor is an executive within the industry.
Prerequisites: Admission to the graduate certificate in Supply Chain, Logistics and Transportation Management (SCLTM).
Notes: May be repeated for a maximum of 6 credits.

STH 102 Introduction to Tourism and Hospitality 3
Overview of the products and services provided by the tourism and hospitality industries. Introduction to the roles of industry managers at all organizational levels.

STH 200 Introduction to Sustainable Development 3
Explores the social, environmental, and economic dimensions of sustainable development; introduces sustainable development concepts and challenges; prepares students for the application of these concepts in functional business topics.

STH 201 Corporate Social Responsibility and Change Management 3
Students explore how stakeholders define, measure, and assign value to corporate efforts in social responsibility. Skill development in managing change and innovation, stakeholder partnerships, social media, and volunteerism.

STH 231 Tourism, Cultures, and Places 3
A study of tourism as a vehicle for increasing understanding of cultural differences and spatial interaction within and between different ethnic, linguistic, and religious groups across the world.
GE Marker: GN

STH 232 Tourism Impacts and Alternatives 3
Explores positive and negative economic, environmental, and sociocultural impacts of tourism at personal, local, regional, and international levels. Students learn how to manage impacts through alternative tourism strategies.
STH 251 Multicultural Issues in Hospitality and Tourism 3
Multicultural and global issues in hospitality and tourism. Historical, socioeconomic, cultural, and linguistic variables impacting tourism and hospitality marketing, operations, and human resources. Study of selected Western and non-Western cultures.
**GE Marker:** GL

STH 310 Hotel Operations 3
Exploration of hotel management from a sustainability perspective. Topics include revenue-management, forecasting, budgeting, measuring operational and employee performance, ethics, and property management technology.
**Prerequisites:** ACC 201.

STH 311 Sustainable Food and Beverage 3
Explores the evolution of food and beverage as a commodity; ethical issues of industrializing and globalization of foodservice systems; strategies for successfully incorporating sustainability and ecogastronomy into commercial food and beverage operations.

STH 312 Greening Hotel Facilities 3
Focuses on the how and why of matching facility design to operational goals. Students learn to communicate functional goals from an operator’s viewpoint to design and engineering professionals.

STH 313 Revenue Management 3
Applies economic principles of demand and supply to sustainable hotel and resort revenue management; addressing sources of revenue, inventory control, pricing decisions, customer relationships, and strategic partnerships.
**Prerequisites:** ECO 201, MAT 115 or higher.

STH 320 Tourism Planning and Development 3
Geographic distribution of tourist development with an emphasis on the spatial dimension of origin-destination flows, industrial structure, demand, and supply. Tourism planning and agents of tourism development are stressed.
**Notes:** Same as GES 320.

STH 331 Sustainable Tourism and Transportation 3
Explores transportation networks utilized by the global tourism sector; their social, economic, and environmental dimensions, associated trends, associated negative impacts and resource usage, and opportunities for planning sustainable transportation networks.
**Notes:** Same as GES 331.

STH 332 Sustainable Destination Planning and Management 3
Introduction to the management of sustainable tourism destinations. Students will be exposed to the entire destination management process including basic concepts, planning, development, management, and marketing of sustainable tourism.

STH 333 Research Methods and Decision Analysis in Tourism and Hospitality 3
Explores research methods using primary and secondary data relevant to tourism and hospitality decisions. Course also looks at evaluation and application of research findings based on criteria of validity, reliability, and probability.
**Prerequisites:** ECO 250.

STH 338 Global Franchising 3
This course introduces the student to opportunities in franchising including becoming a franchisee or franchisor.
**GE Marker:** GL
**Prerequisites:** ACC 201 or ENT 200/FIN 200.
**Notes:** Same as BUS 338, ENT 338.

STH 345 Cross-Cultural Study Tour in Sustainable Tourism and Hospitality 6
Cross-cultural study tour examining leadership styles, business strategies, cultural and hospitality traditions internationally; emphasis on global perspectives in sustainability and business decisions.
**Prerequisites:** Minimum 2.0 UNCG GPA.
**Notes:** May be repeated once for a total of 12 s.h.

STH 354 Restaurant Entrepreneurship 3
Students will explore the role of entrepreneurship in the hospitality and tourism industry, determine risks and rewards of self-employment, and develop business concepts based on the hospitality/tourism skill set.
**Prerequisites:** Junior or senior standing.
**Notes:** Same as ENT 354.

STH 401 Hotel and Travel Services Sales and Marketing 3
Explores marketing of tourism and hospitality services with an emphasis on matching tourism and hospitality products to visitor demand, while achieving organizational sustainability objectives.
**Prerequisites:** STH 332 or MKT 320.

STH 402 Responsible Human Resource Management in Tourism and Hospitality 3
Introduces students to responsible, legal, and ethical management of human resources in the tourism and hospitality sectors.
**Prerequisites:** STH 201. STHP major.

STH 417 Internship in Hospitality and Tourism Management 12
This internship enables STHP students to gain valuable work experience within the hospitality industry. 480 supervised clock hours required for completion of this 12-credit course.
**Prerequisites:** STHP major.

STH 433 Business Tourism 3
This course explores business tourism with a particular focus on travel involving Meetings, Incentives, Conventions/Conferences, and Exhibits (MICE). It prepares students to plan and execute MICE tourism.

STH 445 Community-Based Sustainable Tourism Planning 6
Theory and practical applications of tourism planning, which includes market analysis, infrastructure proposal and development, and implementation strategies. International travel required.
**Prerequisites:** Minimum 2.0 GPA.
**Notes:** May be repeated once for credit.

STH 451 Service Management 3
Integration of service systems management, human behavior, and marketing in the creation, delivery, and assurance of service quality and customer satisfaction.
**Notes:** Same as CTR 451, ENT 451.

STH 459 Independent Study in Sustainable Tourism and Hospitality 1-3
Independent research experience conducted by individual students under the supervision of a selected program faculty member.
**Prerequisites:** STHP major and department approval.
**Notes:** May be repeated once for a total of 6 s.h.

STH 473 Wine Appreciation for the Hospitality Professional 3
Introduction to the critical pairing of wine and food in hospitality venues. Topics include history, geography, economics, health, and legal issues associated with wine.
**Notes:** Must be 21 years old or older.
S 491 Tourism and Hospitality Strategic Management 3
A capstone case course where students utilize the integration of knowledge and skills, acquired throughout their course work, through the strategic management process to address issues facing tourism and hospitality organizations.
Prerequisites: STHP major. Senior standing.

TED Education (TED)

TED 198 Freshman Teaching Fellows Seminar I 1
This course is designed to assist first-year Teaching Fellows into the academic and social systems of higher education and provide an introduction to the field of public school education.
Prerequisites: North Carolina Teaching Fellow.

TED 199 Freshman Teaching Fellows Seminar I I 1
This course is designed to assist first-year Teaching Fellows into the academic and social systems of higher education and provide an introduction to the field of public school education.
Prerequisites: North Carolina Teaching Fellow.

TED 202 Human Development 3
Introduction to current knowledge about human growth and development from adolescence to old age and death. Designed to contribute to student’s general education as well as to subsequent professional development.
Notes: Required for Middle Grades Education Majors.

TED 222 Mathematics for Teaching 3
Focuses on the mathematical understanding needed for elementary grades mathematics instruction as related to K–5 learners. Content emphases include number and operations, algebra, and data analysis and probability.
Prerequisites: MAT 115 or higher.

TED 223 Mathematics for Teaching Middle Grades 3
This course explores the mathematical content of middle school mathematics: numbers and operations, algebra, measurement, statistics, probability, and geometry. It is structured to build students’ conceptual understanding of mathematics.
Prerequisites: TED 222. MDED major.

TED 224 English Language Arts Concepts for Middle Grades Teachers 3
The course addresses foundational concepts in middle school English language arts, including the cultural and historical contexts of adolescent literature; genre, form, and literary analysis; writing processes; and grammar essentials.
Prerequisites: MDED major. Admission to the Teacher Education Program.

TED 250 Teaching as a Profession 3
A study of traditional and contemporary perspectives on teaching and learning; analysis of contemporary educational issues from teachers’ perspectives; exploration of personal needs and goals in relation to teaching. Field experience in schools required.

TED 275 Professional Development Schools 9
Placeholder course for Elementary and Middle Grades Education students (undergraduates) who apply for admission to the Teacher Education major in the spring and early summer.

TED 296 Study Abroad for Global Engagement: Field Experience 1
Second of three courses taken in conjunction with a UNCG Study Abroad Exchange. Online individual study focusing on the field experience and appropriate engagement in international, intercultural, and/or multicultural contexts.
Prerequisites: IGS 295. Acceptance to a UNCG Study Abroad Exchange Program;
Notes: May repeated up to three times (for three different exchange experiences) for credit when topic varies for a total of 3 s.h.; however, may apply only once toward Special Programs in Liberal Studies: IGS major concentration requirements; Grade: Pass/Not Pass (P/NP); Same as IGS 296, SES 296.

TED 297 Study Abroad for Global Engagement: Re-Entry Reflections and Applications 1
Third of three courses taken in conjunction with a UNCG Study Abroad Exchange. Focus on the re-entry and re-acculturation processes and the integration of intercultural development into future contexts.
Prerequisites: IGS 296. Acceptance to a UNCG Study Abroad Exchange Program;
Notes: May repeated up to three times (for three different exchange experiences) for credit when topic varies for a total of 3 s.h.; however, may apply only once toward Special Programs in Liberal Studies: IGS major concentration requirements; Grade: Pass/Not Pass (P/NP); Same as IGS 297, SES 297.

TED 298 Sophomore Teaching Fellows Seminar I 1
This course is designed to assist sophomore Teaching Fellows in exploring their beliefs about teaching with emphasis on cultural, legal, and ethical dimensions of teaching in schools.
Prerequisites: North Carolina Teaching Fellow.

TED 299 Sophomore Teaching Fellows Seminar II 1
This course is designed to assist sophomore Teaching Fellows in exploring their beliefs about teaching with emphasis on cultural, legal, and ethical dimensions of teaching in schools.
Prerequisites: North Carolina Teaching Fellow.

TED 320 Language Arts Education 3
Curriculum and teaching strategies in the Language Arts with emphasis on the interrelatedness of all language processes: reading, writing, listening, and speaking.
Prerequisites: ELED or SPEL major.

TED 335 Language Foundations for Teachers 3
Introductory study of the components of English phonology, morphology, semantics, syntax, and sociolinguistics with a special emphasis on the K–12 classroom application of this knowledge.
Prerequisites: MDED major.

TED 346 Children’s Literature and Instructional Media 3
Multimedia approach to literature for children; functions and use in the elementary curriculum with emphasis on integration of literature into the curriculum.
Prerequisites: ELED or SPEL major.

TED 350 Internship I: Inquiry in Teaching and Learning 3
Supervised in-school internship and on-campus seminar focused on applying research-based principles from educational psychology and classroom management to teaching and learning.
Prerequisites: ELED, MDED, or SPEL major.
TED 360 Integrating the Social Studies in Elementary Grades 3
An examination of curriculum, instruction, and learning in K–6 social studies education. Emphases include development of the social studies; curricular principles and components; teaching strategies; and learner outcomes.
Prerequisites: ELED or SPEL major.

TED 370 Science Education in the Elementary School 3
Curriculum and teaching techniques in science for undergraduate prospective elementary school teachers (K–6) with emphasis on problem solving and critical thinking abilities.
Prerequisites: ELED or SPEL major.

TED 375 Internship II: Inquiry in Teaching and Learning 3
Supervised in-school internship and on-campus seminar focused on applying research-based principles from educational psychology and classroom management to teaching and learning.
Prerequisites: ELED major .

TED 380 Mathematics Education 3
Provides for the development of knowledge and skills necessary to prepare students to teach mathematics in elementary/middle school classrooms.
Prerequisites: ELED, MDED, or SPEL major.

TED 398 Junior Teaching Fellows Seminar I 1
This course is designed to assist junior Teaching Fellows in exploring the community aspects of teaching to diversity.
Prerequisites: North Carolina Teaching Fellow .

TED 399 Junior Teaching Fellows Seminar II 1
This course is designed to assist junior Teaching Fellows in exploring the community aspects of teaching to diversity.
Prerequisites: North Carolina Teaching Fellow.

TED 400 Internship III: Inquiry in Teaching and Learning 3
Supervised in-school internship and on-campus seminar focused on multicultural education teaching to diversity, and understanding the classroom as culture.
Prerequisites: ELED or SPEL major.

TED 401 Child and Adolescent Development and Learning 1
Definitions and content of theories of development and learning. Enrollment is limited to students who are pursuing initial teacher licensure.
Prerequisites: Admission to the Teacher Education Program .

TED 402 Student Engagement in the Classroom 1
Environmental and interpersonal factors in effective classroom management. Enrollment is limited to students who are pursuing initial teacher licensure.
Prerequisites: Admission to the Teacher Education Program .

TED 403 Teaching English Learners with Diverse Abilities 1
Cultural, legal, and pedagogical understandings related to teaching English learners with diverse abilities in general education classrooms. Enrollment is limited to students pursuing initial teaching licensure.
Prerequisites: Admission to the Teacher Education Program.

TED 420 Reading Education 3
Curriculum and teaching strategies with emphasis on reading/writing connections, corrective reading, and differentiated instruction.
Prerequisites: Admission to Elementary Education or dual major in Elementary and Special Education.

TED 421 Reading Education in the Middle Grades 3
This course examines who middle grades struggling readers are, what challenges content learning may present them, and how content area teachers can address the diverse literacy needs of students.
Prerequisites: MDED major.

TED 428 Advanced Methods in the Elementary Grades 3
Advanced study of methods for teaching, integrating, differentiating, and assessing a specific discipline in the elementary education curriculum. Content area will coincide with team focus.
Prerequisites: Satisfactory standing in Elementary Teacher Education or dual major in Elementary and Special Education.

TED 442 Teaching and Learning in the Middle Grades 3
Students will explore the developmental needs of early adolescents, analyze educational practices designed to meet those needs and investigate issues identified in internship experiences.
Prerequisites: TED 250.

TED 444 Educational Psychology for the Secondary Grades 3
The application of the principles of educational psychology (i.e., adolescent development, diversity, learning theory, motivation, and assessment) to teaching high school students.

TED 445 Human Diversity, Teaching, and Learning 3
Examines how the multiple identities of race, ethnicity, socioeconomic status, gender, and religion affect the teaching and learning environment. Issues of classroom management for maximum instructional delivery are also included.

TED 450 Psychological Foundations of Education 3
Designed to develop and demonstrate application of knowledge and understanding of the processes and methods of learning and teaching in respective school settings. Includes study of learner’s growth and maturation, individual differences, and application of psychology to task of the teacher in evaluating pupil progress. Classroom observation and simulated experiences emphasized. Appropriate emphasis on adolescent.

TED 452 Educational Psychology for the Middle Grades 3
The application of the principles of educational psychology (i.e., adolescent development, diversity, learning theory, motivation, and assessment) to teaching middle school students.
Prerequisites: MDED major .

TED 461 Student Teaching and Seminar: Elementary Grades 12
Supervised student teaching in an elementary setting (grades K–6) under direction of a cooperating teacher with university supervision. Full-time teaching assignment in cooperating schools for a full semester. Conferences and seminars required.
Prerequisites: Admission to the Teacher Education Program. Notes: Grade: Pass/Not Pass (P/NP).

TED 462 Student Teaching and Seminar: Middle Grades 12
Supervised student teaching in a middle grades setting (grades 6–9) under direction of a cooperating teacher with University supervision. Full-time teaching assignment in cooperating schools for a full semester.

TED 465 Student Teaching and Seminar: Secondary School 12
Supervised student teaching in senior high school under direction of university supervisor. Observation, participation, and appropriate classroom teaching experience on a full-time teaching assignment for full semester with weekly seminar.
Prerequisites: Admission to Student Teaching .
TED 465A Studnt TchAndSem: English 12
Supervised student teaching in senior high school under direction of University supervisor. Observation, participation, and appropriate classroom teaching experience on a full-time teaching assignment for full semester with weekly seminar.

TED 465B Studnt Tch/Sem: Foreign Lang 12
Supervised student teaching in senior high school under direction of University supervisor. Observation, participation, and appropriate classroom teaching experience on a full-time teaching assignment for full semester with weekly seminar.

TED 465C Studnt Tch/Sem: Social Studies 12
Supervised student teaching in senior high school under direction of University supervisor. Observation, participation, and appropriate classroom teaching experience on a full-time teaching assignment for full semester with weekly seminar.

TED 465D Studnt TchAndSem: Math 12
Supervised student teaching in senior high school under direction of University supervisor. Observation, participation, and appropriate classroom teaching experience on a full-time teaching assignment for full semester with weekly seminar.

TED 465E Studnt TchAndSem: Science 12
Supervised student teaching in senior high school under direction of University supervisor. Observation, participation, and appropriate classroom teaching experience on a full-time teaching assignment for full semester with weekly seminar.

TED 465F Studnt Tch/Sem: Comm/Theatre 12
Supervised student teaching in senior high school under direction of University supervisor. Observation, participation, and appropriate classroom teaching experience on a full-time teaching assignment for full semester with weekly seminar.

TED 470 Read Ed - 2nd / Spec Subj Tch 2
Designed to prepare secondary and special subject teachers to deal with students who exhibit a variety of reading abilities. Emphasis placed upon understanding scope of public school reading endeavors as well as teaching practices that can be generalized to a variety of instructional settings. Work with materials for student's major area required.

TED 491 Independent Study 1-3
Guided readings, research, or individual project work under direction of a staff member.
Prerequisites: Permission of instructor.

TED 493 Honors Work 3-6
Prerequisite: Permission of instructor; 3.30 GPA in the major; 12 s.h. in the major;
Notes: May be repeated for credit if the topic of study changes.

TED 495 Middle Grades Teacher Education Capstone Seminar 1
Seminar allows middle-grades teacher candidates to develop/demonstrate depth-of-content knowledge by investigating a relevant topic in their disciplines using primary/secondary sources and presenting research in class.
Prerequisites: First-semester senior status. completion of required methods courses.
Notes: May be repeated for credit when topic varies for a total of two (2) semester hours.

TED 498 Senior Teaching Fellows Seminar I 1
This course is designed to assist senior Teaching Fellows in synthesizing learnings from prior Teaching Fellows seminars and preparing for positions in public schools.
Prerequisites: North Carolina Teaching Fellow.

TED 499 Senior Teaching Fellows Seminar II 1
This course is designed to assist senior Teaching Fellows in synthesizing learnings from prior Teaching Fellows seminars and preparing for positions in public schools.
Prerequisites: North Carolina Teaching Fellow.

TED 506 Institutes in Education 1-3
Practicum or workshop experiences to focus on issues, problems, or approaches in the profession.
Notes: Grade: Satisfactory/Unsatisfactory (S/U). Students may apply no more than three (3) s.h. of this course to any degree program.

TED 516 Emergent Literacy and Literature 3
Explores emergent literacy development from birth to age 5 and investigates the role that texts play in young children's development.

TED 518 Mathematics in the Elementary Schools 3
Current mathematics program, including emphasis on meaning theory and on instructional materials, methods, and procedures in teaching fundamental operations.

TED 519 Science in the Elementary School 3
Designing and developing science learning experiences for children in the biological, physical, earth, and space sciences. The nature of elementary school science and children's interests are considered.

TED 520 Social Studies in the Elementary School 3
Designed to help educators gain more complete understanding of elementary school social studies. Special emphasis given to evaluation of the field beginning with the separate subjects approach to correlation, to broad fields, to integration, and separate disciplines approach. Emphasis also given to identification of key skills that help children function intelligently in this field. Development of democratic citizens also a major consideration.

TED 523 Legal, Historical, and Cultural Issues in ESL 3
Exploration of legal and historical bases of English as a Second Language. Analysis of differences among home and school cultures, especially related to language.
Prerequisites: Standard Professional I License in another area or permission of instructor.

TED 525 Dual Language Instructional Practice 3
This course focuses on teaching in a dual language classroom setting including instructional methods as well as a theoretical framework that supports bilingualism and biliteracy practices.
Prerequisites: Permission of instructor.

TED 527 Teaching Second Languages: Elementary/Middle Schools 3
Study of second language teaching approaches applicable to the elementary/middle school pupil. Materials development and evaluation. Organizing effective second language programs in the elementary and middle schools.
Prerequisites: TED 545 and admission to teacher education program or permission of instructor.

TED 530 Middle Grades Language Arts 3
Course develops competencies in middle grades language arts instruction as related to adolescent learners. Emphasizes include practical and theoretical attention to best-practices, curriculum, assessment, and standards of practice.
Prerequisites: MDED major.

TED 535 Literacy in the Content Area 3
Designed to prepare middle grades, secondary, and special subject or content area teachers to work with students who exhibit a variety of reading and writing levels.
Prerequisites: Admission to the Teacher Education or M.Ed. Program.
TED 545 Diverse Learners 3
Provides students with a broad base of knowledge and skills that will facilitate their effectiveness in meeting the needs of diverse learners through appropriate instructional, curricular, and behavioral strategies.
Prerequisites: Admission to the Teacher Education Program or permission of department.

TED 551 Teaching Practices and Curriculum in English 3
Designed to acquaint prospective teachers with modern concepts and practices of English instruction in secondary schools; emphasis on teaching four fundamental language arts: speaking, writing, reading, and listening.
Prerequisites: TED 445, admission to the Teacher Education Program, and an overall minimum GPA of 2.75. or permission of instructor;
Notes: Required of student teachers in English.

TED 552 Teaching Practices and Curriculum in Foreign Languages 3
Designed to acquaint second-language teachers with modern methods and techniques of instruction in secondary schools. Emphasis on proficiency in listening, speaking, reading and writing and on teaching materials.
Prerequisites: TED 545 and admission to teacher education or permission of instructor.
Notes: Required of student teachers in foreign languages.

TED 553 Teaching Practices and Curriculum in Social Studies 3
Organization of social studies in secondary schools; classroom methods, techniques, and activities; teaching materials; and testing and evaluation.
Prerequisites: TED 445, admission to the Teacher Education Program, and an overall minimum GPA of 3.0. or permission of instructor;
Notes: Required of student teachers in social studies.

TED 554 Middle Grades Social Studies Education 3
Examination of candidate competencies in middle grades social studies instruction. Emphases include practical and theoretical attention to curriculum development, planning, resources, standards, instructional strategies, and assessment.
Prerequisites: MDED major.

TED 555 Multicultural Education 3
Philosophical and sociocultural perspectives on pluralism and diversity. Emphases include interdependent individual, cultural, and institutional behaviors related to race, religion, class, cultural/ethnic heritage, and gender.

TED 557 Teaching Practices and Curriculum in Mathematics 3
Special teaching problems in secondary mathematics. Teaching procedures for important topics discussed in relation to their foundations in mathematics and logic.
Prerequisites: TED 450, TED 545, and admission to the Teacher Education Program.
Notes: Required of student teachers in mathematics.

TED 558 Middle Grades Mathematics Education 3
Development of middle grades mathematics instruction as related to adolescent learners. Emphases include practical and theoretical attention to best practices, curriculum, assessment, and standards of practice.
Prerequisites: MDED major. CPT student; lateral-entry middle grades mathematics teacher status (without having completed a middle-grades mathematics methods course); or permission of instructor;
Corequisites: MDED major or CPT student: TED 375 or equivalent.
Notes: CPT (classroom practice track) students have a bachelor's degree in a discipline other than education and want to pursue an education degree.

TED 559 Teaching Practices and Curriculum in Science 3
Development of philosophy of science teaching and of attitudes and values relative to science teaching in secondary school. Emphasis on recent curriculum studies in biology, chemistry, physics, and earth-science and the changing approaches to teaching these subjects.
Prerequisites: TED 545 and admission to the Teacher Education Program. or permission of instructor;
Notes: Required of student teachers in science.

TED 560 Middle Grades Science Education 3
Develops candidate competencies in middle grades science instruction as related to adolescent learners. Emphases include practical and theoretical attention to best practices, curriculum, assessment, and standards of practice.
Prerequisites: MDED major.

TED 561 Nature of Science, Technology, and Society 3
Study of nature of science, encompassing literature from history, philosophy, and sociology of science. Applications of this literature on school science instruction.
Prerequisites: TED 559 or equivalent science methods course.
Notes: May be repeated for credit when topic varies.

TED 580 Education in Global Settings 6
The course is designed for students who are interested in exploring education issues through guided study-abroad experiences. Students will participate in field experiences and interact with students and teachers abroad.
Notes: May be repeated for a cumulative total of 6 s.h.

TED 589 Experimental Course 3
This number reserved for experimental courses. Refer to the Course Schedule for current offerings.

TED 590 Community Literacies and Adult Learners 3
This course focuses on working with adult learners, including families of K–12 English learners, who are learning English as an additional language, in both formal and informal settings.

TED 603 Literacy Instruction for English Language Learners 3
Basic knowledge of theory and research in second language acquisition and literacy development and strategies and techniques for effective literacy instruction for English language learners.

TED 604 Applied Linguistics for ESL Teachers 3
Linguistics theories on phonology, morphology, syntax, psycholinguistics and sociolinguistics; basic theories of second language acquisition; and application of the theories and models of applied linguistics in ESL classroom teaching.

TED 605 Developmental Psycholinguistics 3
Processes involved in the acquisition and development of a first language in the human species. Interrelations between psycholinguistics and cognition. Field work will include observations in a natural setting and in language testing situations.
Prerequisites: One course in human development or child development, one course focusing on human learning, or permission of instructor. A course in linguistics is recommended.

TED 609 Methods of Teaching Computer Literacy and Computer Programming 3
Content and method for teaching for computer literacy and computer programming and strategies for teaching these subjects. Designed for computer specialists, computer teachers, and regular classroom teachers.
Notes: Same as LIS 673.
TED 610 Integrating Technology into Subject Matter Instruction 3
Study of ways to integrate a variety of computer-based technologies for teaching and learning content in the K-12 curriculum. Designed for classroom teachers, computer teachers, and computer specialties.

TED 613 Linguistics for ESL Teachers 3
Designed for teachers pursuing advanced licensure in English as a Second Language. Focuses on understanding general linguistic concepts and their application to ESL pedagogy.

TED 614 Word Study 3
Designed to familiarize educators with underlying developmental theories and teaching strategies for word recognition, spelling, and vocabulary development. Special attention given to issues surrounding phonics.

TED 615 Literacy in the Early Years 3
Course explores how children learn to read and how to facilitate readers' growth in the primary grades. Emphasis on at-risk readers.

TED 616 Literacy Development and Instruction Across the Elementary Grades 3
Designed to give teachers a deeper understanding of the theories and research behind effective reading instruction for students in the elementary grades.

TED 617A Practicum in Literacy Assessment and Instruction 3
Causes of reading disabilities, diagnostic instruments, standard and informal assessments, report writing, and materials and methods of struggling readers. Work with individual students or small groups identified as struggling readers.

Prerequisites: TED 614, TED 615, and TED 616 or permission of instructor.

TED 617B Advanced Practicum in Literacy Assessment, Instruction, and Leadership 3
Further examination of struggling readers in a supervised, clinical context. Evaluation of formal and informal assessments, the generation of educational prescriptions, and the directions of assessment procedures.

Prerequisites: TED 617A or permission of instructor.

TED 618 Teaching English as a Second Language 3
Specific instructional methods and strategies to facilitate content area instruction and English language development for students who speak languages other than English.

TED 619 Issues and Trends in Literacy Education 3
Examines contemporary issues in Literacy Education. Special attention to the changing contexts of literacy curricula and instruction.

Prerequisites: Minimum of 9 hours in reading education and TED 604 or 605 or permission of instructor.

TED 620 Theories of Reading and Writing Processes 3
Current cognitive and social theories of reading processes and writing processes. Implications of applying those theories to the elementary and middle school curriculum.

TED 623 Environmental Education 3
Teachers will design, conduct, and evaluate environmental education activities. Course activities partially fulfill requirements for North Carolina environmental education certification.

Prerequisites: TED 545, TED 669, ERM 605, or permission of the instructor.

Notes: Weekend field trip is required. May be repeated for credit when topic varies.

TED 624 Elementary School Curriculum and Instruction 3
Curricular and instructional principles, processes, and designs applicable to children from early childhood to early adolescence. Current and emerging elements of the modern elementary school curriculum.

Prerequisites: 500-level course in elementary education.

TED 625 Mathematics in the Elementary School II 3
Prerequisite: Admission to the MAT, Elementary Education concentration, or permission of instructor.

TED 626 Middle Grades Curriculum and Instruction 3
Curricular and instructional principles, processes, and designs applicable to students in the middle grades. Particular emphasis is given to exemplary middle school programs.

Prerequisites: Permission of instructor.

TED 628 Trends and Issues in Curriculum and Instruction 3
Examination of selected current trends and issues in curriculum and instruction, focusing on causes, intentions, and effects of policies at the local, state, and national levels. May be repeated for credit when topic varies.

TED 629 Academic Discourse Communities in Graduate Studies 3
Examines efficient techniques for evaluating academic research and for developing writing and oral skills in different genres of academic discourses appropriate to disciplinary communities.

TED 630 Mathematics Teaching in Middle and Secondary Studies 3
Examines models of mathematics instruction in middle grades and secondary mathematics classrooms.

Notes: May be repeated for credit when topic varies.

Historical development and objectives of social studies curriculum in schools; structure of individual disciplines in social studies, trends and new direction in curriculum, and implications of significant research in social studies curriculum and methodology.

Prerequisites: Permission of instructor.

Notes: May be repeated once for credit when topic varies.

TED 632 Science Education: Teaching Practices and Curriculum 3
Application of reform efforts in the sciences with attention given to eco and social justice perspectives.

Prerequisites: Permission of instructor.

Notes: May be repeated once for credit when topic varies.

TED 633 Trends in Teaching Practices and Curriculum in Foreign Languages 3
Research in first and second language acquisition as it relates to second language teaching. Developments in foreign language curriculum and methodology.

Prerequisites: Permission of instructor.

Notes: May be repeated once for credit when topic varies.

TED 634 Seminar in Middle Grades Education 3
Will focus on the unique needs of students and teachers in middle level schools.

Prerequisites: Completion of a course in middle grades curriculum and instruction.

TED 635 Reading in the Secondary School and Content Areas 3
Reading development; problems and procedures of teaching basic and mature reading skills to pupils in junior and senior high schools; explore implications of research for teaching, and identify problem areas.

Prerequisites: TED 664 or permission of instructor.
TED 636 Educational Psychology and Differentiated Instruction 3
Understanding and applying current theory and research addressing education psychology (child/adolescent development, learning theory and motivation) and differentiated instruction.

Prerequisites: Admission to the MAT, Elementary Education concentration, or permission of instructor.


Prerequisites: Permission of instructor.

Notes: May be repeated once for credit when topic varies.

TED 638A Seminar in Secondary Education 3
Group analysis of selected problems. Individual student presentations of research done on topics related to that person’s professional situation.

TED 638B Seminar in Secondary Education 3
Group analysis of selected problems. Individual student presentations of research done on topics related to that person’s professional situation.

TED 639 Global Education in the Curriculum 3
Develop awareness of need for global education and skills and processes necessary for implementation in the curriculum.

TED 640 Writing Instruction Across the Grade Levels 3
Interrelates knowledge, research and practice in teaching writing as a process across grade levels from elementary through secondary levels. Special attention to implementing the writing process across the curriculum.

TED 641 Literacy I: Reading Instruction 3
Course focuses on how children learn to read and write and what classrooms teachers can do to facilitate their growth as readers and writers in the elementary grades.

Prerequisites: Admission to the MAT in Elementary Education, or permission of instructor.

TED 642 Literacy II: Language Arts Instruction 3
Integrated reading and language arts course designed to prepare students to teach reading and writing in the elementary grades.

Prerequisites: Admission to the MAT in Elementary Education, or permission of instructor.

TED 644 Supervised Practicum in Curriculum and Teaching 3
Directed studies of curricular and instructional issues in a field setting.

Prerequisites: Permission of instructor.

Notes: Grade: Satisfactory/Unsatisfactory (S/U).

TED 645 Critical Perspectives on English Language Arts 3
Examines theoretical, political, and practical elements of the English language arts. Engages students in critical reflection about their teaching and analysis of perspectives on the purposes of English language arts instruction.

TED 646 Intro to Equity Education 3
Designed to support students in expanding their views about equity and education to include family and community practices around broadened understandings of community/cultural assets for pedagogical practices.

TED 647 Teaching and Learning in Makerspaces 3
This course focuses on Making/Makerspace across formal and informal learning contexts. Students will learn a suite of making practices, informed by theoretical lenses grounded in equity and strength-based approaches.

TED 648 Design-based Action Research in Education 3
In this course students in the Design and Making in Education Certificate Program develop and implement a design-based research project to integrate Making into their professional context.

Prerequisites: TED 646, TED 647, and TED 618 or TED 619 or TED 623 or TED 667 or other course approved by advisor.

TED 650 Establishing and Maintaining a Responsive Classroom Environment 3
Competencies in motivating and increasing student learning through the development of positive interpersonal relationships in the classroom, effective classroom organization and instruction, and altering unproductive student behavior.

Prerequisites: Permission of instructor.

TED 651 Life Sciences in the Elementary School 3
Analysis and expansion of content knowledge and pedagogical content knowledge related to core ideas and crosscutting concepts in earth sciences appropriate for elementary teachers.

Prerequisites: Graduate student in teacher education program or permission of instructor.

TED 652 Physical Sciences in the Elementary School 3
Analysis and expansion of content knowledge and pedagogical content knowledge related to core ideas and crosscutting concepts in earth sciences appropriate for elementary teachers.

Prerequisites: Graduate student in teacher education program or permission of instructor.

TED 653 Earth and Space Sciences in the Elementary School 3
Analysis and expansion of content knowledge and pedagogical content knowledge related to core ideas and crosscutting concepts in earth sciences appropriate for elementary teachers.

Prerequisites: Graduate student in teacher education program or permission of instructor.

TED 654 Teaching Models and the Analysis of Instruction 3
Alternative models of instruction in elementary, secondary and non-school contexts: curriculum foundations, analysis and implications, observation systems, evaluation of teaching and teachers, and critical instructional issues.

TED 655 Supervision of Instruction 3
Supervision as curriculum and instructional leadership, focusing on the analysis and evaluation of instruction, generation of curriculum alternatives, interpersonal relationships between supervisor and supervisee, and strategies for the supervisory conference.

TED 657 Nature of Science, Technology, and Society 3
Study of nature of science, encompassing literature from history, philosophy, and sociology of science. Applications of this literature on school science instruction.

Prerequisites: TED 559 or equivalent science methods course.

Notes: May be repeated for credit when topic varies.

TED 658 Number Systems and Operations: K-5 Mathematical Tasks 3
Analysis and construction of effective mathematical tasks in teaching number systems and operations at the K-5 level; attention also given to expansion of content knowledge.

Prerequisites: Teacher licensure.

TED 659 Rational Numbers and Operations: K-5 Learning Trajectories 3
Focus on rational number concepts through learning trajectories at the K-5 level; attention also given to problem solving and content knowledge.

Prerequisites: TED 658.
TED 660 Data Analysis and Measurement: K-5 Classroom Interactions 3
Focus on statistical literacy of elementary teachers and the teaching of data analysis and measurement to K-5 students; attention also given to learning methods that facilitate appropriate classroom interactions.
Prerequisites: TED 658.

TED 661 Algebraic Reasoning: K-5 Discourse and Questioning 3
TED 662 Geometry and Spatial Visualization: K-5 Assessment 3
TED 663 Mathematical Modeling: K-5 Leadership 3
TED 664 Teaching Problem Solving 3
Prerequisites: Admission to a graduate program, or permission of instructor.
TED 665 Technology in Mathematics Education 3
Technologies used to learn mathematics and ways of incorporating those technologies into mathematics instruction.
TED 666 Seminar in Mathematics Pedagogy 3
Analysis of alternative pedagogy for specific mathematics content, with design of instruction and assessment based on that analysis.
Notes: May be repeated for credit. Maximum of 6 hours applicable toward any degree.
TED 667 Educational Implications of Learning and Developmental Theory 3
How learning and developmental theories define the teacher's role as instructional leader, how curricular materials might be designed and used, and student learning and motivation.
TED 668 Research in Mathematics Education 3
Research in mathematics instruction and learning; attention to synthesizing and identifying educational implications of research.
TED 669 Thinking and Learning in Middle Grades and Secondary Mathematics: Number and Algebra 3
An examination of research on the teaching and learning of number and algebra in middle grades and secondary mathematics classrooms.
TED 670 Instructional Design 3
Components of the systems approach to instructional design.
Notes: Same as LIS 672.
TED 672B Seminar in Higher Education 3
Seminar focused on the ways students learn within the classroom and community context.
Prerequisites: Admission to Med, MAT program, or permission of department.

TED 671 Data Analysis and Measurement: K-5 Classroom Interactions 3
Focus on statistical literacy of elementary teachers and the teaching of data analysis and measurement to K-5 students; attention also given to learning methods that facilitate appropriate classroom interactions.
Prerequisites: TED 658.

TED 672 Teacher as Researcher and Leader I 3
Leadership skills for teachers working with school, district, state, and/or national initiatives and issues. Course focuses on inquiry, developing an action research proposal, and practical application of findings.
Prerequisites: ERM 605 and 24 hours of MEd course work, or permission of instructor.
TED 676 Teacher as Researcher and Leader II 3
Conducting and interpreting a teacher action project investigating curriculum, instruction, teaching, and learning. Course focuses on systematic inquiry, conducting research, practical application of findings, and sharing research in professional settings. May be repeated once for credit.
Prerequisites: TED 676.
Notes: May be repeated once for credit.

TED 680A Clinical Experience in Teaching 3-6
Supervised in-school clinical experience. Required full-time teaching.
Prerequisites: Admission to Med, MAT program, or permission of department.

TED 680B Clinical Experience in Teaching Seminar 3
Seminar focused on the ways students learn within the classroom and community context.
Prerequisites: Admission to Med, MAT program, or permission of department.

TED 681 Human Development and Education 3
Selected works in social and biological sciences to determine basic principles of learning and human behavior and their application to the helping professions.

TED 682 Human Development 3
Selected works in social and biological sciences to determine basic psychological foundations of learning and human behavior and their application to the helping professions.

TED 685 Supervision: Theory and Concepts 3
Theories and practices in educational supervision; curriculum development and coordination, staff development and assessment, and organizational alternatives designed to improve both student and teaching functioning in schools.

TED 688 Contemporary Problems Seminar 1-3
Specific course title identified each semester by a subscript (e.g., Contemporary Problems Seminar; Issues in Professional Negotiations).
Prerequisites: Advanced master's or doctoral standing, or permission of instructor.
Notes: May be repeated for credit when topic varies.

TED 692 Independent Study 1-4
Guided readings, research, and individual project work under direction of a staff member.
Prerequisites: Permission of instructor.

TED 695 Youth Literacies: Advanced Topics in Education 3

TED 699 Thesis 1-6
Individual guidance and direction in the development of research problem in the master's degree thesis.

TED 700 Research in Mathematics Education 3
Research in mathematics instruction and learning; attention to synthesizing and identifying educational implications of research.

TED 701 Instructional Design 3
Components of the systems approach to instructional design.
Notes: Same as LIS 672.

TED 703 Mathematics: Number and Algebra 3
Prerequisites: TED 671.

TED 704 Seminar in Curriculum Development in Middle Grades Education 3
Major social and ethical issues emerging in the virtual community including those embraced by access, privacy, intellectual property, freedom of speech, institutional/social control, and evolving formats.
Prerequisites: Permission of instructor.
Notes: Same as LIS 674.

TED 706 Teacher as Researcher and Leader I 3
Leadership skills for teachers working with school, district, state, and/or national initiatives and issues. Course focuses on inquiry, developing an action research proposal, and practical application of findings.
Prerequisites: ERM 605 and 24 hours of MEd course work, or permission of instructor.

TED 708 Technology in Mathematics Education 3
Technologies used to learn mathematics and ways of incorporating those technologies into mathematics instruction.

TED 710 Human Development and Education 3
Major conceptual approaches to human development, current developmental research topics and their application to education.
Prerequisites: TED 698 or permission of instructor.

TED 711 Human Development and Education 3
Major conceptual approaches to human development, current developmental research topics and their application to education.
Prerequisites: TED 698 or permission of instructor.

TED 726 Seminar in Curriculum Development in Middle Grades Education 3
Current research in young adolescent development and curriculum development as it relates to improving middle grades education.
Prerequisites: Master's degree in middle grades education. 644, 654, 655 or permission of instructor.
TED 728 Topics in Curriculum and Instruction 3
Advanced study of special topics in curriculum and teaching.
Prerequisites: Permission of instructor.
Notes: May be repeated up to three times for credit when topic varies.

TED 730 Qualitative Methods in Curriculum and Instruction 3
Qualitative research design in education, including its history, philosophy and nature. Includes discussion of types of qualitative research, assessment issues, and critical reading of qualitative research.
Prerequisites: TED 749 or permission of instructor.

TED 738 Mixed Methods Research Design in Curriculum and Instruction 3
Overview of mixed methods research including its history, current literature, and typology. Topics include research design, data collection, data analysis, validity, and proposed writing for a mixed methods study.

TED 746 Seminar: Research on Teaching 3

TED 747 Doctoral Seminar in Learning and Cognition 3

TED 749 Disciplined Inquiry in Teacher Education 3
Students will learn about various methods for disciplined inquiry in the fields of curriculum and instruction, begin to develop their research interests, and practice critical reading and writing strategies.

TED 754 Internship in Curriculum and Instructional Leadership 3
Directed internship in an appropriate curriculum and instructional leadership setting. Supervision provided by departmental faculty in collaboration with field-based mentors.
Prerequisites: Minimum of 24 semester hours from courses included in the doctoral student's program of study including the following or their equivalent: TED 654, TED 655, TED 685. written verification by the student's doctoral committee that student is ready for in;
Notes: may be repeated once for credit.

TED 759 College Teaching Practicum 3
Supervised experiences in teaching college level course(s).
Prerequisites: Advanced standing in the curriculum and teaching doctoral track and permission of instructor.

TED 765 Research in Equity Education 3

TED 767 Qualitative Data Coll/Analysis 3

TED 770 Community Engaged Research and Practice 3
An in-depth exploration of the history, theory, ethics, research methods, and reporting of community-engaged research with an emphasis on positionality and reflexivity. Research practices in community settings are required.
Prerequisites: TED 730, ELC 664, ELC 665, ERM 750 or permission of instructor.
Notes: Same as ELC 770 and SES 770.

TED 775 Directed Doctoral Research 3

TED 785 Research on Teacher Education 3
In-depth study of current trends and issues in research on teaching.

TED 799 Dissertation 1-12
Individual direction in the development and execution of a doctoral dissertation.

TED 801 Thesis Extension 1-3
Thesis Extension.

TED 802 Dissertation Extension 1-3
Dissertation Extension.

TED 803 Research Extension 1-3

Theatre (THR)

THR 100 Drama Appreciation 3
Theatre as an art form: how the actor, director, and designer function. Outstanding plays of major periods demonstrate the technical and aesthetic aspects of theatrical production. Illustrated lectures, demonstrations, and classroom experiments.
GE Core: GFA

THR 110 Designing Weddings and Other Ceremonies 3
This course explores how to design local ceremonies associated with life transitions (birthdays, initiations, weddings, and memorials), while considering theatre design elements and ritual found in comparable non-Western cultures.
GE Core: GFA
GE Marker: GN

THR 120 Voice for the Actor 3
The study of the mechanics of the voice for dramatic literature, developing intelligible speech through the use of Standard American Sounds.
Prerequisites: DRAM major.

THR 130 Fundamentals of Acting 3
Understanding and appreciation of the problems, demands, and disciplines of the actor's art.
GE Core: GFA
Prerequisites: Non-DRAM majors.

THR 140 Stage Crafts: Scenery, Lighting, and Sound 3
Introduction to technical theatre practice, backstage organization, scenery construction, stage lighting and sound. Practical experience in supervised laboratory and production program.
Prerequisites: DRAM major.

THR 145 Stage Crafts: Costuming and Makeup 3
Introduction to technical theatre practice in stage makeup and costuming. Practical experience in supervised laboratory and production program.
Prerequisites: DRAM major.

THR 191 Theatre Practice—Scenery 1
Open to any student interested in participating in the scenery phase of production.
Notes: May be repeated for credit.

THR 192 Theatre Practice—Costumes 1
Open to any student interested in participating in the costuming phase of production.
Notes: May be repeated for credit.

THR 194 Apprentice Production Practicum 1
Beginning-level production work in scenery, lighting, costuming, sound, or stage management.
Prerequisites: THR 140 or THR 145. B.F.A. DRAM major. Design and Technical Production Concentration; or permission of instructor;
Notes: May be repeated for credit.

THR 201 Playscript Analysis 3
Systems for analyzing playscripts which may be adapted and employed by directors, actors, and/or designers.
Prerequisites: Admission to appropriate degree program or permission of instructor.
THR 221 Dynamics in Acting: Movement I 3
Practical exercise in physical disciplines to develop concentration, imagination, and the body as the actor's instrument.
Prerequisites: B.F.A. in Acting Students only.

THR 222 Dynamics in Acting: Voice I 3
Beginning course in the voice/speech sequence in the B.F.A. Acting program. Understanding of breath, foundations of voice production, elements of speech.
Prerequisites: B.F.A. in Acting Students only.

THR 231 Acting I 3
Introduction to the ideas of Konstantin Stanislavsky's system for modern acting. Voice and movement warm-up exercises along with beginning acting exercises that culminate in basic scene study.
Prerequisites: Restricted to Theatre Department majors and minors.

THR 232 Acting II 3
Application of basic techniques developed in 231 to elementary scene study. Introduction to the Stanislavski System. Further study in movement, voice, and improvisation.
Prerequisites: THR 231.

THR 235 Acting Studio 1 3
An introduction to the Sanford Meisner technique: emphasis on moment-to-moment work, playing simple actions, and personalizing the imaginary circumstances.
Prerequisites: B.F.A. Acting major.

THR 236 Acting Studio 2 3
Further development of 235. B.F.A. Acting Students only.

THR 242 Technical Production: Scenery 2
Further develop the theatrical construction skills and knowledge necessary for advanced construction techniques and installation of scenic units.
Prerequisites: THR 140 or permission of instructor.

THR 244 Technical Production: Costumes 2
To further develop costume technology skills taught at the beginning level in THR 145.
Prerequisites: THR 140 or permission of instructor.

THR 245 Theatre Graphics 3
Introduction to the basic materials and techniques of graphic presentation in scenic, costume, and lighting design for the theatre.
Prerequisites: THR 140 or THR 145.

THR 246 Technical Production: Sound and Lighting 2
Enhance the student's familiarity with the process and equipment used in modern theatre production.
Prerequisites: THR 140 or permission of instructor.

THR 248 Portfolio Preparation for the Theatre 3
This course guides students in developing the materials and skills necessary to present their education and experience to employers in the most effective manner, including resumes, cover letters, and portfolios.
Prerequisites: THR 140 and THR 145. Design and Technical Production concentration; or permission of the instructor.

THR 260 Advanced Makeup 3
Special emphasis on character analysis, physiognomy, color, three-dimensional make-up, rubber prosthesis, beard and wig make-up for theatre, film and television production.
Prerequisites: THR 145 or permission of instructor.

THR 280 The Mask in Performance 3
A cross-cultural introduction to masks throughout history, their construction, and use in performance.
Prerequisites: THR 130 or THR 231.

THR 284 Arts Management 3
Introduction to arts management for nonprofit arts organizations. Topics include management principles, marketing, fundraising, and financial planning.

THR 291 Applied Theatre I 1-4
Supervised practical experience in various areas of theatre production.
Notes: May be repeated for credit.

THR 294 Intern Production Practicum 2
Intermediate-level production work in scenery, lighting, costuming, sound, or stage management.
Prerequisites: THR 140 or THR 145. BFA in DRAM: Design and Technical Production concentration or Technical Production concentration;
Notes: May be repeated for a total of 12 s.h.

THR 305 Broadway: Development of the American Musical 3
Exploring Musical Theatre's development from European tradition to a uniquely American art form. Places operetta, minstrelsy, vaudeville, burlesque, revue, and musical comedy into historical context. Illustrated lectures and demonstrations.

THR 315 Creative Drama for the Classroom Teacher 3
Preschool and elementary school creative drama and its place in preschool and K–5 curricula. Emphasis on fundamentals, materials, teaching techniques, and evaluation.

THR 320 The Actor's Space 3
Concentrated study of kinesthetic and spatial awareness. Special emphasis on physical and vocal adjustments to the demands of different performance spaces.

THR 321 Dynamics in Acting: Movement II 3
Advanced daily practical exercise in physical disciplines to develop concentration, imagination, and the body as the actor's instrument.
Prerequisites: THR 221. B.F.A. in Acting Students only.

THR 322 Dynamics in Acting: Voice II 3
Continuation course in the voice/speech sequence in the B.F.A. Acting program. IPA, vocal range, elements of speech, application to dramatic text.
Prerequisites: THR 222. B.F.A. in Acting Students only.

THR 331 Acting Studio 3 3
Concentrated study in script and role analysis. Intensive improvisation to develop acting techniques.
Prerequisites: THR 236 and permission of acting faculty.
Notes: B.F.A. Acting majors only.

THR 332 Acting Studio 4 3
Working in the Stanislavski system as it applies to performance for the camera rather than a live audience. Focus will include film work, episodic television, soap operas, and sitcoms.
Prerequisites: THR 331 and BFA Acting majors only.

THR 340 Experimental Course: Scenic Automation and Technology 3
Introduction to mechanical devices used for automation of stage scenery. Topics covered will include stage winches, fluid power (hydraulics & pneumatics), control systems, and system design.
Prerequisites: THR 140 and THR 242.
THR 345 Theatre Production Crafts 3
An introduction to craft materials for theatre production. Craft materials may include industrial felts, leather, flexible and rigid foams, thermoplastics, paper products, adhesives, fabric paints and fabric dyes.
**Prerequisites:** THR 140 and THR 145.

THR 346 Costume Crafts 3
Exploration of basic design elements and fabrics relative to costuming. Laboratory projects in costume crafts.
**Prerequisites:** THR 145 or permission of instructor.

THR 351 Scene Design 3
Principles and practice of scene design for performance.
**Prerequisites:** THR 140 or permission of instructor.

THR 361 Costume Design 3
Principles and practice of costume design for performance.
**Prerequisites:** THR 145 or permission of instructor.

THR 370 Lighting Design 3
Principles and practice of lighting design for theatre, television and film.
**Prerequisites:** THR 140 or permission of instructor.

THR 375 Theatrical Sound Design and Technology 3
An introduction to the theory, aesthetics, and technology of theatrical sound design.
**Prerequisites:** THR 140. Design and Technical Production concentration; or permission of the instructor.

THR 380 Playwriting 3
Exercises in dramaturgical techniques including adapting literature for performance. Composition of one-act plays.
**Prerequisites:** THR 140 or THR 145. BFA in DRAM: Design and Technical Production concentration or Technical Production concentration; or permission of the instructor.

THR 394 Journeyman Production Practicum 3
Advanced-level production work in scenery, lighting, costuming, sound, or stage management.
**Prerequisites:** THR 140 or THR 145. BFA in DRAM: Design and Technical Production concentration or Technical Production concentration;
**Notes:** May be repeated for a total of 12 s.h.

THR 395 Special Problems 1-3
Guided individual study in an area of special interest to the student.
**Prerequisites:** Permission of faculty supervisor is required prior to registration.
**Notes:** May be repeated for credit.

THR 407 Feminist Theatre 3
Survey of twentieth and twenty-first century British and American feminist theatre, focusing on performance texts that address salient concerns of first, second, and third wave feminism.

THR 410 Directing I 3
Fundamental principles of directing for the theatre including adapting literature for performance.
**Prerequisites:** THR 201, junior standing, and Theatre Major; or permission of the instructor.

THR 421 Physical Violence for the Stage 3
Intensive study and practice of the mechanics of stage violence for advanced performance students. Focus on safe performance techniques for violence in period and contemporary texts.
**Prerequisites:** THR 332. Drama Major.

THR 422 Stage Dialects 3
A study of selected dialects of English for performance, including dialect in cultural context and the application to dramatic text.
**Prerequisites:** THR 322. B.F.A. in Acting Students only.

THR 431 Acting Studio 5 3
Study and practice of the stylistic demands of the comedy of manners from Moliere through the present day.
**Prerequisites:** THR 332. B.F.A. acting majors only.

THR 434 Camera Acting: Basic Techniques 3
An examination of the differences between acting on film and acting on stage. Students will act in a variety of different types of camera work including feature films, dramas, sitcoms, and commercials.
**Prerequisites:** THR 231. Theatre Majors only.

THR 435 Performance Styles 3
Introduction to acting styles such as Greek, Commedia dell’Arte, Shakespeare, and Comedy of Manners, with pedagogical opportunity to lesson-plan for additional genres and styles.
**Prerequisites:** THR 232. Drama major.

THR 444 Computer Aided Drafting for the Theatre 3
Introduction to the fundamentals of Computer Aided Drafting and its use in theatre.
**Prerequisites:** THR 245 or permission of instructor.

THR 450 Advanced Scene Design 3
Advanced problems in set design for performance. Topics may vary with each offering.
**Prerequisites:** THR 351. BA or BFA in DRAM; or permission of instructor.

THR 460 Advanced Costume Design 3
Advanced problems in costume design for performance. Topics may vary with each offering.
**Prerequisites:** THR 361. BA or BFA in DRAM; or permission of instructor.

THR 470 Advanced Lighting Design 3
Advanced problems in lighting design for performance. Topics may vary with each offering.
**Prerequisites:** THR 370 and THR 444. BA or BFA in DRAM; or permission of instructor.

THR 480 Playwriting II 3
Focus on advanced play construction and dramatic writing.
**Prerequisites:** THR 380.

THR 482 Teaching Methods in Theatre Arts 3
Philosophy, means, and methods for conducting classes and structuring curricular and cocurricular theatre activities. Includes internship in public schools as lab. Required for Theatre Education teacher licensure.

THR 483 Honors Work 3-6
Prerequisite: Permission of instructor; 3.30 GPA in the major; 12 s.h. in the major;
**Notes:** May be repeated for credit if the topic of study changes.

THR 490 Advanced Theatre Practice-Performance 1
Departmental auditions are open to all students, and credit is given to those who are cast.
**Prerequisites:** Written permission required.
**Notes:** May be repeated up to six (6) times for credit.

THR 491 Advanced Theatre Practice-Scenery 1
Open to non-Design and Technical Production students interested in participating in the scenery phase of production.
**Prerequisites:** One (1) s.h. of THR 191 and junior standing; or permission of the instructor;
**Notes:** May be repeated for credit.
THR 492 Advanced Theatre Practice-Costumes 1
Open to non-Design and Technical Production students interested in participating in the costuming phases of production.
Prerequisites: One (1) s.h. of THR 192 and junior standing, or permission of the instructor;
Notes: May be repeated for credit.

THR 493 Advanced Theatre Practice-Box Office and/or Publicity 1
Open to non-Design and Technical Production students interested in participating in the box office and/or publicity phase of production.
Prerequisites: One (1) s.h. of THR 191 or THR 192 and junior standing, or permission of the instructor;
Notes: May be repeated for credit.

THR 494 Advanced Theatre Practice-Production 1
Open to non-Design and Technical Production students interested in participating in the production phases of production.
Prerequisites: One (1) s.h. of THR 191 or THR 192 and junior standing, or permission of instructor;
Notes: May be repeated for credit.

THR 495 Advanced Theatre Practice-Lighting 1
Open to non-Design and Technical Production students interested in participating in the lighting phase of production.
Prerequisites: One (1) s.h. of THR 191 and junior standing, or permission of instructor;
Notes: May be repeated for credit.

THR 497 Student Teaching in Theatre Arts 12
Capstone experience for theatre education majors: student teaching at elementary, middle, or high school levels; classroom management and discipline; lesson design and implementation; and assessment. Includes biweekly seminars.
Prerequisites: Grade of B− or better in THR 482, completion of all major and teacher licensure course work; and completion of 100 hours of pre-student teaching field experience in K−12 schools.

THR 498 Capstone Production Practicum 3
Capstone experience for a BFA DRAM major: Design and Technical Theatre concentration or Technical Production concentration student.
Prerequisites: THR 140 or THR 145, Junior standing and BFA DRAM major: Design and Technical Theatre concentration or Technical Production concentration, or permission of instructor.

THR 500 Theatre History I 3
Specific conditions under which the great plays of the world have been produced. Origins through the late French Renaissance up to the English Restoration.
Prerequisites: THR 201, Junior standing or higher.

THR 501 Theatre History II 3
Specific conditions under which the great plays of the world have been produced. The English Restoration and German Romanticism through Modern and Postmodern movements.
Prerequisites: THR 201, Junior standing or higher.

THR 502 Theatre History III 3
Specific conditions under which the great plays of the world have been produced. I: Origins to Renaissance; II: Early Modern to Realism; III: Modernism to Postmodernism.

THR 503 Period Styles in Performance Design I 3
Study of period style and how it is used in performance design. First semester: architecture, decor, and fashion from antiquity to Renaissance. Second semester: architecture, decor, and fashion from Renaissance to present.
Prerequisites: Admission to B.F.A./MFA design program or permission of instructor.

THR 504 Period Styles in Performance Design II 3
Study of period style and how it is used in performance design. First semester: architecture, decor, and fashion from antiquity to Renaissance. Second semester: architecture, decor, and fashion from Renaissance to present.
Prerequisites: Pr. admission to B.F.A./MFA design program or permission of instructor.

THR 505 American Theatre History 3
Development of Theatre in America from its beginnings to the present. Includes consideration of theatre artists and companies, audiences, performance spaces, production and business practices, plays, and playwrights.
Prerequisites: Junior standing or permission of instructor.

THR 506 Non-Western Theatre and/or Film 3
Dramatic literature, theatre, and/or film in India, China, Japan, and Africa. Subject varies with instructor.
GE Marker: GN
Notes: May be repeated for up to 6 s.h., depending on course content.

THR 510 Directing II 3
An intermediate directing course that involves the student in the theory and practice of contemporary plays.
Prerequisites: Two theatre courses and THR 201 and THR 410, or permission of instructor.

THR 515 Drama in Education 3
Research and literature of drama strategies and techniques for children, ages 5 through 14. Practice in leading groups of children in drama in educational settings.
Prerequisites: B.A., B.F.A., and M.F.A. Theatre Majors, or permission of the instructor.

THR 516 Puppetry 3
Scope and development of puppetry throughout the world. Practical experience in the design, making, and performing of puppets.
Prerequisites: B.A., B.F.A., and M.F.A. Theatre Majors, or permission of the instructor.

THR 517 Theatre in Education 3
Research and literature of theatre-in-education pedagogy and methodology. Practice in facilitating theatre in education in the community.
Prerequisites: B.A., B.F.A., and M.F.A. Theatre Majors, or permission of the instructor.

THR 532 Advanced Shakespeare Studio 3
Study and practice of Shakespearean acting styles. Performance emphasizing manners, movement, and vocal delivery of the Elizabethan period.
Prerequisites: THR 332, B.F.A. or M.F.A. Acting Majors Only.

THR 534 Acting for the Camera 2
An introductory examination and exploration of the technique of acting for the camera. Students will refine and adjust the way they work, but the core technique remains the same.
Prerequisites: MFA Actors, or permission of the instructor.
Notes: For advanced undergraduates and graduate students in Theatre.
THR 535 Advanced Acting for the Camera Studio 3
An advanced study of performance for the camera. Camera scene study will continue with added emphasis on clarity of intention and accuracy of repetition.
Prerequisites: THR 332 or THR 534. B.F.A./M.F.A. Actors Only.

THR 539 Professional Theatre Audition Techniques 3
Audition theory, techniques, and practice for theatre, television, and films.
Prerequisites: THR 332. B.F.A. and M.F.A. Actors only; or permission of instructor.

THR 540 Advanced Stagecrafts 3
Study of advanced scenic construction, property construction, and rigging techniques for the stage. Supervised laboratory work in wood, plastics, metal, and other materials.
Prerequisites: THR 140. or permission of instructor.

THR 541 Technical Direction 3
Theatrical technical direction with emphasis on organizational, managerial, and problem-solving duties and responsibilities. Lecture combined with practical projects.
Prerequisites: THR 140 and THR 444, junior, senior, or graduate standing; or permission of instructor.

THR 542 Scene Painting I 3
Tools, materials, and techniques of scene painting.
Prerequisites: THR 351 and admission to appropriate degree program. or permission of instructor.

THR 544 Advanced CAD for the Theatre 3
Continuation of Computer Aided Drafting for the Theatre concentrating on 3-D virtual modeling and visualization and its use in the theatre.
Prerequisites: THR 444 or permission of instructor.

THR 548 Stage Millinery and Accessories 3
Historical millinery and accessories in relation to stage adaptation; design and construction techniques.

THR 549 Historical Costume Pattern Drafting and Draping 3
Historical pattern-making techniques for stage costumes; theory and practice in costume construction.

THR 584 Theatre Management 3
Theatre organization and operation. Practical problems of financing, promoting, and staffing various theatre programs.
Prerequisites: B.A., B.F.A., and M.F.A. Theatre Majors, or permission of the instructor.

THR 587 Theatre Field Studies 1-3
Guided off-campus study in the Theatre disciplines. Travel required. Site and topic will vary from semester to semester.
Notes: May be repeated for up to four (4) semester hours.

THR 595 Directing Practicum 1
Practice in directing the play; preparations of a 25-minute play or excerpt, and presentation in the Workshop Theatre.
Prerequisites: THR 410 and B.A., B.F.A., and M.F.A. Theatre Majors, or permission of the instructor.
Notes: May be repeated for a total of two semester hours.

THR 596 Applied Theatre II 1-4
Intensive experience in one or more areas of theatre production.
Prerequisites: THR 291. B.A., B.F.A., and M.F.A. Theatre Majors, or permission of the instructor.

THR 600 Introduction to Graduate Study 3
Development of research and writing skills, introduction to grant writing, and professional presentations. Consideration of issues in teaching.
Prerequisites: Admission to appropriate School of Theatre degree program or permission of instructor.
Notes: Required of MEd and MFA degree candidates.

THR 601 Drama Theory and Criticism 3
Major concepts representative of Aristotelian drama and the chief artistic and philosophical trends underlying much of contemporary non-Aristotelian drama.
Prerequisites: Admission to appropriate School of Theatre degree program or permission of instructor.
Notes: May be repeated for a maximum of 3 hours credit.

THR 602 Seminar in Drama and Theatre History 3
Investigation of special topics in drama and theatre history. Topics vary each semester.
Prerequisites: Admission to appropriate School of Theatre degree program or permission of instructor.
Notes: May be repeated twice for credit when topic varies.

THR 603 Acting Seminar 3
Historical and theoretical perspectives related to acting. Topics vary each semester.
Prerequisites: Admission to appropriate School of Theatre degree program or permission of instructor.

THR 610 Applied Play Directing 3
Guided study and practice in developing directorial approaches and techniques through scene work and the production of a complete play.
Prerequisites: Admission to appropriate School of Theatre degree program or permission of instructor.

THR 611 Advanced Play Directing 3
Problems of play directing emphasizing the use of modified proscenium, arena, thrust, and experimental forms of stages.
Prerequisites: Admission to appropriate School of Theatre degree program or permission of instructor.

THR 612 Directing Period Plays 3
Theories of directing and their application in the direction of period plays.
Prerequisites: THR 610 or THR 611 and admission to appropriate School of Theatre degree program or permission of instructor.

THR 613 Directing Seminar 3
Investigation in the art of directing. Topics vary each semester.
Prerequisites: THR 610 or THR 611 and admission to appropriate School of Theatre degree program or permission of instructor.
Notes: May be repeated for credit.

THR 614 Collaboration in Theatrical Production 3
An examination of the creative working relationship between the director and designers in theatre production. Students learn to effectively articulate, experiment with, synthesize, and integrate best practices in theatrical collaboration.
Prerequisites: Admission to appropriate School of Theatre graduate degree program or permission of instructor.

THR 615 Advanced Drama in Education 3
Current trends in advanced philosophies in drama in education and aesthetic education. Practical experience arranged with classes in local schools.
Prerequisites: THR 515 and admission to appropriate School of Theatre degree program or permission of instructor.
THR 617 Trends in Theatre for Young Audiences 3  
Focus on analysis of nationally successful Theatre for Youth companies. Exploration of seasons, budgets, and outreach components of various companies.  
**Prerequisites:** THR 517, THR 584, THR 615.

THR 620 Stage Dialects 3  
Stage dialects most frequently used by the actor: Standard British, Cockney, Irish, Scots, French, German, Italian, Russian, Japanese, Brooklynese, American Southern.  
**Prerequisites:** Admission to appropriate School of Theatre degree program or permission of instructor.

THR 621 Advanced Dynamics: Movement 2  
Movement laboratory for the advanced actor.  
**Prerequisites:** Admission to appropriate degree program: MFA in Drama, Acting Concentration.  
**Notes:** May be repeated for a total of six credits.

THR 622 Advanced Dynamics: Voice 2  
Voice and speech training to develop skills necessary for performance.  
**Prerequisites:** Admission to MFA in Drama, Acting Concentration.  
**Notes:** Three consecutive semesters to be repeated for a total of six credits.

THR 623 Advanced Physical Violence for the Stage 2  
Advanced study and practice in the mechanics of stage violence. Designed for graduate actors, this course will focus on safe performance techniques for violence in period and contemporary texts.  
**Prerequisites:** Admission to MFA in Drama, Acting Concentration.

THR 631 Studies in Acting 3  
Special studies and practices in acting techniques. Emphasis on contemporary drama.  
**Prerequisites:** Admission to appropriate School of Theatre degree program or permission of instructor.

THR 632 Contemporary Acting II 3  
Contemporary ensemble acting techniques and their application to ensemble style and playing.  
**Prerequisites:** Admission to appropriate School of Theatre degree program or permission of instructor.

THR 633 Period Acting II 3  
Study and practice of acting styles from the periods of Classical Greek, Roman, Medieval, Restoration/Georgian, Victorian/Edwardian drama.  
**Prerequisites:** Admission to appropriate School of Theatre degree program or permission of instructor.

THR 645 Advanced Theatre Graphics 3  
Theatre graphics for performance design, drafting, perspective, figure drawing, and rendering.

THR 648 Portfolio Preparation for the Theatre and Academia 3  
This course guides students in developing the materials and skills necessary to present their education and experience to employers in the most effective manner, including resumes, cover letters and portfolios.

THR 651 Scene Design Seminar 3  
Topics in scene design. Topics may include conceptual development, drawing and rendering techniques, model building, and generation of computer graphics.  
**Prerequisites:** Admission to MFA in Drama, Design Concentration.  
**Notes:** This course may be repeated once for 3 credits when topic varies.

THR 655 Scene Design Styles 3  
Topics in Scene Design Applications. Topics may include study of theatrical genres and variations in physical space and relationship to audiences.  
**Prerequisites:** Admission to MFA in Drama, Design Concentration.

THR 656 Scene Design Application 3  
Topics in Scene Design Applications. Topics may include design conceptualization and development, professional standards for drafting and elevations, rendering and models.  
**Prerequisites:** THR 655 and admission to MFA in Drama, Design Concentration.

THR 660 Costume Design Seminar 3  
Topics in costume design. Topics may include conceptual development, drawing and rendering techniques, and generation of computer graphics.  
**Prerequisites:** Admission to MFA in Drama, Design Concentration.  
**Notes:** This course may be repeated once for 3 credits when topic varies.

THR 665 Costume Design Styles 3  
Topics in Costume Design Styles. Topics may include varying dramatic genres, studies of costume style presentation appropriate for performance trends.  
**Prerequisites:** Admission to MFA in Drama, Design Concentration.

THR 666 Costume Design Application 3  
Topics in Costume Design Applications. Topics may include design conceptualization and development, as well as professional standards for illustrating action figures, specific fabrics, and developing costume production charts.  
**Prerequisites:** THR 665 and admission to the MFA in Drama, Design Concentration.

THR 671 Lighting Design Seminar 3  
Topics in lighting design. Topics may include technology of moving fixtures, techniques of image and effect projection, and techniques of lighting for film.  
**Prerequisites:** Admission to MFA in Drama, Design Concentration or permission of instructor.  
**Notes:** May be repeated once when topic varies for a total of 6 credit hours.

THR 675 Lighting Design Styles 3  
Advanced problems of lighting design for theatrical productions in performance. Studies can include studio design exploration in the different genres of plays, musicals, and opera.  
**Prerequisites:** Admission to MFA in Drama, Design Concentration or permission of instructor.

THR 676 Lighting Design Application 3  
Creative topics in lighting design emphasizing collaborative approaches to produced work for public performance.  
**Prerequisites:** THR 675 and admission to MFA in Drama, Design Concentration or permission of instructor.

THR 680 Seminar in Playwriting 3  
Theory and practice of writing plays for stage production.  
**Prerequisites:** Permission of instructor.  
**Notes:** May be repeated once for credit.

THR 685 Seminar in Scenography 3  
Scenographic theory and practice for performance design.

THR 690 Graduate Practicum in Theatre 2  
Guided practice under rigorous artistic standards in carrying out major responsibilities in UNCG Theatre or Theatre for Youth major productions.  
**Prerequisites:** Admission to appropriate School of Theatre degree program and permission of instructor.
Visual and Performing Arts (VPA)

VPA 210 Body Mapping: What Every Performer Needs to Know About the Body 2
Introduces the concept of body mapping (our mental representations of structure, function, and size) and provides a weekly laboratory for “updating” these maps during practical activity and experimental movement.
Prerequisites: Freshman, sophomore, or junior standing.

VPA 320 Musicianship for Musical Theatre 3
Development of musicianship skills to be used specifically for the Musical theatre genre.

VPA 323 The Arts as Human Experience 3
An examination of the meaning of the arts experience, including its historical and personal significance. Includes reading and related work in art, dance, drama, and music.
Notes: Same as ART 323, DCE 323.

VPA 324 The Arts as Social Change: Theory and Practice 3
Students will examine the ways in which the arts create social change in our institutions and communities through an exploration of theory and case studies, and an engagement in practice.

VPA 330 Dance for Musical Theatre 3
For students interested in developing dance skills to be used specifically for the musical theatre genre, including tap, ballet, jazz and contemporary. Various pieces of choreography will be set in class.

VPA 335 Dance Performance and Choreography 3
For undergraduate students interested in the continued and advanced development of their musical-theatre audition skills.
Prerequisites: THR 357 or permission of instructor.

VPA 338 Exploring Performing Arts Cultures 1-3
Course is used for Music, Theatre and Dance study trips. Offered only when a course accompanies a specific trip.
Prerequisites: Determined by needs of specific trip.
Notes: Grade: Pass/Not Pass (P/NP).

VPA 340 Workshop in Musical Theatre 3
An exploration of musical theatre in a studio workshop setting.
Prerequisites: By audition only.
Notes: May be repeated when topic varies for a total of 9 s.h.

VPA 341 Musical Theatre Audition Technique I 1
For undergraduate students interested in developing their musical-theatre audition skills.

VPA 342 Musical Theatre Audition Technique II 1
For undergraduate students interested in the continued and advanced development of their musical-theatre audition skills.
Prerequisites: THR 357 or permission of instructor.

VPA 350 Introduction to Community Arts 3
This course introduces students to the history and theory of community arts, frameworks for building collaborative relationships and shared leadership in community, and current community arts projects around the world.
Prerequisites: Undergraduate Sophomores or above in any of the following College of Visual and Performing Arts Majors: Art, BA. Studio Art, BFA; Art Education, BFA, LIC.; Arts Administration, BA; Dance Studies, BA, LIC.; Dance Performance and Choreography, BFA, LIC.; Drama, BA, BFA, LIC.; Music, BA; Music Performance, BM; Music Education, BM, LIC.

VPA 360 Community Arts Methods 3
This course explores a range of community arts methods including community research and relationship building, project development and logistical planning, social practice methods, developmentally appropriate teaching strategies, and curriculum development.
Prerequisites: VPA 360.
VPA 364 Community Arts Intensive 6
In 10 full-day workshops students will develop a tool-kit of specific project implementation strategies and evaluation methods as they pilot, troubleshoot, and refine their proposed community arts projects.
Prerequisites: VPA 361.

VPA 369 Community Arts Internship 3
During this course, students will implement a previously planned community arts project with an established community partner, under supervision of UNCG faculty.
Prerequisites: VPA 364.

VPA 402 Entrepreneurship in the Performing Arts 3
Focus on entrepreneurship knowledge, skills and career development in the performing arts.
Prerequisites: Junior or senior standing.
Notes: Same as ENT 402, MUP 402.

VPA 528 Research Methods in Social Practice 3
This interdisciplinary course explores research methods in Social Practice, an art form that employs diverse strategies for participatory and experiential art within a range of contexts, spaces and media.
Notes: May be repeated twice for credit.

VPA 555 The Alexander Technique for Performers 3
An active and scholarly exploration of the Alexander Technique to unlock creativity, discover freedom and ease in performance, reduce stress and tension throughout the body, and prevent performance-related injuries.
Prerequisites: Junior, senior, or graduate standing.

VPA 589 Experimental Course: Mindfulness for Artists 3
This class is an interdisciplinary exploration into the theory and practice of mindfulness to aid the creative development of advanced artists.
Prerequisites: Junior level standing or graduate level standing.

VPA 638 Exploring Performing Arts Cultures 1-3
Music study trips. Offered only in conjunction with a specific trip.
Prerequisites: To be determined by needs of specific trip.

Western Civilization (WCV)

WCV 101 Western Civilization 3
Interdisciplinary study of Western Civilization emphasizing critical developments from ancient to modern times.
GE Core: GHP
GE Marker: GL
LEC: GPM

WCV 102 Western Civilization 3
Interdisciplinary study of Western Civilization emphasizing critical developments from ancient to modern times.
GE Core: GHP
GE Marker: GL
LEC: GMO

Women's and Gender Studies (WGS)

WGS 150 Gender, Race, and Sexuality 3
Students will address the complex historical and contemporary relationships among gender, race, and sexuality as important and interdependent aspects of social life.
GE Core: GRD

WGS 250 An Introduction to Women's and Gender Studies 3
An interdisciplinary introduction to the study of gender through images, roles, and status in U.S. history and culture. Special attention given to developing critical frameworks for understanding gender in society.
GE Core: GSB

WGS 270 Introduction to LGBTQI Studies 3
An introduction to the academic study of lesbian, gay, bisexual, transgender, queer, and intersex histories, experiences, and cultures.

WGS 310 Christianity and the Construction of Gender 3
Study of the role of categories of male and female in the creation and maintenance of Christian notions of holiness, authority, and hierarchy in historical perspective.
Notes: Same as REL 310.

WGS 311 Gender and Violence 3
An exploration of gender-based violence in contemporary culture and social life. Topics discussed may include assault, stalking, intimate partner violence, and media portraits of gender violence.
Notes: Students cannot receive credit for both WGS 311 and SOC 419 or WGS 419.

WGS 312 Judaism and the Construction of Gender 3
Jewish understandings of gender from ancient to modern times, with focus on law and tradition, roles in the Jewish community, family, sexuality, and Jewish theology.
Notes: Same as REL 312.

WGS 329 Sociological Perspectives on Gender 3
Inquiry into status of women in society with emphasis on socialization, structural and institutional relationships, and continuities and discontinuities in women's roles across the life cycle.
Notes: Same as SOC 329.

WGS 333 Postcolonial and Transnational Feminisms 3
Examines histories of, and critical feminist responses to, western colonialism and imperialism. Explores the construction of race, gender, class, and sexuality within imperial projects and anti-imperial movements.
GE Core: GHP
GE Marker: GN
LEC: GMO

WGS 350 Introduction to Feminist Theories 3
Explores and evaluates feminist theories in a socio-historical context. Raises questions about their implications for different methods of inquiry and about the nature of knowledge and rational thought.
GE Core: GPR
Prerequisites: WGS 250 or permission of instructor.

WGS 374 Ecofeminism 3
Study of Ecofeminism as a philosophy and social movement that focuses on interconnections between feminism and environmentalism. Analysis of paradigms and inequalities that devalue and oppress both 'women' and 'nature'.

WGS 375 Topics in Native American and Indigenous Studies 3
Exploration of the literatures, cultural productions, histories, and politics of indigenous peoples. Topic will vary depending on section.
Notes: May be repeated for credit when topic varies. Same as ENG 375.

WGS 400 Independent Study 1-3
Intensive independent study of specialized topics.
Prerequisites: Permission of sponsoring instructor.
Notes: May be repeated once for credit.
WGS 419 Gender, Crime, and Deviance 3
Examines key questions in scholarly literature on gender, crime, and deviance: how gender socialization, gender roles, and institutions affect males’ and females’ offending, deviant behavior, and victimization.
**Notes:** Same as SOC 419. Students cannot receive credit for both WGS 419 and WGS 311.

WGS 450 Topics Seminar in Women’s and Gender Studies 3
An in-depth study of a selected topic or topics in Women’s and Gender Studies involving directed reading and research.
**Notes:** May be repeated for credit when topics vary.

WGS 460 Internship in Women’s and Gender Studies 3
Practical experience in a variety of professional settings. Includes biweekly seminar with internship coordinator. Students complete at least 7–10 hours a week at internship sites.
**Prerequisites:** WGS 250, plus 6 additional hours in WGS. 6 hours in core courses in major, if other than WGS; For Women’s and Gender Studies majors and minors only.

WGS 490 Women’s and Gender Studies Senior Capstone Course 3
Senior-level work on a major theme in the field of Women’s and Gender Studies. Each student will design and complete a culminating research project.
**Prerequisites:** Women’s and Gender Studies Major.

WGS 493 Honors Work 3-6
Prerequisite: Permission of instructor; 3.30 GPA in the major; 12 s.h. in the major; For Women’s and Gender Studies majors and minors only.
**Notes:** May be repeated for credit if the topic of study changes.

WGS 530 Critical Sexuality Studies and Queer Theory 3
Examines sexuality as an identity and an object of knowledge in connection to race, class, and gender. Includes exploration of the history of, and new developments in, queer theory.
**Prerequisites:** WGS 350 or permission of instructor.

WGS 540 Social Entrepreneurship: Justice and a Green Environment 3
Interdisciplinary engagement of social entrepreneurship as model for change on an issue of environmental sustainability. Exploration of models that respond to social, economic, environmental, and justice issues.
**Prerequisites:** Upper-division undergraduate or graduate student status.
**Notes:** Same as BUS 540, CST 540, ENT 540, PCS 540, SWK 540.

WGS 600 Independent Study 3-6
A research or creative project related to women’s and gender studies supervised by a WGS faculty member.
**Prerequisites:** At least 9 hours with a B (3.0) average or better.

WGS 601 Women’s and Gender Studies Internship 3
Supervised experience related to women’s and gender studies; may include teaching internship, service learning opportunity, applied research experience, or internship in organizations and agencies that work on women’s concerns or serving women in the community.
**Prerequisites:** For master’s students, at least 15 semester hours of graduate level course work including WGS 650 and WGS 651.

WGS 602 Internship Seminar 3
Prerequisite: At least 15 credit hours of graduate level course work including WGS 650 and WGS 651;
**Corequisites:** WGS 601.

WGS 650 Feminist Theory: Intersections of Gender, Race and Class 3
Introduces feminist social movements across historical and global contexts. Relies on interdisciplinary lenses and epistemologies, particularly as contested identity politics intersect with other systems of power and relationships.

WGS 651 Feminist Research Analysis 3
Feminist approaches to philosophical and practical inquiries: data collection, analysis, and presentation. Prepares students to critically read research to understand the place of gender in lived experiences and institutional spaces.
**Prerequisites:** WGS 650.

WGS 698 Culminating Project 3
A capstone experience for the master’s degree in women’s and gender studies. Students design and present culminating project in their area of specialization and professional portfolio developed from WGS courses.

WGS 699 Thesis 1-6
Individual guidance in the development of a specific research problem.
**Notes:** May be repeated for a maximum of 6 hours credit.

WGS 706 Topics in Gender and Sexuality Studies 3
Intensive work at an advanced level on a selected topic in Gender and Sexuality Studies.
**Notes:** Same as ENG 706.

WGS 803 Research Extension 1-3
Research Extension.
About
Through its programs, courses, and faculty, the College of Arts and Sciences empowers students to succeed by embracing the challenges of a complex, changing world. A liberal education also prepares students for informed and reflective participation in society, for sustained cultural and aesthetic enjoyment, and for a lifetime of learning.

Mission Statement
The College of Arts and Sciences promotes discovery and learning by students and faculty in the sciences, the humanities, and the arts. Firmly grounded in a tradition of rigorous disciplinary inquiry, the College also recognizes the value of connections made across disciplinary boundaries and so supports and encourages interdisciplinary and collaborative scholarship and teaching. The College is dedicated to the liberal arts mission of higher education, which is to develop the knowledge and understanding needed by citizens of a free and just society. The College faculty are committed to offering courses and programs that prepare students to meet the challenges they will face throughout their lives by emphasizing skills of reasoning, writing, speaking, and independent thinking.

Dean's Welcome
Welcome to The College of Arts & Sciences at The University of North Carolina at Greensboro. We are the largest of the university’s seven academic units, with 19 departments and six interdepartmental programs that encompass the arts, humanities, social sciences, natural sciences, and mathematics. Through this diversity of offerings, the College provides an education that will give you the skills and knowledge needed for success in the complex and changing world you will face after graduation.

No matter where your career takes you, it will be important to remain flexible and confident of your ability to succeed throughout your working life. Employers are interested in people with flexible skills and a wide-ranging, multidisciplinary perspective. This is just what the College of Arts & Sciences has designed its curriculum to provide. The 21st century world may be full of unexpected challenges, but your experience here will prepare you to embrace those challenges as well as the opportunities they bring with them.

There are a number of ways in which faculty and staff guide your intellectual development so that you can succeed in your studies and prepare for the wide variety of career paths that will be open to you. We emphasize, for example, strong writing and speaking skills, critical thinking, international understanding, research and other “hands-on” experience. As you gain deeper knowledge in your major, you'll be encouraged to also explore electives across a variety of subjects.

Therefore, becoming conversant in more than one field is another important benefit of your time in the College.

Across all of the College's academic programs, our renowned faculty members share a deep commitment to advancing discovery and learning; they bring that commitment both to classroom settings and to hands-on experiences such as research and internships. Your professors will be accomplished researchers, scholars, and artists, many with national and international reputations. At the same time, they are enthusiastic and dedicated teachers. Whatever the setting, their teaching and mentoring is informed and enlivened by their personal involvement in discovering new knowledge, exploring new artistic forms, or applying the results of research in new contexts.

I invite you to explore the College and what a learning experience here might mean for you. Each of our departments and programs (https://aas.uncg.edu/academics) has its own web site. You'll find that by maintaining strong programs of research and scholarship, the College faculty work to advance our understanding of fundamental problems facing society today. You, too, will be able to use the knowledge and skills you learn here to succeed in the paths you take after graduation, enriching your own life while contributing to society.

John Z. Kiss, Ph.D.
Dean

Advising
CASA, the College advising center, provides academic assistance for first-year students.

General Education and/or LEC Credit through Study Abroad
In addition to the previously listed General Education courses, students may receive General Education Core and Marker credit and Additional College General Education (LEC) credit for courses taken through Study Abroad. For more information, see the General Education Program topic in the University Requirements section of this catalog.

Majors
Requirements for each of the degrees offered by the College of Arts and Sciences are included in the descriptions of majors, concentrations, and minors under the respective departments.

Major Requirements
Major requirements are described for each program listed. A course cross-listed in the major department must be taken within the major and counts toward the total hours in the major.

Minor Requirements
Most departments and interdepartmental programs of the College offer a minor program which may be taken in conjunction with a major. A minor usually requires 15 to 21 credit hours in a department. No more than 8 of the department credits may be taken at the 100 level and at least 9 credits must be taken in residence at UNC Greensboro.

Second Majors
A student may take a second major in conjunction with the first major. This program requires a minimum of 27 credits in each of two approved majors. All requirements of each major must be met; hours from the second major can be applied toward General Education requirements.

A student with a first major outside the College who chooses a second major in one of the College departments is required to complete all of
the departmental requirements for the second major but need not satisfy
the Additional College General Education requirements (LEC). Similarly,
students who are seeking either a dual degree or a second degree are
exempt from the Additional College General Education requirements
(LEC). In the case of transfer students, at least 15 credits in each major
must be taken at UNC Greensboro.

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**Liberal Education Commitment (LEC)**

The faculty of the College of Arts and Sciences affirms the enduring value of a liberal arts education. The Liberal Education Commitment (LEC) of the College aims to expand and extend student knowledge beyond the General Education Core. In order to achieve a deeper, richer understanding of the liberal arts, students who commit to a major in the College are obligated to take complementary courses as outlined below.

**Humanities (GLT—Literature; GFA—Fine Arts; GPR—Philosophical/Religious/Ethical Perspectives)**

In addition to the 9 credit hours required in the university’s General Education Core (GEC), students should complete an additional 3 credits in a GLT course.

**Historical Perspectives (GHP)**

**LEC Subcategories**

- **GPM—Pre-Modern Historical Perspectives**
- **GMO—Modern Historical Perspectives**

Students must complete a total of 6 credits in GHP courses, with one course chosen from the premodern (GPM) list and one from the modern (GMO) list.

**Natural Sciences (GNS)**

**LEC Subcategories**

- **GLS—Life Science**
- **GPS—Physical Science**

Students must complete a total of 9–10 credits in GNS courses, with at least one course chosen from the Life Science (GLS) list, and at least one course chosen from the Physical Science (GPS) list. One of the three must include a laboratory.

**Social and Behavioral Sciences (GSB)**

Students must complete a total of 9 credits in GSB courses, with courses taken from at least two different academic departments.

**Foreign Language (GFL)**

Students are required to demonstrate intermediate-level proficiency in a foreign language. The typical sequence of UNC Greensboro courses for foreign language is 101, 102, 203, and 204. The college considers successful completion of the 204 course a demonstration of proficiency. Students may place out of one or more courses through a placement test.

Students whose high school courses were taught in a foreign language may document their proficiency with a high school transcript. Students who are proficient in a language other than those taught at UNCG may submit a letter of certification from a professor at any accredited US college or university documenting proficiency.

Six credits of foreign language course work, with the exception of American Sign Language, may be used toward the General Education marker requirement of 12 credits of Global (GL) or Global Non-Western (GN) courses.

Petitions for exemption from the foreign language requirement will be considered only in the most exceptional circumstances when an otherwise qualified student has submitted evidence that the Modified Foreign Language Program in Spanish cannot provide appropriate accommodations for his or her disability or language-learning difficulty. Students with documented learning disabilities or demonstrable long-standing difficulties learning a foreign language can apply for
the Modified Foreign Language Program through which they may demonstrate proficiency. In very rare cases, a substitution for the 203 and/or 204 level of a foreign language may be considered.

The following reasons do not merit an appeal:

- Change of major from a professional school to the College of Arts and Sciences, or change within the College of Arts and Sciences from a B.F.A. to a B.A. degree.
- Concerns about grade point average (GPA)
- Dislike of the requirement
- Failure to plan adequately for the graduation timeline, including interruptions of the foreign language sequence that make future foreign language success more difficult
- Failure to succeed in a single course
- Misunderstanding of the degree requirements
- Differences in General Education requirements between the College of Arts and Sciences and previously attended institutions
- Waivers or substitutions offered by previously attended institutions

Please contact College of Arts and Sciences Advising at 336-334-4361 for further information.

For information concerning the Modified Foreign Language Program, see: www.uncg.edu/llc/languages/spanish/modifiedFL.html.

Students are reminded that they will be eligible for election to the UNC Greensboro chapter of Phi Beta Kappa only if they have completed the equivalent of 6 credits of foreign language study, excluding American Sign Language, at the intermediate (203–204) college level.

Writing Intensive Courses (WI)

Students in the College of Arts and Sciences must complete a total of four Writing Intensive (WI) courses:

At least one of the four Writing Intensive courses must be in the student’s primary major and at least one must be in the upper division (300 and above). A single course may satisfy both the requirement for a course in the major and the requirement for a course in the upper division, as long as a total of four Writing Intensives are taken.

Transfer Students

- Students with 30–59 transfer credits are required to take three Writing Intensive courses. One of the three must be in the student’s primary major and at least one must be in the upper division (300 and above). A single course may satisfy both the requirement for a course in the major and the requirement for a course in the upper division, as long as a total of three Writing Intensives are taken.
- Students with 60–89 transfer credits are required to take two Writing Intensive courses. The two courses may be at any level, but at least one must be in the department or program of the primary major.
- Students with 90 or more transfer credits must take one Writing Intensive course. The course may be at any level from the department or program of the primary major.

NOTE: Writing Intensive courses may also meet General Education Core category, marker, or major requirements.

Students who obtain a score of 4 or higher on the English Advanced Placement Literature and Composition examination are exempted from one of the Writing Intensive courses. Contact the Department of English for further information.

African American and African Diaspora Studies

College of Arts and Sciences

349 Curry Building
336-334-5507
www.uncg.edu/afs (http://www.uncg.edu/afs)

Cerise L. Glenn, Director, African American and African Diaspora Studies Program

Mission Statement

The African American and African Diaspora Studies Program (AADS) advances the university’s commitment to diverse perspectives and inclusive learning environments through course offerings, programming, and community engagement. It fosters interdisciplinary study for undergraduate and post-baccalaureate students by examining how people of African descent have shaped our world. As a program located in a city with a history of Black sociopolitical movements, we provide a forum to engage the complexities of Black life across African diasporas.

Graduate

Tara Green, Director of Graduate Study

About

Since 1982, the AADS Program has been central to UNC Greensboro’s goal to provide its increasingly diverse student population with an opportunity to study the cultures, histories, and experiences of the African World— from Africa, to the Americas, the Caribbean, and the Indian Ocean. Currently, we a Post-Baccalaureate Certificate.

Professor

Omar H Ali

Tara T Green, Professor and Linda Arnold Carlisle Distinguished Professor

Assistant Professor

Hewan Girma

Naurice F Woods

Senior Lecturer

Michael D Cauthen

G Graduate-level faculty.

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African American and African Diaspora Studies, B.A.

The African American and African Diaspora Studies major gives students an integrated and critical understanding of the experiences and contributions of peoples of African descent throughout the world.
African American and African Diaspora Studies students will be able to apply these theories and methods to better understand the social, political, and economic problems facing people of African descent. In addition, students graduating with the major will be well prepared for leadership in the African American community, in particular, and American society in general. The African American and African Diaspora Studies Program is committed to offering an academically challenging curriculum coupled with a solid foundation of liberal arts education.

The Cultural Arts concentration is for majors interested in developing their knowledge of African American performance, art, film, and music. Students who pursue this concentration will enhance their understanding of how culture, history, politics, gender, and art intersect.

### Overall Requirements
- 122 credit hours, to include at least 36 credits at or above the 300 course level

### Degree Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td></td>
<td>University Requirements (p. 671)</td>
<td></td>
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<tr>
<td></td>
<td>General Education Core Requirements (GEC) (p. 683)</td>
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<tr>
<td></td>
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</tbody>
</table>

### Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td></td>
<td><strong>Core Courses</strong></td>
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<tr>
<td></td>
<td><strong>Required</strong></td>
<td></td>
</tr>
<tr>
<td>ADS 201</td>
<td>Introduction to African American Studies †</td>
<td></td>
</tr>
<tr>
<td>ADS 210</td>
<td>Blacks in American Society: Social, Economic, and Political Perspectives ††</td>
<td></td>
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<tr>
<td>ADS 315</td>
<td>Theories and Paradigms in African American Studies</td>
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<tr>
<td>ADS 410</td>
<td>Seminar in African American Studies</td>
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<tr>
<td></td>
<td><strong>Select one of the following:</strong></td>
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<tr>
<td>ADS 376</td>
<td>Africana Literature</td>
<td></td>
</tr>
<tr>
<td>ENG 374</td>
<td>Early African American Writers</td>
<td></td>
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<tr>
<td>ENG 376</td>
<td>African American Writers after the 1920s</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Select one of the following:</strong></td>
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<tr>
<td>ADS 356</td>
<td>The Making of the African Diaspora</td>
<td></td>
</tr>
<tr>
<td>HIS 301</td>
<td>Race and Slavery</td>
<td></td>
</tr>
<tr>
<td>HIS 389</td>
<td>West Africa during the Atlantic Slave Trade</td>
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</tbody>
</table>

### African American Studies Concentration Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
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<tbody>
<tr>
<td></td>
<td><strong>Select 12 credits from the courses listed below.</strong></td>
<td>12</td>
</tr>
<tr>
<td>ADS 200</td>
<td>African American Art History</td>
<td></td>
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<tr>
<td>ADS 260</td>
<td>Understanding Race</td>
<td></td>
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<tr>
<td>ADS 300</td>
<td>African American Poetry</td>
<td></td>
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<tr>
<td>ADS 305</td>
<td>Special Topics in African American Studies</td>
<td></td>
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<tr>
<td>ADS 310</td>
<td>The Portrayal of African Americans in Film</td>
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<tr>
<td>ADS 320</td>
<td>The African American Athlete</td>
<td></td>
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<tr>
<td>ADS 325</td>
<td>Black Women in the U.S.</td>
<td></td>
</tr>
<tr>
<td>ADS 330</td>
<td>Black Music as Cultural History: 1960-1980</td>
<td></td>
</tr>
<tr>
<td>ADS 351</td>
<td>Race and Gender in Black Performance</td>
<td></td>
</tr>
<tr>
<td>ADS 400</td>
<td>Independent Study</td>
<td></td>
</tr>
<tr>
<td>ADS 492</td>
<td>Internship in African American Studies</td>
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<tr>
<td>ADS 554</td>
<td>Independent Black Politics 19th Century</td>
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<tr>
<td>ARH 211</td>
<td>Art and the African-American Presence</td>
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<tr>
<td>ARH 370</td>
<td>African Art</td>
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<tr>
<td>ARH 371</td>
<td>The TransAtlantic: Cross-Cultural Representations</td>
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<td>ATY 440</td>
<td>Colliding Worlds: Forming America</td>
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<tr>
<td>DCE 132</td>
<td>African Dance I</td>
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<tr>
<td>DCE 232</td>
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<td>ENG 315</td>
<td>Postcolonial Literatures</td>
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<tr>
<td>HIS 203</td>
<td>History of Africa to 1870</td>
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<tr>
<td>HIS 204</td>
<td>History of Africa since 1870</td>
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<tr>
<td>HIS 302</td>
<td>Race and Segregation</td>
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<tr>
<td>HIS 306</td>
<td>Islam and Popular Culture in Africa</td>
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<tr>
<td>HIS 399</td>
<td>Images of Africa in Film</td>
<td></td>
</tr>
<tr>
<td>HIS 502</td>
<td>African American History: Selected Topics</td>
<td></td>
</tr>
<tr>
<td>HIS 524</td>
<td>Twentieth-Century U.S. History: Selected Topics</td>
<td></td>
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<tr>
<td>HIS 581</td>
<td>African History: Selected Topics</td>
<td></td>
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<tr>
<td>MUS 214</td>
<td>Jazz Appreciation</td>
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<tr>
<td>PHI 121</td>
<td>Contemporary Moral Problems</td>
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</tr>
<tr>
<td>PSC 391</td>
<td>African Political Systems</td>
<td></td>
</tr>
<tr>
<td>PSC 392</td>
<td>The Politics of South Africa Through Film and Literature</td>
<td></td>
</tr>
<tr>
<td>REL 229</td>
<td>Introduction to African American Religions</td>
<td></td>
</tr>
<tr>
<td>REL 332</td>
<td>Contemporary African American Religious Thought</td>
<td></td>
</tr>
<tr>
<td>SOC 222</td>
<td>Sociology of Deviant Behavior</td>
<td></td>
</tr>
<tr>
<td>SOC 327</td>
<td>Race and Ethnic Relations</td>
<td></td>
</tr>
<tr>
<td>SOC 364</td>
<td>African American Social Thought</td>
<td></td>
</tr>
<tr>
<td>SOC 390</td>
<td>African American Perspectives on Crime</td>
<td></td>
</tr>
<tr>
<td>SOC 425</td>
<td>Contemporary Gangs in America</td>
<td></td>
</tr>
<tr>
<td>WGS 333</td>
<td>Postcolonial and Transnational Feminisms</td>
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</table>

### Cultural Arts Concentration Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
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<tbody>
<tr>
<td></td>
<td><strong>12 credits as detailed below</strong></td>
<td>12</td>
</tr>
<tr>
<td></td>
<td><strong>Required</strong></td>
<td></td>
</tr>
<tr>
<td>ADS 400</td>
<td>Independent Study</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Select 9 credits from the following:</strong></td>
<td></td>
</tr>
<tr>
<td>ADS 200</td>
<td>African American Art History</td>
<td></td>
</tr>
<tr>
<td>ADS 310</td>
<td>The Portrayal of African Americans in Film</td>
<td></td>
</tr>
<tr>
<td>ADS 330</td>
<td>Black Music as Cultural History: 1960-1980</td>
<td></td>
</tr>
<tr>
<td>ADS 351</td>
<td>Race and Gender in Black Performance</td>
<td></td>
</tr>
</tbody>
</table>

† Counts toward GEC GHP requirement.
‡ Counts toward GEC GSB requirement.
African American Studies Undergraduate Minor

Electives
Electives sufficient to complete the 122 credit hours required for degree.

African American and African Diaspora Studies as a Second Major
Students who wish to declare a second major in African American and African Diaspora Studies must complete all requirements for the African American and African Diaspora Studies major.

African American Studies Undergraduate Minor

Program Requirements
- Minimum of 18 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADS 201</td>
<td>Introduction to African American Studies</td>
<td></td>
</tr>
<tr>
<td>ADS 210</td>
<td>Blacks in American Society: Social, Economic, and Political Perspectives</td>
<td></td>
</tr>
</tbody>
</table>

Select 12 credits from any of the courses listed in Additional ADS and Related Area Courses under the African American and African Diaspora Studies major

African-American Studies, Post-Baccalaureate Certificate (Admission Suspended)

The Post-Baccalaureate Certificate in African American Studies is currently not accepting applications for admission.

The Post-Baccalaureate Certificate in African American Studies requires 15 semester hours of course work. At least half of the total hours of course work must be at the 600 level or above. Online curriculum requirements consist of five core course (15). Additional courses through other programs and departments may be taken upon approval by the Director of Graduate Study. Residential curriculum requirements consist of a core course (3) and 12 hours of AFS-related electives. Students who are also enrolled in a degree program must take at least 6 hours of course work outside the degree-granting department. Course work must be successfully completed within five academic years. Courses fulfilling the certificate program may be used to meet the requirements in a degree program in accordance with the policies of The Graduate School.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions. In addition to the application materials required by The Graduate School, applicants must submit a 500-word statement.

Degree Program Requirements
Required: 15 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADS 554</td>
<td>Independent Black Politics 19th Century</td>
<td>15</td>
</tr>
<tr>
<td>ADS 610</td>
<td>African American Theoretical Perspectives</td>
<td></td>
</tr>
<tr>
<td>ADS 650</td>
<td>Topics in African American Gender Studies</td>
<td></td>
</tr>
<tr>
<td>ADS 652</td>
<td>Topics in Black Performance Studies</td>
<td></td>
</tr>
<tr>
<td>ADS 653</td>
<td>Perspectives on the African American Experience</td>
<td></td>
</tr>
</tbody>
</table>

Online Certificate Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Core Courses</td>
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<td></td>
</tr>
<tr>
<td>ADS 610</td>
<td>African American Theoretical Perspectives</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives
Select 12 hours, with approval of the program graduate advisor, from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADS 554</td>
<td>Independent Black Politics 19th Century</td>
<td></td>
</tr>
<tr>
<td>ADS 650</td>
<td>Topics in African American Gender Studies</td>
<td></td>
</tr>
<tr>
<td>ADS 652</td>
<td>Topics in Black Performance Studies</td>
<td></td>
</tr>
<tr>
<td>ADS 653</td>
<td>Perspectives on the African American Experience</td>
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</tr>
<tr>
<td>ART 501</td>
<td>Perspectives on the African American Experience</td>
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</tr>
<tr>
<td>ART 618</td>
<td>Perspectives on the African American Experience</td>
<td>1</td>
</tr>
<tr>
<td>ENG 663</td>
<td>Postcolonial Literary and Cultural Theory</td>
<td>1</td>
</tr>
<tr>
<td>ENG 705</td>
<td>Cultural Studies</td>
<td>1</td>
</tr>
<tr>
<td>ENG 729</td>
<td>Postcolonial Literatures</td>
<td>1</td>
</tr>
<tr>
<td>ENG 730</td>
<td>Studies in American Literature</td>
<td>1</td>
</tr>
<tr>
<td>ENG 735</td>
<td>Studies in African-American Literature</td>
<td>1</td>
</tr>
<tr>
<td>ENG 737</td>
<td>Studies in Multi-Ethnic American Literature</td>
<td>1</td>
</tr>
<tr>
<td>GEO 522</td>
<td>Exploring Musical Cultures</td>
<td>1</td>
</tr>
<tr>
<td>HIS 502</td>
<td>African American History: Selected Topics</td>
<td>1</td>
</tr>
<tr>
<td>HIS 520</td>
<td>Southern History: Selected Topics</td>
<td>1</td>
</tr>
<tr>
<td>HIS 546</td>
<td>American Cultural History: Selected Topics</td>
<td>1</td>
</tr>
<tr>
<td>HIS 581</td>
<td>African History: Selected Topics</td>
<td>1</td>
</tr>
<tr>
<td>HIS 710</td>
<td>Colloquium in the Atlantic World</td>
<td>1</td>
</tr>
<tr>
<td>HIS 712</td>
<td>Slavery in the Americas</td>
<td>1</td>
</tr>
<tr>
<td>HIS 713</td>
<td>African Americans after Slavery</td>
<td>1</td>
</tr>
<tr>
<td>HIS 715</td>
<td>Atlantic World: Selected Topics</td>
<td>1</td>
</tr>
<tr>
<td>HIS 723</td>
<td>Selected Topics in Nineteenth-Century United States History</td>
<td>1</td>
</tr>
<tr>
<td>MUS 638</td>
<td>Exploring Musical Cultures</td>
<td>1</td>
</tr>
<tr>
<td>PSC 520</td>
<td>Urban Political System</td>
<td>1</td>
</tr>
<tr>
<td>PSC 620</td>
<td>Urban and Regional Development Policy</td>
<td>1</td>
</tr>
<tr>
<td>SOC 526</td>
<td>Comparative Minority Relations</td>
<td>1</td>
</tr>
<tr>
<td>SOC 628</td>
<td>Social Movements</td>
<td>1</td>
</tr>
<tr>
<td>SOC 643</td>
<td>Urban Sociology</td>
<td>1</td>
</tr>
<tr>
<td>SOC 651</td>
<td>Criminology</td>
<td>1</td>
</tr>
<tr>
<td>WGS 650</td>
<td>Feminist Theory: Intersections of Gender, Race and Class</td>
<td>1</td>
</tr>
<tr>
<td>WGS 651</td>
<td>Feminist Research Analysis</td>
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</tr>
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</table>

Residential Certificate Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
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<tbody>
<tr>
<td>Required Core Course</td>
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</tr>
<tr>
<td>ADS 610</td>
<td>African American Theoretical Perspectives</td>
<td>3</td>
</tr>
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</table>

Electives
Select 12 hours, with approval of the program graduate advisor, from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADS 554</td>
<td>Independent Black Politics 19th Century</td>
<td></td>
</tr>
<tr>
<td>ADS 650</td>
<td>Topics in African American Gender Studies</td>
<td></td>
</tr>
<tr>
<td>ADS 652</td>
<td>Topics in Black Performance Studies</td>
<td></td>
</tr>
<tr>
<td>ADS 653</td>
<td>Perspectives on the African American Experience</td>
<td></td>
</tr>
<tr>
<td>ART 501</td>
<td>Perspectives on the African American Experience</td>
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</tr>
<tr>
<td>ART 618</td>
<td>Perspectives on the African American Experience</td>
<td>1</td>
</tr>
<tr>
<td>ENG 663</td>
<td>Postcolonial Literary and Cultural Theory</td>
<td>1</td>
</tr>
<tr>
<td>ENG 705</td>
<td>Cultural Studies</td>
<td>1</td>
</tr>
<tr>
<td>ENG 729</td>
<td>Postcolonial Literatures</td>
<td>1</td>
</tr>
<tr>
<td>ENG 730</td>
<td>Studies in American Literature</td>
<td>1</td>
</tr>
<tr>
<td>ENG 735</td>
<td>Studies in African-American Literature</td>
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<td>ENG 737</td>
<td>Studies in Multi-Ethnic American Literature</td>
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<td>GEO 522</td>
<td>Exploring Musical Cultures</td>
<td>1</td>
</tr>
<tr>
<td>HIS 502</td>
<td>African American History: Selected Topics</td>
<td>1</td>
</tr>
<tr>
<td>HIS 520</td>
<td>Southern History: Selected Topics</td>
<td>1</td>
</tr>
<tr>
<td>HIS 546</td>
<td>American Cultural History: Selected Topics</td>
<td>1</td>
</tr>
<tr>
<td>HIS 581</td>
<td>African History: Selected Topics</td>
<td>1</td>
</tr>
<tr>
<td>HIS 710</td>
<td>Colloquium in the Atlantic World</td>
<td>1</td>
</tr>
<tr>
<td>HIS 712</td>
<td>Slavery in the Americas</td>
<td>1</td>
</tr>
<tr>
<td>HIS 713</td>
<td>African Americans after Slavery</td>
<td>1</td>
</tr>
<tr>
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<td>Atlantic World: Selected Topics</td>
<td>1</td>
</tr>
<tr>
<td>HIS 723</td>
<td>Selected Topics in Nineteenth-Century United States History</td>
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<td>MUS 638</td>
<td>Exploring Musical Cultures</td>
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<td>PSC 520</td>
<td>Urban Political System</td>
<td>1</td>
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<tr>
<td>PSC 620</td>
<td>Urban and Regional Development Policy</td>
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<td>SOC 526</td>
<td>Comparative Minority Relations</td>
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<td>Social Movements</td>
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<tr>
<td>WGS 651</td>
<td>Feminist Research Analysis</td>
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</tbody>
</table>
Anthropology
College of Arts and Sciences

426 Graham Building
336-334-5132
www.uncg.edu/ant

Robert Anemone, Head of Department

Mission Statement
We teach, research, and practice anthropology to explore the human experience across time and space, critically analyzing the interactions between culture, identity, and power.

About
Anthropology is a broad discipline which includes biological anthropology—the study of humans as biological animals; cultural anthropology—the study of humankind in a cultural perspective; archaeology—the recovery and interpretation of ancient human cultural remains; and linguistics—the study of language in culture and society.

The undergraduate major provides for extensive study in cultural anthropology, archaeology, and biological anthropology. Majors who develop a particular interest in one of the subdisciplines may pursue a concentration in that area, or they may choose to take electives in multiple sub-fields. Majors have opportunities to work closely with members of the faculty on current research projects in the lab and in the field. Internships in various agencies are also available.

Anthropology as a major prepares individuals to pursue many avenues of career development. It is the basis for a career as a professional anthropologist. Anthropology combined with other courses of study as double majors enhances career possibilities and professional development. There are, moreover, increasing opportunities for anthropologists to work in government agencies, non-profits, and business. In such settings, anthropological knowledge of biology, culture, and long term patterns of cultural change may be applied to the solution of human problems.

Professor
Susan Andreatta
Robert Anemone
Arthur D Murphy

Associate Professor
Charles P Egeland
Donna J Nash
Linda F Stine

Senior Lecturer
Dorothy I Davis

Lecturer
Brett Nachman
Richard C. Stuart

Anthropology Disciplinary Honors
Consult the departmental office. See also Honors Programs (p. 652).

Anthropology, B.A.
The General Anthropology Major provides training in human biological, social and behavioral science within the broader framework of a liberal arts education. The program presents a holistic view of the nature of humans in society, past and present, through courses in linguistics, prehistory, biological anthropology, and cultural anthropology. It provides a solid foundation for both a basic liberal arts education as well as for one of the concentrations in anthropology.

Student Learning Goals
Upon completion of the program, Anthropology majors will be able to: demonstrate a broad knowledge of cultural diversity, ethnocentrism, and cultural relativity; analyze the social, political, and religious structure of diverse societies; distinguish Old, New, and Post-Processual Archaeology, including the ability to recover and analyze artifacts from archaeological sites; demonstrate knowledge of the mechanisms of biological evolution and analyze fossil evidence for such; analyze phonemes, parts of speech, and the basic phrase structure of languages.

Overall Requirements
• 122 credit hours, to include at least 36 credits at or above the 300 course level
• All anthropology majors must complete a minimum of 34 credits in anthropology above the 100 level with an overall GPA in the major of at least a 2.0, including the courses as listed below.
• Although not a requirement beyond the 34 credit minimum, majors may choose to take additional courses in any of the subdisciplines: Archaeology, Cultural Anthropology, or Biological Anthropology. Students may select appropriate courses in consultation with a faculty member in one of the subdisciplines.

Degree Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATY 213</td>
<td>Introduction to Cultural Anthropology</td>
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</tr>
<tr>
<td>ATY 253</td>
<td>Introduction to Biological Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ATY 253L</td>
<td>Introduction to Biological Anthropology Laboratory</td>
<td>1</td>
</tr>
</tbody>
</table>

G Graduate-level faculty.
Anthropology Undergraduate Minor

Students in consultation with a member of the department may plan a minor to enhance their career objectives as they choose. They may also take approved independent study courses or approved selected topics courses.

Program Requirements

- Minimum of 15 credit hours

All minors are required to take 15 credits of courses with the ATY prefix.

The following suggested course sequences may be of interest to students pursuing specific majors and with certain career objectives.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Anthropology</td>
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<td>13</td>
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<tr>
<td>ATY 213</td>
<td>Introduction to Cultural Anthropology</td>
<td></td>
</tr>
<tr>
<td>ATY 253</td>
<td>Introduction to Biological Anthropology</td>
<td></td>
</tr>
<tr>
<td>ATY 360</td>
<td>Methods in Archaeology</td>
<td></td>
</tr>
<tr>
<td>ATY 363</td>
<td>History of Anthropological Theory</td>
<td></td>
</tr>
<tr>
<td>Ethnology/Ethnography - Especially useful for majors in Social Studies, History, Geography, Economics, and International Studies.</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>ATY 213</td>
<td>Introduction to Cultural Anthropology</td>
<td></td>
</tr>
<tr>
<td>ATY 330</td>
<td>Cultures of North American Indians</td>
<td></td>
</tr>
<tr>
<td>ATY 333</td>
<td>Latin American Societies and Cultures</td>
<td></td>
</tr>
<tr>
<td>ATY 362</td>
<td>Methods in Cultural Anthropology</td>
<td></td>
</tr>
<tr>
<td>ATY 465</td>
<td>Medical Anthropology</td>
<td></td>
</tr>
<tr>
<td>Linguistics - Especially useful for majors in Language Arts, a foreign language, English, Professions in Deafness, Speech Pathology, Social Studies, and International Studies.</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>ATY 385</td>
<td>Language and Culture</td>
<td></td>
</tr>
<tr>
<td>Archaeology - Especially useful for majors in Classical Studies, Geography, and Environmental &amp; Sustainability Studies.</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>ATY 253</td>
<td>Introduction to Biological Anthropology</td>
<td></td>
</tr>
<tr>
<td>ATY 258</td>
<td>Introduction to Archaeology</td>
<td></td>
</tr>
<tr>
<td>ATY 360</td>
<td>Methods in Archaeology</td>
<td></td>
</tr>
<tr>
<td>ATY 362</td>
<td>Methods in Cultural Anthropology</td>
<td></td>
</tr>
<tr>
<td>ATY 370</td>
<td>Historical Archaeology</td>
<td></td>
</tr>
<tr>
<td>ATY 453</td>
<td>Human Osteology</td>
<td></td>
</tr>
<tr>
<td>Physical Anthropology - Especially useful for majors in Archaeology, Biology, Chemistry, Nutrition, and Psychology.</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>ATY 253</td>
<td>Introduction to Biological Anthropology</td>
<td></td>
</tr>
<tr>
<td>ATY 331</td>
<td>Race and Human Diversity</td>
<td></td>
</tr>
<tr>
<td>ATY 359</td>
<td>Forensic Anthropology</td>
<td></td>
</tr>
<tr>
<td>ATY 455</td>
<td>Human Evolution</td>
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<tr>
<td>ATY 453</td>
<td>Human Osteology</td>
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</tbody>
</table>

Anthropology as a Second Major

Students who wish to declare a second major in Anthropology must complete all requirements listed above under the degree selected.

Anthropology Licensure in Social Studies High School Teaching

Students majoring in anthropology may seek Standard Professional I teacher licensure in comprehensive social studies with an endorsement in anthropology. Completion of licensure requirements will allow majors to teach Social Studies as well as anthropology in secondary school. See School of Education Licensure Programs for complete requirements. Many of the requirements for licensure satisfy liberal education requirements in the college as well as for the major and the Social Studies requirements. Majors who wish to pursue the Standard Professional I License in social studies should consult with the departmental Social Studies committee representative.

Anthropology as a Second Academic Concentration for Elementary Education Majors

- 18 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>ATY 213</td>
<td>Introduction to Cultural Anthropology</td>
<td></td>
</tr>
<tr>
<td>ATY 253</td>
<td>Introduction to Biological Anthropology</td>
<td></td>
</tr>
<tr>
<td>ATY 258</td>
<td>Introduction to Archaeology</td>
<td></td>
</tr>
<tr>
<td>ATY 360</td>
<td>Methods in Archaeology</td>
<td></td>
</tr>
<tr>
<td>ATY 362</td>
<td>Methods in Cultural Anthropology</td>
<td></td>
</tr>
<tr>
<td>ATY 453</td>
<td>Human Osteology</td>
<td></td>
</tr>
<tr>
<td>Select one elective at the 300 level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select one elective at the 400 or 500 level</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Archaeology Program at UNC Greensboro introduces students to past civilizations and cultures around the globe and to the analytical methods, techniques, and theories that archaeologists use to facilitate their study. The major is designed to develop anthropological, historical, and geographical perspectives in archaeological research, encompassing prehistoric and early historic cultures. The Program’s faculty is actively involved in research and/or fieldwork in the Mediterranean region, the Middle East, North America and South America, and students participate in these or other fieldwork projects in addition to meeting classroom requirements. Graduates of the Program are prepared for advanced training in archaeology and museum studies; cultural resource management; team leading in a variety of settings; and other professions for which critical thinking and good communication skills are necessary.

- The Archaeology Program offers the Archaeology concentration in the Special Programs in Liberal Studies Major: See the Special Programs in Liberal Studies Major (p. 385) for requirements.

- Archaeology Undergraduate Minor (p. 259)

### Archaeology Undergraduate Minor

**Program Requirements**

- Minimum of 15 s.h.

The Archaeology minor requires completion of a minimum of 15 hours with 9 hours chosen from the Core Requirements and 3 hours chosen from each category of the Area Requirements of the Special Programs in Liberal Studies Major, Archaeology Concentration, B.A.

### Bachelor of Arts in Liberal Studies

*College of Arts and Sciences*

119 McIver Street  
336-334-4977  
http://bls.uncg.edu

**Wade Maki, Director, Bachelor of Arts in Liberal Studies Program**  
**Katie Mkeheidze, Academic Advisor, Bachelor of Arts in Liberal Studies Program**

**Humanities Committee Members**

Wade Maki, Director, Bachelor of Arts in Liberal Studies Program  
Kathleen E. Forbes, UNC Greensboro Online  
Brooke Kreitinger, Department of Languages, Literatures and Cultures

Sarah Krive, Bachelor of Arts in Liberal Studies Program  
Matthew McKinnon, Bachelor of Arts in Liberal Studies Program  
Katie Mkeheidze, Academic Advisor  
Ann Millett, Bachelor of Arts in Liberal Studies Program  
Jay Parr, Bachelor of Arts in Liberal Studies Program  
Stephen Ruzicka, Department of History  
Anita Warfford, College of Arts and Sciences

**Social Sciences Committee Members**

Wade Maki, Director, Bachelor of Arts in Liberal Studies Program  
Robert Anemone, Department of Anthropology  
Joyce Clapp, Department of Sociology  
William Crowther, Department of Political Science  
Rob Guttentag, Department of Psychology  
Corey Johnson, Department of Geography  
Sarah Krive, Bachelor of Arts in Liberal Studies Program  
Katie Mkeheidze, Academic Advisor, Bachelor of Arts in Liberal Studies Program  
Christopher Poulos, Department of Communication Studies  
Jeffrey Sarbaum, Department of Economics  
Anita Warfford, College of Arts and Sciences

**Senior Lecturer**

Matthew J McKinnon  
Ann E Millett

**Lecturer**

Sarah A Krive  
Carrie Levesque  
Jay Parr

The Bachelor of Arts in Liberal Studies Program offers the following concentrations in the Special Programs in Liberal Studies Major:

- Humanities
- Professional Studies
- Social Sciences

See the Special Programs in Liberal Studies Major (p. 385) for requirements.

**Biology**

*College of Arts and Sciences*

312 Eberhart Building  
336-334-5391  
www.uncg.edu/bio (http://www.uncg.edu/bio)

**Matina Kalcounis-Rüppell, Head of Department**

**Mission Statement**

The UNC Greensboro Department of Biology endeavors towards excellence in conducting research and teaching biological concepts and skills to biology majors and graduate students, to prepare them for professional careers and more advanced study. We introduce non-biology majors to the foundations and applications of biology. By involving undergraduate and graduate students in research, we contribute to and increase society’s knowledge across the broad spectrum of biology. We train doctoral students in Environmental Health Science, a complex and rapidly changing discipline. Through laboratory training and directed research experiences, we enhance our students’ technical and analytical skills.
skills so that they can contribute meaningfully to an increasingly technological world. Our leadership in scientific innovation and discovery serves our students, profession, and our local and global communities.

Undergraduate

The Department of Biology has a strong commitment to teaching at both the undergraduate and graduate levels. Recipients of undergraduate biology degrees find employment in a wide range of fields and are well-prepared for further study in graduate school and in health-related professions such as medicine, dentistry, and veterinary medicine. Writing- and speaking-intensive courses and laboratory classes help develop communication and research skills.

The department’s tradition of excellence in education is complemented by a faculty actively engaged in research in areas ranging from molecular biology and biochemistry to ecology and evolution. Students are encouraged to gain research experience through independent study with a faculty mentor.

Transfer Credit

Credit for courses above the 100 level is transferred as Biology elective credit only. To establish transfer credit for specific Biology courses above the 100 level, students should contact the Director of Undergraduate Studies or Associate Head. Transfer students are reminded that at least 12 semester hours in the major must be completed at UNC Greensboro.

Biology as a Second Major

Students who wish to declare a second major in Biology must complete all requirements listed above under the degree selected.

Biology Standard Professional I License Only

Students who have already completed an undergraduate degree and who are now seeking the Standard Professional I License in Biology must complete the requirements for a B.A. or B.S. in Biology at UNC Greensboro with a biology grade point average of 2.50 or better. Course selection must be completed in consultation with the Head of the Department of Biology.

Students who have already taken biology courses as part of their undergraduate program should contact the Head of the Department of Biology to determine if any of those courses can be accepted as meeting some of the requirements for the Standard Professional I License in Biology at UNC Greensboro.

Direct questions about these requirements to the Head of the Department of Biology.

Graduate

Paul Steimle, Director of Graduate Study

About

Graduate students enrolled in either program have the opportunity to work with a research advisor from among 23 full-time faculty. Research areas range from the ecological to the cellular level, and include aquatic ecology, trophic interactions in lakes and streams, plant-microbe-herbivore interactions, microbial food chains, infectious disease ecology, plant evolution and population ecology, animal behavior, aging, cell motility, developmental, chromosome, cell cycle and viral genetics, neuroendocrine control of metamorphosis and glucose homeostasis. (Go to http://biology.uncg.edu/faculty/research_fac.html for a detailed descriptions of faculty research). The broad range of training and research expertise among faculty members allows for an integrative approach to research studies in Biology for the MS degree and in Environmental Health Science for the PhD degree. Faculty in the department are funded from the National Institutes of Health, the National Science Foundation, and a variety of private funding agencies.

Professor
Matina Kalcounis-Rueppell
Bruce K Kirchoff
John Z Kiss
John J Lepri
Yashomati M Patel
Olav Rueppell, Florence Schaeffer Distinguished Professor
Robert H Stavn
Paul A Steimle

Associate Professor
Mark D Hens
Zhenquan Jia
Karen S Katula
David L Remington
Malcolm D Schug
John E. Tomkiel Dean
Gideon Wasserberg

Assistant Professor
Ramji K Bhandari
Louis-Marie Jean Fabrice Bobay
Sally E Koerner
Ayalew Ligaba Osena
Kasie Tyler Raymann
Joseph M Santin
Martin Tsz-Ki Tsui

Senior Lecturer
Margaret K Hood
Meg L. Horton
Robin (Roberta) Maxwell
Ann B Somers
Elizabeth S Tomlin

Lecturer
David A Battigelli
Joseph C Bundy
Austin N Craven
Curtis E Green
Ashley D Herring
Jeremy Ingraham
Julia Loreth
Jessica Kennedy Mayer
Maria Cristina Drummond Moreira
Candie N Rumph
Heather M Rushforth
Casey Michelle Taylor

Academic Professional
Igiska V Pavlova

G Graduate-level faculty.

• Biology, B.A. (p. 261)
• Biology, B.S. (p. 262)
• Biology Undergraduate Minor (p. 266)
Biology Disciplinary Honors

Requirements
18 credit hours to consist of the courses listed below.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSS 490</td>
<td>Senior Honors Project</td>
<td></td>
</tr>
<tr>
<td>BIO 493</td>
<td>Honors Work</td>
<td>*</td>
</tr>
<tr>
<td>Any of the Department's journal clubs</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Select two 500-level Biology courses</td>
<td></td>
<td>6-8</td>
</tr>
<tr>
<td>Select a third 500-level course in Biology or a Contract course in Biology at the 300 or 400 level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral presentation of Honors Thesis to a committee of three Biology Faculty or public presentation of research at a local, regional, or national meeting is required.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Only 6 credits may be counted toward the 30 credit minimum in the Biology major

Qualifications
- At least a 3.30 overall GPA at graduation
- A grade of B or higher in all course work used to satisfy the Honors requirements in Biology
- A declared Biology Major

Recognition
The designation “Completed Disciplinary Honors in Biology” and the title of the Senior Honors Project will be printed on the student’s official transcript.

Honors Advisor
See Dr. John Lepri, Honors Liaison, for further information and guidance about Honors in Biology.

Biology, B.A.

The Department offers a full range of courses leading to the B.A. degree. The degree may lead to further study in graduate school, medicine, dentistry, veterinary medicine, medical technology, biotechnology, and environmental biology. See also Preprofessional Programs. Both study and laboratory facilities are available to advanced undergraduates.

Overall Requirements
- 122 credit hours, to include at least 36 credits at or above the 300 course level; note that licensure programs may require hours beyond the minimum listed.
- Students must have a grade point average of at least 2.0 in Biology courses completed at UNC Greensboro.
- A minimum of 30 credits of Biology course above the 100 level.
- A maximum of 4 credits at the 200 level may be counted toward the major.

Degree Program Requirements

Program Qualifications

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 111</td>
<td>Principles of Biology I</td>
<td>†</td>
</tr>
<tr>
<td>BIO 111L</td>
<td>Principles of Biology I Laboratory</td>
<td></td>
</tr>
<tr>
<td>BIO 112</td>
<td>Principles of Biology II</td>
<td>††</td>
</tr>
<tr>
<td>BIO 112L</td>
<td>Principles of Biology II Laboratory</td>
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</table>

Core Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 111</td>
<td>Principles of Biology I</td>
<td>†</td>
</tr>
<tr>
<td>CHE 111</td>
<td>General Chemistry I</td>
<td>†</td>
</tr>
<tr>
<td>CHE 112</td>
<td>General Chemistry I Laboratory</td>
<td></td>
</tr>
<tr>
<td>CHE 114</td>
<td>General Chemistry II</td>
<td></td>
</tr>
<tr>
<td>CHE 115</td>
<td>General Chemistry II Laboratory</td>
<td></td>
</tr>
<tr>
<td>CHE 115</td>
<td>General Chemistry II Laboratory</td>
<td></td>
</tr>
</tbody>
</table>

Related Area Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 111</td>
<td>General Chemistry I</td>
<td>†</td>
</tr>
<tr>
<td>CHE 112</td>
<td>General Chemistry I Laboratory</td>
<td></td>
</tr>
<tr>
<td>CHE 114</td>
<td>General Chemistry II</td>
<td></td>
</tr>
<tr>
<td>CHE 115</td>
<td>General Chemistry II Laboratory</td>
<td></td>
</tr>
<tr>
<td>MAT 151</td>
<td>Precalculus II</td>
<td>†††</td>
</tr>
<tr>
<td>or MAT 191</td>
<td>Calculus I</td>
<td></td>
</tr>
</tbody>
</table>

* In meeting the requirement for hours above the 100 level, all B.A. in Biology majors must complete the following core courses; completion of at least four of these requirements is strongly recommended prior to enrollment in courses numbered 400 and higher.

† Counts toward GEC GNS requirement.

†† Counts toward LEC GLS/GPS requirement.

††† Counts toward GEC GMT requirement.

Recommended
The department highly recommends the course listed below in addition to the required courses listed above.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 351</td>
<td>Organic Chemistry I</td>
<td></td>
</tr>
<tr>
<td>CHE 352</td>
<td>Organic Chemistry II</td>
<td></td>
</tr>
<tr>
<td>CHE 354</td>
<td>Organic Chemistry Laboratory</td>
<td></td>
</tr>
<tr>
<td>MAT 191</td>
<td>Calculus I</td>
<td>†††</td>
</tr>
<tr>
<td>MAT 292</td>
<td>Calculus II</td>
<td></td>
</tr>
<tr>
<td>STA 271</td>
<td>Fundamental Concepts of Statistics</td>
<td></td>
</tr>
<tr>
<td>PHY 211</td>
<td>General Physics I</td>
<td></td>
</tr>
<tr>
<td>PHY 212</td>
<td>General Physics II</td>
<td></td>
</tr>
</tbody>
</table>
Comprehensive Science High School Teaching Licensure Concentration Requirements

The Comprehensive Science High School Licensure program provides a strong background in biology as well as licensure for high school biology teaching. In addition, successful completion of this program qualifies candidates to teach other high school science subjects as well.

The Department offers a full range of courses leading to the B.A. degree. The degree may lead to further study in graduate school, medicine, dentistry, veterinary medicine, medical technology, biotechnology, and environmental biology. See also Preprofessional Programs. Both study and laboratory facilities are available to advanced undergraduates.

Students seeking admission to the UNC Greensboro Teacher Education Program with a major in Biology must meet the following minimum requirements of the Department of Biology:

1. Completion of a minimum of 9 credit hours in biology courses, with at least six of those hours from courses taken at UNCG
2. A grade point average of at least 2.50 for biology courses completed at UNCG

Students already admitted to the UNC Greensboro Teacher Education Program with a major in Biology who are seeking admission to Student Teaching must meet the following requirements of the Department of Biology:

1. Completion of a minimum of 18 credits of biology courses, with at least 15 of those credits from courses taken at UNC Greensboro
2. A grade point average of at least 2.50 for biology courses completed at UNC Greensboro

### Electives

Electives sufficient to complete the 122 credit hours required for the degree.

### Biology as a Second Academic Concentration

- Minimum of 18 credit hours

The second academic concentration in Biology is designed specifically for Elementary Education students.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GES 103</td>
<td>Introduction to Earth Science</td>
<td>Practice</td>
</tr>
<tr>
<td>Select</td>
<td>3–12</td>
<td></td>
</tr>
<tr>
<td>GES 111</td>
<td>Physical Geology</td>
<td>Credit</td>
</tr>
<tr>
<td>GES 205</td>
<td>Environmental Change: Its Nature and Impact</td>
<td>Hours</td>
</tr>
<tr>
<td>GES 319</td>
<td>Weather and Climate</td>
<td></td>
</tr>
<tr>
<td>GES 314</td>
<td>Physical Geography: Landscape Processes</td>
<td></td>
</tr>
<tr>
<td>TED 535</td>
<td>Literacy in the Content Area</td>
<td>28</td>
</tr>
<tr>
<td>ERM 401</td>
<td>Assessment I: Accountability in Our Nation’s Schools</td>
<td></td>
</tr>
<tr>
<td>ERM 402</td>
<td>Assessment II: Standardized Tests</td>
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</tr>
<tr>
<td>ERM 403</td>
<td>Assessment III: Classroom Assessment</td>
<td></td>
</tr>
<tr>
<td>TED 401</td>
<td>Child and Adolescent Development and Learning</td>
<td></td>
</tr>
<tr>
<td>SES 401</td>
<td>Understanding and Teaching Students with Disabilities in Inclusive Settings</td>
<td></td>
</tr>
<tr>
<td>TED 403</td>
<td>Teaching English Learners with Diverse Abilities</td>
<td></td>
</tr>
<tr>
<td>TED 445</td>
<td>Human Diversity, Teaching, and Learning</td>
<td></td>
</tr>
<tr>
<td>TED 559</td>
<td>Teaching Practices and Curriculum in Science</td>
<td></td>
</tr>
<tr>
<td>TED 465</td>
<td>Student Teaching and Seminar: Secondary School</td>
<td></td>
</tr>
</tbody>
</table>

* The following courses must be taken in a specified sequence terminating in student teaching in the spring semester of the senior year. See the online Secondary Education Handbook for more information.

### Biology, B.S.

The Bachelor of Science degree is offered for those students aspiring to a professional career in biology, and for those students with particularly strong interests in the discipline. See also Preprofessional Programs. A student pursuing the Bachelor of Science is expected to develop a stronger background in mathematics and related sciences and to attain a greater understanding of biology than will a student pursuing a Bachelor of Arts degree. Bachelor of Science students will also be strongly encouraged to undertake an individual research project with a faculty member during their junior and/or senior year.
Overall Requirements

- 122 credit hours, to include at least 36 credits at or above the 300 course level; note that licensure programs may require hours beyond the minimum listed.
- Students must have a grade point average of at least 2.0 in Biology courses completed at UNC Greensboro.
- A minimum of 30 credits of Biology courses above the 100 level.
- A maximum of 4 credits at the 200 level may be counted toward the major.

Degree Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>University Requirements (p. 671)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Education Core Requirements (GEC)</td>
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</tr>
<tr>
<td></td>
<td>(p. 683)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>College of Arts and Sciences Additional</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Requirements (LEC) (p. 253)</td>
<td></td>
</tr>
</tbody>
</table>

Major Requirements

The B.S. in Biology offers four concentrations for students to choose from.

Biotechnology Concentration

The concentration in biotechnology is designed for students with a strong interest in molecular biology and genetics. Courses will prepare students in both conceptual aspects of molecular biology and their practical application in biotechnology and genetic engineering.

Environmental Biology Concentration

This concentration is designed for students with a strong interest in environmental biology. The concentration provides students with a breadth and depth of environmental awareness, rigorously prepares them for advanced studies in environmental biology and trains them for environmentally-oriented professions.

Human Biology Concentration

This concentration is designed for biology majors who want to develop the ability to integrate biological knowledge as it relates to human beings. The study of human biology requires fundamental knowledge of basic life science, since humans and other animals share a large number of structural, chemical, and control mechanisms. Moreover, human behavior occurs within a specific evolutionary and ecological setting, just as it does in other animals. Full appreciation of human biology, including our complex brains, our communication and conceptual abilities, and our social structures, requires an understanding drawn not only from biology but also from basic courses in anthropology and psychology, and from additional academic disciplines in the humanities and sciences.

Biology Major: Comprehensive Science High School Teaching Licensure Concentration

The Comprehensive Science High School Licensure (BIOL) program provides a strong background in biology as well as licensure for high school biology teaching. In addition, successful completion of this program qualifies candidates to teach other high school science subjects as well.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Program Qualifications Required</td>
<td></td>
</tr>
</tbody>
</table>

B.S. in Biology Core Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 111</td>
<td>Principles of Biology I †</td>
<td></td>
</tr>
<tr>
<td>BIO 112</td>
<td>Principles of Biology II ††</td>
<td></td>
</tr>
</tbody>
</table>

Related Area Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 111</td>
<td>General Chemistry I †</td>
<td></td>
</tr>
<tr>
<td>CHE 112</td>
<td>General Chemistry I Laboratory</td>
<td></td>
</tr>
<tr>
<td>CHE 114</td>
<td>General Chemistry II</td>
<td></td>
</tr>
<tr>
<td>CHE 115</td>
<td>General Chemistry II Laboratory</td>
<td></td>
</tr>
<tr>
<td>CHE 351</td>
<td>Organic Chemistry I</td>
<td></td>
</tr>
<tr>
<td>CHE 352</td>
<td>Organic Chemistry II</td>
<td></td>
</tr>
<tr>
<td>CHE 354</td>
<td>Organic Chemistry Laboratory</td>
<td></td>
</tr>
<tr>
<td>MAT 191</td>
<td>Calculus I †††</td>
<td></td>
</tr>
<tr>
<td>MAT 292</td>
<td>Calculus II</td>
<td></td>
</tr>
<tr>
<td>or STA 271</td>
<td>Fundamental Concepts of Statistics</td>
<td></td>
</tr>
</tbody>
</table>

Select one sequence of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 211</td>
<td>General Physics I</td>
<td></td>
</tr>
<tr>
<td>&amp; PHY 212</td>
<td>General Physics II</td>
<td></td>
</tr>
<tr>
<td>PHY 291</td>
<td>General Physics I with Calculus</td>
<td></td>
</tr>
<tr>
<td>&amp; PHY 292</td>
<td>General Physics II with Calculus</td>
<td></td>
</tr>
</tbody>
</table>

* In meeting the requirement for credits above the 100 level, all B.A. in Biology majors must complete the following core courses; completion of at least four of these requirements is strongly recommended prior to enrollment in courses numbered 400 and higher.

** Strongly recommended.

† Strongly recommended.

†† Counts toward GEC GNS requirement.

††† Counts toward LEC GLS/GPS requirement.

†††† Counts toward GEC GMT requirement.

Biotechnology Concentration Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 481</td>
<td>General Microbiology</td>
<td></td>
</tr>
<tr>
<td>BIO 494</td>
<td>Introduction to Biotechnology</td>
<td></td>
</tr>
<tr>
<td>BIO 535</td>
<td>Biochemistry: Metabolic Regulation in Health and Disease</td>
<td></td>
</tr>
<tr>
<td>BIO 596</td>
<td>Molecular Biological Approaches in Research (At least 1 s.h.)</td>
<td></td>
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</tbody>
</table>

Select at least one course of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 479</td>
<td>Neurobiology</td>
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</tr>
<tr>
<td>BIO 497</td>
<td>Internship in Biology</td>
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</tr>
<tr>
<td>BIO 499</td>
<td>Undergraduate Biology Research</td>
<td></td>
</tr>
<tr>
<td>BIO 528</td>
<td>Microbial Ecology</td>
<td></td>
</tr>
</tbody>
</table>
BIO 538 Human Evolutionary Genetics
BIO 540 Genes and Signals
BIO 573 Drugs and the Brain
BIO 578 Hormones in Action
BIO 583 Virology
BIO 584 Immunology
BIO 586 Cell Cycle and Cancer
BIO 587 Epigenetics
BIO 590 Introduction to Mathematical Models in Biology
BIO 595 Advanced Genetics

* In meeting the requirement for credits above the 100 level, all B.A. in Biology majors must complete the following core courses; completion of at least four of these requirements is strongly recommended prior to enrollment in courses numbered 400 and higher.

** Strongly recommended.

† Counts toward GEC GNS requirement.

†† Counts toward CAR GLS/GPS requirement.

††† Counts toward GEC GMT requirement.

Environmental Biology Concentration Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 431</td>
<td>The Biosphere</td>
<td></td>
</tr>
<tr>
<td>BIO 361</td>
<td>Biology and Conservation of Sea Turtles</td>
<td></td>
</tr>
<tr>
<td>BIO 422</td>
<td>Plant Diversity</td>
<td></td>
</tr>
<tr>
<td>BIO 441</td>
<td>Invertebrate Zoology</td>
<td></td>
</tr>
<tr>
<td>BIO 470</td>
<td>Vertebrate Zoology</td>
<td></td>
</tr>
<tr>
<td>BIO 554</td>
<td>Vascular Plant Systematics</td>
<td></td>
</tr>
<tr>
<td>BIO 420</td>
<td>Marine Biology</td>
<td></td>
</tr>
<tr>
<td>BIO 438</td>
<td>Animal Behavior</td>
<td></td>
</tr>
<tr>
<td>BIO 501</td>
<td>Advanced Topics in Animal Ecology</td>
<td></td>
</tr>
<tr>
<td>BIO 505</td>
<td>Advanced Topics in Ecological Physiology</td>
<td></td>
</tr>
<tr>
<td>BIO 510</td>
<td>Advanced Topics in Plant Ecology</td>
<td></td>
</tr>
<tr>
<td>BIO 520</td>
<td>Ecosystem Ecology and Biogeochemistry</td>
<td></td>
</tr>
<tr>
<td>BIO 522</td>
<td>Landscape Ecology</td>
<td></td>
</tr>
<tr>
<td>BIO 526</td>
<td>Conservation Biology</td>
<td></td>
</tr>
<tr>
<td>BIO 528</td>
<td>Microbial Ecology</td>
<td></td>
</tr>
<tr>
<td>BIO 529</td>
<td>Aquatic Ecology</td>
<td></td>
</tr>
<tr>
<td>BIO 538</td>
<td>Human Evolutionary Genetics</td>
<td></td>
</tr>
<tr>
<td>BIO 541</td>
<td>Entomology</td>
<td></td>
</tr>
<tr>
<td>BIO 552</td>
<td>Metamorphosis</td>
<td></td>
</tr>
<tr>
<td>BIO 560</td>
<td>Symbiosis</td>
<td></td>
</tr>
<tr>
<td>BIO 579</td>
<td>Environmental Physiology</td>
<td></td>
</tr>
</tbody>
</table>

Select at least one of the following advanced Biology courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 361</td>
<td>Biology and Conservation of Sea Turtles</td>
<td></td>
</tr>
<tr>
<td>BIO 422</td>
<td>Plant Diversity</td>
<td></td>
</tr>
<tr>
<td>BIO 441</td>
<td>Invertebrate Zoology</td>
<td></td>
</tr>
</tbody>
</table>

Human Biology Concentration Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
</table>

Human Biology Concentration

Required

BIO 277 Human Physiology or BIO 271 Human Anatomy

Select at least three of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 277</td>
<td>Human Physiology</td>
<td></td>
</tr>
<tr>
<td>BIO 271</td>
<td>Human Anatomy</td>
<td></td>
</tr>
<tr>
<td>BIO 425</td>
<td>Biological Clocks</td>
<td></td>
</tr>
<tr>
<td>BIO 438</td>
<td>Animal Behavior</td>
<td></td>
</tr>
<tr>
<td>BIO 453</td>
<td>Vertebrate Morphogenesis</td>
<td></td>
</tr>
<tr>
<td>BIO 464</td>
<td>Developmental Biology</td>
<td></td>
</tr>
<tr>
<td>BIO 472</td>
<td>Histology</td>
<td></td>
</tr>
<tr>
<td>BIO 479</td>
<td>Neurobiology</td>
<td></td>
</tr>
<tr>
<td>BIO 481</td>
<td>General Microbiology</td>
<td></td>
</tr>
<tr>
<td>BIO 535</td>
<td>Biochemistry: Metabolic Regulation in Health and Disease</td>
<td></td>
</tr>
<tr>
<td>BIO 536</td>
<td>Biology of Aging</td>
<td></td>
</tr>
<tr>
<td>BIO 538</td>
<td>Human Evolutionary Genetics</td>
<td></td>
</tr>
<tr>
<td>BIO 555</td>
<td>Vertebrate Reproduction</td>
<td></td>
</tr>
<tr>
<td>BIO 573</td>
<td>Drugs and the Brain</td>
<td></td>
</tr>
<tr>
<td>BIO 578</td>
<td>Hormones in Action</td>
<td></td>
</tr>
<tr>
<td>BIO 583</td>
<td>Virology</td>
<td></td>
</tr>
<tr>
<td>BIO 584</td>
<td>Immunology</td>
<td></td>
</tr>
<tr>
<td>BIO 586</td>
<td>Cell Cycle and Cancer</td>
<td></td>
</tr>
<tr>
<td>BIO 587</td>
<td>Epigenetics</td>
<td></td>
</tr>
<tr>
<td>BIO 593</td>
<td>Genetics of Complex Traits</td>
<td></td>
</tr>
<tr>
<td>BIO 595</td>
<td>Advanced Genetics</td>
<td></td>
</tr>
</tbody>
</table>

Related Area Requirements

Required

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATY 253</td>
<td>Introduction to Biological Anthropology</td>
<td></td>
</tr>
<tr>
<td>PSY 230</td>
<td>Biological Psychology</td>
<td></td>
</tr>
</tbody>
</table>

Select two courses in two different departments of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATY 331</td>
<td>Race and Human Diversity</td>
<td></td>
</tr>
<tr>
<td>ATY 357</td>
<td>Monkeys, Apes, and Humans</td>
<td></td>
</tr>
<tr>
<td>ATY 453</td>
<td>Human Osteology</td>
<td></td>
</tr>
<tr>
<td>ATY 455</td>
<td>Human Evolution</td>
<td></td>
</tr>
<tr>
<td>ATY 465</td>
<td>Medical Anthropology</td>
<td></td>
</tr>
<tr>
<td>CHE 420</td>
<td>Chemical Principles of Biochemistry</td>
<td></td>
</tr>
<tr>
<td>CHE 556</td>
<td>Biochemistry I</td>
<td></td>
</tr>
<tr>
<td>GRO 602</td>
<td>Seminar: Critical Issues of Aging</td>
<td></td>
</tr>
<tr>
<td>HDF 211</td>
<td>Human Development Across the Life Span</td>
<td></td>
</tr>
<tr>
<td>HDF 212</td>
<td>Families and Close Relationships</td>
<td></td>
</tr>
<tr>
<td>HEA 201</td>
<td>Personal Health</td>
<td></td>
</tr>
<tr>
<td>HEA 207</td>
<td>International Health</td>
<td></td>
</tr>
<tr>
<td>HEA 260</td>
<td>Human Sexuality</td>
<td></td>
</tr>
<tr>
<td>HEA 314</td>
<td>Public Health Diseases</td>
<td></td>
</tr>
<tr>
<td>HEA 315</td>
<td>Epidemiology</td>
<td></td>
</tr>
<tr>
<td>HEA 316</td>
<td>Environmental Health</td>
<td></td>
</tr>
<tr>
<td>HIS 311</td>
<td>Darwin and the Theory of Evolution</td>
<td></td>
</tr>
</tbody>
</table>
Biology Major with Comprehensive Science High School Teaching Licensure Concentration Requirements

The Bachelor of Science degree is offered for those students aspiring to a professional career in biology, and for those students with particularly strong interests in the discipline. See also Preprofessional Programs. A student pursuing the Bachelor of Science is expected to develop a stronger background in mathematics and related sciences and to attain a greater understanding of biology than will a student pursuing a Bachelor of Arts degree. Bachelor of Science students will also be strongly encouraged to undertake an individual research project with a faculty member during their junior and/or senior year.

Students seeking admission to the UNC Greensboro Teacher Education Program with a major in Biology must meet the following minimum requirements of the Department of Biology:

1. Completion of a minimum of 9 credit hours in biology courses, with at least six of those hours from courses taken at UNC Greensboro
2. A grade point average of at least 2.50 for biology courses completed at UNC Greensboro

Students already admitted to the UNCG Teacher Education Program with a major in Biology who are seeking admission to Student Teaching must meet the following requirements of the Department of Biology:

1. Completion of a minimum of 18 credits of biology courses, with at least 15 of those credits from courses taken at UNC Greensboro
2. A grade point average of at least 2.50 for biology courses completed at UNC Greensboro

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 111</td>
<td>Principles of Biology I †</td>
<td>3</td>
</tr>
<tr>
<td>BIO 112</td>
<td>Principles of Biology II ††</td>
<td>3</td>
</tr>
</tbody>
</table>

B.S. in Biology Core Courses * 16

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 301</td>
<td>Principles of Ecology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 355</td>
<td>Cell Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 392</td>
<td>Genetics</td>
<td>3</td>
</tr>
<tr>
<td>BIO 330</td>
<td>Evolution</td>
<td>3</td>
</tr>
<tr>
<td>BIO 315</td>
<td>Ecology and Evolution Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>BIO 375</td>
<td>Cell Biology and Genetics Laboratory</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one additional course at the 500 level

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 499</td>
<td>Undergraduate Research **</td>
<td>3</td>
</tr>
<tr>
<td>BIO 493</td>
<td>Honors Work **</td>
<td>3</td>
</tr>
</tbody>
</table>

Related Area Requirements 22

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 111</td>
<td>General Chemistry I †</td>
<td>5</td>
</tr>
<tr>
<td>CHE 112</td>
<td>General Chemistry I Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>CHE 114</td>
<td>General Chemistry II</td>
<td>5</td>
</tr>
<tr>
<td>CHE 115</td>
<td>General Chemistry II Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>CHE 351</td>
<td>Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHE 352</td>
<td>Organic Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>CHE 354</td>
<td>Organic Chemistry Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>MAT 191</td>
<td>Calculus I †††</td>
<td>4</td>
</tr>
<tr>
<td>MAT 292</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>or STA 271</td>
<td>Fundamental Concepts of Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one sequence of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 211</td>
<td>General Physics I</td>
</tr>
<tr>
<td>&amp; PHY 212</td>
<td>and General Physics II</td>
</tr>
<tr>
<td>PHY 291</td>
<td>General Physics I with Calculus</td>
</tr>
<tr>
<td>&amp; PHY 292</td>
<td>and General Physics II with Calculus</td>
</tr>
</tbody>
</table>

Additional Requirements for Teacher Licensure 1

Required

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GES 103</td>
<td>Introduction to Earth Science</td>
</tr>
</tbody>
</table>

Select one or more of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GES 111</td>
<td>Physical Geology</td>
</tr>
<tr>
<td>GES 205</td>
<td>Environmental Change: Its Nature and Impact</td>
</tr>
<tr>
<td>GES 319</td>
<td>Weather and Climate</td>
</tr>
<tr>
<td>GES 314</td>
<td>Physical Geography: Landscape Processes</td>
</tr>
</tbody>
</table>

The following courses must be taken in a specified sequence terminating in student teaching in the spring semester of the senior year. See the online Secondary Education Handbook for more information.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TED 535</td>
<td>Literacy in the Content Area</td>
</tr>
<tr>
<td>ERM 401</td>
<td>Assessment I: Accountability in Our Nation’s Schools</td>
</tr>
<tr>
<td>ERM 402</td>
<td>Assessment II: Standardized Tests</td>
</tr>
<tr>
<td>ERM 403</td>
<td>Assessment III: Classroom Assessment</td>
</tr>
<tr>
<td>TED 401</td>
<td>Child and Adolescent Development and Learning</td>
</tr>
<tr>
<td>SES 401</td>
<td>Understanding and Teaching Students with Disabilities in Inclusive Settings</td>
</tr>
<tr>
<td>TED 403</td>
<td>Teaching English Learners with Diverse Abilities</td>
</tr>
<tr>
<td>TED 445</td>
<td>Human Diversity, Teaching, and Learning</td>
</tr>
<tr>
<td>TED 559</td>
<td>Teaching Practices and Curriculum in Science</td>
</tr>
<tr>
<td>TED 465</td>
<td>Student Teaching and Seminar: Secondary School</td>
</tr>
</tbody>
</table>
LIS 120 Introduction to Instructional Technology for Educational Settings (strongly recommended)

* In meeting the requirement for credits above the 100 level, all B.A. in Biology majors must complete the following core courses; completion of at least four of these requirements is strongly recommended prior to enrollment in courses numbered 400 and higher.

** Strongly recommended.

† The Teaching Licensure program in Biology includes a diverse science curriculum in order to align with licensure requirements of the North Carolina Department of Public Instruction.

†† Counts toward GEC GMT requirement.

††† Counts toward CAR GLS/GPS requirement.

Electives sufficient to complete the 122 credit hours required for the degree.

Biology Undergraduate Minor

A minimum of 17 credit hours in biology is required for a minor in biology. A student must have at least a 2.0 GPA in Biology courses completed at UNC Greensboro to receive a minor in Biology.

Program Requirements

• Minimum of 17 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 111</td>
<td>Principles of Biology I</td>
<td>14</td>
</tr>
<tr>
<td>BIO 112</td>
<td>Principles of Biology II</td>
<td></td>
</tr>
<tr>
<td>Select two of the following four core biology courses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 301</td>
<td>Principles of Ecology</td>
<td></td>
</tr>
<tr>
<td>BIO 355</td>
<td>Cell Biology</td>
<td></td>
</tr>
<tr>
<td>BIO 392</td>
<td>Genetics</td>
<td></td>
</tr>
<tr>
<td>BIO 330</td>
<td>Evolution</td>
<td></td>
</tr>
</tbody>
</table>

Biology, M.S.

The 30-hour MS in Biology prepares students for careers in the biological sciences, and it provides a strong foundation for further academic training, such as medical school or a doctoral program. An advisory committee works closely with each student to tailor a specific curriculum to meet that student’s needs and interests. Students typically complete work for the master’s degree in 2-3 years.

Students in the biology master’s program have research and/or course work opportunities that reflect the diverse interests of faculty members within the Department. Please see the description of research of Biology faculty members and description of graduate courses in Biology.

The capstone experience provides graduates with specific knowledge and skills to be competitive in the life-sciences workplace. The capstone experience is a thesis or comprehensive written examination. Students will choose a capstone experience (thesis or exam) before matriculation into the program.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

In addition to the application materials required by The Graduate School, applicants must submit a personal statement explaining how the master’s degree at UNC Greensboro will help them achieve their career ambitions. Qualified applicants will have a strong undergraduate background in biology and science.

Degree Program Requirements

Required: 30 credit hours

Biology Electives (24-30)

Students writing a thesis as a capstone experience must have at least 15 hours (including 6 hours of BIO 699 Thesis) in 600-749 level courses.

Students taking a comprehensive examination as a capstone experience must have at least 15 hours in 600-749 level courses and cannot enroll in BIO 695 Biological Research, BIO 699 Thesis, BIO 801 Thesis Extension or BIO 803 Research Extension.

Students will select 24-30 hours from graduate level biology courses; up to 8 of these hours can be taken at the graduate level in other departments with the prior approval of the Director of Graduate Study.

Prior to the end of the first semester of enrollment, each student is expected to identify a Master of Science Advisory Committee composed of an advisor and two other faculty members; the Director of Graduate Study must approve the composition of the committee.

Environmental Health Science, Ph.D.

The PhD in Environmental Health Science requires a minimum of 55 semester hours and prepares students for senior-level positions in professions related to environmental health science in its broadest sense. The program trains students to become leaders in biological research relevant to environmental issues that directly and/or indirectly affect human health, and the program trains students to convey information effectively to the public. Students acquire an understanding of the multidisciplinary nature of environmental health issues from ecosystem to molecular levels. Students learn relevant research skills and conduct research under the guidance of one or more faculty members in the department.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

In addition to the application materials required by The Graduate School, applicants must submit a Curriculum Vitae and a personal statement that includes educational background, professional activities, research interests, career goals, reasons for choosing the program, and UNC Greensboro faculty whose research is of interest.

Degree Program Requirements

Required: 55 credit hours

The departmental Graduate Studies Committee determines the number of non-dissertation credit hours required based on a student’s prior course work. No more than 25% of total hours (exclusive of dissertation) may be at the 500 level.
Introduction to Graduate Studies

Dissertation

1

Current Research in Environmental Health Science

2

Advanced Statistics in the Behavioral and

3

Independent Doctoral Research

54

The comprehensive examination consists of a written research proposal that must be orally defended in a public seminar and before a student's dissertation committee. Successful completion and defense of the proposal allows the student to achieve candidate status, and thus, the dissertation committee. Successful completion and defense of the comprehensive examination, which consists of a written research proposal that must be orally defended in a public seminar and before a student's dissertation committee, allows the student to achieve candidate status.

The comprehensive examination consists of a written research proposal that must be orally defended in a public seminar and before a student's dissertation committee. Successful completion and defense of the proposal allows the student to achieve candidate status, and thus, register for BIO 791 Independent Doctoral Research and BIO 799 Dissertation.

Dissertation Defense

Students must present a seminar that is open to the public and satisfactorily defend their completed dissertation research to her/his dissertation committee.

Chemistry and Biochemistry

College of Arts and Sciences

435 Science Building
336-334-5714
http://chem.unCG.edu

Mitchell Croatt, Department Head
Jerry Walsh, Associate Department Head
Liam M. Duffy, Director of Graduate Study for the M.S. Program
Norman Chiu, Director of Graduate Study for the Ph.D. Program

Undergraduate Programs

The Department of Chemistry and Biochemistry offers five undergraduate programs: the Bachelor of Science in Chemistry, the Bachelor of Science in Biochemistry, the Bachelor of Science in Chemistry with a Concentration in Biochemistry, the Bachelor of Science in Chemistry with a Concentration in Research, and the Bachelor of Arts in Chemistry. A licensure program to prepare students to teach high school chemistry is offered. The Master of Science in Chemistry, Master of Science in Chemistry with Biochemistry Concentration, and Ph.D. in Medicinal Chemistry are offered at the graduate level (see the University Catalog). Students who follow the program leading to the Bachelor of Science in Chemistry degree are certified to the American Chemical Society as having met its rigorous requirements for undergraduate professional training in chemistry.

The Department's biochemistry programs (B.S. in Biochemistry and B.S. in Chemistry with Concentration in Biochemistry) provide students with excellent preparation for graduate work in biochemistry and related life sciences, as well as for employment in chemical and biotechnological industries. These programs are also attractive to students planning careers in the medical, dental, or pharmaceutical professions.

The department emphasizes the opportunity for students to engage in undergraduate research. Many of our majors do so, principally in their junior and senior years, and this provides excellent training for those who intend to continue their studies at the graduate level.

Graduate Programs

UNC Greensboro has a tradition of excellence in advanced training for careers in the chemical and biochemical sciences. Our faculty is committed to providing one-on-one learning opportunities for all our students in the laboratory, and this dedication to quality graduate education translates into very high success rates for our graduates as they pursue careers in science. Our Department has a strong research emphasis on Medicinal Biochemistry, and our students engage in a diverse array of research projects related to that theme. For example, students work to develop or synthesize new drug candidates, identify and study mechanism of action of natural products, or explore the chemical properties of human drug metabolizing systems. In support of these efforts, our department is home to the Medicinal Chemistry Collaborative (MC²) directed by Dr. Nadja Cech and Dr. Nicholas Oberlies. The mission of this center is to broaden the impact of natural products and drug discovery research on the UNC Greensboro campus, and to facilitate university-industry relationships with local pharmaceutical and biotechnology companies.

The Department has a well-established Master's level program that offers an M.S. in Chemistry within which a Concentration in Biochemistry can be chosen. These are very well-rounded terminal degree programs. In addition to course-work in core areas of Chemistry or Biochemistry, each program emphasizes training in research by requiring a significant research project with a Master's thesis under the supervision of a professor. Students also receive experience in professional presentation through the seminar program and attendance at professional meetings to present research results.

Our Ph.D. program in Medicinal Biochemistry is unique in the state of North Carolina. Target-based rational drug design, with its emphasis on biochemical and molecular biological receptors, is now central to the development of new and more effective pharmaceuticals. The Ph.D. program in Medicinal Biochemistry at UNC Greensboro offers students an innovative curriculum and research environment that emphasizes fundamental biochemical interactions and mechanisms guiding drug design and development. Students who complete the program will have a strong biochemical perspective on drug design, discovery, and function, and will have specialization in any of several disciplines which

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 600</td>
<td>Introduction to Graduate Studies</td>
<td>1</td>
</tr>
<tr>
<td>BIO 707</td>
<td>Seminar in Environmental Health Science</td>
<td>2</td>
</tr>
<tr>
<td>BIO 731</td>
<td>Environmental Health Science I: Ecosystems</td>
<td>3</td>
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<tr>
<td></td>
<td>to Individuals</td>
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</tr>
<tr>
<td>BIO 732</td>
<td>Environmental Health Science II: Molecules</td>
<td>3</td>
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<tr>
<td>BIO 734</td>
<td>Current Research in Environmental Health Science</td>
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<tr>
<td>BIO 749</td>
<td>Research Lab Rotations</td>
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<tr>
<td>STA 661</td>
<td>Advanced Statistics in the Behavioral and Biological Sciences I</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives**

Select a minimum of 9 credits*

9

**Research and Dissertation**

Select a minimum of 29 credits from the following:

- BIO 790 Directed Study in Environmental Health Science
- BIO 791 Independent Doctoral Research
- BIO 799 Dissertation

**Total Credit Hours** 54

* Students, with the approval of the departmental Graduate Studies Committee, research advisor, and/or Dissertation Committee, will select additional courses that pertain to their area of research to fulfill their degree requirements. A minimum of 9 hours of Biology courses at the 500-700 level must be earned and a maximum of 6 credit hours can be at the 500 level.

Comprehensive Examination

The comprehensive examination consists of a written research proposal that must be orally defended in a public seminar and before a student's dissertation committee. Successful completion and defense of the proposal allows the student to achieve candidate status, and thus, register for BIO 791 Independent Doctoral Research and BIO 799 Dissertation.

Dissertation Defense

Students must present a seminar that is open to the public and satisfactorily defend their completed dissertation research to her/his dissertation committee.

Graduate Programs

**UNC Greensboro University Catalog**
connect biochemical interactions with pharmaceutical development: computational chemistry, bioanalytical chemistry, biophysical chemistry, natural product isolation, molecular biology and enzymology, or drug synthesis.

Professor
Nadja B Cech, Professor and Distinguished Professor
Alice E Haddy
Sherri A McFarland
Nicholas H Oberlies, Professor and Patricia A. Sullivan Distinguished Professor
Patricia H Reggio, Marie Foscue Rourk Professor
James G. Ryan
Ethan W Taylor
Jerry L. Walsh

Associate Professor
Bruce Banks
Norman H. L. Chiu
Mitchell P Croatt
Kimberly S Petersen
Jason J Reddick
Qibin Zhang

Assistant Professor
Liam M Duffy
Shabnam Hematian

Senior Lecturer
Dennis A Burnes
Mary Ann Gerhard

Lecturer
Daniel P Christen
Huiyuan Hu
Pradyumna Kumar Pradhan
Spencer Russell

Graduate-level faculty
• Biochemistry, B.S. (p. 268)
• Chemistry, B.A. (p. 269)
• Chemistry, B.S. (p. 271)
• Chemistry Undergraduate Minor (p. 275)
• Chemistry, M.S. (p. 275)
• Medicinal Biochemistry, Ph.D. (p. 276)

Biochemistry, B.S.
The Biochemistry Major (B.S.) is designed to prepare students for graduate education in the biochemical sciences, for medical, dental, or pharmaceutical professions, or for employment in biotechnology, pharmaceutical, and chemical industries. Students who complete the Bachelor of Science in Biochemistry will meet all or most of the academic requirements for admission to medical, dental, veterinary, or pharmacy schools.

The curriculum involves a solid foundation of Chemistry and Biology courses, along with core and advanced elective courses in Biochemistry. Undergraduate research is encouraged, and students may collaborate with participating faculty from a variety of departments (Chemistry, Biology, Nutrition, Physics, and Kinesiology).

This program follows the biochemistry curriculum recommendations of the American Society of Biochemists and Molecular Biologists.

Overall Requirements
• 122 credit hours, to include at least 36 credits at or above the 300 course level
• Only major requirement and related area requirement courses in which grades of C- or better are earned will be counted toward the major. Students must earn a C- or better in prerequisite major requirement and related area requirement courses before advancing to subsequent courses.

Degree Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>University Requirements (p. 671)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Education Core Requirements (GEC) (p. 683)</td>
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<tr>
<td>College of Arts and Sciences Additional Requirements (LEC) (p. 253)</td>
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Major Requirements

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<th>Title</th>
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<tr>
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<td>CHE 114</td>
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<td>CHE 115</td>
<td>General Chemistry II Laboratory</td>
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<tr>
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<td>Quantitative Analysis</td>
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<tr>
<td>CHE 333</td>
<td>Quantitative Analysis Laboratory</td>
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<tr>
<td>CHE 342</td>
<td>Inorganic Chemistry</td>
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<td>CHE 351</td>
<td>Organic Chemistry I</td>
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</tr>
<tr>
<td>CHE 352</td>
<td>Organic Chemistry II</td>
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<td>CHE 353</td>
<td>Organic Laboratory Techniques</td>
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</tr>
<tr>
<td>CHE 355</td>
<td>Intermediate Organic Chemistry Lab</td>
<td></td>
</tr>
<tr>
<td>CHE 402</td>
<td>Chemistry Seminar</td>
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<tr>
<td>CHE 406</td>
<td>Introductory Physical Chemistry</td>
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<td>CHE 407</td>
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<td>CHE 556</td>
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<td>CHE 557</td>
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<tr>
<td>CHE 401</td>
<td>Chemistry Seminar Introduction *</td>
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Related Area Requirements

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<thead>
<tr>
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<th>Credit Hours</th>
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<tbody>
<tr>
<td>MAT 191</td>
<td>Calculus I ††</td>
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<tr>
<td>MAT 292</td>
<td>Calculus II</td>
<td></td>
</tr>
<tr>
<td>BIO 111</td>
<td>Principles of Biology I †††</td>
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<tr>
<td>BIO 112</td>
<td>Principles of Biology II</td>
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<tr>
<td>BIO 392</td>
<td>Genetics</td>
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<tr>
<td>or BIO 355</td>
<td>Cell Biology</td>
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</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>PHY 211</td>
<td>General Physics I</td>
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<tr>
<td>&amp; PHY 212</td>
<td>General Physics II †</td>
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<tr>
<td>PHY 291</td>
<td>General Physics I with Calculus</td>
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</tr>
<tr>
<td>&amp; PHY 292</td>
<td>General Physics II with Calculus †</td>
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</tbody>
</table>
Advanced Biochemistry Elective or Independent Study 3-4
Select 3-4 credits of the following:
- CHE 442 Advanced Inorganic Chemistry I
- CHE 481 Synthetic Techniques
- CHE 531 Instrumental Analysis
- CHE 536 Computational Chemistry
- CHE 553 Advanced Organic Chemistry I
- CHE 555 Organometallic Chemistry
- CHE 570B Special Topics in Chemistry: Biochemistry
- BIO 494 Introduction to Biotechnology
- CHE 491 Senior Research
- CHE 492 Senior Research
- BIO 499 Undergraduate Research
- KIN 475 Independent Study
- NTR 427 Undergraduate Research
- PHY 495 Research Experience in Physics

Advanced Biological Science Elective
Select one or more courses from the following:
- BIO 277 Human Physiology
- BIO 424 Plant Physiology and Biotechnology
- BIO 464 Developmental Biology
- BIO 477 Animal Physiology
- BIO 479 Neurobiology
- BIO 481 General Microbiology
- BIO 494 Introduction to Biotechnology
- BIO 578 Hormones in Action
- BIO 583 Virology
- BIO 584 Immunology
- BIO 595 Advanced Genetics
- BIO 596 Molecular Biological Approaches in Research
- BIO 543 Biophysics
- BIO 494 Introduction to Biotechnology **

* The course is taken as an audit.
** This course is strongly recommended if not use as Advanced Biochemistry elective.
† Counts toward GEC GNS requirement.
‡ Counts toward GEC GMT requirement.
‡‡ Counts toward LEC GLS/GPS requirement.

Electives
Electives should be sufficient to complete the 122 credit hours required for the degree. Additional advanced courses in Chemistry and Biology are recommended. CST 105 Introduction to Communication Studies, which fulfills the GRD requirement, is recommended.

Chemistry, B.A.
The Chemistry Major (B.A.) provides sound education in chemistry but is less specialized and more flexible than the B.S. program. It offers solid preparation for those planning to enter medicine or dentistry, secondary school teaching, technical writing, sales, or various other vocations within the chemical industry. In fact, by electing some additional courses in chemistry beyond the minimum required, the student may prepare for graduate work under this program as well as under the B.S. While this program allows a more flexible arrangement of schedules, the student should work closely with a chemistry advisor to be certain that the proper sequence of chemistry and related area courses are taken with regard to the prerequisites.

Overall Requirements
- 122 credit hours, to include at least 36 credits at or above the 300 course level; note that licensure programs may require credits beyond the minimum listed.
- Only major requirement and related area requirement courses in which grades of C- or better are earned will be counted toward the major. Students must earn a C- or better in prerequisite major requirement and related area requirement courses before advancing to subsequent courses.

Degree Program Requirements

<table>
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<tbody>
<tr>
<td></td>
<td>University Requirements (p. 671)</td>
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<tr>
<td></td>
<td>General Education Core Requirements (GEC) (p. 683)</td>
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<td></td>
<td>College of Arts and Sciences Additional Requirements (LEC) (p. 253)</td>
<td></td>
</tr>
</tbody>
</table>

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Core Courses</td>
<td>30</td>
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</table>

Required
- CHE 111 General Chemistry I †
- CHE 112 General Chemistry I Laboratory †
- CHE 114 General Chemistry II
- CHE 115 General Chemistry II Laboratory
- CHE 331 Quantitative Analysis
- CHE 333 Quantitative Analysis Laboratory
- CHE 342 Inorganic Chemistry
- CHE 351 Organic Chemistry I
- CHE 352 Organic Chemistry II
- CHE 353 Organic Laboratory Techniques
- CHE 355 Intermediate Organic Chemistry Lab
- CHE 402 Chemistry Seminar
- CHE 406 Introductory Physical Chemistry or CHE 461 Physical Chemistry I
- CHE 401 Chemistry Seminar Introduction *

Select two courses from the following:
- CHE 420 Chemical Principles of Biochemistry
- CHE 556 Biochemistry I & CHE 557 and Biochemistry II
- CHE 442 Advanced Inorganic Chemistry I
- CHE 481 Synthetic Techniques
- CHE 531 Instrumental Analysis
- CHE 536 Computational Chemistry
- CHE 553 Advanced Organic Chemistry I

Related Area Requirements 6
MAT 191  Calculus I ††
MAT 292  Calculus II
Select one of the following:

PHY 211  General Physics I
& PHY 212  and General Physics II †
PHY 291  General Physics I with Calculus
& PHY 292  and General Physics II with Calculus †

* This course is taken as an audit.
† Counts toward GEC GNS requirement.
†† Counts toward GEC GMT requirement.

Chemistry Major with Comprehensive Science High School Teaching Licensure Concentration Requirements

The Comprehensive Science High School Licensure (CHEM) program provides a strong background in chemistry as well as licensure for high school chemistry teaching. In addition, successful completion of this program qualifies candidates to teach other high school science subjects as well.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>CHE 111</td>
<td>General Chemistry I †</td>
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<td>CHE 114</td>
<td>General Chemistry II</td>
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</tr>
<tr>
<td>CHE 115</td>
<td>General Chemistry II Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>CHE 331</td>
<td>Quantitative Analysis</td>
<td>3</td>
</tr>
<tr>
<td>CHE 333</td>
<td>Quantitative Analysis Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>CHE 342</td>
<td>Inorganic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHE 351</td>
<td>Organic Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHE 352</td>
<td>Organic Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CHE 353</td>
<td>Organic Laboratory Techniques</td>
<td>1</td>
</tr>
<tr>
<td>CHE 355</td>
<td>Intermediate Organic Chemistry Lab</td>
<td>1</td>
</tr>
<tr>
<td>CHE 402</td>
<td>Chemistry Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>
| CHE 406 | Introductory Physical Chemistry
or CHE 461 | Physical Chemistry I | 3 |
| CHE 401 | Chemistry Seminar Introduction * | 2 |
| Select two of the following:
CHE 420 | Chemical Principles of Biochemistry | 3 |
CHE 556 | Biochemistry I
& CHE 557 | and Biochemistry II | 4 |
CHE 442 | Advanced Inorganic Chemistry I | 4 |
CHE 481 | Synthetic Techniques | 3 |
CHE 531 | Instrumental Analysis | 3 |
CHE 536 | Computational Chemistry | 3 |
CHE 553 | Advanced Organic Chemistry I | 3 |
TED 559 | Teaching Practices and Curriculum in Science | 3 |

Required

<table>
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<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>TED 535</td>
<td>Literacy in the Content Area</td>
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<tr>
<td>ERM 401</td>
<td>Assessment I: Accountability in Our Nation’s Schools</td>
<td>3</td>
</tr>
<tr>
<td>ERM 402</td>
<td>Assessment II: Standardized Tests</td>
<td>3</td>
</tr>
<tr>
<td>ERM 403</td>
<td>Assessment III: Classroom Assessment</td>
<td>3</td>
</tr>
<tr>
<td>TED 444</td>
<td>Educational Psychology for the Secondary Grades</td>
<td>3</td>
</tr>
<tr>
<td>TED 445</td>
<td>Human Diversity, Teaching, and Learning *</td>
<td>3</td>
</tr>
<tr>
<td>TED 559</td>
<td>Teaching Practices and Curriculum in Science **</td>
<td>3</td>
</tr>
<tr>
<td>TED 465</td>
<td>Student Teaching and Seminar: Secondary School</td>
<td>1</td>
</tr>
<tr>
<td>LIS 120</td>
<td>Introduction to Instructional Technology for Educational Settings (strongly recommended)</td>
<td>3</td>
</tr>
</tbody>
</table>

* This course requires 25 hours of internship in the schools.
** This course requires 50 hours of internship in the schools.
† This course should be taken for 12 credits

Teacher Licensure Requirements

Contact the School of Education Office of Student Services at 336-334-3410 for more information.

The courses below must be taken in a specified sequence, terminating in student teaching in the spring semester of the senior year. See below and the online Secondary Education Handbook for more information.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>TED 535</td>
<td>Literacy in the Content Area</td>
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</tr>
<tr>
<td>ERM 401</td>
<td>Assessment I: Accountability in Our Nation’s Schools</td>
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<tr>
<td>TED 444</td>
<td>Educational Psychology for the Secondary Grades</td>
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<tr>
<td>TED 445</td>
<td>Human Diversity, Teaching, and Learning *</td>
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<td>TED 559</td>
<td>Teaching Practices and Curriculum in Science **</td>
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</tr>
<tr>
<td>TED 465</td>
<td>Student Teaching and Seminar: Secondary School</td>
<td>1</td>
</tr>
<tr>
<td>LIS 120</td>
<td>Introduction to Instructional Technology for Educational Settings (strongly recommended)</td>
<td>3</td>
</tr>
</tbody>
</table>

* This course requires 25 hours of internship in the schools.
** This course requires 50 hours of internship in the schools.
† This course should be taken for 12 credits

Sequence

The courses should be taken in the sequence below.

Select one of the following:
## Electives

Electives should be sufficient to complete the 122 credit hours required for the degree. Additional advanced courses in mathematics are advised. Additional chemistry courses above the 100 level may be taken.

## Chemistry, B.S.

The Chemistry Major (B.S.) provides very thorough undergraduate training in chemistry and an excellent background for students planning to undertake graduate work or to enter the chemical industry. It differs from the B.A. in requiring additional advanced courses in chemistry and/or related sciences. Students who complete this program will be certified to the American Chemical Society upon graduation as having fulfilled the Society's rigorous requirements for undergraduate professional training. The sequence in which the required courses are taken is important, and the student should work closely with a chemistry advisor in planning a schedule.

The concentration in Chemistry Research offers students the option to specialize in research and be exposed to three or more years of research. The concentration is designed to prepare students for graduate study in chemistry, biochemistry, medicine, and related professions or for employment in chemistry, biochemistry, or related industries. The exposure to research will build strong research, communication, and leadership skills. Such skills are in great demand.

The concentration in Biochemistry offers students the option to specialize in biochemistry within the curriculum leading to the B.S. in Chemistry. This concentration is designed to prepare students for graduate study in biochemistry, medicine, and related professions, or for employment in biochemistry or biotechnology related industries. The sequence in which the required courses are taken is important, and the student should work closely with a chemistry advisor in planning a schedule.

## Overall Requirements

- 122 credit hours, to include at least 36 credits at or above the 300 course level; note that licensure programs may require credits beyond the minimum listed.
- Only major requirement and related area requirement courses in which grades of C- or better are earned will be counted toward the major. Students must earn a C- or better in prerequisite major requirement and related area requirement courses before advancing to subsequent courses.
### Degree Program Requirements

#### University Requirements (p. 671)
- General Education Core Requirements (GEC) (p. 683)
- College of Arts and Sciences Additional Requirements (LEC) (p. 253)

#### Major Requirements

##### Chemistry Concentration Requirements

<table>
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<tr>
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<tr>
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<tr>
<td>CHE 112</td>
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<td>CHE 114</td>
<td>General Chemistry II</td>
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<tr>
<td>CHE 115</td>
<td>General Chemistry II Laboratory</td>
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<td>CHE 333</td>
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<td>CHE 342</td>
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<td>CHE 353</td>
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<tr>
<td>CHE 355</td>
<td>Intermediate Organic Chemistry Lab</td>
<td></td>
</tr>
<tr>
<td>CHE 402</td>
<td>Chemistry Seminar</td>
<td></td>
</tr>
</tbody>
</table>

**Select one of the following:**

- CHE 420 Chemical Principles of Biochemistry
- CHE 556 Biochemistry I
- & CHE 557 Biochemistry II
- CHE 442 Advanced Inorganic Chemistry I
- CHE 461 Physical Chemistry I
- CHE 462 Physical Chemistry II
- CHE 463 Physical Chemistry II Laboratory
- CHE 464 Physical Chemistry II Laboratory
- CHE 481 Synthetic Techniques
- CHE 531 Instrumental Analysis
- CHE 533 Instrumental Analysis Laboratory
- CHE 401 Chemistry Seminar Introduction *

**Related Area Requirements**

- MAT 191 Calculus I ††
- MAT 292 Calculus II
- MAT 293 Calculus III
- PHY 291 General Physics I with Calculus †
- PHY 292 General Physics II with Calculus

**Select at least one of the following:**

- CHE 490 Internship in Chemistry and Biochemistry
- CHE 493 Honors Work
- CHE 536 Computational Chemistry
- CHE 553 Advanced Organic Chemistry I
- CHE 555 Organometallic Chemistry
- BIO 355 Cell Biology
- BIO 392 Genetics

**Chemistry Research Concentration Requirements**

<table>
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<tr>
<th>Code</th>
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<td>CHE 114</td>
<td>General Chemistry II</td>
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<tr>
<td>CHE 191</td>
<td>Introduction to Research</td>
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<td>CHE 331</td>
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<td>Intermediate Organic Chemistry Lab</td>
<td></td>
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<tr>
<td>CHE 402</td>
<td>Chemistry Seminar</td>
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</tr>
<tr>
<td>CHE 406</td>
<td>Introductory Physical Chemistry</td>
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</tbody>
</table>

*B This course is taken as an audit.
** The courses count only when combined for a minimum of 2 credits and will count as one course toward fulfilling the requirement.
† The course counts only when taken for multiple instances for a combined minimum of 2 credits and will count as one course toward fulfilling the requirement.
†† Counts toward GEC GNS requirement.
† Counts toward GEC GMT requirement.
CHE 499 Senior Thesis
CHE 291 Sophomore Research *
CHE 292 Sophomore Research *
CHE 391 Junior Research *
CHE 392 Junior Research *
CHE 491 Senior Research *
CHE 492 Senior Research **
CHE 401 Chemistry Seminar Introduction 1

Select two courses of the following:
CHE 420 Chemical Principles of Biochemistry
CHE 556 & CHE 557 Biochemistry I and Biochemistry II
CHE 442 Advanced Inorganic Chemistry I
CHE 481 Synthetic Techniques
CHE 531 Instrumental Analysis
CHE 553 Advanced Organic Chemistry I
CHE 555 Organometallic Chemistry

Related Area Requirements 10
MAT 191 Calculus I ††
MAT 292 Calculus II

Select one sequence of the following:
PHY 211 & PHY 212 General Physics I and General Physics II †
PHY 291 & PHY 292 General Physics I with Calculus and General Physics II with Calculus †

* Each of the courses are taken for 3 credits
** Course is taken for 2 credits
1 This course is taken as an audit.
† Counts toward GEC GNS requirement.
†† Counts toward GEC GMT requirement.

Biochemistry Concentration Requirements

Code Title Credit Hours
CHE 111 General Chemistry I †
CHE 112 General Chemistry I Laboratory †
CHE 114 General Chemistry II
CHE 115 General Chemistry II Laboratory
CHE 331 Quantitative Analysis
CHE 333 Quantitative Analysis Laboratory
CHE 342 Inorganic Chemistry
CHE 351 Organic Chemistry I
CHE 352 Organic Chemistry II
CHE 353 Organic Laboratory Techniques
CHE 355 Intermediate Organic Chemistry Lab
CHE 402 Chemistry Seminar
CHE 407 Introductory Physical Chemistry Laboratory
CHE 461 Physical Chemistry I
CHE 462 Physical Chemistry II
CHE 531 Instrumental Analysis
CHE 533 Instrumental Analysis Laboratory
CHE 556 Biochemistry I
CHE 557 Biochemistry I Laboratory
CHE 401 Chemistry Seminar Introduction *

Related Area Requirements 3-4
Select 3-4 credits from
CHE 491 Senior Research or CHE 492 Senior Research
BIO 111 Principles of Biology I
BIO 112 Principles of Biology II
BIO 392 Genetics or BIO 355 Cell Biology
MAT 191 Calculus I ††
MAT 292 Calculus II
PHY 291 General Physics I with Calculus †
PHY 292 General Physics II with Calculus

* This course is taken as an audit.
† Counts toward GEC GNS requirement.
†† Counts toward GEC GMT requirement.

Chemistry Major with Comprehensive Science High School Teaching Licensure Concentration Requirements

The Comprehensive Science High School Licensure (CHEM) program provides a strong background in chemistry as well as licensure for high school chemistry teaching. In addition, successful completion of this program qualifies candidates to teach other high school science subjects as well.

Code Title Credit Hours
CHE 111 General Chemistry I †
CHE 112 General Chemistry I Laboratory †
CHE 114 General Chemistry II
CHE 115 General Chemistry II Laboratory
CHE 331 Quantitative Analysis
CHE 333 Quantitative Analysis Laboratory
CHE 342 Inorganic Chemistry
CHE 351 Organic Chemistry I
CHE 352 Organic Chemistry II
CHE 353 Organic Laboratory Techniques
CHE 355 Intermediate Organic Chemistry Lab
CHE 402 Chemistry Seminar
CHE 420 Chemical Principles of Biochemistry
CHE 556 Biochemistry I
& CHE 557 and Biochemistry II
CHE 442 Advanced Inorganic Chemistry I
CHE 461 Physical Chemistry I
CHE 462 Physical Chemistry II
CHE 463 Physical Chemistry I Laboratory
CHE 464 Physical Chemistry II Laboratory
CHE 481 Synthetic Techniques
Chemistry, B.S.

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<tbody>
<tr>
<td>CHE 531</td>
<td>Instrumental Analysis</td>
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<tr>
<td>CHE 533</td>
<td>Instrumental Analysis Laboratory</td>
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</tr>
<tr>
<td>CHE 401</td>
<td>Chemistry Seminar Introduction *</td>
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** Related Area Requirements **

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<th>Title</th>
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<tbody>
<tr>
<td>MAT 191</td>
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<tr>
<td>MAT 292</td>
<td>Calculus II</td>
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<tr>
<td>MAT 293</td>
<td>Calculus III</td>
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<tr>
<td>PHY 291</td>
<td>General Physics I with Calculus ††</td>
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<tr>
<td>PHY 292</td>
<td>General Physics II with Calculus</td>
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<th>Credit Hours</th>
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<td>Internship in Chemistry and Biochemistry</td>
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<tr>
<td>CHE 491</td>
<td>Senior Research</td>
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<tr>
<td>CHE 492</td>
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<tr>
<td>CHE 493</td>
<td>Honors Work</td>
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<tr>
<td>CHE 536</td>
<td>Computational Chemistry</td>
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</tr>
<tr>
<td>CHE 553</td>
<td>Advanced Organic Chemistry I</td>
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</tr>
<tr>
<td>CHE 555</td>
<td>Organometallic Chemistry</td>
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<tr>
<td>CHE 570</td>
<td>Special Topics in Chemistry</td>
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<tr>
<td>BIO 355</td>
<td>Cell Biology</td>
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<tr>
<td>BIO 392</td>
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<tr>
<td>BIO 477</td>
<td>Animal Physiology</td>
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<tr>
<td>BIO 479</td>
<td>Neurobiology</td>
<td></td>
</tr>
<tr>
<td>BIO 506</td>
<td>Advanced Topics in Genetics</td>
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</tr>
<tr>
<td>CSC 230</td>
<td>Elementary Data Structures and Algorithms</td>
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<td>CSC 330</td>
<td>Advanced Data Structures</td>
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<tr>
<td>CSC 339</td>
<td>Concepts of Programming Languages</td>
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<tr>
<td>CSC 523</td>
<td>Numerical Analysis and Computing</td>
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<td>CSC 524</td>
<td>Numerical Analysis and Computing</td>
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<td>MAT 310</td>
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<tr>
<td>MAT 311</td>
<td>Introduction to Abstract Algebra</td>
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</tr>
<tr>
<td>MAT 345</td>
<td>Vector and Tensor Analysis</td>
<td></td>
</tr>
<tr>
<td>MAT 390</td>
<td>Ordinary Differential Equations</td>
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</tr>
<tr>
<td>MAT 394</td>
<td>Calculus IV</td>
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</tr>
<tr>
<td>MAT 395</td>
<td>Introduction to Mathematical Analysis</td>
<td></td>
</tr>
<tr>
<td>PHY 321</td>
<td>Introduction to Modern Physics</td>
<td></td>
</tr>
<tr>
<td>PHY 323</td>
<td>Mechanics</td>
<td></td>
</tr>
<tr>
<td>PHY 325</td>
<td>Electricity and Magnetism I</td>
<td></td>
</tr>
<tr>
<td>PHY 327</td>
<td>Thermal Physics</td>
<td></td>
</tr>
<tr>
<td>PHY 412</td>
<td>Electronics for Scientists</td>
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</tr>
<tr>
<td>PHY 413</td>
<td>Microcomputer Interfacing for Scientists</td>
<td></td>
</tr>
<tr>
<td>PHY 421</td>
<td>Modern Physics with Quantum Mechanics</td>
<td></td>
</tr>
<tr>
<td>PHY 426</td>
<td>Electricity and Magnetism II</td>
<td></td>
</tr>
<tr>
<td>TED 559</td>
<td>Teaching Practices and Curriculum in Science</td>
<td></td>
</tr>
<tr>
<td>CHE 491</td>
<td>Senior Research **</td>
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<tr>
<td>CHE 492</td>
<td>Senior Research **</td>
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<tr>
<td>CHE 570</td>
<td>Special Topics in Chemistry 1</td>
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** Additional Requirements 2**

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<tr>
<td>BIO 112</td>
<td>Principles of Biology II</td>
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</tr>
<tr>
<td>GES 103</td>
<td>Introduction to Earth Science</td>
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</table>

Select one or more of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>GES 111</td>
<td>Physical Geology</td>
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** Related Area Requirements **

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<tr>
<td>MAT 293</td>
<td>Calculus III</td>
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</tr>
<tr>
<td>PHY 291</td>
<td>General Physics I with Calculus ††</td>
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<tbody>
<tr>
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<td>Physical Geology</td>
<td></td>
</tr>
</tbody>
</table>

* This course is taken as an audit.
** These courses count only when combined for a minimum of 2 credits and will count as one course toward fulfilling the requirement.
† The course counts only when taken for multiple instances for a combined minimum of 2 credits and will count as one course toward fulfilling the requirement.
² Additional requirements for teacher licensure, beyond the Chemistry Major requirements, include completion of the Secondary Licensure Requirements as listed under VII Teacher Licensure Requirements. In addition, students must take 14 credits in biology and earth science including the courses as listed.
† Counts toward GEC GNS requirement.
†† Counts toward GEC GMT requirement.

** Teacher Licensure Requirements **

Contact the School of Education Office of Student Services at 336-334-3410 for more information.

The courses below must be taken in a specified sequence, terminating in student teaching in the spring semester of the senior year. See below and the online Secondary Education Handbook for more information.

** Code Title Credit Hours **

<table>
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<th>Code</th>
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<tr>
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<tr>
<td>ERM 401</td>
<td>Assessment I: Accountability in Our Nation’s Schools</td>
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<tr>
<td>ERM 402</td>
<td>Assessment II: Standardized Tests</td>
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<tr>
<td>ERM 403</td>
<td>Assessment III: Classroom Assessment</td>
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<tr>
<td>TED 444</td>
<td>Educational Psychology for the Secondary Grades</td>
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<tr>
<td>TED 445</td>
<td>Human Diversity, Teaching, and Learning *</td>
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<td>TED 559</td>
<td>Teaching Practices and Curriculum in Science **</td>
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<td>TED 465</td>
<td>Student Teaching and Seminar: Secondary School 1</td>
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<tr>
<td>LIS 120</td>
<td>Introduction to Instructional Technology for Educational Settings (strongly recommended)</td>
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</table>

* This course requires 25 hours of internship in the schools.
** This course requires 50 hours of internship in the schools.
1 This course should be taken for 12 credits

** Sequence **

The courses should be taken in the sequence below.

** Course Title Credit Hours **

<table>
<thead>
<tr>
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<tr>
<td>ERM 401</td>
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** Additional Requirements 2**

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<tbody>
<tr>
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<td>Physical Geology</td>
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</tbody>
</table>
Electives

Electives should be sufficient to complete the 122 credit hours required for the degree. Additional advanced mathematics courses are advised. Additional chemistry courses above the 100 level may be taken.

Chemistry Undergraduate Minor

Program Requirements

- Minimum of 19 credit hours

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<thead>
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<th>Code</th>
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<td>CHE 114</td>
<td>General Chemistry II</td>
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<tr>
<td>CHE 115</td>
<td>General Chemistry II Laboratory</td>
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<tr>
<td>Select eight credits at the 300 level or above</td>
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<tr>
<td>Select no more than 8 credits from the following:</td>
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<tr>
<td>CHE 101</td>
<td>Introductory Chemistry</td>
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<td>CHE 103</td>
<td>General Descriptive Chemistry I</td>
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<tr>
<td>CHE 104</td>
<td>General Descriptive Chemistry II</td>
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<td>CHE 110</td>
<td>Introductory Chemistry Laboratory</td>
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<tr>
<td>CHE 115</td>
<td>General Chemistry II Laboratory</td>
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</table>

Chemistry, M.S.

The MS in Chemistry gives students the opportunity to develop and demonstrate their potential for work in biochemistry and attracts individuals who have been out of an academic environment for some time or who wish to bolster their undergraduate science experience. The successful candidate will be prepared for positions of responsibility in industry or government or for further study toward a doctoral degree.

The required 30 credit hours includes courses in the four major areas of chemistry (analytical, inorganic, organic, and physical), courses in other areas, and a research thesis based on original research carried out under the direction of a faculty advisor. In addition, the student gains experience in professional speaking by preparing and presenting two public seminars.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

In addition to the application materials required by The Graduate School, applicants must submit a one-page personal statement by the appropriate deadline to be considered for Fall, Spring, or Summer admission.

Degree Program Requirements

Required: 30 credit hours

<table>
<thead>
<tr>
<th>Code</th>
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<td>Advanced Organic Chemistry I</td>
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<tr>
<td>CHE 632</td>
<td>Advanced Analytical Chemistry</td>
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Research Techniques
Students take CHE 691 Introduction to Graduate Research before beginning research. Students must carry out a research project under the supervision of a faculty member and write a thesis on the research (CHE 699 Thesis). Students may take additional research hours of CHE 680 Research Problems in Chemistry and Biochemistry and up to 6 hours of CHE 699 for a total of 12 hours.

Seminars
Students must present two seminars, the first on a literature topic (CHE 601 Graduate Seminar I) and the second on their thesis research (CHE 602 Graduate Seminar II), normally given during the last semester of study.

Electives
Up to 9 hours may be earned in approved (by Department Graduate Studies Committee and student's research advisor) graduate courses in biology, mathematics or physics.

Comprehensive Examination
The comprehensive examination consists of a research proposal on the student's thesis research, including a literature review. The proposal must be approved by the student's thesis committee before the student may enroll in CHE 699 Thesis.

Thesis Defense
Students must defend the completed thesis before the thesis committee.

Medicinal Biochemistry, Ph.D.
The PhD in Medicinal Biochemistry requires 56 credit hours in advanced biochemical and medicinal chemistry course work and a dissertation culminating from extensive laboratory research experience carried out under the direction of a faculty advisor. Additional course work is offered in specialized areas such as synthetic chemistry, bioanalytical
chemistry, and computational chemistry. The student gains experience in professional speaking by giving public oral scientific presentations through the departmental seminar program. The successful candidate will be well prepared for careers in biotechnology, pharmaceutical or medical research, or academia.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

In addition to the application materials required by The Graduate School, applicants must submit a one-page personal statement by the appropriate deadline to be considered for Fall or Spring admission. A minimum of a BS in Chemistry, Biochemistry or related field is required.

### Degree Program Requirements

**Required:** 56 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<td><strong>Required Core Courses</strong></td>
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<td>Select two of the following:</td>
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<tr>
<td>CHE 651</td>
<td>Advanced Medicinal Chemistry</td>
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<tr>
<td>CHE 656</td>
<td>Enzyme Mechanisms</td>
<td></td>
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<tr>
<td>CHE 658</td>
<td>Nucleic Acid Biochemistry</td>
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<tr>
<td>CHE 659</td>
<td>Receptor Biochemistry</td>
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<tr>
<td>CHE 660</td>
<td>Biochemical Pharmacology and Disease Targets</td>
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<td></td>
<td><strong>Research Techniques</strong></td>
<td>25-37</td>
</tr>
<tr>
<td>CHE 691</td>
<td>Introduction to Graduate Research</td>
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<tr>
<td>CHE 780</td>
<td>Research Problems in Medicinal Biochemistry</td>
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<tr>
<td>CHE 799</td>
<td>Dissertation Research in Medicinal Biochemistry</td>
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<tr>
<td></td>
<td><strong>Seminars</strong></td>
<td>2</td>
</tr>
<tr>
<td>CHE 751</td>
<td>Literature Seminar</td>
<td></td>
</tr>
<tr>
<td>CHE 752</td>
<td>Dissertation Seminar</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Electives</strong></td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Select a minimum of 12 hours</td>
<td></td>
</tr>
</tbody>
</table>

**Research Techniques**

Students take CHE 691 Introduction to Graduate Research before beginning research. Students must carry out a research project under the supervision of a faculty member and write a dissertation on the research (CHE 799 Dissertation Research in Medicinal Biochemistry).

**Seminars**

Students must present two seminars, the first on a literature topic (CHE 751 Literature Seminar) and the second on their dissertation research (CHE 752 Dissertation Seminar), normally given during the last semester of study.

**Electives**

A minimum of 12 hours may be earned in approved (by Department Graduate Studies Committee and student's research advisor) elective graduate courses in chemistry, biology, mathematics or physics. Students who plan to pursue employment in industry are encouraged to enroll in CHE 790 Medicinal Biochemistry Internship.

**Comprehensive Examination**

The comprehensive examination consists of a research proposal on the student’s dissertation research, including a literature review and a public oral presentation. The proposal must be presented and orally defended before the student may enroll in CHE 799 Dissertation Research in Medicinal Biochemistry.

### Dissertation Defense

Students must defend the completed dissertation before the dissertation committee.

### Classical Studies

**College of Arts and Sciences**

1104 Moore Humanities and Research Administration  
336-334-5214  
www.uncg.edu/cla (http://www.uncg.edu/cla)

Maura K. Heyn, Head of Department

**Mission Statement**

The mission of the Department of Classical Studies is to serve the educational interests of undergraduate and master's level students, the local and statewide community, and the health of the national discipline, by preserving, transmitting and interpreting the achievements of the Classical World, and by adhering to the best practices of our discipline.

**About**

The Department of Classical Studies provides a comprehensive approach to the study of the ancient Greek and Roman world. The Department believes that students should have a solid foundation in the language, history, and culture of Greek and Roman civilization. To this end, the program is designed to ensure that all students gain proficiency in the Greek or Latin language, as well as a broad understanding of Classical literature in its cultural and historical context, the influence of Graeco-Roman civilization on the conceptions and values of Western civilization, and the methods of critical inquiry which are central to the discipline of Classical Studies.

The Department offers a wide variety of courses in English on mythology, archaeology, literature and culture, as well as courses in ancient Greek and Latin at all levels. Courses with a CCI prefix require no knowledge of either language; GRK courses require reading of texts in Greek and LAT courses require reading of texts in Latin.

Students also have an opportunity in the summer to visit Athens, Rome, and other parts of the Classical world, to participate in archaeological excavation, and to earn semester hours of credit through the following or through Study Abroad Programs.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCI 393</td>
<td>Classical Studies Abroad</td>
<td></td>
</tr>
<tr>
<td>CCI 394</td>
<td>Classical Studies Abroad</td>
<td></td>
</tr>
<tr>
<td>CCI 401</td>
<td>Archaeological Practicum</td>
<td></td>
</tr>
<tr>
<td>CCI 450</td>
<td>Internship in Classical Studies</td>
<td></td>
</tr>
<tr>
<td>CCI 455</td>
<td>UNCG in Rome</td>
<td></td>
</tr>
<tr>
<td>GRK 393</td>
<td>The Study of Greek Abroad</td>
<td></td>
</tr>
<tr>
<td>GRK 394</td>
<td>The Study of Greek Abroad</td>
<td></td>
</tr>
<tr>
<td>LAT 393</td>
<td>The Study of Latin Abroad</td>
<td></td>
</tr>
<tr>
<td>LAT 394</td>
<td>The Study of Latin Abroad</td>
<td></td>
</tr>
</tbody>
</table>

Professor
Classical Studies Disciplinary Honors Requirements
- 12 credit hours of Honors work in CCI, GRK, and/or LAT courses above the 100 level with at least 6 credits at the 300 level or above and grades of at least a B (3.0)
- 3 credits of HSS 490 Senior Honors Project with a grade of at least a B (3.0)

Qualifications
- A UNCG GPA of 3.30 or higher at graduation
- A grade of at least 3.0 in all work used to satisfy the Honors requirements in Classical Studies
- A declared Classical Studies primary major

Recognition
The designation “Completed Disciplinary Honors in Classical Studies” and the title of the Senior Honors Project will be printed on the student’s official transcript.

Honors Advisor
See the Department Head for further information and guidance about Honors in Classical Studies.

Classical Studies, B.A.
See Latin Teacher Licensure for Latin High School Teaching.

The Department offers a B.A. in Classical Studies, with three distinct concentrations in Classical Language and Literature, Classical Civilization, and Classical Archaeology. All three concentrations offer a broad liberal arts experience that provides an excellent foundation for a variety of careers including law, business, government, journalism, and teaching.

The Classical Language and Literature concentration is designed to ensure a solid preparation in the chosen language and to acquaint students with those works that form the origin of European literature, history, and philosophy. This concentration prepares students for graduate work in the Classical languages and literature and for secondary school language teaching.

The Classical Civilization and Classical Archaeology concentrations provide a solid and wide-ranging background for understanding the origin and development of our Western ideas, values, languages, institutions, attitudes, and art. The Classical Civilization concentration is an excellent major for Prelaw students, who should choose courses on Roman Civilization CCI 202 Introduction to Roman Civilization, Roman Law and Society (CCI 350 Roman Law and Society), and Latin to fulfill major requirements. It is also an excellent second major for those interested in any area of primary or secondary school teaching. The Classical Archaeology concentration is intended especially for students wishing to pursue graduate work in Classical Archaeology. Students interested in other areas of archaeology should also consider the Special Programs in Liberal Studies Major: Archaeology Concentration.

Overall Requirements
- 122 credit hours, to include at least 36 credits at or above the 300 course level
- Minimum 30 credits distributed as follows in one of the three possible concentrations. Students must have at least a 2.0 GPA for courses in the major, and 9 credits at the 300 level or above, including 3 credits in an advanced seminar chosen from: CCI 405 Advanced Studies in Mythology, CCI 407 Roman Myth and Legend, CCI 475 Archaeology of Death in the Classical World, CCI 490 Seminar in Classical Studies, CCI 502 History of Latin Literature, or CCI 512 The Archaeology of Roman Daily Life. No more than 6 credits in CCI 401 Archaeological Practicum and/or CCI 450 Internship in Classical Studies and/or CCI 455 UNCG in Rome may be counted toward the major in Classical Studies.

Degree Program Requirements

Major Requirements

Classical Language and Literature Concentration Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCI 201</td>
<td>Introduction to Greek Civilization</td>
<td></td>
</tr>
<tr>
<td>CCI 202</td>
<td>Introduction to Roman Civilization</td>
<td></td>
</tr>
<tr>
<td>Select 12 credits in one language of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greek</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Latin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select 3 credits in material culture of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CCI 211</td>
<td>Introduction to Greek Archaeology</td>
<td></td>
</tr>
<tr>
<td>CCI 212</td>
<td>Introduction to Roman Archaeology</td>
<td></td>
</tr>
<tr>
<td>CCI 312</td>
<td>The Art and Archaeology of Egypt</td>
<td></td>
</tr>
<tr>
<td>CCI 313</td>
<td>Archaeology of the Aegean</td>
<td></td>
</tr>
<tr>
<td>CCI 314</td>
<td>Ancient Cities</td>
<td></td>
</tr>
<tr>
<td>CCI 360</td>
<td>Archaeology of the Roman Provinces: Britain and Gaul</td>
<td></td>
</tr>
</tbody>
</table>
### Classical Civilization Concentration Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCI 201</td>
<td>Introduction to Greek Civilization</td>
<td>3</td>
</tr>
<tr>
<td>CCI 202</td>
<td>Introduction to Roman Civilization</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Select 3 credits in either Greek or Latin at or above the 204 level</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Select 3 credits in material culture of the following:</strong></td>
<td></td>
</tr>
<tr>
<td>CCI 211</td>
<td>Introduction to Greek Archaeology</td>
<td>3</td>
</tr>
<tr>
<td>CCI 212</td>
<td>Introduction to Roman Archaeology</td>
<td>3</td>
</tr>
<tr>
<td>CCI 312</td>
<td>The Art and Archaeology of Egypt</td>
<td>3</td>
</tr>
</tbody>
</table>

* Must include at least one course at or above the 300 level.
** Must include at least three courses at or above the 300 level.
† Counts toward GEC GHP and LEC GPM requirements.
†† Counts toward GEC GFA requirement.
†‡† Counts toward GEC GLT requirement.
‡‡‡ Counts toward GEC GPR requirement.
†††† Counts toward GEC GSB requirement.

### Classical Archaeology Concentration Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCI 211</td>
<td>Introduction to Greek Archaeology</td>
<td>3</td>
</tr>
<tr>
<td>CCI 212</td>
<td>Introduction to Roman Archaeology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select 3 credits in either Greek or Latin at or above the 204 level</td>
<td></td>
</tr>
</tbody>
</table>

* Must include at least one course at or above the 300 level.
** Must include at least three courses at or above the 300 level.
† Counts toward GEC GHP and CAR GPM requirements.
†† Counts toward GEC GFA requirement.
††† Counts toward GEC GLT requirement.
†‡† Counts toward GEC GPR requirement.
‡‡‡ Counts toward GEC GSB requirement.
Select 9 credits in material culture of the following:

CCI 312  The Art and Archaeology of Egypt  ††
CCI 313  Archaeology of the Aegean
CCI 314  Ancient Cities
CCI 360  Archaeology of the Roman Provinces: Britain and Gaul
CCI 365  Archaeology of the Roman Provinces: Asia Minor and Syria
CCI 475  Archaeology of Death in the Classical World
CCI 512  The Archaeology of Roman Daily Life

Select 3 credits in literature in translation of the following:

CCI 205  Mythology  †††
CCI 227  Comparative Studies in World Epics  †††
CCI 228  Comparative Studies in World Drama  †††
CCI 305  Classical Tragedy  †††
CCI 306  Classical Comedy  ††
CCI 321  The Archaic Age  ††††
CCI 324  The Age of Cicero  †††
CCI 325  The Age of Augustus  †††
CCI 326  The Age of Nero  †††
CCI 405  Advanced Studies in Mythology
CCI 407  Roman Myth and Legend
CCI 502  History of Latin Literature

Select 9 credits in a related field of the following or one of the above categories:

CCI 206  Classical Origins of the English Language
CCI 207  Ancient Sports and Society  †††††
CCI 240  Ancient Warfare  †
CCI 323  The World of Alexander the Great
CCI 327  The Age of Constantine
CCI 330  Women in Antiquity
CCI 336  Language Change
CCI 340  Ancient Cosmology  ††††
CCI 350  Roman Law and Society  ††††
CCI 370  Classical Rhetoric and Culture
CCI 401  Archaeological Practicum
CCI 450  Internship in Classical Studies
CCI 455  UNCG in Rome
CCI 490  Seminar in Classical Studies

* Must include at least one course at or above the 300 level.
** Must include at least three courses at or above the 300 level.
† Counts toward GEC GHP and CAR GPM requirements.
†† Counts toward GEC GFA requirement.
††† Counts toward GEC GLT requirement.
†††† Counts toward GEC GPR requirement.
††††† Counts toward GEC GSB requirement.

Classical Studies Major with High School Teaching Licensure in Latin Concentration Requirements

The Department of Classical Studies cooperates with the School of Education to prepare students for teaching Latin at the secondary level. The aim of the departmental program is three-fold as detailed below.

1. To promote proficiency in Latin by providing courses which focus on grammatical analysis and reading of Latin texts with understanding, and which cover a range of genres and authors;
2. To make available a full variety of courses in literature, civilization, and advanced language training to ensure students a broad base of cultural and linguistic experiences;
3. To promote an understanding of and appreciation for the Classical foundations of the Western tradition.

Requirements

Minimum of 33 credit hours distributed as follows, with a minimum GPA overall, a minimum GPA of 3.0 in Latin (LAT) courses, and 9 credits at the 300 level or above. No more than 6 credits in CCI 401 Archaeological Practicum and/or CCI 450 Internship in Classical Studies may be counted toward the major in Classical Studies.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCI 201</td>
<td>Introduction to Greek Civilization †</td>
<td>3</td>
</tr>
<tr>
<td>CCI 202</td>
<td>Introduction to Roman Civilization †</td>
<td>3</td>
</tr>
<tr>
<td>Select 12 credits in Latin Language (LAT), must include the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAT 531</td>
<td>Latin Grammar and Composition</td>
<td></td>
</tr>
<tr>
<td>Two additional courses at the 300 level or above</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select 3 credits in material culture of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CCI 212</td>
<td>Introduction to Roman Archaeology †</td>
<td>3</td>
</tr>
<tr>
<td>CCI 312</td>
<td>The Art and Archaeology of Egypt ††</td>
<td>3</td>
</tr>
<tr>
<td>CCI 314</td>
<td>Ancient Cities</td>
<td></td>
</tr>
<tr>
<td>CCI 360</td>
<td>Archaeology of the Roman Provinces: Britain and Gaul</td>
<td>3</td>
</tr>
<tr>
<td>CCI 365</td>
<td>Archaeology of the Roman Provinces: Asia Minor and Syria</td>
<td>3</td>
</tr>
<tr>
<td>CCI 475</td>
<td>Archaeology of Death in the Classical World</td>
<td></td>
</tr>
<tr>
<td>CCI 512</td>
<td>The Archaeology of Roman Daily Life</td>
<td></td>
</tr>
<tr>
<td>CCI 205</td>
<td>Mythology †††</td>
<td>3</td>
</tr>
<tr>
<td>Select 3 additional credits in Classical literature of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CCI 227</td>
<td>Comparative Studies in World Epics †††</td>
<td>3</td>
</tr>
<tr>
<td>CCI 228</td>
<td>Comparative Studies in World Drama †††</td>
<td>3</td>
</tr>
<tr>
<td>CCI 305</td>
<td>Classical Tragedy †††</td>
<td>3</td>
</tr>
<tr>
<td>CCI 306</td>
<td>Classical Comedy ††</td>
<td>3</td>
</tr>
<tr>
<td>CCI 324</td>
<td>The Age of Cicero †††</td>
<td>3</td>
</tr>
<tr>
<td>CCI 325</td>
<td>The Age of Augustus ††</td>
<td>3</td>
</tr>
<tr>
<td>CCI 326</td>
<td>The Age of Nero †††</td>
<td>3</td>
</tr>
<tr>
<td>CCI 405</td>
<td>Advanced Studies in Mythology</td>
<td></td>
</tr>
<tr>
<td>CCI 407</td>
<td>Roman Myth and Legend</td>
<td></td>
</tr>
<tr>
<td>CCI 502</td>
<td>History of Latin Literature</td>
<td></td>
</tr>
</tbody>
</table>

* Must include at least one course at or above the 300 level.
** Must include at least three courses at or above the 300 level.
† Counts toward GEC GHP and CAR GPM requirements.
†† Counts toward GEC GFA requirement.
††† Counts toward GEC GLT requirement.
†††† Counts toward GEC GPR requirement.
††††† Counts toward GEC GSB requirement.
CCI 350  Roman Law and Society †††
CCI 370  Classical Rhetoric and Culture
CCI 490  Seminar in Classical Studies
LAT 198  Latin Sight Reading
LAT 199  Conversational and Modern Latin

Select 3 credits in an advanced seminar of the following:
CCI 405  Advanced Studies in Mythology
CCI 407  Roman Myth and Legend
CCI 475  Archaeology of Death in the Classical World
CCI 490  Seminar in Classical Studies
CCI 502  History of Latin Literature
CCI 512  The Archaeology of Roman Daily Life

In addition, students must meet additional requirements in Professional Education (see School of Education Licensure Programs) including the courses listed below.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ERM 405</td>
<td>Measurement and Assessment in Teaching</td>
<td></td>
</tr>
<tr>
<td>LAT 552</td>
<td>Teaching Secondary-Level Latin: Current Trends</td>
<td></td>
</tr>
<tr>
<td>TED 444</td>
<td>Educational Psychology for the Secondary Grades</td>
<td></td>
</tr>
<tr>
<td>TED 445</td>
<td>Human Diversity, Teaching, and Learning</td>
<td></td>
</tr>
<tr>
<td>TED 535</td>
<td>Literacy in the Content Area</td>
<td></td>
</tr>
</tbody>
</table>

† Counts toward GEC GHP and CAR GPM requirements.
†† Counts toward GEC GFA requirement.
††† Counts toward GEC GLT requirement.
†††† Counts toward GEC GPR requirement.
††††† Counts toward GEC GSB requirement.

Student Teaching
For further information, students consult with their advisor from the Department of Classical Studies.

Electives
Electives sufficient to complete the 122 credit hours required for degree.

Classical Studies as a Second Academic Concentration for Elementary Education Majors

• Minimum of 18 credit hours

This concentration is designed for students in the Elementary Education and Special Education programs. Much of the subject matter in the concentration (mythology, language and reading study, word origins, history, and culture) is easily adaptable for use with elementary grades students, and the flexibility of the concentration is designed to accommodate the schedules of Elementary Education and Special Education majors.

Latin Focus

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAT 101</td>
<td>Elementary Latin I</td>
<td></td>
</tr>
<tr>
<td>&amp; LAT 102</td>
<td>and Elementary Latin II</td>
<td></td>
</tr>
</tbody>
</table>

Greek Focus

Required

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRK 201</td>
<td>Elementary Ancient Greek I</td>
<td></td>
</tr>
<tr>
<td>GRK 202</td>
<td>Elementary Ancient Greek II</td>
<td></td>
</tr>
<tr>
<td>CCI 201</td>
<td>Introduction to Greek Civilization</td>
<td></td>
</tr>
<tr>
<td>CCI 205</td>
<td>Mythology</td>
<td></td>
</tr>
</tbody>
</table>

Select 6 s.h. in civilization courses of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCI 206</td>
<td>Classical Origins of the English Language</td>
<td></td>
</tr>
<tr>
<td>CCI 211</td>
<td>Introduction to Greek Archaeology</td>
<td></td>
</tr>
<tr>
<td>CCI 227</td>
<td>Comparative Studies in World Epics</td>
<td></td>
</tr>
<tr>
<td>CCI 228</td>
<td>Comparative Studies in World Drama</td>
<td></td>
</tr>
<tr>
<td>CCI 305</td>
<td>Classical Tragedy</td>
<td></td>
</tr>
<tr>
<td>CCI 306</td>
<td>Classical Comedy</td>
<td></td>
</tr>
<tr>
<td>CCI 314</td>
<td>Ancient Cities</td>
<td></td>
</tr>
<tr>
<td>CCI 323</td>
<td>The World of Alexander the Great</td>
<td></td>
</tr>
<tr>
<td>CCI 326</td>
<td>The Age of Nero</td>
<td></td>
</tr>
<tr>
<td>CCI 330</td>
<td>Women in Antiquity</td>
<td></td>
</tr>
<tr>
<td>CCI 340</td>
<td>Ancient Cosmology</td>
<td></td>
</tr>
<tr>
<td>CCI 405</td>
<td>Advanced Studies in Mythology</td>
<td></td>
</tr>
<tr>
<td>CCI 407</td>
<td>Roman Myth and Legend</td>
<td></td>
</tr>
</tbody>
</table>

* By placement exam or permission of the instructor

Classical Studies Undergraduate Minor

The Classical Studies Minor complements majors in a variety of fields including anthropology, art, English, foreign languages, history, philosophy, and religious studies. Requirements are flexible enough to permit students to develop and extend their major plan of study.

• Minimum of 15 credit hours
The minor consists of 15 credits in courses above the 100 level to be worked out with the department advisor as best suited to each student’s academic program.

**Communication Studies**

*College of Arts and Sciences*

102 Ferguson Building  
336-334-5297  
cst.uncg.edu (https://cst.uncg.edu)

Christopher N. Poulos, *Head of Department*  
Marianne LeGreco, *Director of Graduate Study*

**About**

There is nothing on this earth more fascinating than the study of human communication. Meaning making is a complex, continuous, collaborative, dynamic process. Sometimes, we are transported into a world we could hardly imagine as we engage in deep listening and active dialogue with friends, loved ones, and colleagues. Sometimes a great speech will take us to soaring heights of understanding and even epiphany. Sometimes we are like ships passing in the night, hardly even understanding one another. And sometimes, we crash into each other like rams on a hillside, embroiled in conflict, with no apparent exit!

Friends, families, work groups, organizations, communities—we study them all, and all offer endless opportunities for study, sense making, and intervention. All of this action, and more, will confront you as you engage in your studies. And, at the end of it all, you will not only have a lifelong quest ahead of you (as you come to understand and engage in various forms and practices of communication), you will also find yourself equipped to succeed in a wide variety of fields and careers.

**Mission Statement**

We teach and research communication to connect people, create change, and work toward a just world.

**Commitments**

- We engage communication knowledge to understand, advance, and challenge human interaction processes locally and globally.
- We promote the centrality of communication to personal, professional, and public lives.
- We seek to invigorate our collective moral imagination to build a world of hope, justice, and peace.
- We engage pressing social and relational issues through written and spoken communication, active research and teaching, and involvement in the world around us.
- We foster learning and application of communication knowledge and skill to transform relationships and communities.
- We affirm, practice, and teach service and community engagement.
- We teach the art of living well together.

**Values**

We actively value and promote:

- Honesty
- Trust
- Respect
- Fairness
- Responsibility
- Care
- Ethics
- Justice
- Courage
- Equality
- Creativity
- Compassion
- Engagement
- Critical Thinking
- Holistic Thinking
- Incremental Thinking
- Learner-centered practice
- Independence
- Interdependence
- Difference
- Relationships
- Connection
- Self-discipline
- Focus
- Service

**Philosophy of Scholarship**

We believe that communication is formative and foundational to human identities, relationships, and communities—and that ethical and strategically effective communication can be the means of critiquing, constructing, and transforming identities, relationships, and communities.

We engage in communication scholarship in the form of research, teaching, and service that:

- Integrates dialogue and other approaches to communication as the foundation for scholarly inquiry and application to the world
- Cultivates diversity and respect for differences
- Promotes change that leads to more democratic, just, and peaceful relationships and communities
- Engages creative partnerships of faculty, students, and other stakeholders in addressing contemporary challenges and opportunities for improving communication

The Department offers the B.A. in Communication Studies as well as an undergraduate minor. The M.A. degree is also offered in the department. For details on the graduate program see the *University Catalog*.

The Department of Communication Studies offers required and elective courses that are designed to make productive use of differing learning styles among students: theoretical and applied, textual and experiential, topical and case study, course work and internships/service learning, individual and groups/team based performances. A number of courses involve service learning to link communication, action, and academic study.

The Department of Communication Studies provides opportunities to study relational, group, workplace, and community communication. Communication courses contribute to a liberal education by teaching creative thinking and problem-solving, critical reasoning, and effective
oral, written, and mediated communication. The faculty strongly believe in the interdisciplinary nature of communication, and this curriculum encourages elective course work be taken in allied disciplines such as African American and African Diaspora Studies, Anthropology, Business, English, Media Studies, Philosophy, Political Science, Psychology, Sociology, and Women’s and Gender Studies. Additionally, the Department participates in high-impact educational experiences, such as Service-Learning, the Honors Programs administered by the Lloyd International Honors College, Writing Across the Curriculum and Speaking Across the Curriculum programs, and regularly offers freshman seminars. Opportunities also exist for Study Abroad including exchanges in Europe. Communication Studies majors with a 3.0 GPA may apply to go abroad in the spring semester of their junior year to participate in various Study Abroad opportunities.

The undergraduate program in Communication Studies is designed to serve as a solid foundation for a variety of professional and entrepreneurial careers; it also provides preparatory work for graduate studies in communication, as well as related fields such as law, business, media studies, and education. Faculty and students in the Department of Communication Studies are actively involved in research, service, and consulting with community, state, regional, national, and international organizations and agencies.

**Student Learning Goals**

As a reflection of the mission statement, the UNC Greensboro general education goals, and in consultation with the National Communication Association, the Department of Communication Studies has the following student learning outcomes for the B.A. degree. At the completion of the major, the student should be able to:

- Speak effectively and ethically to a public.
- Utilize communication concepts and competencies to build relationships and/or community.
- Apply a communication perspective to identify and analyze social issues/problems.
- Engage communication scholarship using appropriate theory and research methods.

**Criterion for Progression in the Major**

Only grades of C- or better, taken in Communication Studies courses, will count toward completion of a major in the Department.

**Graduate Programs**

The Master of Arts program in Communication Studies prepares students for scholarly or applied communication careers in the social, public, and private sectors, community college teaching, or advancement to a doctoral program. As they master the tools of scholarship, students acquire:

1. A deep, research-based, critical understanding of communication in relation to public and private contexts and issues, and
2. The ability to participate in and contribute to the communication discipline as scholars and practitioners.

**Professor**

Spoma Jovanovic
Loreen N Olson
Christopher N Poulos
Roy J Schwartzman

**Associate Professor**

David Carlone
Cerise L. Glenn Manigault
Pete Kellett
Etsuko Kinefuchi
Marianne E. LeGreco
Elizabeth J Natalle

**Assistant Professor**

Cristiane Sommer Damasceno

**Senior Lecturer**

Jessica E. D. McCall

**Lecturer**

Kristen Thompson Christman
Sarah Gurney Dunning
Chris Vaughn Jordan
Killian E Manning
Jenni M Simon
Jenny M Southard
Nic Hardin Sprinkle
Jessica R Sullivan
April N Wright

**Senior Academic Professional**

Kim Cuny

**Academic Professional**

Erin Harrison

G Graduate-level faculty

- Communication Studies, B.A. (p. 283)
- Communication Studies Undergraduate Minor (p. 285)
- Communication Studies, M.A. (p. 285)

**Communication Studies Disciplinary Honors**

**Requirements**

Consult the departmental office. See also Honors Programs (p. 652).

**Communication Studies, B.A.**

**Overall Requirements**

- 122 credit hours, to include at least 36 credits at or above the 300 course level with a minimum of 6 credits at the 400 and/or 500 course levels
- Minimum 2.0 GPA

**Degree Program Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Requirements (p. 671)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Education Core Requirements (GEC) (p. 683)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College of Arts and Sciences Additional Requirements (LEC) (p. 253)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Major Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CST 105</td>
<td>Introduction to Communication Studies †</td>
<td>3</td>
</tr>
<tr>
<td>CST 200</td>
<td>Communication and Community</td>
<td></td>
</tr>
<tr>
<td>CST 207</td>
<td>Relational Communication</td>
<td></td>
</tr>
<tr>
<td>CST 210</td>
<td>Communicating Ethically</td>
<td></td>
</tr>
<tr>
<td>CST 300</td>
<td>Communication Theory</td>
<td></td>
</tr>
<tr>
<td>Select 21 additional credits of CST electives *</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* All must be 300 level or above. 6 credits must be at the 400 and/or 500 level.
† Counts toward GEC GRD requirement.

**Electives**

Electives sufficient to complete the 122 credit hours required for degree.

**Communication Studies as a Second Academic Concentration for Elementary Education Majors**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CST 105</td>
<td>Introduction to Communication Studies †</td>
<td>3</td>
</tr>
<tr>
<td>CST 200</td>
<td>Communication and Community</td>
<td></td>
</tr>
<tr>
<td>CST 311</td>
<td>Deliberation and Decision Making</td>
<td></td>
</tr>
<tr>
<td>or CST 305</td>
<td>Persuasion in Western Culture</td>
<td></td>
</tr>
<tr>
<td>Select 12 credits from the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CST 207</td>
<td>Relational Communication</td>
<td></td>
</tr>
<tr>
<td>CST 210</td>
<td>Communicating Ethically</td>
<td></td>
</tr>
<tr>
<td>CST 315</td>
<td>Persuasion and Social Influence</td>
<td></td>
</tr>
<tr>
<td>CST 344</td>
<td>Conflict Communication</td>
<td></td>
</tr>
<tr>
<td>CST 350</td>
<td>Small Group and Team Communication</td>
<td></td>
</tr>
<tr>
<td>CST 359</td>
<td>Communication Pedagogy</td>
<td></td>
</tr>
</tbody>
</table>

† Counts toward GEC GRD requirement.

**Accelerated B.A. to M.A.**

Qualified UNC Greensboro undergraduate students may apply for admission to the Accelerated Degree Program in Communication Studies. A cumulative undergraduate GPA of at least 3.5 based on at least 30 credit hours earned at UNC Greensboro is required. Applicants must have completed at least 60 credits and may not apply for admission to the ADP before the first semester of the junior year.

Communication Studies has the following additional requirements:
- At least 15 credits of undergraduate Communication Studies courses, with an earned 3.5 GPA in these courses. The 15 credits must include CST 300 Communication Theory, with a minimum grade of B. Of the remaining 12 credits, 6 credits must be from among CST 105 Introduction to Communication Studies, CST 200 Communication and Community, CST 207 Relational Communication, and CST 210 Communicating Ethically. Standard application requirements for the Master of Arts program (i.e., undergraduate transcript(s), GRE scores, three letters of recommendation, personal statement, writing sample, interview).

All applicants must submit the Request for Accelerated Degree Program to the Graduate School and must simultaneously apply for admission to the Communication Studies Master of Arts degree program.

Admitted students may apply a maximum of 12 credits of graduate-level coursework toward completion of both the undergraduate and graduate degrees, provided that they earn a grade of "B" (3.0) or better in each graduate course and fulfill graduate-level requirements.

**ADP Courses**

As with all graduate students in Communication Studies, courses counted toward the Master of Arts (M.A.) degree need the prior approval of the Director of Graduate Study. Up to, but not more than, 12 credits of graduate courses may be double-counted. For a course to apply toward both degrees, the student must earn a grade of "B" (3.0) or better in the course and fulfill graduate-level requirements.

The M.A. degree requires 30 credit hours of graduate-level coursework. If the maximum of 12 credits is double-counted toward both the undergraduate and graduate degrees, the student must complete an additional 18 credits of graduate-level coursework to complete the M.A. degree. No more than 9 credits at the 500-level may be counted toward the M.A. degree. Please see the section below for a full description of the M.A. degree requirements. The following courses have been identified as those that may be counted toward the B.A. and M.A. degrees. These courses have been chosen because they are well suited to ADP students and because they are offered frequently enough to provide students substantial opportunity to enroll in them. All courses that lead to the completion of the M.A. degree must be approved with the Director of Graduate Study.

The following courses may be counted toward the Bachelor and Master degrees:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CST 502</td>
<td>The Semiotics of Everyday Life</td>
<td>3</td>
</tr>
<tr>
<td>CST 506</td>
<td>Speaking Out for Community Change</td>
<td>3</td>
</tr>
<tr>
<td>CST 520</td>
<td>African American Culture and Identity</td>
<td>3</td>
</tr>
<tr>
<td>CST 555</td>
<td>Relational Communication and the Hollywood Feature Film</td>
<td>3</td>
</tr>
<tr>
<td>CST 601</td>
<td>Engaging Communication Scholarship I</td>
<td>3</td>
</tr>
<tr>
<td>CST 602</td>
<td>Engaging Communication Scholarship II</td>
<td>3</td>
</tr>
</tbody>
</table>

Substitutions for the above courses require the permission of the Director of Graduate Study in the Department of Communication Studies.

**Degree Program Requirements**

Please consult with an advisor to determine how the courses taken at the graduate level will meet requirements in the bachelor’s degree program. All degree requirements for the Master of Arts in Communication Studies remain the same.
Communication Studies
Undergraduate Minor

The Communication Studies minor is designed to offer interested students from other disciplines a broad, flexible foundation in key areas of the field.

Program Requirements
- Minimum of 18 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CST 105</td>
<td>Introduction to Communication Studies</td>
<td>18</td>
</tr>
</tbody>
</table>

Select 3 credits from the following:
- CST 200 Communication and Community
- CST 207 Relational Communication
- CST 210 Communicating Ethically

Select at least 12 credits of CST electives at the 300 level or above

Communication Studies, M.A.

The M.A. in Communication Studies requires 30 credit hours of the mandatory core courses, elective coursework, and the capstone experience.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

In addition to the application materials required by The Graduate School, applicants must submit a 2-3 page statement describing their educational background, relevant experience, career goals, and purpose for graduate study in the field of communication; an academic writing sample, preferably a research paper written for a prior course in communication studies or a relevant discipline; and a resume or curriculum vitae. Applicants must also complete an interview with the Director of Graduate Study and members of the Graduate Admissions Committee.

Procedural Guidelines

Upon admission to the Department, the Director of Graduate Study will advise students on Departmental and Graduate School processes and procedures.

After completing the core requirements, students will be informed by the Director of Graduate Study if they are or are not meeting the academic standards and requirements of the program. At that time, students may be allowed to continue in the program or be asked to leave the program.

Fully admitted graduate students in the Department of Communication Studies must achieve at least a 3.0 GPA each semester and on a cumulative basis throughout their program of study. Failure to meet this expectation will result in dismissal from the program. Further, any fully admitted graduate student earning 2 grades of C+ or C or 1 grade of U, WF, or F in any CST graduate course will be dismissed from the M.A. program. Students have the right to appeal for reinstatement to the CST Graduate Admissions Committee.

In the semester immediately prior to their final semester, students will form a Capstone committee to assist with completion of the Final Research Project. The committee will consist of two CST Graduate Faculty members with whom the student has taken courses toward the degree and/or have expertise in the capstone topic area. Typically, one of these faculty members will serve as the major guiding professor on the project. The committee will guide the student through the development and execution of a research project appropriate to the culmination of the M.A. degree. The final product will be a scholarly essay. Satisfactory projects, with revisions, are typically suitable for submission for presentation at a local, regional, or national conference.

Degree Requirements

Required: 30 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CST 601</td>
<td>Engaging Communication Scholarship I</td>
<td>6</td>
</tr>
<tr>
<td>CST 602</td>
<td>Engaging Communication Scholarship II</td>
<td>6</td>
</tr>
</tbody>
</table>

Select at least 21 credits of CST cognate, graded courses

Capstone Experience

CST 698 Capstone Experience in Communication (Final Research Project) (Final Research Project)

Total Credit Hours

30

Required Core Courses

The core courses form the foundation for proper socialization into the communication discipline, development of skills required for graduate level work, and knowledge of theories and methodologies necessary to engage in communication scholarship. Students are required to take CST 601 Engaging Communication Scholarship I and CST 602 Engaging Communication Scholarship II during their first semesters in the program.

Elective Course Work

In addition to the required core courses, students need to satisfactorily complete 21 credits in elective, graded courses. It is recommended that the students choose courses from the following categories within CST. The thematic groupings are designed to help students devise a coherent Plan of Study around their specific interests.

Category A: Culture and Identity

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CST 520</td>
<td>African American Culture and Identity</td>
<td>3</td>
</tr>
<tr>
<td>CST 612</td>
<td>Seminar in Communication Studies</td>
<td>3</td>
</tr>
<tr>
<td>CST 635</td>
<td>Identity, Culture, and Communication</td>
<td>3</td>
</tr>
<tr>
<td>CST 659</td>
<td>Communication and Gendered Communities</td>
<td>3</td>
</tr>
</tbody>
</table>

Category B: Community Engagement and Public Advocacy

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CST 612</td>
<td>Seminar in Communication Studies</td>
<td>3</td>
</tr>
<tr>
<td>CST 632</td>
<td>Seminar in Communication Ethics</td>
<td>3</td>
</tr>
</tbody>
</table>

Category C: Relationships and Families

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CST 555</td>
<td>Relational Communication and the Hollywood Feature Film</td>
<td>3</td>
</tr>
</tbody>
</table>
At least 15 credits of undergraduate Communication Studies courses, with an earned 3.5 GPA in these courses. The 15 credits must include
CST 300 Communication Theory, with a minimum grade of B. Of the
remaining 12 credits, 6 credits must be from among CST 105 Introduction
to Communication Studies, CST 200 Communication and Community,
CST 207 Relational Communication, and CST 210 Communicating
Ethically. Standard application requirements for the Master of Arts
program (i.e., undergraduate transcript(s), GRE scores, three letters
of recommendation, personal statement, writing sample, interview).

All applicants must submit the Request for Accelerated Degree Program
to the Graduate School and must simultaneously apply for admission to
the Communication Studies Master of Arts degree program.

Admitted students may apply a maximum of 12 credits of graduate-level
coursework toward completion of both the undergraduate and graduate
degrees, provided that they earn a grade of "B" (3.0) or better in each
graduate course and fulfill graduate-level requirements.

**ADP Courses**

As with all graduate students in Communication Studies, courses
counted toward the Master of Arts (M.A.) degree need the prior approval
of the Director of Graduate Study. Up to, but not more than, 12 credits of
graduate courses may be double-counted. For a course to apply toward
both degrees, the student must earn a grade of "B" (3.0) or better in the
course and fulfill graduate-level requirements.

The M.A. degree requires 30 credit hours of graduate-level coursework.
If the maximum of 12 credits is double-counted toward both the
undergraduate and graduate degrees, the student must complete an
additional 18 credits of graduate-level coursework to complete the M.A.
degree. No more than 9 credits at the 500-level may be counted toward
the M.A. degree. Please see the section below for a full description of the
M.A. degree requirements. The following courses have been identified
as those that may be counted toward the B.A. and M.A. degrees. These
courses have been chosen because they are well suited to ADP students
and because they are offered frequently enough to provide students
substantial opportunity to enroll in them. All courses that lead to the
completion of the M.A. degree must be approved with the Director of
Graduate Study.

The following courses may be counted toward the Bachelor and Master
degrees:

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</tr>
<tr>
<td>CST 520</td>
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<td>3</td>
</tr>
<tr>
<td>CST 555</td>
<td>Relational Communication and the Hollywood</td>
<td>3</td>
</tr>
<tr>
<td>Feature Film</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CST 601</td>
<td>Engaging Communication Scholarship I</td>
<td>3</td>
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<td>CST 602</td>
<td>Engaging Communication Scholarship II</td>
<td>3</td>
</tr>
</tbody>
</table>

Substitutions for the above courses require the permission of the Director
of Graduate Study in the Department of Communication Studies.

**Degree Program Requirements**

Please consult with an advisor to determine how the courses taken at the
graduate level will meet requirements in the bachelor's degree program.
All degree requirements for the Master of Arts in Communication Studies remain the same.

Computer Science

College of Arts and Sciences

167 Petty Building
336-256-1112
www.uncg.edu/cmp (http://www.uncg.edu/cmp)

Stephen R. Tate, Head of Department

Undergraduate

The courses in the Computer Science Department are designed to teach the foundations of computing rather than a particular technology, so that the student is prepared to adapt to changing technology. Students are exposed to various programming languages and computing systems.

The job market in computer science is strong. A student completing a bachelor’s degree with a strong academic record can expect job offers as a systems programmer or analyst, applications programmer, systems support staff member, technical staff member, or similar position. The undergraduate curriculum has also been designed to prepare students for graduate studies (master’s and doctoral degrees) in computer science. Qualified students who have an interest in research will have opportunities to participate in projects with department faculty during undergraduate or graduate studies.

Graduate

Jing Deng, Director of Graduate Study

About

The Master of Science is designed to build computer science depth and research competence, to prepare students for advanced careers in computing fields. Students completing the M.S. degree are also well-prepared for doctoral study in computer science.

MS students may pursue an optional concentration in Data Science and Big Data, which provides students key knowledge of appropriate theories, algorithms, and technologies, towards development of analytical systems/models for disparate, complex, and small/large scale datasets. Students completing this concentration will have demonstrated skills necessary to tackle a wide variety of data-focused scientific, social, and environmental challenges.

Mission Statement

The Department of Computer Science supports the university mission of being a student-centered research university by fostering discovery and intellectual growth through the traditional activities of education, research, and service, with stated missions in each of these areas.

- Education Mission: To provide excellence in teaching and education, providing rigorous undergraduate and graduate programs that produce graduates who have the theoretical foundation and technical skills to become productive professionals and/or to contribute to research in computer science, and supporting general liberal education through courses for non-majors that promote critical thinking and skills for life in a technical and information-based society.
- Research Mission: To contribute to the creation and dissemination of ideas through research and scholarly activities, such as publication of original research, presentations at scholarly meetings, and participation in externally funded research projects, in the context of a program which values the academic freedom of faculty to set their own research directions in basic or applied research.
- Service Mission: To support the university and computer science profession through participation in activities, committees, and policy making.

Professor
Jing Deng
Fereidoon Sadri
Shanmugathasan Suthaharan
Stephen R Tate

Associate Professor
Lixin Fu
Nancy L Green

Assistant Professor
Minjeong Kim
Prashanti Manda
Somya Darsan Mohanty

Visiting Assistant Professor
Nathaniel Brian Kell

Senior Lecturer
Mark V Armstrong

Lecturer
Chandana Ariyawansa
Siobahn C Day

Graduate-level faculty

- Computer Science, B.S. (p. 288)
- Computer Science Undergraduate Minor (p. 289)
- Computer Science, M.S. (p. 289)

Computer Science Disciplinary Honors

Requirements

12 credit hours as outlined below.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 471</td>
<td>Principles of Database Systems</td>
<td></td>
</tr>
<tr>
<td>CSC 521</td>
<td>Computer Graphics</td>
<td></td>
</tr>
<tr>
<td>CSC 522</td>
<td>Digital Image Processing</td>
<td></td>
</tr>
<tr>
<td>CSC 523</td>
<td>Numerical Analysis and Computing</td>
<td></td>
</tr>
<tr>
<td>CSC 524</td>
<td>Numerical Analysis and Computing</td>
<td></td>
</tr>
<tr>
<td>CSC 526</td>
<td>Bioinformatics</td>
<td></td>
</tr>
<tr>
<td>CSC 529</td>
<td>Artificial Intelligence</td>
<td></td>
</tr>
<tr>
<td>CSC 539</td>
<td>Introduction to Compiler Design</td>
<td></td>
</tr>
<tr>
<td>CSC 540</td>
<td>Human-Computer Interface Development</td>
<td></td>
</tr>
<tr>
<td>CSC 550</td>
<td>Combinatorics on Words</td>
<td></td>
</tr>
<tr>
<td>CSC 555</td>
<td>Algorithm Analysis and Design</td>
<td></td>
</tr>
<tr>
<td>CSC 561</td>
<td>Principles of Computer Architecture</td>
<td></td>
</tr>
<tr>
<td>CSC 567</td>
<td>Principles of Computer Networks</td>
<td></td>
</tr>
</tbody>
</table>

Select 6 credits of the following:

- CSC 471 Principles of Database Systems
- CSC 521 Computer Graphics
- CSC 522 Digital Image Processing
- CSC 523 Numerical Analysis and Computing
- CSC 524 Numerical Analysis and Computing
- CSC 526 Bioinformatics
### Qualifications

- At least a 3.30 overall GPA at graduation
- A grade of B or higher in all course work used to satisfy the Honors requirements in Computer Science
- A declared Computer Science major

### Recognition

The designation “Completed Disciplinary Honors in Computer Science” and the title of the Senior Honors Project will be printed on the student’s academic transcript.

### Honors Advisor

Contact the Department of Computer Science for further information and guidance about Honors in Computer Science.

### Computer Science, B.S.

The B.S. degree in Computer Science program is accredited by the Computing Accreditation Commission of ABET (www.abet.org).

Students must maintain a grade point average of at least 2.0 in the core courses, required electives, and required supporting discipline courses.

Because computer science courses change rapidly, it is recommended that the sequence CSC 130 Introduction to Computer Science, CSC 230 Elementary Data Structures and Algorithms, CSC 330 Advanced Data Structures be completed within 4 consecutive semesters.

### Overall Requirements

- 122 credit hours, to include at least 36 credits at or above the 300 course level

### Degree Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>University Requirements (p. 671)</td>
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</tr>
<tr>
<td></td>
<td>General Education Core Requirements (GEC) (p. 683)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>College of Arts and Sciences Additional Requirements (LEC) (p. 253)</td>
<td></td>
</tr>
</tbody>
</table>

### Major Requirements

The courses in the Computer Science Department are designed to teach the foundations of computing rather than a particular technology, so that the student is prepared to adapt to changing technology. Students are exposed to various programming languages and computing systems.

The job market in computer science is strong. A student completing a bachelor's degree with a strong academic record can expect job offers as a systems programmer or analyst, applications programmer, systems support staff member, technical staff member, or similar positions. The undergraduate curriculum has also been designed to prepare students for graduate studies (master’s and doctoral degrees) in computer science. Qualified students who have an interest in research will have opportunities to participate in projects with department faculty during undergraduate or graduate studies.

In addition to the regular B.S. program, students may pursue a concentration in Data Science and Big Data, which is designed to provide Computer Science B.S. students with key knowledge of appropriate theories, algorithms, and technologies, towards development of analytical systems/models for disparate, complex, and small/large scale datasets. Students completing this concentration will have learned skills necessary to tackle a wide variety of data-focused scientific, social, and environmental challenges.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Required</td>
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</tr>
<tr>
<td>CSC 130</td>
<td>Introduction to Computer Science</td>
<td>36</td>
</tr>
<tr>
<td>CSC 230</td>
<td>Elementary Data Structures and Algorithms</td>
<td></td>
</tr>
<tr>
<td>CSC 250</td>
<td>Foundations of Computer Science I</td>
<td></td>
</tr>
<tr>
<td>CSC 261</td>
<td>Computer Organization and Assembly Language</td>
<td></td>
</tr>
<tr>
<td>CSC 330</td>
<td>Advanced Data Structures</td>
<td></td>
</tr>
<tr>
<td>CSC 339</td>
<td>Concepts of Programming Languages</td>
<td></td>
</tr>
<tr>
<td>CSC 340</td>
<td>Software Engineering</td>
<td></td>
</tr>
<tr>
<td>CSC 350</td>
<td>Foundations of Computer Science II</td>
<td></td>
</tr>
<tr>
<td>CSC 471</td>
<td>Principles of Database Systems</td>
<td></td>
</tr>
<tr>
<td>CSC 490</td>
<td>Senior Capstone</td>
<td></td>
</tr>
<tr>
<td>CSC 553</td>
<td>Theory of Computation</td>
<td></td>
</tr>
<tr>
<td>CSC 562</td>
<td>Principles of Operating Systems</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CSC Electives</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Select an additional 12 credits from any CSC course at the 300 level or above</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Supporting Discipline Requirements</td>
<td></td>
</tr>
<tr>
<td>MAT 191</td>
<td>Calculus I †</td>
<td></td>
</tr>
<tr>
<td>MAT 292</td>
<td>Calculus II</td>
<td></td>
</tr>
<tr>
<td>PHI 222</td>
<td>Ethics in the Computer Age</td>
<td></td>
</tr>
<tr>
<td>STA 271</td>
<td>Fundamental Concepts of Statistics</td>
<td></td>
</tr>
<tr>
<td>or STA 290</td>
<td>Introduction to Probability and Statistical Inference</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Science Requirements</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Select one of the following options:</td>
<td></td>
</tr>
<tr>
<td>MAT 293</td>
<td>Calculus III</td>
<td></td>
</tr>
<tr>
<td>MAT 310</td>
<td>Elementary Linear Algebra</td>
<td></td>
</tr>
<tr>
<td>MAT 390</td>
<td>Ordinary Differential Equations</td>
<td></td>
</tr>
<tr>
<td>STA 301</td>
<td>Statistical Methods</td>
<td></td>
</tr>
<tr>
<td>STA 352</td>
<td>Statistical Inference</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Option A:</td>
<td></td>
</tr>
<tr>
<td>PHY 291</td>
<td>General Physics I with Calculus †</td>
<td></td>
</tr>
<tr>
<td>PHY 292</td>
<td>General Physics II with Calculus</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Option B:</td>
<td></td>
</tr>
<tr>
<td>CHE 111</td>
<td>General Chemistry I †</td>
<td></td>
</tr>
<tr>
<td>CHE 112</td>
<td>General Chemistry I Laboratory †</td>
<td></td>
</tr>
<tr>
<td>CHE 114</td>
<td>General Chemistry II</td>
<td></td>
</tr>
</tbody>
</table>
CHE 115  General Chemistry II Laboratory

Select an additional 4 credits of science courses

* Select from any course carrying credit toward a biology, chemistry, or physics major. Bio 111 Principles of Biology I is recommended.
† Counts toward GEC GMT requirement.
†† Counts toward GEC GNS requirement.

Data Science and Big Data Concentration Requirements

Required: 15 credit hours

Students in the Data Science and Big Data Concentration must satisfy all requirements for the B.S. in Computer Science, and must complete the following courses.*

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 330</td>
<td>Advanced Data Structures</td>
<td>3</td>
</tr>
<tr>
<td>CSC 471</td>
<td>Principles of Database Systems</td>
<td>3</td>
</tr>
<tr>
<td>CSC 505</td>
<td>Data Science</td>
<td>3</td>
</tr>
<tr>
<td>CSC 510</td>
<td>Big Data and Machine Learning</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

Select 3 credits from the courses below

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 526</td>
<td>Bioinformatics</td>
<td>3</td>
</tr>
<tr>
<td>CSC 529</td>
<td>Artificial Intelligence</td>
<td>3</td>
</tr>
<tr>
<td>CSC 550</td>
<td>Combinatorics on Words</td>
<td>3</td>
</tr>
<tr>
<td>CSC 555</td>
<td>Algorithm Analysis and Design</td>
<td>3</td>
</tr>
<tr>
<td>STA 551</td>
<td>Introduction to Probability</td>
<td>3</td>
</tr>
<tr>
<td>STA 573</td>
<td>Theory of Linear Regression</td>
<td>3</td>
</tr>
</tbody>
</table>

* CSC 330 Advanced Data Structures and CSC 471 Principles of Database Systems are currently required in the B.S. program, and other CSC courses below may be used to satisfy B.S. elective requirements as well as concentration requirements.

Electives

Electives sufficient to complete the 122 credit hours required for the degree.

Accelerated B.S. to M.S.

Application and Admission

Qualified UNC Greensboro undergraduate students who are pursuing the Bachelor of Science in Computer Science may apply for admission to the Accelerated Degree Program. A cumulative undergraduate GPA of at least 3.5 based on at least 30 hours earned at UNC Greensboro is required. Applicants must have completed at least 60 semester credits and may not apply for admission to the ADP before the first semester of the junior year. Applicants will not be required to take the GRE. All applicants must submit the Request for Accelerated Degree Program to the Graduate School and must simultaneously apply for admission to the graduate degree program.

ADP Courses

Admitted students may apply the following 12 credits of graduate-level coursework toward completion of both the undergraduate and graduate degree, provided that they earn a grade of "B" (3.0) or better in the course and fulfill graduate-level requirements:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 553</td>
<td>Theory of Computation</td>
<td>3</td>
</tr>
<tr>
<td>CSC 555</td>
<td>Algorithm Analysis and Design</td>
<td>3</td>
</tr>
<tr>
<td>CSC 562</td>
<td>Principles of Operating Systems</td>
<td>3</td>
</tr>
<tr>
<td>CSC 567</td>
<td>Principles of Computer Networks</td>
<td>3</td>
</tr>
</tbody>
</table>

Degree Program Requirements

Please consult with an advisor to determine how the course taken at the graduate level will meet requirements in the bachelor’s degree program. All degree requirements for the Master of Science in Computer Science remain the same.

Computer Science Undergraduate Minor

The minor in computer science consists of at least 15 credit hours of work as detailed below. The Computer Science Minor requires 3 to 4 semesters to complete.

Program Requirements

- Minimum of 15 credit hours; Minimum of 9 credits in residence at UNCG

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 130</td>
<td>Introduction to Computer Science</td>
<td>3</td>
</tr>
<tr>
<td>CSC 230</td>
<td>Elementary Data Structures and Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>CSC 250</td>
<td>Foundations of Computer Science I</td>
<td>3</td>
</tr>
<tr>
<td>CSC 330</td>
<td>Advanced Data Structures</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 261</td>
<td>Computer Organization and Assembly Language</td>
<td>3</td>
</tr>
<tr>
<td>CSC 339</td>
<td>Concepts of Programming Languages</td>
<td>3</td>
</tr>
<tr>
<td>CSC 340</td>
<td>Software Engineering</td>
<td>3</td>
</tr>
</tbody>
</table>

Computer Science, M.S.

The MS in Computer Science requires 30 semester hours with at least 24 hours in computer science (CSC) courses. Three options for the capstone experience are offered: comprehensive examination, project, or thesis. An optional concentration in Data Science and Big Data is available for Computer Science MS students.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions (https://grs.uncg.edu/guide).

Degree Requirements

Required: 30 credit hours

Core Courses (6-21)

Every student must complete:
Data Science and Big Data Concentration

(15)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 505</td>
<td>Data Science</td>
<td>12</td>
</tr>
<tr>
<td>CSC 510</td>
<td>Big Data and Machine Learning</td>
<td></td>
</tr>
<tr>
<td>CSC 555</td>
<td>Algorithm Analysis and Design</td>
<td></td>
</tr>
<tr>
<td>CSC 671</td>
<td>Advanced Database Systems</td>
<td></td>
</tr>
</tbody>
</table>

Elective Courses

Select one:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 526</td>
<td>Bioinformatics</td>
<td></td>
</tr>
<tr>
<td>CSC 529</td>
<td>Artificial Intelligence</td>
<td></td>
</tr>
<tr>
<td>CSC 550</td>
<td>Combinatorics on Words</td>
<td></td>
</tr>
<tr>
<td>STA 573</td>
<td>Theory of Linear Regression</td>
<td></td>
</tr>
<tr>
<td>STA 682</td>
<td>Theory of Time Series</td>
<td></td>
</tr>
<tr>
<td>STA 661</td>
<td>Advanced Statistics in the Behavioral and Biological Sciences</td>
<td></td>
</tr>
</tbody>
</table>

Accelerated B.S. to M.S.

Application and Admission

Qualified UNC Greensboro undergraduate students who are pursuing the Bachelor of Science in Computer Science may apply for admission to the Accelerated Degree Program. A cumulative undergraduate GPA of at least 3.5 based on at least 30 hours earned at UNC Greensboro is required. Applicants must have completed at least 60 semester credits and may not apply for admission to the ADP before the first semester of the junior year. Applicants will not be required to take the GRE. All applicants must submit the Request for Accelerated Degree Program to the Graduate School and must simultaneously apply for admission to the graduate degree program.

ADP Courses

Admitted students may apply the following 12 credits of graduate-level coursework toward completion of both the undergraduate and graduate degree, provided that they earn a grade of "B" (3.0) or better in the course and fulfill graduate-level requirements:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 553</td>
<td>Theory of Computation</td>
<td>3</td>
</tr>
<tr>
<td>CSC 555</td>
<td>Algorithm Analysis and Design</td>
<td>3</td>
</tr>
<tr>
<td>CSC 562</td>
<td>Principles of Operating Systems</td>
<td>3</td>
</tr>
<tr>
<td>CSC 567</td>
<td>Principles of Computer Networks</td>
<td>3</td>
</tr>
</tbody>
</table>

Degree Program Requirements

Please consult with an advisor to determine how the course taken at the graduate level will meet requirements in the bachelor's degree program. All degree requirements for the Master of Science in Computer Science remain the same.
English
College of Arts and Sciences
3143 Moore Humanities and Research Administration
336-334-5311
www.uncg.edu/eng

Scott Romine, Head of the Department
Jennifer Keith, Director of Undergraduate Studies
Jennifer Feather, Director of Graduate Studies
Risa Applegarth, Director of College Writing
Jeanie Reynolds, Director of English Education
Terry Kennedy, Director of MFA

The Department of English offers courses in major authors, in all major literary periods, in literary theory, in linguistics and rhetoric, in journalism, and in writing essays, fiction, and poetry. Senior-graduate courses are available to advanced students, and the graduate program offers the full range of literary and rhetorical studies leading to the M.A. and Ph.D. The creative writing program offers courses both to undergraduates seeking the B.A. degree and to graduate students seeking the M.F.A. degree.

The department offers two major programs leading to the B.A. degree: “English” and “English—High School Teaching.” Successful completion of the latter program qualifies the graduate to teach in high schools in North Carolina and other states with which North Carolina has reciprocal licensure agreements. A student may declare either major upon matriculation; to change one’s major to English, or to change from one degree program to the other, one must have permission of the department. (See the Director of Undergraduate Studies in English.)

Graduate
The Department of English offers degree programs leading to the Master of Arts, the Master of Fine Arts, and the Doctor of Philosophy. The Greensboro Review, a magazine of poetry and fiction is published here.

Scheduling of M.A. classes and some Ph.D. classes is intended to meet the needs of students already employed in teaching or other professions.

Professor
Denise N Baker
Stuart Dischell
Christopher T Hodgkins
Jennifer M Keith
Karen L Kilcup, Rosenthal Excellence Professor
Christian Moraru, Class of 1949 Distinguished Professor
Craig Nova, Class of 1949 Distinguished Professor
Michael Fleming Parker, Nicholas Vacc Distinguished Professor
Mark Rifkin
Scott Romine
Anne D Wallace
Karen A Weyler
Stephen R Yarbrough

Associate Professor
Risa Applegarth
Ben Clarke
Anthony J Cuda
Jennifer Feather
Holly G Jones
Noelle A Morissette

Assistant Professor
Heather B Adams
Aaron Kyle Beveridge
Jennifer Miyoung Park
Emilia Aynne Phillips

Visiting Assistant Professor
Jameela Fay Dallis

Senior Lecturer
Gary Lim

Lecturer
Michael R Bedsole
Lilly Berbery
Nancy Gray Bucknall
Emily Frances Cinquemani
Ross M Garrison
Emily M Hall
David Matthew Hough
Bailey Marie Maple
Crystal Lee Matey
Meghan Hunter McGuire
Forrest Kelly Rapier
Michelle Suzanne Reed
Julia R Smith
Bonnie T. Yarbrough

Academic Professional
Matt C Carter
Terry L Kennedy
Jeanie M Reynolds
Vaughn R Stewart
Jessie Moran Van Rheenen
Jennifer L Whitaker

Graduate-level faculty

- English, B.A. (p. 292)
- English with High School Teaching Licensure, B.A. (p. 294)
- Creative Writing Undergraduate Minor (p. 297)
- English Undergraduate Minor (p. 297)
- Rhetoric and Public Advocacy Undergraduate Minor (p. 298)
- Creative Writing, M.F.A. (p. 298)
- English, M.A. (p. 299)
- English, Ph.D. (p. 301)

English Disciplinary Honors
Requirements
12 credit hours as described below.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English honors courses above the 100 level, including the course listed below:</td>
<td>9</td>
</tr>
</tbody>
</table>

Select nine credits of Honors course work, at least 6 of which must be in English. Honors course work may consist of any combination of the courses listed below:
**Degree Program Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>University Requirements (p. 671)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Education Core Requirements (GEC) (p. 683)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>College of Arts and Sciences Additional Requirements (LEC) (p. 253)</td>
<td></td>
</tr>
</tbody>
</table>

**Major Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Core Requirements</strong></td>
<td>21</td>
</tr>
<tr>
<td></td>
<td><strong>Historical Perspectives</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Medieval to Enlightenment - Select one of the following:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENG 211 Major British Authors: Medieval to Eighteenth Century</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENG 213 Transcultural Literatures: Medieval to Enlightenment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENG 251 Major American Authors: Colonial to Romantic Roman to Postmodern - Select one of the following:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENG 212 Major British Authors: Romantic to Modern</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENG 214 Transcultural Literatures: Romantic to Postmodern</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENG 252 Major American Authors: Realist to Modern</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Perspectives on Literature</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pre-1800 - Select two courses in literature before 1800 (only one of which may be Shakespeare) of the following:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENG 332 English Women Writers before 1800</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENG 335 Dante in English</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENG 336 Introduction to Chaucer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENG 337 English Literature to 1500</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENG 338 The Sixteenth Century 1500-1610</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENG 342 The Seventeenth Century</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENG 343 Topics in Pre-1800 Literature</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENG 360 The Restoration and the Eighteenth Century</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENG 372 Early American Literature</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENG 381 English Drama to 1800</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENG 450 Pre-1800 Literature Senior Seminar</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENG 510 Old English</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENG 537 Middle English Literature</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENG 541 Milton</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENG 561 Eighteenth-Century British Writers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENG 339 Shakespeare: Early Plays and Sonnets</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or ENG 340 Shakespeare: Later Plays</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or ENG 540 Shakespeare</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Post-1800 - Select one course in literature after 1800 of the following:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENG 315 Postcolonial Literatures</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENG 316 Studies in Human Rights and Literature</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENG 331 Women in Literature</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENG 333 Southern Writers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENG 344 The Romantic Period</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENG 345 The Victorian Period</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENG 346 English Literature from Victorian to Modern</td>
<td></td>
</tr>
</tbody>
</table>
The department also offers an 18 credit second academic concentration in English that meets requirements for Elementary Education and Special Education (School of Education) and certain other university programs in education. Consult with your major advisor or with the Director of Undergraduate Studies in English. Education students who are required to complete another approved concentration in a basic academic discipline, must fulfill the following requirements (18 credits) for a second academic concentration in English.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Core Courses</strong></td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Select three of the following:</td>
<td></td>
</tr>
<tr>
<td>ENG 211</td>
<td>Major British Authors: Medieval to Eighteenth Century</td>
<td></td>
</tr>
<tr>
<td>ENG 212</td>
<td>Major British Authors: Romantic to Modern</td>
<td></td>
</tr>
<tr>
<td>ENG 251</td>
<td>Major American Authors: Colonial to Romantic</td>
<td></td>
</tr>
<tr>
<td>ENG 252</td>
<td>Major American Authors: Realist to Modern</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Linguistics</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
<td></td>
</tr>
<tr>
<td>ENG 321</td>
<td>Linguistics for Teachers</td>
<td></td>
</tr>
<tr>
<td>ENG 262</td>
<td>Language and Society</td>
<td></td>
</tr>
<tr>
<td>ENG 302</td>
<td>Second Language Acquisition</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Electives</strong></td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Select two electives at the 200 or 300 level for 6 credits</td>
<td></td>
</tr>
</tbody>
</table>

### English Major as a Second Academic Concentration for Middle Grades Education Majors

- Minimum of 25 credit hours

#### Requirements

Middle Grades Education majors must fulfill the following requirements (25 credits) for a second academic concentration in English. Consult with your major advisor or with the Director of Undergraduate Studies in English.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>British Literature</strong></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
<td></td>
</tr>
<tr>
<td>ENG 211</td>
<td>Major British Authors: Medieval to Eighteenth Century</td>
<td></td>
</tr>
<tr>
<td>ENG 212</td>
<td>Major British Authors: Romantic to Modern</td>
<td></td>
</tr>
<tr>
<td>ENG 213</td>
<td>Transcultural Literatures: Medieval to Enlightenment</td>
<td></td>
</tr>
<tr>
<td>ENG 214</td>
<td>Transcultural Literatures: Romantic to Postmodern</td>
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<tr>
<td></td>
<td><strong>American Literature</strong></td>
<td>3</td>
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<tr>
<td>ENG 251</td>
<td>Major American Authors: Colonial to Romantic</td>
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<tr>
<td>or ENG 252</td>
<td>Major American Authors: Realist to Modern</td>
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<tr>
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<td><strong>Required</strong></td>
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<tr>
<td>ENG 303</td>
<td>Critical Approaches to the Study of Literature</td>
<td></td>
</tr>
<tr>
<td>ENG 321</td>
<td>Linguistics for Teachers</td>
<td></td>
</tr>
<tr>
<td>ENG 324</td>
<td>Teaching Writing in Elementary and Middle Grades</td>
<td></td>
</tr>
<tr>
<td>ENG 310</td>
<td>Young Adult Literature</td>
<td></td>
</tr>
</tbody>
</table>
Accelerated B.A. to M.A.
The Accelerated BA to MA in English requires 30-36 credit hours and is designed for those planning to pursue a doctorate; to teach in community colleges, technical institutes, or some undergraduate colleges; and to work in non-academic settings. Three plans of study beyond the core requirements are offered:

1. Thesis Plan
2. Teaching Composition Plan
3. Careers in the Humanities Plan

Application and Admission
Qualified UNCG undergraduate students may apply for admission to the Accelerated Degree Program in English. A cumulative undergraduate GPA of at least 3.5 based on at least 30 credits earned at UNC Greensboro is required. Applicants must have completed at least 60 credits and may not apply for admission to the ADP before the first semester of the junior year.

English has the following additional requirements for ADP applicants:

At least 15 credits of undergraduate English courses at the 200-level or above, with an earned 3.5 GPA in these courses.

Standard application requirements for the Master of Arts program, excluding GRE scores (i.e., undergraduate transcript(s), three letters of recommendation, statement of purpose, writing sample, and resume or cv).

Accelerated Degree Program applicants must submit the Request for Accelerated Degree Program to the Graduate School and must simultaneously apply for admission to the English Master of Arts degree program. Students admitted to the ADP program may apply a maximum of 12 credits of graduate-level coursework toward completion of both the undergraduate and graduate degrees, provided that they earn a grade of "B" (3.0) or better in each graduate course and fulfill graduate-level requirements.

Degree Requirements
Please consult with an advisor to determine how the courses taken at the graduate level will meet requirements in the bachelor's degree program. All degree requirements for the Master of Arts in English will remain the same.

ADP Courses
Up to, but not more than, 12 credits of graduate courses may be double-counted. For a course to apply toward both degrees, the student must earn a grade of "B" (3.0) or better in the course and fulfill graduate-level requirements.

The MA degree requires 30-36 credit hours of graduate-level coursework. If the maximum of 12 credits is double-counted toward both the undergraduate and graduate degrees, the student must complete a minimum of 18 credits of further graduate-level coursework to complete the MA degree. No more than 9 credits at the 500-level may be counted toward the MA degree. Please see the Graduate Bulletin for a full description of the MA degree requirements.

The following courses have been identified as those that may be counted toward the BA and MA degrees. These courses have been chosen because they are well suited to ADP students and because they are offered frequently enough to provide students substantial opportunity to enroll in them. All courses that lead to the completion of the MA degree must be approved by the Director of Graduate Study.

The following courses may be counted toward both the Bachelor and Master degrees:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 601</td>
<td>English Studies: Content, Methods, and Bibliography</td>
<td>3</td>
</tr>
<tr>
<td>ENG 549</td>
<td>The Critical Canon and Contemporary Issues</td>
<td>3</td>
</tr>
<tr>
<td>ENG 642</td>
<td>Topics in Pre-1800 Literature *</td>
<td>3</td>
</tr>
<tr>
<td>ENG 664</td>
<td>Topics in Post-1800 Literature *</td>
<td>3</td>
</tr>
</tbody>
</table>

* May be repeated twice for credit when topic or instructor varies.

English with High School Teaching Licensure, B.A.
The English Major provides a flexible program. Students who major in English participate in increasingly intensified study of language and literature that includes English, American, and foreign literature in translation. Upon graduation, English majors are well qualified to enter nearly all fields that do not require previous technical and professional training.

Although the English major is an excellent preparation for a variety of careers, many students will seek licensure to teach, and others will choose to enter graduate school. English has long been recognized as a desirable major for prelaw and premedical studies. It is also beneficial for students who enter such fields as journalism, editing, communications, diplomacy, advertising, and personnel work.

A “Guide for English Majors and Minors” is available upon request from the departmental office. It provides current advice on planning a major or minor. Additional guidance is available from the Director of Undergraduate Studies in English and from faculty advisors.

Overall Requirements

- 122 credit hours, to include at least 36 credits at or above the 300 course level
- Minimum of 36 credits of English above the 100 level is required.
- No requirement for the major may be met by a grade lower than C-

Degree Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>University Requirements (p. 671)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Education Core Requirements (GEC) (p. 683)</td>
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<tr>
<td></td>
<td>College of Arts and Sciences Additional Requirements (LEC) (p. 253)</td>
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## Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td><strong>Core Requirements</strong></td>
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<td>21</td>
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<tr>
<td><strong>Historical Perspectives</strong></td>
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<tr>
<td>Medieval to Enlightenment - Select one of the following:</td>
<td></td>
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</tr>
<tr>
<td>ENG 211</td>
<td>Major British Authors: Medieval to Eighteenth Century</td>
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</tr>
<tr>
<td>ENG 213</td>
<td>Transcultural Literatures: Medieval to Enlightenment</td>
<td></td>
</tr>
<tr>
<td>ENG 251</td>
<td>Major American Authors: Colonial to Romantic</td>
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<tr>
<td><strong>Romantic to Postmodern</strong> - Select one of the following:</td>
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<td></td>
</tr>
<tr>
<td>ENG 212</td>
<td>Major British Authors: Romantic to Modern</td>
<td></td>
</tr>
<tr>
<td>ENG 214</td>
<td>Transcultural Literatures: Romantic to Postmodern</td>
<td></td>
</tr>
<tr>
<td>ENG 252</td>
<td>Major American Authors: Realist to Modern</td>
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<tr>
<td><strong>Perspectives on Literature</strong></td>
<td></td>
<td>9</td>
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<tr>
<td>Pre-1800 - Select two courses in literature before 1800 (only one of which may be Shakespeare) of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 332</td>
<td>English Women Writers before 1800</td>
<td></td>
</tr>
<tr>
<td>ENG 335</td>
<td>Dante in English</td>
<td></td>
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<tr>
<td>ENG 336</td>
<td>Introduction to Chaucer</td>
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<tr>
<td>ENG 337</td>
<td>English Literature to 1500</td>
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<tr>
<td>ENG 338</td>
<td>The Sixteenth Century 1500-1610</td>
<td></td>
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<tr>
<td>ENG 342</td>
<td>The Seventeenth Century</td>
<td></td>
</tr>
<tr>
<td>ENG 343</td>
<td>Topics in Pre-1800 Literature</td>
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<tr>
<td>ENG 360</td>
<td>The Restoration and the Eighteenth Century</td>
<td></td>
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<tr>
<td>ENG 372</td>
<td>Early American Literature</td>
<td></td>
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<tr>
<td>ENG 381</td>
<td>English Drama to 1800</td>
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<tr>
<td>ENG 450</td>
<td>Pre-1800 Literature Senior Seminar</td>
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<tr>
<td>ENG 510</td>
<td>Old English</td>
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<tr>
<td>ENG 537</td>
<td>Middle English Literature</td>
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<tr>
<td>ENG 541</td>
<td>Milton</td>
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<tr>
<td>ENG 561</td>
<td>Eighteenth-Century British Writers</td>
<td></td>
</tr>
<tr>
<td>ENG 339</td>
<td>Shakespeare: Early Plays and Sonnets or ENG 340</td>
<td>Shakespeare: Later Plays or ENG 540</td>
</tr>
<tr>
<td>Post-1800 - Select one course in literature after 1800 of the following:</td>
<td></td>
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</tr>
<tr>
<td>ENG 315</td>
<td>Postcolonial Literatures</td>
<td></td>
</tr>
<tr>
<td>ENG 316</td>
<td>Studies in Human Rights and Literature</td>
<td></td>
</tr>
<tr>
<td>ENG 331</td>
<td>Women in Literature</td>
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<tr>
<td>ENG 333</td>
<td>Southern Writers</td>
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<tr>
<td>ENG 344</td>
<td>The Romantic Period</td>
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<tr>
<td>ENG 345</td>
<td>The Victorian Period</td>
<td></td>
</tr>
<tr>
<td>ENG 346</td>
<td>English Literature from Victorian to Modern</td>
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<tr>
<td>ENG 347</td>
<td>Topics in Post-1800 Literature</td>
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<tr>
<td>ENG 348</td>
<td>Contemporary British Literature and Culture</td>
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<tr>
<td>ENG 349</td>
<td>English Novel from Defoe to Hardy</td>
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<tr>
<td>ENG 350</td>
<td>The Twentieth-Century English Novel</td>
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<tr>
<td>ENG 351</td>
<td>The American Novel through World War I</td>
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<tr>
<td>ENG 352</td>
<td>The Twentieth-Century American Novel</td>
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<td>ENG 353</td>
<td>The Contemporary Novel</td>
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<tr>
<td>ENG 357</td>
<td>Modernism</td>
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<tr>
<td>ENG 358</td>
<td>Modern Poetry</td>
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<tr>
<td>ENG 359</td>
<td>Contemporary Poetry</td>
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<tr>
<td>ENG 373</td>
<td>American Romanticism</td>
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<td>ENG 374</td>
<td>Early African American Writers</td>
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<tr>
<td>ENG 375</td>
<td>Topics in Native American and Indigenous Studies</td>
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<tr>
<td>ENG 376</td>
<td>African American Writers after the 1920s</td>
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<tr>
<td>ENG 377</td>
<td>American Realism and Naturalism</td>
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<tr>
<td>ENG 378</td>
<td>American Life-Writing</td>
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<tr>
<td>ENG 379</td>
<td>American Women’s Writing</td>
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<tr>
<td>ENG 380</td>
<td>Literature and the Environment</td>
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</tr>
<tr>
<td>ENG 382</td>
<td>Modern British and American Drama</td>
<td></td>
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<tr>
<td>ENG 451</td>
<td>Post-1800 Literature Senior Seminar</td>
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<tr>
<td>ENG 545</td>
<td>Nineteenth-Century British Writers</td>
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<tr>
<td>ENG 550</td>
<td>Modern British Writers</td>
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<tr>
<td>ENG 558</td>
<td>American Poetry After 1900</td>
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<tr>
<td>ENG 559</td>
<td>Twentieth-Century British Poetry</td>
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<tr>
<td>ENG 563</td>
<td>American Poetry Before 1900</td>
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<td>ENG 564</td>
<td>American Prose Before 1900</td>
<td></td>
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<tr>
<td>ENG 565</td>
<td>American Prose After 1900</td>
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<tr>
<td>ENG 582</td>
<td>Modern Drama</td>
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<td><strong>Contemporary Theoretical Approaches</strong></td>
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<tr>
<td>ENG 303</td>
<td>Critical Approaches to the Study of Literature</td>
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<tr>
<td><strong>Approaches to Rhetoric</strong></td>
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<td>Select one of the following:</td>
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<tr>
<td>ENG 304</td>
<td>History and Theory of Rhetoric</td>
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<tr>
<td>ENG 305</td>
<td>Contemporary Rhetoric</td>
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<td>ENG 306</td>
<td>Digital Rhetoric</td>
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<tr>
<td>ENG 322</td>
<td>The Teaching of Writing</td>
<td></td>
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<tr>
<td>ENG 321</td>
<td>Linguistics for Teachers</td>
<td></td>
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<td><strong>World Literature</strong></td>
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<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
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</tr>
<tr>
<td>ENG 201</td>
<td>European Literary Classics: Ancient to Renaissance</td>
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<tr>
<td>ENG 202</td>
<td>European Literary Classics: Enlightenment to Modern</td>
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<tr>
<td>ENG 204</td>
<td>Nonwestern Literary Classics</td>
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<tr>
<td>ENG 209</td>
<td>Topics in Non-Western Literature</td>
<td></td>
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<tr>
<td>ENG 315</td>
<td>Postcolonial Literatures</td>
<td></td>
</tr>
<tr>
<td>ENG 316</td>
<td>Studies in Human Rights and Literature</td>
<td></td>
</tr>
<tr>
<td>Select two additional courses in English at or above the 200 level</td>
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</tr>
</tbody>
</table>

Besides completing the above courses in English, candidates for teaching licensure must meet additional requirements, including admission to teacher education (end of sophomore year) and to student teaching (junior year), successful completion of Praxis, and course work outside the English Department. For full current information about all requirements contact the School of Education Office of Student Services at 336-334-3410 and consult the UNC Greensboro Teacher Education Handbook. Note: admission to teacher education and student teaching in English requires a minimum grade point average of 2.75, overall and in the major.
Electives
Select electives sufficient to complete the 122 credit hours required for degree.

English as a Second Major
• Minimum of 36 credit hours

Students must complete the requirements described for the English Major (36 credits).

English Major as a Second Academic Concentration for Elementary Education and Special Education Majors
• Minimum of 18 credit hours

The department also offers an 18 credit second academic concentration in English that meets requirements for Elementary Education and Special Education (School of Education) and certain other university programs in education. Consult with your major advisor or with the Director of Undergraduate Studies in English.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 211</td>
<td>Major British Authors: Medieval to Eighteenth Century</td>
<td>9</td>
</tr>
<tr>
<td>ENG 212</td>
<td>Major British Authors: Romantic to Modern</td>
<td>9</td>
</tr>
<tr>
<td>ENG 251</td>
<td>Major American Authors: Colonial to Romantic</td>
<td>9</td>
</tr>
<tr>
<td>ENG 252</td>
<td>Major American Authors: Realist to Modern</td>
<td>9</td>
</tr>
</tbody>
</table>

Linguistics
Select one of the following:
- ENG 321 Linguistics for Teachers
- ENG 324 Language and Society
- ENG 302 Second Language Acquisition

Electives
Select two electives at the 200 or 300 level for 6 credits

English Major as a Second Academic Concentration for Middle Grades Education Majors
• Minimum of 25 credit hours

Requirements
Middle Grades Education majors must fulfill the following requirements (25 credits) for a second academic concentration in English. Consult with your major advisor or with the Director of Undergraduate Studies in English.

<table>
<thead>
<tr>
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<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>ENG 213</td>
<td>Transcultural Literatures: Medieval to Enlightenment</td>
<td>3</td>
</tr>
<tr>
<td>ENG 214</td>
<td>Transcultural Literatures: Romantic to Postmodern</td>
<td>3</td>
</tr>
</tbody>
</table>

American Literature
- ENG 251 Major American Authors: Colonial to Romantic
- ENG 252 Major American Authors: Realist to Modern

Required
- ENG 303 Critical Approaches to the Study of Literature
- ENG 321 Linguistics for Teachers
- ENG 324 Teaching Writing in Elementary and Middle Grades
- ENG 310 Young Adult Literature
- Select one 200- or 300-level multicultural literature course
- TED 530 Middle Grades Language Arts
- TED 495 Middle Grades Teacher Education Capstone Seminar

Accelerated B.A. to M.A.
The Accelerated BA to MA in English requires 30-36 credit hours and is designed for those planning to pursue a doctorate, to teach in community colleges, technical institutes, or some undergraduate colleges; and to work in non-academic settings. Three plans of study beyond the core requirements are offered:
1. Thesis Plan
2. Teaching Composition Plan
3. Careers in the Humanities Plan

Application and Admission
Qualified UNCG undergraduate students may apply for admission to the Accelerated Degree Program in English. A cumulative undergraduate GPA of at least 3.5 based on at least 30 credits earned at UNC Greensboro is required. Applicants must have completed at least 60 credits and may not apply for admission to the ADP before the first semester of the junior year.

- English has the following additional requirements for ADP applicants:
  - At least 15 credits of undergraduate English courses at the 200-level or above, with an earned 3.5 GPA in these courses.
  - Standard application requirements for the Master of Arts program, excluding GRE scores (i.e., undergraduate transcript(s), three letters of recommendation, statement of purpose, writing sample, and resume or cv).

Accelerated Degree Program applicants must submit the Request for Accelerated Degree Program to the Graduate School and must simultaneously apply for admission to the English Master of Arts degree program. Students admitted to the ADP program may apply a maximum of 12 credits of graduate-level coursework toward completion of both the undergraduate and graduate degrees, provided that they earn a grade of “B” (3.0) or better in each graduate course and fulfill graduate-level requirements.
Degree Requirements

Please consult with an advisor to determine how the courses taken at the graduate level will meet requirements in the bachelor’s degree program. All degree requirements for the Master of Arts in English will remain the same.

ADP Courses

Up to, but not more than, 12 credits of graduate courses may be double-counted. For a course to apply toward both degrees, the student must earn a grade of “B” (3.0) or better in the course and fulfill graduate-level requirements.

The MA degree requires 30-36 credit hours of graduate-level coursework. If the maximum of 12 credits is double-counted toward both the undergraduate and graduate degrees, the student must complete a minimum of 18 credits of further graduate-level coursework to complete the MA degree. No more than 9 credits at the 500-level may be counted toward the MA degree. Please see the Graduate Bulletin for a full description of the MA degree requirements.

The following courses have been identified as those that may be counted toward the BA and MA degrees. These courses have been chosen because they are well suited to ADP students and because they are offered frequently enough to provide students substantial opportunity to enroll in them. All courses that lead to the completion of the MA degree must be approved by the Director of Graduate Study.

The following courses may be counted toward both the Bachelor and Master degrees:

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<tr>
<td>ENG 664</td>
<td>Topics in Post-1800 Literature *</td>
<td>3</td>
</tr>
</tbody>
</table>

* May be repeated twice for credit when topic or instructor varies.

Creative Writing Undergraduate Minor

The courses listed below satisfy the College Reasoning and Discourse (CRD) requirement and do not, therefore, count as part of the credit hours for an English minor.

- ENG 101 College Writing I
- ENG 102 College Writing II

Creative Writing minors have a wide choice among courses offered in fulfilling the minimum of 18 credits in English. They are urged, however, to consult with the Director of Undergraduate Studies as early as possible for help in planning a program.

Program Requirements

- Minimum 18 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</tr>
</thead>
<tbody>
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<td>European Literary Classics: Ancient to Renaissance</td>
<td>6</td>
</tr>
<tr>
<td>ENG 202</td>
<td>European Literary Classics: Enlightenment to Modern</td>
<td></td>
</tr>
<tr>
<td>ENG 211</td>
<td>Major British Authors: Medieval to Eighteenth Century</td>
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<tr>
<td>ENG 212</td>
<td>Major British Authors: Romantic to Modern</td>
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<tr>
<td>ENG 251</td>
<td>Major American Authors: Colonial to Romantic</td>
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<tr>
<td>ENG 252</td>
<td>Major American Authors: Realist to Modern</td>
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</tr>
</tbody>
</table>

English Undergraduate Minor

The courses listed below satisfy the College Reasoning and Discourse (CRD) requirement and do not, therefore, count as part of the credit hours for an English minor.

- ENG 101 College Writing I
- ENG 102 College Writing II

English minors have wide choice among courses offered in fulfilling the minimum of 18 credits in English. They are urged, however, to report to the Director of Undergraduate Studies as early as possible for help in planning a program.

Program Requirements

- Minimum 18 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</tr>
</thead>
<tbody>
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<td>ENG 202</td>
<td>European Literary Classics: Enlightenment to Modern</td>
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<tr>
<td>ENG 211</td>
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<td>ENG 212</td>
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<tr>
<td>ENG 252</td>
<td>Major American Authors: Realist to Modern</td>
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</tbody>
</table>
Rhetoric and Public Advocacy Undergraduate Minor

The courses listed below satisfy the College Reasoning and Discourse (CRD) requirement and do not, therefore, count as part of the credit hours for an English minor.

- ENG 101 College Writing I
- ENG 102 College Writing II

Rhetoric and Public Advocacy minors have wide choice among courses offered in fulfilling the minimum of 18 credits. They are urged, however, to report to the Director of Undergraduate Studies as early as possible for help in planning a program.

Program Requirements

- 18 credit hours with a minimum of 9 credits at the 300 level.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Required</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Select one of the following</td>
<td></td>
</tr>
<tr>
<td>ENG 307</td>
<td>Public Advocacy and Argument</td>
<td></td>
</tr>
<tr>
<td>ENG 304</td>
<td>History and Theory of Rhetoric</td>
<td></td>
</tr>
<tr>
<td>ENG 305</td>
<td>Contemporary Rhetoric</td>
<td></td>
</tr>
<tr>
<td>ENG 306</td>
<td>Digital Rhetoric</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select two of the following</td>
<td></td>
</tr>
<tr>
<td>ENG 219</td>
<td>Journalism I: Fundamentals of Newswriting</td>
<td></td>
</tr>
<tr>
<td>ENG 223</td>
<td>Writing Opinion Essays</td>
<td></td>
</tr>
<tr>
<td>ENG 230</td>
<td>Writing for the Workplace and Public Audiences</td>
<td></td>
</tr>
<tr>
<td>ENG 262</td>
<td>Language and Society</td>
<td></td>
</tr>
<tr>
<td>ENG 290</td>
<td>The Rhetoric of Social Movements</td>
<td></td>
</tr>
<tr>
<td>ENG 304</td>
<td>History and Theory of Rhetoric</td>
<td></td>
</tr>
<tr>
<td>ENG 305</td>
<td>Contemporary Rhetoric</td>
<td></td>
</tr>
<tr>
<td>ENG 306</td>
<td>Digital Rhetoric</td>
<td></td>
</tr>
<tr>
<td>ENG 327</td>
<td>Writing for Professionals and Entrepreneurs</td>
<td></td>
</tr>
<tr>
<td>ENG 363</td>
<td>Topics in Rhetoric and Composition</td>
<td></td>
</tr>
<tr>
<td>ENG 365</td>
<td>Writing Across the University</td>
<td></td>
</tr>
<tr>
<td>ENG 390</td>
<td>Studies in Writing Center Theory and Practice</td>
<td>1</td>
</tr>
<tr>
<td>ENG 400</td>
<td>Contemporary Publishing in America</td>
<td></td>
</tr>
<tr>
<td>ENG 401</td>
<td>Internship in Journalism and Editing</td>
<td></td>
</tr>
<tr>
<td>ENG 402</td>
<td>Internship in English Studies</td>
<td></td>
</tr>
<tr>
<td>ENG 535</td>
<td>Entrepreneurship and Independent Press Publishing</td>
<td>1</td>
</tr>
<tr>
<td>ENG 590</td>
<td>Literacy, Learning, and Fieldwork</td>
<td></td>
</tr>
<tr>
<td>CST 210</td>
<td>Communicating Ethically</td>
<td></td>
</tr>
<tr>
<td>CST 308</td>
<td>Organizational Communication</td>
<td></td>
</tr>
<tr>
<td>CST 315</td>
<td>Persuasion and Social Influence</td>
<td></td>
</tr>
<tr>
<td>CST 344</td>
<td>Conflict Communication</td>
<td></td>
</tr>
<tr>
<td>CST 342</td>
<td>Communication and Public Relations: Strategies and Innovations</td>
<td></td>
</tr>
<tr>
<td>CST 420</td>
<td>Environmental Communication</td>
<td></td>
</tr>
<tr>
<td>CST 440</td>
<td>Reclaiming Democracy: Dialogue, Decision-Making, Community Action</td>
<td></td>
</tr>
<tr>
<td>CST 460</td>
<td>Special Topics in Communication Research **</td>
<td></td>
</tr>
<tr>
<td>CST 506</td>
<td>Speaking Out for Community Change</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one of the following</td>
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</tr>
<tr>
<td>ENG 315</td>
<td>Postcolonial Literatures</td>
<td></td>
</tr>
<tr>
<td>ENG 316</td>
<td>Studies in Human Rights and Literature</td>
<td></td>
</tr>
<tr>
<td>ENG 331</td>
<td>Women in Literature</td>
<td></td>
</tr>
<tr>
<td>ENG 374</td>
<td>Early African American Writers</td>
<td></td>
</tr>
<tr>
<td>ENG 375</td>
<td>Topics in Native American and Indigenous Studies</td>
<td>1</td>
</tr>
<tr>
<td>ENG 376</td>
<td>African American Writers after the 1920s</td>
<td></td>
</tr>
<tr>
<td>ENG 379</td>
<td>American Women’s Writing</td>
<td></td>
</tr>
<tr>
<td>ENG 380</td>
<td>Literature and the Environment</td>
<td></td>
</tr>
<tr>
<td>ENG 383</td>
<td>Topics in Queer Studies</td>
<td></td>
</tr>
<tr>
<td>ENG 531</td>
<td>Feminist Theory and Women Writers</td>
<td></td>
</tr>
</tbody>
</table>

* Students cannot apply both ENG 390 Studies in Writing Center Theory and Practice and ENG 391 Studies in Digital Studio Theory and Practice to the minor.

** With approval of the specific topic by the English Department Director of Undergraduate Studies.

Additional English Courses may be included for this category by approval of the Director of Undergraduate Studies.

Creative Writing, M.F.A.

The M.F.A. in Creative Writing, one of the oldest and most prestigious programs of its kind in the nation, is offered to a limited number of students with superior ability in writing original works of poetry or fiction. The program requires 36-48 credit hours and permits students to develop particular talents in small classes and in conferences with writers in residence and distinguished visiting writers. The best student work may be published in The Greensboro Review. The most talented students are considered for fellowships as well as research and teaching assistantships. The M.F.A. is a residency program for full-time students.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

In addition to the application materials required by The Graduate School, applicants must submit a writing sample by January 1 to be considered for Fall admission.

Degree Program Requirements

Required: 36-48 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Required Core Courses</td>
<td></td>
</tr>
<tr>
<td>ENG 625</td>
<td>MFA Fiction Workshop</td>
<td>3</td>
</tr>
<tr>
<td>ENG 626</td>
<td>MFA Fiction Workshop</td>
<td>3</td>
</tr>
<tr>
<td>ENG 627</td>
<td>MFA Poetry Workshop</td>
<td>3</td>
</tr>
<tr>
<td>ENG 628</td>
<td>MFA Poetry Workshop</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following Related Area Electives

CST 210 Communicating Ethically
CST 308 Organizational Communication
CST 315 Persuasion and Social Influence
ENG 671 Graduate Tutorial in Writing: Fiction 3
ENG 672 Graduate Tutorial in Writing: Fiction 3
ENG 673 Graduate Tutorial in Writing: Poetry 3
ENG 674 Graduate Tutorial in Writing: Poetry 3
ENG 677 Special Problems in Writing 3
ENG 678 Special Problems in Writing 3

Elective Academic Courses
Select a minimum of four courses in a related academic field, usually in English or American literature, at the 500, 600, or 700 level. 12

Comprehensive Examination (Capstone Experience)
Please consult with the Director of the MFA Writing Program about dates for this examination.

Thesis
ENG 699 Thesis (May be a novel, a collection of short stories, or a volume of poetry) 6

Total Credit Hours 48

Elective Academic Courses
Students may, with permission of the Director of the MFA Writing Program, take 500-and 600-level courses offered by other departments in the College of Arts and Sciences, most often in the departments of Languages, Literatures, and Cultures, Media Studies, and Art.

Students who plan a career in college teaching should take as many courses as possible in literature, criticism, and composition and rhetoric, including ENG 680 Teaching Internships in English.

Students who plan careers in publishing and editing should select courses focusing on contemporary publishing:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 535</td>
<td>Entrepreneurship and Independent Press Publishing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 620</td>
<td>Contemporary Publishing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 621</td>
<td>Seminar on Publishing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 622</td>
<td>Internship in English</td>
<td>3</td>
</tr>
</tbody>
</table>

English, M.A.
The M.A. in English requires 30-36 credit hours and is designed for those planning to pursue a doctorate; to teach in community colleges, technical institutes, or some undergraduate colleges; and to work in non-academic settings. Three plans of study beyond the core requirements are offered:

1. Thesis Plan
2. Teaching Composition Plan
3. Plan of Study for Careers in the Humanities

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

In addition to the application materials required by The Graduate School, applicants must submit a 1-2 page statement of purpose, a writing sample (less than 30 pages), and a current cv or resume.

Degree Program Requirements
Required: 30-36 credit hours

No more than three courses at the 500-level may be submitted for the degree. All other work must be at the 600-level and above.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 601</td>
<td>English Studies: Content, Methods, and Bibliography</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 3 literature courses including one before 1800 and one after 9
Select 3 elective courses normally in English or American literature
Select 1 critical theory course from the following or from special topics courses approved in advance by the Director of Graduate Study:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 531</td>
<td>Feminist Theory and Women Writers</td>
<td>3</td>
</tr>
<tr>
<td>ENG 549</td>
<td>The Critical Canon and Contemporary Issues</td>
<td>3</td>
</tr>
<tr>
<td>ENG 650</td>
<td>Modern Literary and Cultural Theory</td>
<td>3</td>
</tr>
<tr>
<td>ENG 663</td>
<td>Postcolonial Literary and Cultural Theory</td>
<td>3</td>
</tr>
<tr>
<td>ENG 704</td>
<td>Studies in Contemporary Literary and Cultural Theory</td>
<td>3</td>
</tr>
</tbody>
</table>

Alternative Plans of Study

Alternative Plans of Study
Thesis Plan 6-12
Select one of the following:
Thesis Plan 6
Teaching Composition Plan 12
Plan of Study for Careers in the Humanities 12

Alternative Plans of Study
Thesis Plan

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 699</td>
<td>Thesis</td>
<td>6</td>
</tr>
</tbody>
</table>

MA students in the thesis plan must demonstrate reading knowledge of a foreign language. A level of proficiency in one foreign language, equivalent to completion of the first semester of an intermediate course (such as 203 at UNC Greensboro), must be documented either by previous course work completed during the last five years and approved by the Director of Graduate Study, or by course work while enrolled in the MA program, or by an appropriate score on a written examination. Because of the language requirement, a minimum of credit hours is required for the degree: 24 core credits and 6 thesis credits.

Native speakers of other languages can demonstrate foreign language proficiency through their graduate course work in English. Students in the MA/PhD track will ultimately have to fulfill the foreign language requirement for the PhD.

Students who have been admitted into the PhD program and/or who have the permission of their thesis committee and the Director of Graduate Study may elect to write a two-paper thesis instead of the traditional single-topic thesis. Recommended for those students for whom the MA will not be the terminal degree, the two-paper thesis will consist of two graduate papers expanded and revised to publishable quality.

Teaching Composition Plan
A total of 36 credits is required for the degree, the 24-credit core plus 12 credits distributed as follows:
Plan of Study for Careers in the Humanities

A total of 36 credits is required for the degree, the 24-credit core plus 12 credits distributed as follows:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 680</td>
<td>Teaching Internships in English (Capstone Experience)</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 3 electives in rhetoric and composition or language and linguistics from the following: *

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 510</td>
<td>Old English</td>
<td>3</td>
</tr>
<tr>
<td>ENG 513</td>
<td>History of the English Language</td>
<td>3</td>
</tr>
<tr>
<td>ENG 660</td>
<td>Modern Language Theory</td>
<td>3</td>
</tr>
<tr>
<td>ENG 522</td>
<td>Teaching Composition: Theories and Applications</td>
<td>3</td>
</tr>
<tr>
<td>ENG 590</td>
<td>Literacy, Learning, and Fieldwork</td>
<td>3</td>
</tr>
<tr>
<td>ENG 661</td>
<td>Second Language Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 688</td>
<td>Women's Rhetoric and Feminist Pedagogy</td>
<td>3</td>
</tr>
<tr>
<td>ENG 689</td>
<td>Institutional His of Comp Stdy</td>
<td>3</td>
</tr>
<tr>
<td>ENG 690</td>
<td>History of Rhetoric: Classical through Renaissance</td>
<td>3</td>
</tr>
<tr>
<td>ENG 691</td>
<td>History of Rhetoric: Enlightenment through Contemporary</td>
<td>3</td>
</tr>
<tr>
<td>ENG 693</td>
<td>Classical Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>ENG 697</td>
<td>Composing Theories in Reading and Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 742</td>
<td>Studies in Rhetorical Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>ENG 744</td>
<td>Seminar in Composition Studies</td>
<td>3</td>
</tr>
<tr>
<td>ENG 746</td>
<td>Studies in Contemporary Rhetorical Theory</td>
<td>3</td>
</tr>
</tbody>
</table>

* Or special topics courses approved in advance by the Director of Graduate Study.

Accelerated B.A. to M.A.

The Accelerated BA to MA in English requires 30-36 credit hours and is designed for those planning to pursue a doctorate; to teach in community colleges, technical institutes, or some undergraduate colleges; and to work in non-academic settings. Three plans of study beyond the core requirements are offered:

1. Thesis Plan
2. Teaching Composition Plan
3. Careers in the Humanities Plan

Application and Admission

Qualified UNCG undergraduate students may apply for admission to the Accelerated Degree Program in English. A cumulative undergraduate GPA of at least 3.5 based on at least 30 credits earned at UNC Greensboro is required. Applicants must have completed at least 60 credits and may not apply for admission to the ADP before the first semester of the junior year.

English has the following additional requirements for ADP applicants:

At least 15 credits of undergraduate English courses at the 200-level or above, with an earned 3.5 GPA in these courses.

Standard application requirements for the Master of Arts program, excluding GRE scores (i.e., undergraduate transcript(s), three letters of recommendation, statement of purpose, writing sample, and resume or cv).

Accelerated Degree Program applicants must submit the Request for Accelerated Degree Program to the Graduate School and must simultaneously apply for admission to the English Master of Arts degree program. Students admitted to the ADP program may apply a maximum of 12 credits of graduate-level coursework toward completion of both the undergraduate and graduate degrees, provided that they earn a grade of "B" (3.0) or better in each graduate course and fulfill graduate-level requirements.

Degree Requirements

Please consult with an advisor to determine how the courses taken at the graduate level will meet requirements in the bachelor's degree program. All degree requirements for the Master of Arts in English will remain the same.

ADP Courses

Up to, but not more than, 12 credits of graduate courses may be double-counted. For a course to apply toward both degrees, the student must earn a grade of "B" (3.0) or better in the course and fulfill graduate-level requirements.

The MA degree requires 30-36 credit hours of graduate-level coursework. If the maximum of 12 credits is double-counted toward both the undergraduate and graduate degrees, the student must complete a minimum of 18 credits of further graduate-level coursework to complete the MA degree. No more than 9 credits at the 500-level may be counted toward the MA degree. Please see the Graduate Bulletin for a full description of the MA degree requirements.

The following courses have been identified as those that may be counted toward the BA and MA degrees. These courses have been chosen because they are well suited to ADP students and because they are offered frequently enough to provide students substantial opportunity to enroll in them. All courses that lead to the completion of the MA degree must be approved by the Director of Graduate Study.

The following courses may be counted toward both the Bachelor and Master degrees:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 601</td>
<td>English Studies: Content, Methods, and Bibliography</td>
<td>3</td>
</tr>
<tr>
<td>ENG 549</td>
<td>The Critical Canon and Contemporary Issues</td>
<td>3</td>
</tr>
<tr>
<td>ENG 642</td>
<td>Topics in Pre-1800 Literature *</td>
<td>3</td>
</tr>
<tr>
<td>ENG 664</td>
<td>Topics in Post-1800 Literature *</td>
<td>3</td>
</tr>
</tbody>
</table>

* May be repeated twice for credit when topic or instructor varies.

M.A. Doctoral Track

Individuals intending to continue on to doctoral studies in English at UNC Greensboro may apply to the M.A. Doctoral Track which offers
exceptionally well-qualified applicants the opportunity to gain admission to the master’s and doctoral programs simultaneously. This program is designed for students who would like to obtain their M.A. and then proceed directly to the Ph.D. program. Students accepted into the Doctoral Track must fulfill all requirements for the M.A. and the Ph.D. and will earn both degrees. Students not accepted into the M.A. Doctoral Track may still be accepted into the M.A. only.

**English, Ph.D.**

The Ph.D. in English requires 42/48 credit hours and is offered to superior applicants who are preparing for careers in teaching and research in colleges and universities. The program permits specialization in literary studies or rhetoric and composition in small classes and a format conducive to individualized instruction. Full-time doctoral students may be appointed as teaching assistants in the department. The most talented students are recommended for fellowships.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

In addition to the application materials required by The Graduate School, applicants must submit a writing sample (less than 30 pages), a 1-2 page statement of purpose, and a current cv or resume.

**M.A. Doctoral Track**

Individuals intending to continue on to doctoral studies in English at UNC Greensboro may apply to the M.A. Doctoral Track which offers exceptionally well-qualified applicants the opportunity to gain admission to the master’s and doctoral programs simultaneously. This program is designed for students who would like to obtain their M.A. and then proceed directly to the Ph.D. program. Students accepted into the Doctoral Track must fulfill all requirements for the M.A. and the Ph.D. and will earn both degrees. Students not accepted into the M.A. Doctoral Track may still be accepted into the M.A. only.

**Ph.D. Track**

Students who enter with an M.A. in English are required to earn a minimum of 27 credit hours, fulfill the foreign language requirement, pass the preliminary comprehensive examination, and defend successfully their dissertations. Students entering with other advanced degrees will have their transcripts individually evaluated by the Director of Graduate Study to establish the minimum course work required.

**Degree Program Requirements**

**Required:** 42-48 credit hours

No more than three courses at the 500 level may be submitted for the degree. All other work must be at the 600 level and above.

**Required Core Courses (9-12 credits)**

All students have three core requirements in their doctoral program, and all are taken as a part of the 27 credit-hour plan of study. The course requirements are based on the student’s declared primary area of specialization from the following options:

**Area of Specialization**

- Old and Middle English Literature
- Renaissance/Early Modern Literature
- Restoration and Eighteenth-Century Literature
- Nineteenth-Century British Literature
- Post-1900 British and Anglophone Literature
- Postcolonial and World Literatures and Theory
- American Literature Before 1900
- American Literature After 1900
- African American Literature
- Rhetoric and Composition
- Literary Theory

If a student’s specialization is in literature before 1800, the course requirements are

- 2 courses in literature before 1800
- 1 course in rhetoric and composition or literary theory

If a student’s specialization is in literature after 1800, the course requirements are

- 2 courses in literature after 1800
- 1 course in rhetoric and composition or literary theory

If a student’s specialization is in rhetoric and composition, the course requirements are

- 1 course in rhetoric before 1800
- 1 course in literature after 1800
- 1 course in literary theory

If a student’s specialization is in literary theory, the course requirements are

- 1 course in literature before 1800
- 1 course in literature after 1800
- 1 course in rhetoric and composition

In addition, all graduate teaching assistants are required to take ENG 747 Teaching College Writing. This course does not fulfill a doctoral course requirement but may be included in the plan of study.

**Electives (15-18 credits)**

For the remaining credit hours of electives, students should choose from the graduate offerings that will help them specialize in their primary and secondary areas in English and in supporting fields. These courses, selected in consultation with the Director of Graduate Study and the student’s advisory committee, should form a coherent plan to prepare the student in the areas of specialization.

**Minor in a Supporting Field**

With the approval of the student’s advisory/dissertation committee and the Director of Graduate Study, students may use their electives and additional courses toward achieving a minor in certain supporting fields outside of English. A minor consists of at least 12 credit hours of advanced work in a single cognate subject. All course work applied toward the minor must be approved by the Director of Graduate Study.

**Foreign Language Requirement**

Ph.D. students fulfill the foreign language requirement before taking the preliminary examination. A level of proficiency in one foreign language, equivalent to completion of the second semester of an intermediate course (such as ENG 204 Nonwestern Literary Classics at UNC Greensboro), must be documented either by previous course work completed during the last five years and approved by the Director of Graduate Study, or by course work while enrolled in the Ph.D. program.
or by an appropriate score on a written examination. Native speakers of other languages can demonstrate foreign language proficiency through their graduate course work in English.

**Preliminary Comprehensive Examination**

At the end of the course work and after satisfying the foreign language requirement and other conditions or research skill requirements, students must pass the preliminary comprehensive examination. In preparation for the examination, the student prepares reading lists for one primary field and two secondary fields in consultation with the advisory committee.

**Written Examination**

The written examination is taken on three days within one week and consists of the following:

A five-hour examination on the primary field, the specialization chosen from among the following areas: Old and Middle English; Renaissance/Early Modern English; Restoration and Eighteenth-Century British, Nineteenth-Century British, Post-1900 British and Anglophone Literature, Postcolonial and World Literature and Theory, American Literature before 1900, American Literature after 1900, African American Literature, Rhetoric and Composition, Literary Theory.

Two three-hour examinations in secondary fields. One of these fields could be either a different area selected from the list of primary fields or a cross-period/critical problem.

**Oral Examination**

The oral examination (two to three hours) is on the primary and secondary fields and is taken within a month after the written examination.

Further guidelines for the preliminary examination and reading lists may be found at www.uncg.edu/eng/graduate (http://www.uncg.edu/eng/graduate).

**Dissertation (15-21 credits)**

<table>
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<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>ENG 799</td>
<td>Dissertation</td>
<td></td>
</tr>
</tbody>
</table>

A dissertation demonstrates ability to do original research and to present this investigation in an orderly, exact, and complete manner.

**Final Oral Examination**

The examination administered by the advisory committee is largely related to the dissertation but may cover topics from the entire field of the candidate's study, including courses taken here and elsewhere.

**Geography, Environment, and Sustainability**

*College of Arts and Sciences*

237 Graham Building  
336-334-5388  
www.uncg.edu/geo (http://www.uncg.edu/geo)

Corey M. Johnson, Department Head  
Dan Royall, Associate Department Head  
Selima Sultana, Director of Graduate Study

---

**Jay Lennartson, Director of Undergraduate Studies**

**Mission Statement**

The Department of Geography, Environment, and Sustainability is a student-centered department having a three-fold integrated mission encompassing teaching, scholarship, and service. The Department offers a program presenting an integrative perspective on the relations among social, political, economic, and physical phenomena occurring across space. The Department is committed to teaching the concepts and research methods of the discipline to prepare geography majors for professional careers and/or advanced study. Non-geography majors are presented the geographic knowledge needed to understand the nature of the human and environmental patterns found in the world around them. Graduate student education is focused on preparing our students for advanced professional careers and/or further graduate study. The Department is committed to excellence in both theoretical and applied research. Undergraduate and graduate student involvement in research is encouraged to develop student understanding, reasoning, and technical skills. Through scholarship, teaching, and service, the Department of Geography, Environment, and Sustainability is dedicated to bettering our community, nation, and planet.

**About**

The Department of Geography, Environment, and Sustainability offers a program which has three principal objectives: to promote the understanding of the locational dimensions of human behavior in their environmental context; to offer a curriculum where geographic concepts and methods are applied to understanding economic, environmental, and social problems at the urban and regional scale; and to promote international understanding through area studies. Thus, the purposes of the program are to contribute an important dimension to the university student’s liberal education and to provide practical training in important contemporary areas of concern as well as the background appropriate for certain vocations.

Graduating majors of the department have found careers in business and industry, in urban and regional planning agencies, in departments of federal and state governments, and in teaching. Job titles include city or regional planner, cartographer, demographer, resource analyst, land or economic developer, location analyst, and teacher. Many graduates find that an undergraduate degree in geography is an excellent foundation for advanced graduate work or professional training in planning, business or law.

Special facilities of the department include fully equipped laboratories in computer cartography, geographic information systems, remote sensing, and physical geography, plus a 130-acre field camp for both instruction and research.

**Graduate Programs**

The Department of Geography, Environment, and Sustainability offers the MA in Applied Geography, the PhD in Geography, and Post-Baccalaureate Certificates in Global and Regional Studies Geography, and Urban and Economic Development. The programs focus on the application of theory and methods in geography toward the understanding of problems related to economic development, environmental quality, population change, and social well-being in urban, rural, regional, and international contexts.
Environmental & Sustainability Studies Program

Aaron S. Allen, Director and Honors Program Liaison

Committee Members
Aaron S. Allen, Director and Honors Program Liaison
Susan Andreatta, Department of Anthropology
Bruce Banks, Department of Chemistry and Biochemistry
Erick Byrd, Department of Marketing, Entrepreneurship, and Hospitality & Tourism
Stephen Holland, Department of Economics
Gwen Hunnicutt, Department of Sociology
Karen Kilcup, Department of English
Etsuko Kinefuci, Department of Communication Studies
David McDuffie, Department of Religious Studies
Ann Somers, Department of Biology
Selima Sultana, Department of Geography

Environmental & Sustainability Studies is an interdisciplinary program that fosters understanding of the relationships between human societies and the natural physical and biological setting in which life on Earth exists. The B.A. program provides foundations in the logic of science and interdisciplinary liberal arts thinking, and it integrates study of the environment from the perspectives of the natural sciences, social sciences, and arts and humanities. Students work with a diverse group of faculty from across campus to learn how to gather and integrate information about environmental problems from multiple disciplines, think critically about the causes of environmental problems, propose effective solutions and evaluate their strengths and weaknesses, and communicate their ideas clearly. Graduates will be prepared for roles as educated citizens who are especially well informed about the environment and for occupations that require a broad range of knowledge about environmental and sustainability issues.

Concentrations in the Environmental & Sustainability Studies Program require 66 credit hours, of which 27 credits are core and 39 credits are electives (and many of which fulfill General Education requirements). Students choose a concentration either in Environmental Studies or in Sustainability Studies, each of which requires electives from four related areas: Natural Sciences, Equity and Society, Economics and Development, and Aesthetics & Ethics. The concentrations in the program are open to students in any college or school of the university. The concentrations are extremely flexible and allow students to combine it with another major, and/or with a minor, and/or with study abroad. Accomplished students (with a GPA of 3.30 or greater in the junior year) may choose a self-designed concentration in Environmental & Sustainability Studies.

Requirements

At least 24 credits of related area electives must be at the 300 level or above, and many courses count toward General Education Core requirements. The required courses in all program concentrations guarantee fulfillment of GNS/GLS, GNS/GPS, and SI and WI in major (12-13 credits). In addition, depending on student choices, it is possible to fulfill GMT, GSB, GNS/lab, GPR, GFA, GHP/GMO, SI, WI, GN, GL, and half (3 credits) of GLT. Students must fulfill the following General Education courses outside the Environmental & Sustainability Studies Program requirements: GLT (3 credits), GHP/GPM (3 credits), GRD (6 credits), and GFL (0-12 credits).

Students choose either the Environmental Studies concentration or the Sustainability Studies concentration, both of which emphasize the integration of the natural sciences, social sciences, and arts and humanities. The core requirements for the concentrations are similar; they differ in the Biology core requirement (BIO 112 Principles of Biology II is required for Environmental Studies, while Sustainability Studies requires either BIO 112 Principles of Biology II or BIO 105 Major Concepts of Biology) and in the distribution of related area electives. The Environmental Studies concentration has a greater emphasis on natural science, while the Sustainability Studies concentration has a greater emphasis on social sciences and the humanities.

The distribution of electives in the two concentrations compares as follows:

<table>
<thead>
<tr>
<th>Electives</th>
<th>Environmental Studies</th>
<th>Sustainability Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural Sciences</td>
<td>12 credits</td>
<td>6 credits</td>
</tr>
<tr>
<td>Equity &amp; Society</td>
<td>9 credits</td>
<td>12 credits</td>
</tr>
<tr>
<td>Economics &amp; Development</td>
<td>9 credits</td>
<td>9 credits</td>
</tr>
<tr>
<td>Aesthetics &amp; Ethics</td>
<td>3 credits</td>
<td>6 credits</td>
</tr>
<tr>
<td>Free Electives</td>
<td>6 credits</td>
<td>6 credits</td>
</tr>
</tbody>
</table>

Students with a GPA greater than 3.30 in the junior year may choose the self-designed Environmental & Sustainability Studies concentration; this concentration is developed in consultation with the Director and allows the student to propose 39 credits of appropriate electives (with at least one course in each of the four related area electives). Students are required to maintain a 3.30 GPA.

Students in all concentrations should plan carefully with the Director because courses are continually added and removed from the list of area electives and because substitutes may be available. Some courses have prerequisites that do not count for credit in Environmental & Sustainability Studies. No single course may count in more than one of the four related areas, none of the required core courses may count as related area or free electives, and no more than 12 credits from any one course prefix may count toward the concentration. Students can neither major in multiple concentrations in the Environmental & Sustainability Studies Program nor major in one of these Program concentrations and also be either a Sustainability Studies minor or an Environmental Studies minor. Students are welcome and encouraged to choose a second major and/or minor in other fields of study.

Professor
Rick L. Bunch\(^G\)
Keith G Debbage\(^G\)
Paul A Knapp\(^G\)
Jeffrey C Patton\(^G\)
Selima Sultana\(^G\)

Associate Professor
Corey M Johnson\(^G\)
Zhi-Jun Liu\(^G\)
Phillip D Royall\(^G\)
Roy S Stine\(^G\)

Assistant Professor
Wenliang Li\(^G\)
Sarah J Praskievicz\(^G\)

Senior Lecturer
Mary B Hall-Brown\(^G\)
G. Jay Lennartson\(^G\)
### Degree Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Requirements (p. 671)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Education Core Requirements (GEC) (p. 683)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College of Arts and Sciences Additional Requirements (LEC) (p. 253)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Major Requirements

The Geography B.A. offers three concentrations from which students can choose:

### Earth Science/Environmental Studies Concentration

A central theme of geography is human interaction with the earth's physical environment. This concentration permits students to apply the basic scientific principles of physical geography, cartography, and natural resource analysis to the problem of ensuring a high quality of life through maintenance of the natural processes that support human existence. This concentration also provides training to enhance the employment opportunities of students with a strong interest in environmental assessment and resource evaluation.

### Geographic Information Science Concentration

Students with this concentration will develop skills in using maps, geospatial computer programs, and remotely sensed images to answer geographic questions relevant to land use planning, urban development, geomorphic or biogeographic processes, or environmental impact assessment. A capstone course (GEO 421 Geographic Information Science), which includes a faculty-directed major project, is completed in the final semester.

### Urban Planning Concentration

The inter-regional shift of people and jobs in the United States and elsewhere over the past decades coupled with the movement away from large central cities has increased the need for formal urban and regional planning. Planners are needed in the private sector as well as in state and local governments to provide the appropriate kinds of economic and community development that will ensure a high quality of life in both developed and developing countries. In a growth region like the Southeast, geographers with a planning background are in increasing demand.

### Overall Requirements

- 122 credit hours, to include at least 36 credits at or above the 300 course level
- A minimum of 27 credits in geography above the 100 level. Only grades of C- or higher will count toward completion of the major and concentrations.
### Geographic Information Science Concentration Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Required</strong></td>
<td></td>
</tr>
<tr>
<td>GES 121</td>
<td>Introduction to Geographic Information Science</td>
<td></td>
</tr>
<tr>
<td>GES 357</td>
<td>Principles of Cartography</td>
<td></td>
</tr>
<tr>
<td>GES 358</td>
<td>Geographic Information Systems</td>
<td></td>
</tr>
<tr>
<td>GES 359</td>
<td>Remote Sensing of Environment</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Additional Concentration Requirements</strong></td>
<td>15</td>
</tr>
</tbody>
</table>

* Taken after the completion of the other Additional Concentration Requirements.
† Counts toward GEC GNS requirement.

### Urban Planning Concentration Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Required</strong></td>
<td></td>
</tr>
<tr>
<td>GES 105</td>
<td>Introduction to Human Geography</td>
<td></td>
</tr>
<tr>
<td>GES 301</td>
<td>Urban Geography: Global Patterns</td>
<td></td>
</tr>
<tr>
<td>GES 306</td>
<td>World Economic Geography</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Select five of the following:</strong></td>
<td></td>
</tr>
<tr>
<td>GES 302</td>
<td>Urban Geography: Land Use</td>
<td></td>
</tr>
<tr>
<td>GES 303</td>
<td>World Population Problems</td>
<td></td>
</tr>
<tr>
<td>GES 304</td>
<td>Introduction to Transportation Analysis</td>
<td></td>
</tr>
<tr>
<td>GES 320</td>
<td>Tourism Planning and Development</td>
<td></td>
</tr>
<tr>
<td>GES 322</td>
<td>Research Methods in Geography</td>
<td></td>
</tr>
<tr>
<td>GES 331</td>
<td>Sustainable Tourism and Transportation</td>
<td></td>
</tr>
<tr>
<td>GES 334</td>
<td>Geography of the United States and Canada</td>
<td></td>
</tr>
<tr>
<td>GES 357</td>
<td>Principles of Cartography</td>
<td></td>
</tr>
<tr>
<td>GES 402</td>
<td>Entrepreneurial Urban Planning</td>
<td></td>
</tr>
<tr>
<td>GES 432</td>
<td>Geography of Livable Cities</td>
<td></td>
</tr>
<tr>
<td>GES 433</td>
<td>Regional Economic Development</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Additional Concentration Requirements</strong></td>
<td>24</td>
</tr>
</tbody>
</table>

† Counts toward GEC GNS requirement.

**Electives**

Electives sufficient to complete the 122 credit hours required for degree.

### Geography as a Second Major

- Minimum of 27 credit hours

A student may obtain a second major in geography along with any other major. The student should take 27 credits, including four core courses listed above for the Geography Major. Students considering this option should consult a faculty member in the department.
Geography Major as a Second Academic Concentration for Elementary Education Majors

- Minimum of 18 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

**Core Courses**

Select one of the following:

- GES 121 Introduction to Geographic Information Science
- GES 322 Research Methods in Geography
- GES 357 Principles of Cartography
- GES 358 Geographic Information Systems
- GES 359 Remote Sensing of Environment

Select one of the following:

- GES 103 Introduction to Earth Science
- GES 106 Geosystems Science & 106L and Geosystems Science Laboratory

Select one of the following:

- GES 105 Introduction to Human Geography
- GES 301 Urban Geography: Global Patterns
- GES 302 Urban Geography: Land Use
- GES 303 World Population Problems
- GES 306 World Economic Geography
- GES 315 The Geography of World Affairs

Select one of the following:

- GES 102 The Historical Geography of the Western World
- GES 104 World Regional Geography
- GES 313 Natural Resource Regions of North America
- GES 344 Geography of the United States and Canada

**Additional Courses**

Select any two additional GES courses at the 300 level or higher

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Accelerated B.A. to M.A.

**Application and Admission**

Qualified UNC Greensboro undergraduate students who are pursuing the B.A. in Geography may apply for admission to the Accelerated Degree Program (Applying for Admission). A cumulative undergraduate GPA of at least 3.5 based on at least 30 hours earned at UNC Greensboro is required. Applicants must have completed at least 60 semester credits and may not apply for admission to the ADP before the first semester of the junior year. Applicants will not be required to take the GRE. All applicants must submit the Request for Accelerated Degree Program to The Graduate School and must simultaneously apply for admission to the graduate degree program.

Admitted students may apply a maximum of 12 credits of graduate-level coursework (each course carries 3 credits) from the following course list toward completion of both the undergraduate and graduate degree, provided they earn a grade of "B" (3.0) or better in each course and fulfill graduate-level requirements:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Degree Program Requirements**

Please consult with an advisor to determine how the courses taken at the graduate level will meet requirements in the bachelor’s degree program. All degree requirements for the B.A. and M.A. degree in Geography remain the same.

Geography with Social Studies High School Teaching Licensure, B.A.

**Student Learning Goals**

Students completing this major are expected to demonstrate a basic competence in earth science, human geography, and regional geography. In addition, they are expected to be able to successfully investigate geographic problems using the current research techniques and methodologies of the discipline and to clearly and effectively express their findings in both written and oral form.

**Overall Requirements**

- 122 credit hours, to include at least 36 credits at or above the 300 course level
- A minimum of 27 credits in geography above the 100 level. Only grades of C- or higher will count toward completion of the major and concentrations.

**Degree Program Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

**University Requirements (p. 671)**

**General Education Core Requirements (GEC) (p. 683)**

**College of Arts and Sciences Additional Requirements (LEC) (p. 253)**

**Major Requirements**

**Teacher Licensure Requirements**

Students seeking teacher licensure should see School of Education Licensure Programs. Licensure in social studies is available for geography majors. Additional hours may be required for completion of the degree.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Core Courses**

- Geographic Techniques
Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GES 121</td>
<td>Introduction to Geographic Information Science</td>
<td></td>
</tr>
<tr>
<td>GES 322</td>
<td>Research Methods in Geography</td>
<td></td>
</tr>
<tr>
<td>GES 357</td>
<td>Principles of Cartography</td>
<td></td>
</tr>
<tr>
<td>GES 358</td>
<td>Geographic Information Systems</td>
<td></td>
</tr>
<tr>
<td>GES 359</td>
<td>Remote Sensing of Environment</td>
<td></td>
</tr>
</tbody>
</table>

**Earth Science**

Select one option of the following:

**Option A:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GES 103</td>
<td>Introduction to Earth Science</td>
<td></td>
</tr>
</tbody>
</table>

**Option B:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GES 106</td>
<td>Geosystems Science</td>
<td></td>
</tr>
<tr>
<td>GES 106L</td>
<td>Geosystems Science Laboratory</td>
<td></td>
</tr>
</tbody>
</table>

**Human Geography**

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GES 105</td>
<td>Introduction to Human Geography</td>
<td></td>
</tr>
<tr>
<td>GES 301</td>
<td>Urban Geography. Global Patterns</td>
<td></td>
</tr>
<tr>
<td>GES 302</td>
<td>Urban Geography. Land Use</td>
<td></td>
</tr>
<tr>
<td>GES 303</td>
<td>World Population Problems</td>
<td></td>
</tr>
<tr>
<td>GES 304</td>
<td>Introduction to Transportation Analysis</td>
<td></td>
</tr>
<tr>
<td>GES 306</td>
<td>World Economic Geography</td>
<td></td>
</tr>
<tr>
<td>GES 315</td>
<td>The Geography of World Affairs</td>
<td></td>
</tr>
</tbody>
</table>

**Regional Geography**

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GES 102</td>
<td>The Historical Geography of the Western World</td>
<td></td>
</tr>
<tr>
<td>GES 104</td>
<td>World Regional Geography</td>
<td></td>
</tr>
<tr>
<td>GES 313</td>
<td>Natural Resource Regions of North America</td>
<td></td>
</tr>
<tr>
<td>GES 333</td>
<td>Geography of Europe</td>
<td></td>
</tr>
<tr>
<td>GES 340</td>
<td>Geography of East Asia</td>
<td></td>
</tr>
<tr>
<td>GES 344</td>
<td>Geography of the United States and Canada</td>
<td></td>
</tr>
<tr>
<td>GES 491</td>
<td>Current Topics in Regional Geography</td>
<td></td>
</tr>
<tr>
<td>GES 451</td>
<td>Seminar in Regional Geography</td>
<td></td>
</tr>
</tbody>
</table>

† Counts toward GEC GNS requirement.

### Secondary School Planning

Majors planning to teach geography/social studies should plan their programs to include one of the courses listed below.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GES 102</td>
<td>The Historical Geography of the Western World</td>
<td></td>
</tr>
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<td>GES 104</td>
<td>World Regional Geography</td>
<td></td>
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</tbody>
</table>

### Geography as a Second Major

- Minimum of 27 credit hours

A student may obtain a second major in geography along with any other major. The student should take 27 credits, including four core courses listed above for the Geography Major. Students considering this option should consult a faculty member in the department.

### Geography Major as a Second Academic Concentration for Elementary Education Majors

- Minimum of 18 credit hours

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<tbody>
<tr>
<td>GES 103</td>
<td>Introduction to Earth Science</td>
<td></td>
</tr>
<tr>
<td>GES 106</td>
<td>Geosystems Science</td>
<td></td>
</tr>
<tr>
<td>GES 106L</td>
<td>Geosystems Science Laboratory</td>
<td></td>
</tr>
</tbody>
</table>

### Core Courses

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>GES 121</td>
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<td></td>
</tr>
<tr>
<td>GES 322</td>
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<tr>
<td>GES 357</td>
<td>Principles of Cartography</td>
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</tr>
<tr>
<td>GES 358</td>
<td>Geographic Information Systems</td>
<td></td>
</tr>
<tr>
<td>GES 359</td>
<td>Remote Sensing of Environment</td>
<td></td>
</tr>
</tbody>
</table>

Select one of the following:

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<td>World Economic Geography</td>
<td></td>
</tr>
<tr>
<td>GES 315</td>
<td>The Geography of World Affairs</td>
<td></td>
</tr>
</tbody>
</table>

### Additional Courses

Select any two additional GES courses at the 300 level or higher

### Electives

Electives sufficient to complete the 122 credit hours required for degree.
Admitted students may apply a maximum of 12 credits of graduate-level coursework (each course carries 3 credits) from the following course list toward completion of both the undergraduate and graduate degree, provided they earn a grade of "B" (3.0) or better in each course and fulfill graduate-level requirements:

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<tr>
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<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GES 402</td>
<td>Entrepreneurial Urban Planning</td>
<td></td>
</tr>
<tr>
<td>GES 404</td>
<td>Political Geography</td>
<td></td>
</tr>
<tr>
<td>GES 418</td>
<td>Biogeography</td>
<td></td>
</tr>
<tr>
<td>GES 419</td>
<td>Advanced Weather and Climate-Synoptic Climatology</td>
<td></td>
</tr>
<tr>
<td>GES 432</td>
<td>Geography of Livable Cities</td>
<td></td>
</tr>
<tr>
<td>GES 457</td>
<td>Advanced Cartography</td>
<td></td>
</tr>
<tr>
<td>GES 459</td>
<td>Advanced Remote Sensing-Imaging</td>
<td></td>
</tr>
<tr>
<td>GES 451</td>
<td>Seminar in Regional Geography</td>
<td></td>
</tr>
<tr>
<td>GES 450</td>
<td>Applied Physical Geography</td>
<td></td>
</tr>
</tbody>
</table>

**Degree Program Requirements**

Please consult with an advisor to determine how the courses taken at the graduate level will meet requirements in the bachelor's degree program. All degree requirements for the B.A. and M.A. degree in Geography remain the same.

**Environmental Studies Undergraduate Minor**

**Program Requirements**

- Minimum of 21 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GES 164</td>
<td>Introduction to Environmental Studies</td>
<td>6</td>
</tr>
<tr>
<td>GES 162</td>
<td>Introduction to Sustainability Studies</td>
<td></td>
</tr>
</tbody>
</table>

Select a minimum of 15 credits from the Related Areas Elective list.

**Related Area Electives**

- Must be outside of the student’s major department.
- No more than 8 credits from any one department.
- At least two courses must be at or above the 300 level, one of which must be in the Natural Sciences area.

**Natural Sciences**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 301</td>
<td>Principles of Ecology</td>
<td></td>
</tr>
<tr>
<td>BIO 315</td>
<td>Ecology and Evolution Laboratory</td>
<td></td>
</tr>
<tr>
<td>BIO 361</td>
<td>Biology and Conservation of Sea Turtles</td>
<td></td>
</tr>
<tr>
<td>BIO 420</td>
<td>Marine Biology</td>
<td></td>
</tr>
<tr>
<td>BIO 422</td>
<td>Plant Diversity</td>
<td></td>
</tr>
<tr>
<td>BIO 431</td>
<td>The Biosphere</td>
<td></td>
</tr>
<tr>
<td>BIO 441</td>
<td>Invertebrate Zoology</td>
<td></td>
</tr>
<tr>
<td>BIO 470</td>
<td>Vertebrate Zoology</td>
<td></td>
</tr>
</tbody>
</table>

**Select 3 credits of the following:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>ATY 213</td>
<td>Introduction to Cultural Anthropology</td>
<td></td>
</tr>
<tr>
<td>ATY 253</td>
<td>Introduction to Biological Anthropology</td>
<td></td>
</tr>
<tr>
<td>&amp; 253L</td>
<td>and Introduction to Biological Anthropology Laboratory</td>
<td></td>
</tr>
<tr>
<td>ATY 362</td>
<td>Methods in Cultural Anthropology</td>
<td></td>
</tr>
<tr>
<td>ATY 450</td>
<td>Environmental Anthropology</td>
<td></td>
</tr>
<tr>
<td>ATY 465</td>
<td>Medical Anthropology</td>
<td></td>
</tr>
<tr>
<td>ATY 420</td>
<td>Economic Anthropology</td>
<td></td>
</tr>
<tr>
<td>ATY 426</td>
<td>Food and Culture in a Global Context</td>
<td></td>
</tr>
<tr>
<td>GES 388</td>
<td>Topics in Natural Sciences</td>
<td></td>
</tr>
<tr>
<td>GES 302</td>
<td>Urban Geography: Land Use</td>
<td></td>
</tr>
<tr>
<td>GES 303</td>
<td>World Population Problems</td>
<td></td>
</tr>
<tr>
<td>GES 304</td>
<td>Introduction to Transportation Analysis</td>
<td></td>
</tr>
<tr>
<td>GES 322</td>
<td>Research Methods in Geography</td>
<td></td>
</tr>
<tr>
<td>GES 331</td>
<td>Sustainable Tourism and Transportation</td>
<td></td>
</tr>
<tr>
<td>HIS 323</td>
<td>American Indians and Nature</td>
<td></td>
</tr>
<tr>
<td>HIS 334</td>
<td>United States Environmental History</td>
<td></td>
</tr>
</tbody>
</table>

*This course also qualifies in addition to the standard options above it.*
HEA 307 Global Health
HEA 315 Epidemiology
HEA 316 Environmental Health
PCS 505 Environmental Justice: Interdisciplinary Response for Sustainability
PSC 210 Introduction to Public Policy
PSC 312 Environmental Law and Policy
PSC 313 Natural Resources Law and Policy
PSC 314 Wildlife Law and Policy
SOC 202 Social Problems in Global Context
SOC 346 Population Problems
SOC 370 Environmental Sociology
SOC 373 Green Criminology
SOC 377 Disaster, Self, and Society
Qualified
HIS 209 Topics in Modern World History *

* This course applies only when the topic is World Environmental History.

**Economics and Development**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 130</td>
<td>Entrepreneurship in a Sustainable Global Environment</td>
<td></td>
</tr>
<tr>
<td>BUS 340</td>
<td>Social Entrepreneurship</td>
<td></td>
</tr>
<tr>
<td>ECO 100</td>
<td>Economics of a Global Sustainable Society</td>
<td></td>
</tr>
<tr>
<td>ECO 201</td>
<td>Principles of Microeconomics</td>
<td></td>
</tr>
<tr>
<td>ECO 202</td>
<td>Principles of Macroeconomics</td>
<td></td>
</tr>
<tr>
<td>ECO 300</td>
<td>The International Economy</td>
<td></td>
</tr>
<tr>
<td>ECO 380</td>
<td>Environmental and Natural Resource Economics</td>
<td></td>
</tr>
<tr>
<td>GES 384</td>
<td>Topics in Economics and Development</td>
<td></td>
</tr>
<tr>
<td>STH 200</td>
<td>Introduction to Sustainable Development</td>
<td></td>
</tr>
<tr>
<td>STH 201</td>
<td>Corporate Social Responsibility and Change Management</td>
<td></td>
</tr>
<tr>
<td>STH 232</td>
<td>Tourism Impacts and Alternatives</td>
<td></td>
</tr>
<tr>
<td>STH 311</td>
<td>Sustainable Food and Beverage</td>
<td></td>
</tr>
<tr>
<td>STH 312</td>
<td>Greening Hotel Facilities</td>
<td></td>
</tr>
<tr>
<td>STH 331</td>
<td>Sustainable Tourism and Transportation</td>
<td></td>
</tr>
<tr>
<td>STH 332</td>
<td>Sustainable Destination Planning and Management</td>
<td></td>
</tr>
</tbody>
</table>

**Aesthetics and Ethics**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CST 420</td>
<td>Environmental Communication</td>
<td></td>
</tr>
<tr>
<td>ENG 327</td>
<td>Writing for Professionals and Entrepreneurs</td>
<td></td>
</tr>
<tr>
<td>ENG 380</td>
<td>Literature and the Environment</td>
<td></td>
</tr>
<tr>
<td>GES 382</td>
<td>Topics in Aesthetics and Ethics</td>
<td></td>
</tr>
<tr>
<td>IAR 124</td>
<td>Introduction to Sustainable Design</td>
<td></td>
</tr>
<tr>
<td>IAR 221</td>
<td>History and Theory of Design I</td>
<td></td>
</tr>
<tr>
<td>IAR 222</td>
<td>History and Theory of Design II</td>
<td></td>
</tr>
</tbody>
</table>

**Geography Undergraduate Minor**

Any six courses (18 credit hours) constitute a minor, but the suggested course sequences below will be of interest to certain students pursuing specific majors and with certain career objectives such as planning, environmental conservation, or business.

**Program Requirements**

- Minimum of 18 credit hours

**General Geography Minor**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one physical course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select one human course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select one regional course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select one techniques course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select any two other geography courses</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Minor Emphasizing Urban Planning**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GES 105</td>
<td>Introduction to Human Geography</td>
<td></td>
</tr>
<tr>
<td>GES 301</td>
<td>Urban Geography: Global Patterns</td>
<td></td>
</tr>
<tr>
<td>GES 302</td>
<td>Urban Geography: Land Use</td>
<td></td>
</tr>
<tr>
<td>GES 303</td>
<td>World Population Problems</td>
<td></td>
</tr>
<tr>
<td>GES 304</td>
<td>Introduction to Transportation Analysis</td>
<td></td>
</tr>
<tr>
<td>GES 306</td>
<td>World Economic Geography</td>
<td></td>
</tr>
<tr>
<td>GES 344</td>
<td>Geography of the United States and Canada</td>
<td></td>
</tr>
<tr>
<td>GES 402</td>
<td>Entrepreneurial Urban Planning</td>
<td></td>
</tr>
<tr>
<td>GES 432</td>
<td>Geography of Livable Cities</td>
<td></td>
</tr>
<tr>
<td>GES 433</td>
<td>Regional Economic Development</td>
<td></td>
</tr>
</tbody>
</table>

**Minor Emphasizing Environmental Studies**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GES 105</td>
<td>Introduction to Human Geography</td>
<td></td>
</tr>
<tr>
<td>GES 121</td>
<td>Introduction to Geographic Information Science</td>
<td></td>
</tr>
<tr>
<td>GES 205</td>
<td>Environmental Change: Its Nature and Impact</td>
<td></td>
</tr>
<tr>
<td>GES 303</td>
<td>World Population Problems</td>
<td></td>
</tr>
<tr>
<td>GES 305</td>
<td>Environmental Hazards Assessment</td>
<td></td>
</tr>
</tbody>
</table>
GES 319 Weather and Climate
GES 312 Geomorphology of North America
GES 314 Physical Geography: Landscape Processes
GES 330 Elements of Hydrology
GES 357 Principles of Cartography
GES 359 Remote Sensing of Environment
GES 418 Biogeography
GES 419 Advanced Weather and Climate-Synoptic Climatology
GES 457 Advanced Cartography
GES 450 Applied Physical Geography

Qualified

Select one option of the following: *

Option A:
GES 103 Introduction to Earth Science

Option B:
GES 106 Geosystems Science
& 106L and Geosystems Science Laboratory

* Either of options A or B may also be chosen, but not both.

Minor Emphasizing Geographic Information Science and Techniques

Provides the student opportunity to acquire geographic research, writing, and cartographic techniques.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select six of the following: 18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GES 105</td>
<td>Introduction to Human Geography</td>
<td></td>
</tr>
<tr>
<td>GES 321</td>
<td>Introduction to Geographic Information Science</td>
<td></td>
</tr>
<tr>
<td>GES 322</td>
<td>Research Methods in Geography</td>
<td></td>
</tr>
<tr>
<td>GES 357</td>
<td>Principles of Cartography</td>
<td></td>
</tr>
<tr>
<td>GES 358</td>
<td>Geographic Information Systems</td>
<td></td>
</tr>
<tr>
<td>GES 359</td>
<td>Remote Sensing of Environment</td>
<td></td>
</tr>
<tr>
<td>GES 432</td>
<td>Geography of Livable Cities</td>
<td></td>
</tr>
<tr>
<td>GES 433</td>
<td>Regional Economic Development</td>
<td></td>
</tr>
<tr>
<td>GES 457</td>
<td>Advanced Cartography</td>
<td></td>
</tr>
<tr>
<td>GES 459</td>
<td>Advanced Remote Sensing-Imaging</td>
<td></td>
</tr>
</tbody>
</table>

Geography Minor for Majors in the School of Business and Economics

Provides the student opportunity to acquire knowledge of industrial location, international trade, demographic change and environmental impact.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select six of the following: 18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GES 102</td>
<td>The Historical Geography of the Western World</td>
<td></td>
</tr>
<tr>
<td>GES 104</td>
<td>World Regional Geography</td>
<td></td>
</tr>
<tr>
<td>GES 105</td>
<td>Introduction to Human Geography</td>
<td></td>
</tr>
<tr>
<td>GES 121</td>
<td>Introduction to Geographic Information Science</td>
<td></td>
</tr>
<tr>
<td>GES 301</td>
<td>Urban Geography: Global Patterns</td>
<td></td>
</tr>
<tr>
<td>GES 302</td>
<td>Urban Geography: Land Use</td>
<td></td>
</tr>
</tbody>
</table>

GES 303 World Population Problems
GES 306 World Economic Geography
GES 344 Geography of the United States and Canada
GES 491 Current Topics in Regional Geography
GES 432 Geography of Livable Cities
GES 433 Regional Economic Development

Qualified

Select one option of the following: *

Option A:
GES 103 Introduction to Earth Science

Option B:
GES 106 Geosystems Science
& 106L and Geosystems Science Laboratory

* Either of options A or B below may also be chosen, but not both.

Applied Geography, M.A.

The MA in Applied Geography offers three options: a thesis or internship option requiring a minimum of 34 credit hours, including a maximum of 6 credits dedicated to thesis or internship work, or a portfolio option requiring a minimum of 37 credit hours plus completion of a significant project. The two non-thesis options result in a terminal degree.

The program leads to the acquisition of research skills and expertise appropriate to geographic analysis in a range of related fields including: Business site selection, environmental assessment, geographic techniques such as cartography, geographic information systems and remote sensing, transportation planning, as well as urban and regional development. Emphasis is placed in application of theoretical constructs in geography to solve real world problems at a variety of scales from the Triad and state to national and global issues.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

In addition to the application materials required by The Graduate School, applicants must submit a 250-500 word Personal Statement concerning your interest in geography.

Degree Program Requirements

Required: 34-37 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Core Courses 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GES 601</td>
<td>Research Trends in Geography</td>
<td></td>
</tr>
<tr>
<td>GES 620</td>
<td>Spatial Analysis</td>
<td></td>
</tr>
</tbody>
</table>

Electives 24-33

Select 24-33 credits 1

Research Courses 2

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GES 695</td>
<td>Internship</td>
<td>3-6</td>
</tr>
<tr>
<td>or GES 699</td>
<td>Thesis</td>
<td></td>
</tr>
</tbody>
</table>

1 The student, in consultation with the advisor, will determine the appropriate courses to be taken in that individual's program, including any cognate courses.
Research courses and comprehensive examination comprise Capstone Experience.

Formal Review and Examinations
- Approval of master's plan of study.
- Comprehensive examination (taken after the completion of 24 hours of course work; administered at midterm of the fall and spring terms).
- Approval of thesis or internship proposal.
- Final thesis defense, internship presentation of completion of portfolio.
- Details concerning specific core requirements, the comprehensive examination, admission to candidacy, plans of study, theses, internships, and competency portfolios can be obtained from the Director of Graduate Study.

Geosciences Education for Teachers Concentration
The Geosciences Education for Teachers concentration is directed towards students and educators interested in expanding their expertise in teaching geosciences. Completing the Master of Arts in Applied Geography with this concentration requires students to combine the core requirements of the M.A. degree with courses emphasizing the knowledge and skills needed to teach geosciences at the middle grades, secondary grades, and community college levels. The required core courses, formal reviews and examinations are the same as for the Master of Arts degree in Applied Geography, non-thesis, course-work option—with a competency portfolio. Within this framework, students will complete 38 credits by taking the required courses specified below. Note that GES 650 Applied Physical Geography and GES 651 Seminar in Regional Geography will present their portfolios as part of GES 650 and GES 651. (Students’ competency portfolios will be comprised of self-selected geosciences instructional modules designed while students were enrolled in GES 607 Earth Science for Educators, GES 608 Weather and Climate for Educators, GES 609 Hydrology for Educators, GES 610 Physical Geology for Educators, and GES 611 Natural Hazards and Society for Educators. Such portfolio work will represent students’ critical thinking, problem-solving, and effective communication skills in presenting their portfolios. The required core and elective courses, formal reviews and examinations are the same as for the M.A. degree in applied geography. Within this framework, the following 15 credits must be completed.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GES 601</td>
<td>Research Trends in Geography</td>
<td>1</td>
</tr>
<tr>
<td>GES 607</td>
<td>Earth Science for Educators</td>
<td>5</td>
</tr>
<tr>
<td>GES 608</td>
<td>Weather and Climate for Educators</td>
<td>5</td>
</tr>
<tr>
<td>GES 609</td>
<td>Hydrology for Educators</td>
<td>5</td>
</tr>
<tr>
<td>GES 610</td>
<td>Physical Geology for Educators</td>
<td>5</td>
</tr>
<tr>
<td>GES 611</td>
<td>Natural Hazards and Society for Educators</td>
<td>5</td>
</tr>
<tr>
<td>GES 620</td>
<td>Spatial Analysis</td>
<td>3</td>
</tr>
<tr>
<td>GES 650</td>
<td>Applied Physical Geography</td>
<td>3</td>
</tr>
<tr>
<td>GES 651</td>
<td>Seminar in Regional Geography</td>
<td>3</td>
</tr>
<tr>
<td>AST 609</td>
<td>Solar System Astronomy for Teachers</td>
<td>3</td>
</tr>
<tr>
<td>GES 602</td>
<td>Entrepreneurial Urban Planning</td>
<td></td>
</tr>
<tr>
<td>GES 605</td>
<td>Regional Planning</td>
<td></td>
</tr>
<tr>
<td>GES 631</td>
<td>Transportation Planning</td>
<td></td>
</tr>
<tr>
<td>GES 632</td>
<td>Geography of Livable Cities</td>
<td></td>
</tr>
</tbody>
</table>

Elective Courses
Select one of the following:
- GES 622 GIS Applications in Urban Planning
- GES 633 Regional Economic Development
- PSC 620 Urban and Regional Development Policy
- PSC 630 Community and Economic Development Theory and Practice

Total Credit Hours

Urban Planning and Economic Development Concentration
The Urban Planning and Economic Development concentration is directed towards students who have an interest in preserving and enhancing the quality-of-life of urban areas and dealing effectively with growth and development issues. Students completing this concentration will combine the core requirements of the master's degree in applied geography with courses emphasizing the knowledge and skills required to provide effective leadership in urban and economic development for metropolitan areas. The required core courses, electives, research courses, collateral expertise, and formal reviews and examinations are the same as for the M.A. degree in applied geography. Within this framework, the following 15 credits must be completed.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>GES 602</td>
<td>Entrepreneurial Urban Planning</td>
<td>12</td>
</tr>
<tr>
<td>GES 605</td>
<td>Regional Planning</td>
<td></td>
</tr>
<tr>
<td>GES 631</td>
<td>Transportation Planning</td>
<td></td>
</tr>
<tr>
<td>GES 632</td>
<td>Geography of Livable Cities</td>
<td></td>
</tr>
</tbody>
</table>

Accelerated B.A. to M.A.
Application and Admission
Qualified UNC Greensboro undergraduate students who are pursuing the B.A. in Geography may apply for admission to the Accelerated Degree Program (Applying for Admission). A cumulative undergraduate GPA of at least 3.5 based on at least 30 hours earned at UNC Greensboro is required. Applicants must have completed at least 60 semester credits and may not apply for admission to the ADP before the first semester of the junior year. Applicants will not be required to take the GRE. All applicants must submit the Request for Accelerated Degree Program to The Graduate School and must simultaneously apply for admission to the graduate degree program.

Admitted students may apply a maximum of 12 credits of graduate-level coursework (each course carries 3 credits) from the following course list toward completion of both the undergraduate and graduate degree, provided they earn a grade of “B” (3.0) or better in each course and fulfill graduate-level requirements.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GES 402</td>
<td>Entrepreneurial Urban Planning</td>
<td></td>
</tr>
<tr>
<td>GES 404</td>
<td>Political Geography</td>
<td></td>
</tr>
<tr>
<td>GES 418</td>
<td>Biogeography</td>
<td></td>
</tr>
<tr>
<td>GES 419</td>
<td>Advanced Weather and Climate-Synoptic Climatology</td>
<td></td>
</tr>
</tbody>
</table>
Degree Program Requirements
Please consult with an advisor to determine how the courses taken at the graduate level will meet requirements in the bachelor's degree program. All degree requirements for the B.A. and M.A. degree in Geography remain the same.

Geography, Ph.D.
The Ph.D. in Geography is an innovative program centered on the research-oriented application of geographical concepts and theories to the solving of real-world problems. The program requires 48-54 credit hours.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

In addition to the application materials required by The Graduate School, applicants must submit a 250-500 word Personal Statement.

Degree Program Requirements
Required: 48-54 credit hours

At least 27 of the 33 credits in required core and cluster courses (excluding dissertation) must be at the 600 level or higher. Up to nine credits of course work may be transferred from another institution on approval of the department.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GES 701</td>
<td>History of Geographic Thought</td>
<td>3</td>
</tr>
<tr>
<td>GES 702</td>
<td>Research Design</td>
<td>3</td>
</tr>
<tr>
<td>GES 720</td>
<td>Advanced Spatial Analysis</td>
<td>3</td>
</tr>
<tr>
<td>GES 791</td>
<td>Doctoral Dissertation Research</td>
<td>9</td>
</tr>
</tbody>
</table>

Courses Required from Geography Clusters

<table>
<thead>
<tr>
<th>Code</th>
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<tr>
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<tr>
<td>GES 702</td>
<td>Research Design</td>
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<tr>
<td>GES 720</td>
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Dissertation

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<td>GES 791</td>
<td>Doctoral Dissertation Research</td>
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Global and Regional Studies Geography, Post-Baccalaureate Certificate

The Post-Baccalaureate Certificate in Global and Regional Studies Geography emphasizes knowledge and skills needed to prepare students to work in positions in government, international business, and global non-profit organizations. Courses focus on the contemporary political economy of countries in various global regions from East Asia to Europe.

The program requires 18 credit hours of course work (15 credits of core courses and 3 credits of approved electives).

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

Certificate Requirements
Required: 18 credit hours

Please consult the department for any prerequisite courses that may be required.

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
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<td>GES 605</td>
<td>Regional Planning</td>
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<tr>
<td>GES 633</td>
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<tr>
<td>GES 634</td>
<td>Advanced Topics in European Geography</td>
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<td>GES 635</td>
<td>Geography of Asia</td>
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Electives

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<td>Seminar in Regional Geography</td>
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<tr>
<td>HIS 508</td>
<td>Latin America and Caribbean: Selected Topics</td>
<td>3</td>
</tr>
<tr>
<td>HIS 564</td>
<td>Modern Britain: Selected Topics</td>
<td>3</td>
</tr>
<tr>
<td>HIS 574</td>
<td>Modern Germany: Selected Topics</td>
<td>3</td>
</tr>
<tr>
<td>HIS 575</td>
<td>Modern Russian History: Selected Topics</td>
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</tr>
<tr>
<td>PSC 610</td>
<td>Public Policy Analysis</td>
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</table>

Urban and Economic Development, Post-Baccalaureate Certificate

The Post-Baccalaureate Certificate in Urban and Economic Development requires 18 credit hours and is offered jointly by the departments of Geography and Political Science. It is designed to meet the training needs of those currently working in or planning to work in urban planning or community and economic development. This certificate requires courses emphasizing the knowledge and skills needed to prepare students to work in organizations focusing on urban planning and community economic development activities in government and nonprofit organizations.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions. In addition to the
application materials required by The Graduate School, applicants must submit a personal statement.

Certificate Requirements

Required: 18 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tr>
<td></td>
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<td>Geography</td>
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<tr>
<td>or ENT 502</td>
<td>Entrepreneurial Urban Planning</td>
<td></td>
</tr>
<tr>
<td>GES 605</td>
<td>Regional Planning</td>
<td></td>
</tr>
<tr>
<td>GES 632</td>
<td>Geography of Livable Cities</td>
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<tr>
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<td>Political Science</td>
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<td>PSC 520</td>
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<tr>
<td>PSC 620</td>
<td>Urban and Regional Development Policy</td>
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</tr>
<tr>
<td>PSC 630</td>
<td>Community and Economic Development Theory and Practice</td>
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<td></td>
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<tr>
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<td>GES 603</td>
<td>Understanding Geographic Information Systems</td>
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<td>GES 605</td>
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<td>GES 622</td>
<td>GIS Applications in Urban Planning</td>
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<td>GES 631</td>
<td>Transportation Planning</td>
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<td>GES 632</td>
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<tr>
<td>PSC 511D</td>
<td>Topics in Public Affairs: Strategic Planning</td>
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<td>PSC 511G</td>
<td>Topics in Public Affairs: Grant Writing</td>
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<td>PSC 511P</td>
<td>Topics in Public Affairs: Program Evaluation</td>
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<td>PSC 520</td>
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<td>PSC 613</td>
<td>Local Government Administration</td>
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<td>PSC 620</td>
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<tr>
<td>PSC 630</td>
<td>Community and Economic Development Theory and Practice</td>
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</table>

History

College of Arts and Sciences

2129 Moore Humanities and Research Administration
336-334-5992
www.uncg.edu/his (http://www.uncg.edu/his)

James Anderson, Head of Department
Mark Elliott, Director of Graduate Study
Anne Parsons, Director of Public History
Jill Bender, Director of Undergraduate Studies

The Department of History offers a program which has four principal objectives:

1. to provide a general knowledge of the history of the United States, Europe, and the wider world (as we have defined our fields of concentration);
2. to teach students to think and read critically and thereby to develop the ability to analyze historical documents and to appreciate the nature of historical interpretations;
3. to improve students' ability to communicate both orally and in writing; and,
4. to foster the ability to conduct historical research.

The Department offers a broad spectrum of courses in U.S., European, and wider world history; in the ancient, medieval, and modern periods; in social, cultural, political, economic, intellectual, military, and diplomatic history; the history of science; and in a variety of special topics including gender, sexuality, witchcraft, and terrorism.

The History Major prepares students for career opportunities in a wide range of employment, where liberally educated minds can be turned to fruitful account. It offers an excellent general background for later, more specialized studies in fields such as law and journalism. A number of history majors go on to work in public service at the local, state, and federal levels or find employment in those areas of the private sector where a premium is put on a sound general education. Finally, many history majors employ their skills more directly in the teaching profession (from the primary through graduate school levels), in museums and archives, or in the expanding field of historical preservation work.

The department offers programs leading to the Bachelor of Arts degree in history, a M.A. in History, a M.A. in History with a Museum Studies concentration, and a Ph.D. in history. The Public History Program (Museum Studies) works in partnership with the Department of Interior Architecture, cross-listing many core classes. Classes in each of our programs are generally small and, through an intensive mentoring program, faculty-student interaction has become a hallmark of graduate study in the department.

Although the department does not formally restrict admission to its courses with regard to level, it recommends its 300-level courses to sophomores and above and its 400- and 500-level courses to juniors and seniors.

Professor
Jodi E Bilinkoff
Charles C. Bolton
Colleen E. Kriger
Stephen Q Ruzicka

Associate Professor
James A Anderson
Richard E Barton
Jill C Bender
Alexander A Eger
Mark E Elliott
Thomas F Jackson
Watson W Jennison
Jeff W Jones
Lisa Levenstein
Emily J Levine
Greg O'Brien
Linda M Rupert
Lisa C Tolbert
Peter B Villella
Assistant Professor
Warren Eugene Milteer
Anne Elizabeth Parsons

Visiting Assistant Professor
Torren Leon Gatson
David M Wight

Senior Lecturer
Mark A Moser

Lecturer
Caitlin M Saraphis

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<td>HIS 208</td>
<td>Topics on the West and the Modern World</td>
<td>3</td>
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<tr>
<td>HIS 220</td>
<td>The Ancient World</td>
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</tr>
<tr>
<td>HIS 221</td>
<td>Medieval Legacy</td>
<td>3</td>
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<tr>
<td>HIS 222</td>
<td>Europe 1400-1789</td>
<td>3</td>
</tr>
<tr>
<td>HIS 223</td>
<td>European Revolutions, 1789-1989</td>
<td>3</td>
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</table>

**History Disciplinary Honors Requirements**

12-15 credit hours as outlined below.

**Contract Honors Course**

Select 6 credits of a contract honors course in History at the 300 level or above

**Honors Work**

Select one of the following:

- HIS 491 Honors Work: American History
- HIS 492 Honors Work: European History
- HIS 493 Honors Work: Wider World History

**Honors Project**

HSS 490 Senior Honors Project

* Taken before the Senior Honors Project.
** Taken in lieu of Seminar in Historical Research and Writing.

**Qualifications**

- A minimum overall 3.30 GPA at graduation
- A grade of at least B in all course work used to satisfy the Honors in History requirement
- A declared History major
- Admission to the Lloyd International Honors College

**Recognition**

The designation “Completed Disciplinary Honors in History” and the title of the Senior Honors Project will be printed on the student’s official transcript.

**Honors Advisor**

See Lisa Tolbert for further information and guidance about Honors in History. For further information, see Honors Programs (p. 652) in the Academic Departments, Programs, and Courses section.

**History, B.A.**

**Overall Requirements**

- 122 credit hours, to include at least 36 credits at or above the 300 course level
- Minimum 30 credits above the 100 level. The department divides its undergraduate offerings into three fields: Western Europe, United States, and the Wider World. The minimum of 30 credits must include courses as provided below.
- History majors must maintain a cumulative grade point average of at least 2.0 in history courses to qualify for a degree in History.

**Degree Program Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<td>HIS 220</td>
<td>The Ancient World</td>
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<td>HIS 221</td>
<td>Medieval Legacy</td>
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<tr>
<td>HIS 222</td>
<td>Europe 1400-1789</td>
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</tr>
<tr>
<td>HIS 223</td>
<td>European Revolutions, 1789-1989</td>
<td>3</td>
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</tbody>
</table>

**Core Courses**

Select 3 credits in Western Europe at the 200 level
Select 3 credits in United States at the 200 level
Select 3 credits in Wider World at the 200 level
Select 9 credits at the 300 level

**Courses by Field**

To ensure that each major has breadth in his or her program, of the 30 credit hour minimum, a student must take at least 6 credits from each of the three fields (Western Europe, United States, Wider World). In addition, at least 3 credits of the 6 credits from each of the three fields must be at the intermediate (300) or advanced (400 and 500) level.

**Field I: Europe**

- HIS 206 Topics in Premodern Western History
- HIS 208 Topics on the West and the Modern World
- HIS 220 The Ancient World
- HIS 221 Medieval Legacy
- HIS 222 Europe 1400-1789
- HIS 223 European Revolutions, 1789-1989
<table>
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<tr>
<th>Course Code</th>
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<tr>
<td>HIS 251</td>
<td>The History of Western Science: A Survey</td>
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<tr>
<td>HIS 309</td>
<td>Unity and Unrest in Medieval Towns</td>
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<tr>
<td>HIS 310</td>
<td>Daughters of Eve: Women in the Middle Ages</td>
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<tr>
<td>HIS 311</td>
<td>Darwin and the Theory of Evolution</td>
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<td>HIS 312</td>
<td>The Crusades</td>
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<tr>
<td>HIS 314</td>
<td>The Modern British Empire, 1750-Present</td>
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<tr>
<td>HIS 315</td>
<td>Witchcraft and Magic in European History</td>
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<tr>
<td>HIS 348</td>
<td>The World at War, 1914-1918</td>
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<tr>
<td>HIS 349</td>
<td>The World at War, 1939-1945</td>
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<tr>
<td>HIS 351</td>
<td>History of Greece, 2000 BC-31 BC</td>
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<td>HIS 352</td>
<td>Athens in the Fifth Century BC</td>
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<tr>
<td>HIS 353</td>
<td>The Roman Republic, 754 BC-44 BC</td>
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<td>HIS 354</td>
<td>The Roman Empire, 44 BC-AD 337</td>
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<td>HIS 355</td>
<td>The Structure of Scientific Change: Topics in the History of Science</td>
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<tr>
<td>HIS 356</td>
<td>European Economic History</td>
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<tr>
<td>HIS 357</td>
<td>Medieval Thought and Learning from 300 to 1500</td>
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<tr>
<td>HIS 358</td>
<td>History of Spain</td>
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<td>HIS 359</td>
<td>Europe since World War I</td>
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<td>HIS 360</td>
<td>English History to 1660</td>
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<td>British History 1668-Present</td>
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<td>HIS 362</td>
<td>Germany in the Nineteenth Century, 1800-1914</td>
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<td>HIS 363</td>
<td>German History, 1914-1945</td>
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<td>HIS 364</td>
<td>The Holocaust: History and Meaning</td>
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<td>HIS 365</td>
<td>Medieval Church and State</td>
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<td>HIS 366</td>
<td>Modern European Thought</td>
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<td>HIS 367</td>
<td>Seminar in Historical Research and Writing</td>
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<td>HIS 368</td>
<td>Honors Work: European History</td>
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<td>HIS 369</td>
<td>Historiography</td>
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<td>HIS 370</td>
<td>Ancient World: Selected Topics</td>
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<td>HIS 371</td>
<td>Middle Ages: Selected Topics</td>
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<td>HIS 372</td>
<td>Early Modern Europe: Selected Topics</td>
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<td>HIS 373</td>
<td>Nineteenth-Century Europe: Selected Topics</td>
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<td>Twentieth-Century Europe: Selected Topics</td>
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<td>HIS 376</td>
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<td>HIS 377</td>
<td>French History: Selected Topics</td>
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<td>HIS 378</td>
<td>Modern European Thought: Selected Topics</td>
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<td>Modern Germany: Selected Topics</td>
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**Field II: United States** 6

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<td>HIS 211</td>
<td>The United States: A General Survey to 1865</td>
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<tr>
<td>HIS 212</td>
<td>The United States: A General Survey Since 1865</td>
</tr>
<tr>
<td>HIS 301</td>
<td>Race and Slavery</td>
</tr>
<tr>
<td>HIS 302</td>
<td>Race and Segregation</td>
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<tr>
<td>HIS 316</td>
<td>Interpreting American History</td>
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<tr>
<td>HIS 317</td>
<td>Creating a Public Past: History beyond the University</td>
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<tr>
<td>HIS 324</td>
<td>The Frontier in American Culture</td>
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<td>HIS 325</td>
<td>History of the American Home</td>
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<td>Using Photographs as Historical Evidence</td>
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**Field III: Wider World** 6

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<td>HIS 328</td>
<td>U.S. Women's History to 1865</td>
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<td>HIS 329</td>
<td>U.S. Women's History Since 1865</td>
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<td>HIS 330</td>
<td>American Popular Music and Social Change Since 1900</td>
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<td>Civil Rights and Black Freedom, 1940-1980</td>
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<td>United States Environmental History</td>
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<td>The American Colonial Period, 1607-1763</td>
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<td>The Age of the Democratic Revolution, 1764-1789</td>
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<td>The Age of Jefferson and Jackson, 1789-1848</td>
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<td>Civil War, Reconstruction, and Reunion, 1848-1896</td>
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<td>War, Society, and Reform: America, 1896-1945</td>
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<td>The United States since World War II</td>
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<td>Gender, Sex, and Health in the 20th Century US</td>
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<td>History of North Carolina</td>
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<td>Sexuality in Historical Perspective</td>
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<td>African American History: Selected Topics</td>
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<td>Public History</td>
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<td>American Diplomatic History: The Twentieth Century</td>
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<td>American Economic History</td>
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<td>Early American History: Selected Topics</td>
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<td>Twentieth-Century U.S. History: Selected Topics</td>
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<td>The Civil War and Reconstruction: Selected Topics</td>
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<td>History of Sexuality: Selected Topics</td>
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<td>The American Revolution</td>
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<td>HIS 356</td>
<td>History of Decorative Arts</td>
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<td>Southern History and Southern Material Culture in a Museum Context</td>
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<td>American Cultural History: Selected Topics</td>
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<td>American Social History: Family and Religion</td>
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<td>Gender and History: Selected Topics</td>
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<td>Doing Visual History</td>
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<td>Research Methods in Historical Archaeology</td>
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<td>History of Africa since 1870</td>
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<td>The World in the Twentieth Century</td>
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<td>HIS 214</td>
<td>The World since 1945</td>
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<td>HIS 215</td>
<td>The First America: Latin America, 1492-1830</td>
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<td>HIS 216</td>
<td>Disorder and Progress: Latin America since 1810</td>
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<td>HIS 217</td>
<td>South Africa and Its Neighbors</td>
</tr>
<tr>
<td>HIS 218</td>
<td>Gender, Family, and Wealth in African History</td>
</tr>
<tr>
<td>HIS 219</td>
<td>Islam and Popular Culture in Africa</td>
</tr>
</tbody>
</table>
Related Area Requirements
Because history is closely related to many other disciplines, we strongly recommend that history majors consult their advisors about using their liberal education requirements and electives to build a coherent series of related courses. Students interested in the various national histories may wish to pursue language and literature courses in the same area; students interested in social and institutional history may wish to pursue courses in the social sciences such as anthropology, sociology, political science, and economics; students interested in cultural and intellectual history will profit by work in philosophy, religious studies, and art and music history.

Electives
Electives sufficient to complete the 122 credit hours required for degree.

History as a Second Major
Students who wish to declare a second major in History must complete all requirements listed above for the History major.

History as a Second Academic Concentration for Elementary Education Majors
・18 credit hours

Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 211</td>
<td>The United States: A General Survey to 1865</td>
<td>18</td>
</tr>
<tr>
<td>HIS 212</td>
<td>The United States: A General Survey Since 1865</td>
<td></td>
</tr>
</tbody>
</table>

Select 12 credits of the following:

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 301</td>
<td>Race and Slavery</td>
<td></td>
</tr>
<tr>
<td>HIS 302</td>
<td>Race and Segregation</td>
<td></td>
</tr>
<tr>
<td>HIS 326</td>
<td>Using Photographs as Historical Evidence</td>
<td></td>
</tr>
<tr>
<td>HIS 327</td>
<td>American Cultural History</td>
<td></td>
</tr>
<tr>
<td>HIS 328</td>
<td>U.S. Women's History to 1865</td>
<td></td>
</tr>
<tr>
<td>HIS 329</td>
<td>U.S. Women's History Since 1865</td>
<td></td>
</tr>
<tr>
<td>HIS 335</td>
<td>The American Colonial Period, 1607-1763</td>
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<tr>
<td>HIS 336</td>
<td>The Age of the Democratic Revolution, 1764-1789</td>
<td></td>
</tr>
<tr>
<td>HIS 337</td>
<td>The Age of Jefferson and Jackson, 1789-1848</td>
<td></td>
</tr>
<tr>
<td>HIS 338</td>
<td>Civil War, Reconstruction, and Reunion, 1848-1896</td>
<td></td>
</tr>
<tr>
<td>HIS 339</td>
<td>War, Society, and Reform: America, 1896-1945</td>
<td></td>
</tr>
<tr>
<td>HIS 340</td>
<td>The United States since World War II</td>
<td></td>
</tr>
<tr>
<td>HIS 343</td>
<td>The Old South</td>
<td></td>
</tr>
<tr>
<td>HIS 344</td>
<td>The New South</td>
<td></td>
</tr>
<tr>
<td>HIS 347</td>
<td>History of North Carolina</td>
<td></td>
</tr>
<tr>
<td>HIS 349</td>
<td>The World at War, 1939-1945</td>
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History as a Second Academic Concentration for Special Education Majors
・18 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>HIS 505</td>
<td>Introduction to Archival Management</td>
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</tr>
<tr>
<td>HIS 543</td>
<td>Historic Preservation: Principles and Practice</td>
<td></td>
</tr>
<tr>
<td>HIS 547</td>
<td>History Museum Curatorship: Collections Management</td>
<td></td>
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<tr>
<td>HIS 548</td>
<td>Architectural Conservation</td>
<td></td>
</tr>
<tr>
<td>HIS 552</td>
<td>History and Theories of Material Culture</td>
<td></td>
</tr>
<tr>
<td>HIS 555</td>
<td>Field Methods in Preservation Technology</td>
<td></td>
</tr>
</tbody>
</table>
History with Social Studies High School Teaching Licensure, B.A.

Overall Requirements

- 122 credit hours, to include at least 36 credits at or above the 300 course level
- Minimum 30 credits above the 100 level. The department divides its undergraduate offerings into three fields: Western Europe, United States, and the Wider World. The minimum of 30 credits must include courses as provided below.
- History majors must maintain a cumulative grade point average of at least 2.0 in history courses to qualify for a degree in History.

Degree Program Requirements

University Requirements (p. 671)
General Education Core Requirements (GEC) (p. 683)
College of Arts and Sciences Additional Requirements (LEC) (p. 253)

Major Requirements

Core Courses

Select 3 credits in Western Europe at the 200 level
Select 3 credits in United States at the 200 level
Select 3 credits in Wider World at the 200 level
Select 9 credits at the 300 level
HIS 430 Historical Methods for Social Studies Teachers *
Select 9 credits at the advanced (400-500) level, which must include the following:
HIS 411A Seminar in Historical Research and Writing
HIS 411B Seminar in Historical Research and Writing
HIS 411C Seminar in Historical Research and Writing

* This course serves as a prerequisite for other courses for history majors completing the concentration in social studies high school teaching licensure. Students who later drop the social studies licensure concentration must take an additional advanced-level course (400 or 500) to ensure depth of content knowledge in the major.

Courses by Field

To ensure that each major has breadth in his or her program, of the 30 credit hour minimum, a student must take at least 6 credits from each of the three fields (Western Europe, United States, Wider World). In addition, at least 3 credits of the 6 credits from each of the three fields must be at the intermediate (300) or advanced (400 and 500) level.

Field I: Europe

HIS 206 Topics in Premodern Western History
HIS 208 Topics on the West and the Modern World
HIS 220 The Ancient World
HIS 221 Medieval Legacy
HIS 222 Europe 1400-1789
HIS 223 European Revolutions, 1789-1989
HIS 251 The History of Western Science: A Survey
HIS 309 Unity and Unrest in Medieval Towns
HIS 310 Daughters of Eve: Women in the Middle Ages
HIS 311 Darwin and the Theory of Evolution
HIS 312 The Crusades
HIS 314 The Modern British Empire, 1750-Present
HIS 315 Witchcraft and Magic in European History
HIS 317 Creating a Public Past: History beyond the University
HIS 348 The World at War, 1914-1918
HIS 349 The World at War, 1939-1945
HIS 351 History of Greece, 2000 BC-31 BC
HIS 353 Athens in the Fifth Century BC
HIS 354 The Roman Republic, 754 BC-44 BC
HIS 355 The Roman Empire, 44 BC-AD 337
HIS 360 The Structure of Scientific Change: Topics in the History of Science
HIS 363 European Economic History
HIS 364 The French Revolutionary Era
HIS 365 Modern France
HIS 368 Medieval Thought and Learning from 300 to 1500
HIS 369 History of Spain
HIS 371 Europe since World War I
HIS 373 English History to 1660
HIS 374 British History 1688-Present
HIS 375 Germany in the Nineteenth Century, 1800-1914
HIS 376 German History, 1914-1945
HIS 392 The Holocaust: History and Meaning
HIS 393 Medieval Church and State
HIS 397 Modern European Thought
HIS 411B Seminar in Historical Research and Writing
HIS 492 Honors Work: European History
HIS 510 Historiography
HIS 541 Ancient World: Selected Topics
HIS 542 Middle Ages: Selected Topics
HIS 544 Early Modern Europe: Selected Topics
HIS 560 Nineteenth-Century Europe: Selected Topics
HIS 562 Twentieth-Century Europe: Selected Topics
HIS 563 Early Modern England: Selected Topics
HIS 564 Modern Britain: Selected Topics
HIS 567 French History: Selected Topics
### Field II: United States

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>HIS 211</td>
<td>The United States: A General Survey to 1865</td>
<td>6</td>
</tr>
<tr>
<td>HIS 212</td>
<td>The United States: A General Survey Since 1865</td>
<td>6</td>
</tr>
<tr>
<td>HIS 301</td>
<td>Race and Slavery</td>
<td>6</td>
</tr>
<tr>
<td>HIS 302</td>
<td>Race and Segregation</td>
<td>6</td>
</tr>
<tr>
<td>HIS 316</td>
<td>Interpreting American History</td>
<td>6</td>
</tr>
<tr>
<td>HIS 317</td>
<td>Creating a Public Past: History beyond the</td>
<td>6</td>
</tr>
<tr>
<td>HIS 324</td>
<td>The Frontier in American Culture</td>
<td>6</td>
</tr>
<tr>
<td>HIS 325</td>
<td>History of the American Home</td>
<td>6</td>
</tr>
<tr>
<td>HIS 326</td>
<td>Using Photographs as Historical Evidence</td>
<td>6</td>
</tr>
<tr>
<td>HIS 327</td>
<td>American Cultural History</td>
<td>6</td>
</tr>
<tr>
<td>HIS 328</td>
<td>U.S. Women’s History to 1865</td>
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</tr>
<tr>
<td>HIS 329</td>
<td>U.S. Women’s History Since 1865</td>
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<tr>
<td>HIS 330</td>
<td>American Popular Music and Social Change Since</td>
<td>6</td>
</tr>
<tr>
<td>HIS 332</td>
<td>Civil Rights and Black Freedom, 1940-1980</td>
<td>6</td>
</tr>
<tr>
<td>HIS 334</td>
<td>United States Environmental History</td>
<td>6</td>
</tr>
<tr>
<td>HIS 335</td>
<td>The American Colonial Period, 1607-1763</td>
<td>6</td>
</tr>
<tr>
<td>HIS 336</td>
<td>The Age of the Democratic Revolution, 1764-1789</td>
<td>6</td>
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<td>The Age of Jefferson and Jackson, 1789-1848</td>
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<tr>
<td>HIS 338</td>
<td>Civil War, Reconstruction, and Reunion, 1848-1896</td>
<td>6</td>
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<tr>
<td>HIS 339</td>
<td>War, Society, and Reform: America, 1896-1945</td>
<td>6</td>
</tr>
<tr>
<td>HIS 340</td>
<td>The United States since World War II</td>
<td>6</td>
</tr>
<tr>
<td>HIS 342</td>
<td>Gender, Sex, and Health in the 20th Century US</td>
<td>6</td>
</tr>
<tr>
<td>HIS 343</td>
<td>The Old South</td>
<td>6</td>
</tr>
<tr>
<td>HIS 344</td>
<td>The New South</td>
<td>6</td>
</tr>
<tr>
<td>HIS 347</td>
<td>History of North Carolina</td>
<td>6</td>
</tr>
<tr>
<td>HIS 359</td>
<td>Sexuality in Historical Perspective</td>
<td>6</td>
</tr>
<tr>
<td>HIS 411A</td>
<td>Seminar in Historical Research and Writing</td>
<td>6</td>
</tr>
<tr>
<td>HIS 491</td>
<td>Honors Work: American History</td>
<td>6</td>
</tr>
<tr>
<td>HIS 502</td>
<td>African American History: Selected Topics</td>
<td>6</td>
</tr>
<tr>
<td>HIS 512</td>
<td>Public History</td>
<td>6</td>
</tr>
<tr>
<td>HIS 515</td>
<td>American Diplomatic History: The Twentieth Century</td>
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</tr>
<tr>
<td>HIS 518</td>
<td>American Economic History</td>
<td>6</td>
</tr>
<tr>
<td>HIS 520</td>
<td>Southern History: Selected Topics</td>
<td>6</td>
</tr>
<tr>
<td>HIS 522</td>
<td>Early American History: Selected Topics</td>
<td>6</td>
</tr>
<tr>
<td>HIS 524</td>
<td>Twentieth-Century U.S. History: Selected Topics</td>
<td>6</td>
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<tr>
<td>HIS 526</td>
<td>The Civil War and Reconstruction: Selected Topics</td>
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<tr>
<td>HIS 530</td>
<td>History of Sexuality: Selected Topics</td>
<td>6</td>
</tr>
<tr>
<td>HIS 534</td>
<td>The American Revolution</td>
<td>6</td>
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<tr>
<td>HIS 536</td>
<td>History of Decorative Arts</td>
<td>6</td>
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<tr>
<td>HIS 545</td>
<td>Southern History and Southern Material Culture in a Museum Context</td>
<td>6</td>
</tr>
<tr>
<td>HIS 546</td>
<td>American Cultural History: Selected Topics</td>
<td>6</td>
</tr>
<tr>
<td>HIS 549</td>
<td>American Social History: Family and Religion</td>
<td>6</td>
</tr>
<tr>
<td>HIS 551</td>
<td>Gender and History: Selected Topics</td>
<td>6</td>
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<tr>
<td>HIS 559</td>
<td>Doing Visual History</td>
<td>6</td>
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<tr>
<td>HIS 578</td>
<td>Research Methods in Historical Archaeology</td>
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### Field III: Wider World

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<tbody>
<tr>
<td>HIS 203</td>
<td>History of Africa to 1870</td>
<td>6</td>
</tr>
<tr>
<td>HIS 204</td>
<td>History of Africa since 1870</td>
<td>6</td>
</tr>
<tr>
<td>HIS 207</td>
<td>Topics in Premodern World History</td>
<td>6</td>
</tr>
<tr>
<td>HIS 209</td>
<td>Topics in Modern World History</td>
<td>6</td>
</tr>
<tr>
<td>HIS 215</td>
<td>The Civilizations of Asia</td>
<td>6</td>
</tr>
<tr>
<td>HIS 216</td>
<td>The Civilizations of Asia</td>
<td>6</td>
</tr>
<tr>
<td>HIS 217</td>
<td>The World in the Twentieth Century</td>
<td>6</td>
</tr>
<tr>
<td>HIS 218</td>
<td>The World since 1945</td>
<td>6</td>
</tr>
<tr>
<td>HIS 239</td>
<td>The First America: Latin America, 1492-1830</td>
<td>6</td>
</tr>
<tr>
<td>HIS 240</td>
<td>(Dis)order and Progress: Latin America since 1810</td>
<td>6</td>
</tr>
<tr>
<td>HIS 303</td>
<td>South Africa and Its Neighbors</td>
<td>6</td>
</tr>
<tr>
<td>HIS 304</td>
<td>Gender, Family, and Wealth in African History</td>
<td>6</td>
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<tr>
<td>HIS 306</td>
<td>Islam and Popular Culture in Africa</td>
<td>6</td>
</tr>
<tr>
<td>HIS 308</td>
<td>Navigating World History</td>
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<tr>
<td>HIS 311</td>
<td>Sugar, Soccer, Samba: History of Brazil</td>
<td>6</td>
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<tr>
<td>HIS 320</td>
<td>History of Mexico and Central America</td>
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<td>HIS 321</td>
<td>Latin America and the United States</td>
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<td>HIS 322</td>
<td>American Indian History: 1840 to the Present</td>
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<tr>
<td>HIS 323</td>
<td>American Indians and Nature</td>
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<td>HIS 333</td>
<td>American Indian History to 1840</td>
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<tr>
<td>HIS 341</td>
<td>Pirates of the Caribbean: The Real Story</td>
<td>6</td>
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<tr>
<td>HIS 318</td>
<td>Revolution and Reform in Modern Latin America</td>
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</tr>
<tr>
<td>HIS 377</td>
<td>Russian History to 1900</td>
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</tr>
<tr>
<td>HIS 378</td>
<td>Russian History since 1900</td>
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<tr>
<td>HIS 380</td>
<td>Topics in the Near and Middle East</td>
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</tr>
<tr>
<td>HIS 381</td>
<td>The Near and Middle East since World War I</td>
<td>6</td>
</tr>
<tr>
<td>HIS 383</td>
<td>Chinese History to 1800</td>
<td>6</td>
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<tr>
<td>HIS 384</td>
<td>The Modern Transformation of China: 1800 to</td>
<td>6</td>
</tr>
<tr>
<td>HIS 385</td>
<td>Japanese History to 1867, Izanagi and Izanami to Emperor Meiji</td>
<td>6</td>
</tr>
<tr>
<td>HIS 386</td>
<td>Creating Modern Japan, 1867 to the Present</td>
<td>6</td>
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<tr>
<td>HIS 387</td>
<td>History of the Chinese Frontier</td>
<td>6</td>
</tr>
<tr>
<td>HIS 389</td>
<td>West Africa during the Atlantic Slave Trade</td>
<td>6</td>
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<tr>
<td>HIS 399</td>
<td>Images of Africa in Film</td>
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<tr>
<td>HIS 411C</td>
<td>Seminar in Historical Slave Trade</td>
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<tr>
<td>HIS 493</td>
<td>Honors Work: Wider World History</td>
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</tr>
<tr>
<td>HIS 508</td>
<td>Latin America and Caribbean: Selected Topics</td>
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<td>HIS 575</td>
<td>Modern Russian History: Selected Topics</td>
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<td>HIS 581</td>
<td>African History: Selected Topics</td>
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<tr>
<td>HIS 587</td>
<td>Southern African History</td>
<td>6</td>
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<tr>
<td>HIS 588</td>
<td>East Asian History: Selected Topics</td>
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### Other

Individual study courses will vary according to subject taught each time.

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<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
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<td>History Internship</td>
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<tr>
<td>HIS 401</td>
<td>Individual Study</td>
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<tr>
<td>HIS 402</td>
<td>Individual Study</td>
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</table>
Courses in Teaching

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<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>HIS 430</td>
<td>Historical Methods for Social Studies Teachers</td>
<td></td>
</tr>
<tr>
<td>HIS 440</td>
<td>Principles and Practices for Teaching History</td>
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Courses in Public History

<table>
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<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>HIS 505</td>
<td>Introduction to Archival Management</td>
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<tr>
<td>HIS 543</td>
<td>Historic Preservation: Principles and Practice</td>
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<tr>
<td>HIS 547</td>
<td>History Museum Curatorship: Collections Management</td>
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<tr>
<td>HIS 548</td>
<td>Architectural Conservation</td>
<td></td>
</tr>
<tr>
<td>HIS 552</td>
<td>History and Theories of Material Culture</td>
<td></td>
</tr>
<tr>
<td>HIS 555</td>
<td>Field Methods in Preservation Technology</td>
<td></td>
</tr>
</tbody>
</table>

Related Area Requirements

Because history is closely related to many other disciplines, we strongly recommend that history majors consult their advisors about using their liberal education requirements and electives to build a coherent series of related courses. Students interested in the various national histories may wish to pursue language and literature courses in the same area; students interested in social and institutional history may wish to pursue courses in the social sciences such as anthropology, sociology, political science, and economics; students interested in cultural and intellectual history will profit by work in philosophy, religious studies, and art and music history.

Teacher Licensure Requirements

Additional credits beyond those listed below are required for completion of the degree. See teacher licensure requirements in School of Education Licensure Programs.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Required</td>
<td>48</td>
</tr>
</tbody>
</table>

Electives

Electives sufficient to complete the 122 credit hours required for degree.

History as a Second Major

Students who wish to declare a second major in History must complete all requirements listed above for the History major.

History as a Second Academic Concentration for Elementary Education Majors

- 18 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Required</td>
<td>18</td>
</tr>
</tbody>
</table>

Electives

Select 12 credits of the following:

- HIS 211 The United States: A General Survey to 1865
- HIS 212 The United States: A General Survey Since 1865
- HIS 301 Race and Slavery
- HIS 302 Race and Segregation
- HIS 326 Using Photographs as Historical Evidence
- HIS 327 American Cultural History
**History as a Second Academic Concentration for Special Education Majors**

- 18 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 211</td>
<td>The United States: A General Survey to 1865 or HIS 212</td>
<td>The United States: A General Survey Since 1865</td>
</tr>
<tr>
<td>HIS 347</td>
<td>History of North Carolina</td>
<td></td>
</tr>
</tbody>
</table>

Select 12 credits of which two courses are at the 200 level and two courses are at the 300 level

**History Undergraduate Minor**

The History Minor complements majors in a variety of fields, including English, the languages, and the other social sciences. Requirements are flexible to permit students to select courses with the help of their major departments, which will develop and extend their individual interests as expressed in their majors. A student who has taken 6 credit hours of Western Civilization may count 3 credits toward the History minor.

**Program Requirements**

- 15 credit hours in History

**History, M.A.**

The Master of Arts in History requires 30 credit hours. Students must pass a language examination or take an extra three credits of course work. Upon entering the program, students will develop an individualized plan of study with prior approval from the Director of Graduate Study. They will develop three fields of study based upon the specializations of their three-member faculty committee. Any of our faculty members with graduate faculty status may serve as the main advisor for a M.A. committee. Such a framework allows our students maximum flexibility in pursuing research topics of greatest interest and applicability to their future goals.

The M.A. in history offers excellent preparation for those planning to teach history at community colleges and secondary schools and provides a solid foundation for those who go on to Ph.D. programs or who find employment in government and business. The M.A. improves analytic, research, and writing skills.

The Master of Arts in History with a Concentration in Museum Studies requires 36 credit hours. The program provides graduate-level preparation in the core history program and grounding in the theory and practice of public history. Through mentorship, significant hands-on training, and an internship program, students are prepared to enter the professional world of public history in museums, historic sites, and other venues.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

In addition to the application materials required by The Graduate School, applicants must submit a personal statement. A resume is optional. Qualified applicants must present an approved undergraduate background (though not necessarily a major) in history. At least nine credit hours of advanced undergraduate history is required.

**History, M.A.**

**Degree Program Requirements**

Required: 30 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 510</td>
<td>Historiography</td>
<td>12</td>
</tr>
<tr>
<td>HIS 709</td>
<td>Introductory Research Seminar</td>
<td></td>
</tr>
<tr>
<td>HIS 703 &amp; HIS 704 or HIS 699</td>
<td>M.A. Research Project I and M.A. Research Project II</td>
<td></td>
</tr>
</tbody>
</table>

**Colloquia**

Select three courses from the following colloquia:

- HIS 701 Colloquium in American History before 1865
- HIS 702 Colloquium in American History after 1865
- HIS 705 Colloquium in European History before 1789
- HIS 706 Colloquium in European History since 1789
- HIS 710 Colloquium in the Atlantic World
- HIS 716 Graduate Colloquium in World History

**Electives**

Select three courses from remaining graduate-level courses in History, including additional colloquia, chosen in consultation with their faculty committee members and the Directory of Graduate Study*

- One elective course (3 credits) may be taken at the graduate level in a related department or program, with the approval of the Director of Graduate Study.

**Language Requirement**

Many areas of historical research require proficiency in a foreign language. Students who intend to concentrate in such areas are encouraged to pass the written language examination, administered by the Department. In lieu of the language examination, students may substitute an extra 3-credit course. Students who intend to pursue a Ph.D., especially in areas other than U.S. history, are strongly encouraged to pass the language examination. Students may retake a failed language exam.
Comprehensive Examination
Students will develop three fields of study based upon the specializations of their three-member faculty committee. If a student selects a faculty member whose specialization is in United States history as main advisor, then at least one of the committee members must be a specialist in a non-U.S. field. If a student selects a faculty member whose specialization is in European history as main advisor, then at least one of the committee members must be a specialist in a non-European field. Similarly, if a student selects a faculty member whose specialization is outside United States or European history, at least one of the committee members must come from either U.S. or European history. Some faculty members may require that students have completed at least one course with them before agreeing to serve on a committee; students should consult with prospective committee members early in their graduate career. A faculty member from another UNCG department or program who has graduate faculty status can serve on a M.A. committee and create a field of study.

All students must pass a written comprehensive examination in each of their three fields of study. The exams are usually administered twice a year, during fall and spring. Students may retake a failed comprehensive exam once.

Research Seminars Capstone Experience
Students may take HIS 703 M.A. Research Project I/HIS 704 M.A. Research Project II or they have the option of completing a 6-credit thesis (HIS 699 Thesis), with the approval of the main faculty advisor and the Director of Graduate Study. Students will present the findings of their research at a History Department Graduate Conference.

History M.A. with Concentration in Museum Studies
Degree Program Requirements

Required: 36 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 701</td>
<td>Colloquium in American History before 1865</td>
<td></td>
</tr>
<tr>
<td>HIS 702</td>
<td>Colloquium in American History after 1865</td>
<td></td>
</tr>
<tr>
<td>HIS 709</td>
<td>Introductory Research Seminar</td>
<td></td>
</tr>
<tr>
<td>HIS/IAR 626</td>
<td>The Practice of Public History</td>
<td></td>
</tr>
<tr>
<td>HIS/IAR 627</td>
<td>Museum and Historic Site Interpretation: Principles and Practice</td>
<td></td>
</tr>
<tr>
<td>HIS 633</td>
<td>Community History Practicum</td>
<td></td>
</tr>
<tr>
<td>HIS/IAR 690</td>
<td>Internship</td>
<td></td>
</tr>
<tr>
<td>HIS 720</td>
<td>Public History Capstone I</td>
<td></td>
</tr>
<tr>
<td>HIS 721</td>
<td>Public History Capstone II</td>
<td></td>
</tr>
</tbody>
</table>

Electives (9 credits)
By approval of the Directory of Public History, students will complete three courses (9 credits) of electives, chosen from graduate-level courses in History. One elective course (3 credits) may be taken at the graduate level in a related department or program.

Public History Capstone (Capstone Experience)
Students will complete public projects through HIS 720 Public History Capstone I-HIS 721 Public History Capstone II. They will present and reflect on the projects at the History Department's annual Graduate Conference.

Additional Public History Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 505</td>
<td>Introduction to Archival Management</td>
<td>3</td>
</tr>
<tr>
<td>HIS/IAR 536</td>
<td>History of Decorative Arts</td>
<td>3</td>
</tr>
<tr>
<td>HIS/IAR 543</td>
<td>Historic Preservation: Principles and Practice</td>
<td>3</td>
</tr>
<tr>
<td>HIS/IAR 545</td>
<td>Southern History and Southern Material Culture in a Museum Context</td>
<td>3</td>
</tr>
<tr>
<td>HIS/IAR 547</td>
<td>History Museum Curatorship: Collections Management</td>
<td>3</td>
</tr>
<tr>
<td>HIS/IAR 548</td>
<td>Architectural Conservation</td>
<td>3</td>
</tr>
<tr>
<td>HIS/IAR 555</td>
<td>Field Methods in Preservation Technology</td>
<td>3</td>
</tr>
<tr>
<td>HIS/IAR 624</td>
<td>History of American Landscapes and Architecture</td>
<td>3</td>
</tr>
<tr>
<td>HIS/IAR 625</td>
<td>Preservation Planning and Law</td>
<td>3</td>
</tr>
<tr>
<td>HIS/IAR 628</td>
<td>Identification and Evaluation of the Historic Built Environment</td>
<td>3</td>
</tr>
<tr>
<td>HIS 629</td>
<td>Museum Education</td>
<td>3</td>
</tr>
<tr>
<td>HIS 631</td>
<td>Digital History</td>
<td>3</td>
</tr>
<tr>
<td>ARH 590</td>
<td>Museum Studies</td>
<td>3</td>
</tr>
<tr>
<td>ATY 597</td>
<td>Special Problems in Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>GEO/ENT 502</td>
<td>Nonprofit Management and Leadership</td>
<td>3</td>
</tr>
<tr>
<td>PSC 511P</td>
<td>Topics in Public Affairs: Program Evaluation</td>
<td>1</td>
</tr>
<tr>
<td>PSC 540</td>
<td>Nonprofit Management and Leadership</td>
<td>3</td>
</tr>
<tr>
<td>PSC 645</td>
<td>Nonprofit Financial Management and Budgeting</td>
<td>3</td>
</tr>
</tbody>
</table>

History, Ph.D.
The PhD in history prepares students to teach and conduct research in American history and to understand it within an expanded global perspective. Students are required to integrate the major field with a minor field outside of U.S. history. This broader intercontinental perspective enables students to explore themes such as the interaction of political, economic and cultural systems, questions of race and ethnicity, and the transnational dimensions of national experience. This global perspective is encouraged by providing a selection of courses that are cross-national, comparative, and integrative in content and format.

Students are encouraged to enlarge their perspective by understanding and analyzing national history in broader, international contexts. This goal is facilitated in two ways: first, a close integration of the minor into the major area; second, a selection of courses that are cross-national and integrative in format.

In a setting of relatively small classes, individualized research projects, and frequent contact with faculty, students are trained in the arts of scholarly research and writing. No less is the emphasis placed on fostering teaching skills. Through a required teaching seminar, hands-on teaching experience, and careful mentoring, students are prepared for teaching in a college or university environment.

A total of 45-60 semester hours of course work and dissertation credit, including a minimum of 33-39 hours of course work beyond the MA in history and a minimum of 12 hours of dissertation credit, are required.
to complete the PhD in history. Upon entering the program, all students will develop a Plan of Study with the approval of the Director of Graduate Study.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

In addition to the application materials required by The Graduate School, applicants must submit a writing sample and a personal statement to be considered for admission.

The PhD program admits only a few highly qualified students each year. To enroll in the PhD program, students must first obtain a MA in history as well as a BA degree in history or a closely-related field.

**Degree Program Requirements**

**Required:** 45-60 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Required Core Courses</td>
<td>15</td>
</tr>
<tr>
<td>HIS 701</td>
<td>Colloquium in American History before 1865</td>
<td></td>
</tr>
<tr>
<td>HIS 702</td>
<td>Colloquium in American History after 1865</td>
<td></td>
</tr>
<tr>
<td>HIS 714</td>
<td>Varieties of Teaching</td>
<td></td>
</tr>
<tr>
<td>HIS 750</td>
<td>PhD Readings Course</td>
<td></td>
</tr>
<tr>
<td>HIS 751</td>
<td>PhD Dissertation Proposal Course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Research Hours</td>
<td>0-6</td>
</tr>
<tr>
<td></td>
<td>Complete up to 6 hours of additional research</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Electives in U.S. Major</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Select 9 hours of elective courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Minor Field</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Select 9 hours</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dissertation</td>
<td>12</td>
</tr>
<tr>
<td>HIS 799</td>
<td>Dissertation</td>
<td></td>
</tr>
</tbody>
</table>

**Research Hours (0-6)**

If the Director of Graduate Study should conclude that an admitted PhD candidate did not perform at least 6 hours of substantive research during the MA degree program or earned an MA in an area of history other than U.S. history, then the student will be required to complete up to 6 hours of additional research. These additional research hours will ordinarily include HIS 703 M.A. Research Project I and HIS 709 Introductory Research Seminar.

**Electives in U.S. Major (9)**

In addition to the core requirements, students must complete 9 hours of elective courses in their major. HIS 692 Advanced Topics in History may not be counted for PhD credit. Consult with the Director of Graduate Study for course offerings.

**Minor Field (9)**

With the approval of the student’s advisory/dissertation committee and the Director of Graduate Study, doctoral students will choose and define a minor field outside of U.S. history. The minor field will consist of one required course (HIS 716 Graduate Colloquium in World History), at least one course at the 600-level or above with the minor field faculty member of the dissertation committee, and a third course at the 600-level or above on a topic outside of U.S. history, for a total of nine credit hours. All course work applied toward the minor must be approved by the Director of Graduate Study and listed on the student’s Plan of Study.

Where appropriate, and with the permission of the Doctoral Advisory/Dissertation Committee and Director of Graduate Study, doctoral students may take a maximum of one course (3) at the 600-level or above outside the Department of History as part of their minor field.

**Additional Minor in Public History (9)**

With the approval of the students’ advisory/dissertation committee and the Director of Graduate Study, doctoral students may undertake a second minor field in Public History (in addition to a first minor field in World History). The Public History Minor will consist of two required courses HIS 631 Digital History and HIS 627 Museum and Historic Site Interpretation: Principles and Practice and one elective for a total of nine credit hours. The elective may be chosen from the following courses (or other public history offering with approval of the Director of Graduate Study):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 547</td>
<td>History Museum Curatorship: Collections Management</td>
<td></td>
</tr>
<tr>
<td>HIS 629</td>
<td>Museum Education</td>
<td></td>
</tr>
<tr>
<td>HIS 690</td>
<td>Internship</td>
<td></td>
</tr>
</tbody>
</table>

All course work applied toward the minor must be approved by the Director of Graduate Study and listed on the student’s Plan of Study. Course work for the Public History Minor may be carried out simultaneously with HIS 750 PhD Readings Course and HIS 751 PhD Dissertation Proposal Course since this field will not be included as part of Ph.D. comprehensive examinations.

**Language Requirement**

All students are required to pass a written test demonstrating reading knowledge of one foreign language appropriate to their area of specialization prior to taking the qualifying examination.

**Faculty Mentor**

A mentor must be named after 9 hours of course work. Normally, the mentor will be the graduate faculty member in the Department whose research and teaching interests most closely correspond to those of the student. Prospective mentors must agree to serve on the committee. Mentors will be responsible for the pedagogical, scholarly, and professional development of their students during their program of study, will chair their Doctoral Advisory/Dissertation Advisory Committee, and will direct the student’s dissertation.

**Permission to Proceed and Grade Point Average (GPA)**

All students in the PhD program must obtain “permission to proceed” at the end of their first year of courses (normally 18). This permission is granted by a collective decision of the Doctoral Advisory/Dissertation Committee and the departmental Graduate Committee.

Students must maintain a 3.5 GPA to proceed to the writing of the dissertation.

**Qualifying Examination**

The qualifying examination, which will come at the end of the 33-39 hours of course work (including a 3 hour PhD readings course and a 3-hour PhD seminar), will include two parts:
• A written examination composed of questions from the major and minor fields.
• An oral examination given no later than one month after the completion of the written examination.

If a student fails only one part of the written examination, he/she may be required to retake only that part. If a student fails all three fields, he/she must retake the entire examination.

Dissertation (12)
Students will register for a minimum of 12 hours of dissertation credit (HIS 799 Dissertation) while researching and writing the dissertation.

Historic Preservation, Post-Baccalaureate Certificate
The Departments of History and Interior Architecture jointly offer a Post-Baccalaureate Certificate in Historic Preservation. The certificate requires 15 credit hours. The Department of Interior Architecture administers the certificate in historic preservation.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions. Admission to this graduate certificate program occurs only in even-numbered years.

In addition to the application materials required by The Graduate School, applicants must submit an approximately 750-word personal statement. A resume is encouraged. A writing sample is optional.

Certificate Requirements
Required: 15 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS/IAR 543</td>
<td>Historic Preservation: Principles and Practice</td>
<td>12</td>
</tr>
<tr>
<td>HIS/IAR 624</td>
<td>History of American Landscapes and Architecture</td>
<td></td>
</tr>
<tr>
<td>HIS/IAR 625</td>
<td>Preservation Planning and Law</td>
<td></td>
</tr>
<tr>
<td>HIS/IAR 690</td>
<td>Internship</td>
<td></td>
</tr>
</tbody>
</table>

Electives
Select 3 credits of electives from the following: **

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 505</td>
<td>Introduction to Archival Management</td>
</tr>
<tr>
<td>HIS 545</td>
<td>Southern History and Southern Material Culture in a Museum Context</td>
</tr>
<tr>
<td>HIS/IAR 547</td>
<td>History Museum Curatorship: Collections Management</td>
</tr>
<tr>
<td>HIS/IAR 548</td>
<td>Architectural Conservation</td>
</tr>
<tr>
<td>HIS/IAR 555</td>
<td>Field Methods in Preservation Technology</td>
</tr>
<tr>
<td>HIS/IAR 628</td>
<td>Identification and Evaluation of the Historic Built Environment</td>
</tr>
<tr>
<td>HIS 629</td>
<td>Museum Education</td>
</tr>
<tr>
<td>IAR 536</td>
<td>History of Decorative Arts</td>
</tr>
<tr>
<td>IAR 552</td>
<td>History and Theories of Material Culture</td>
</tr>
<tr>
<td>ARH 590</td>
<td>Museum Studies</td>
</tr>
<tr>
<td>ATY 597</td>
<td>Special Problems in Anthropology</td>
</tr>
<tr>
<td>GEO/ENT 502</td>
<td></td>
</tr>
<tr>
<td>PSC 540</td>
<td>Nonprofit Management and Leadership</td>
</tr>
</tbody>
</table>

* Student with appropriate professional work experience may substitute an elective for the internship requirement with prior approval of the Director of Public History.
** To complete the 15 credit hours of coursework, electives should be selected with the prior approval of the Director of Public History.

Because public history requires interdisciplinary work, students may substitute 3 credits of electives from another department with approval of the Director of Public History.

Interior Architecture
College of Arts and Sciences
102 Gatewood Studio Arts Center
336-334-5320
https://iarc.uncg.edu

Ana Marshall-Baker, Chair of Department
Maruja Torres, Director of Graduate Study
Stoel Burrowes, Director of Undergraduate Studies

About
We have elected to call our department “Interior Architecture” as a statement of our belief that design education is a holistic and multidisciplinary activity. We believe that learning to be a designer is a complex and rigorous task, requiring devotion and passion.

We share with interior design a fundamental interest in human and environmental relationships. Yet because these relationships are affected by objects as well as the architectural context, we also study the design of building forms and systems and provide facilities, tools, and equipment for students to build what they design—an approach to design education that is more typical of schools of design or architecture. Thus in our department we address Interior Architecture as a broad based discipline, both informing and defined by the arts of the built environment—product design, architecture, historic preservation, and engineering; connected to the allied disciplines of interior art, theater, dance, film making, graphic design, fashion design, industrial design, and the design of materials; and interwoven with the human experience expressed in psychology, sociology, anthropology, philosophy, history, and religion. The focus on the design and development of interior space depends upon knowledge of materials, finishes, furnishings, manufactured objects and products, buildings, context, human behavior, and human development. Instruction in these areas converges with general education requirements at UNC Greensboro to reinforce and expand the multidisciplinary nature of design.

Mission Statement
Students and faculty engage in regional, national, and international design discourses, practices, and processes to unite interior spaces with enclosing architecture and the objects contained within them.

Undergraduate
The Interior Architecture program is structured around a continuing sequence of studio courses that help the student develop a deepening mastery of the processes of designing architectural interiors.

The first year presents small-scale problems that take the student through the total design process, from problem identification to graphic
communication of the solution. Methods of making and craft are emphasized.

Second-year design studios focus on the development of scale and proportioning systems within the context of interior spaces. Communication skills are stressed.

Third- and fourth-year studio courses deal with typical interior environments, with emphasis on institutional and commercial interiors, but also including residential design, historic restoration, adaptive reuse, and interior product design. Attention is also directed toward the environmental needs of special populations.

The major requirement in IARc Experience courses (9 credits) offers students opportunities for educational experiences beyond the classroom in the form of study abroad, field study, practicum, design thesis, concentrated electives, or a second internship.

The Interior Architecture Internship provides opportunities for experiential learning in design practice through private design firms, government agencies, or health care facilities.

Accreditation
The Interior Architecture program is accredited by the Council for Interior Design Accreditation (CIDA).

Departmental Admission
Enrollment in the Interior Architecture program is limited. Students are admitted on evidence of scholastic and design potential, motivation, and self-direction. A personal interview or group orientation during a scheduled Open House is required. Students may not enroll in interior architecture courses without formal admission to the Interior Architecture program or written permission of the instructor.

Transfer students applying for advanced studio placement must present a portfolio and transcript evidence of relevant achievement through prior course work or experiences.

Interior Architecture Learning Community
The integrated curriculum and work environment of IARc is recognized by UNC Greensboro as a university learning community, affording IARc students opportunities to enhance their experiences through prioritized class registration, access to the New York Times learning partnership, and subsidized field trips during their first year.

Curriculum Policies
The policies of the Undergraduate Program were developed with the best interests of the students in mind. Minimum requirements for overall and studio performance ensure that students understand the rigors of design, and by doing well in an academic setting, will be prepared to enter a competitive work force. Students who fall below these standards in the protected environment of an academic setting where faculty members are invested in each student's success are not likely to do well in competitive professional practice.

• Students are expected to maintain a minimum 2.0 GPA overall, a minimum 2.0 GPA in the IARc major, and a minimum 2.0 in their studio courses.
• Students with less than a 2.0 GPA overall, in the IARc major, or in any studio course, will be informed in writing by the Department Chair that a probationary period has begun. Students must raise their GPA and/or studio grades to the required 2.0 during the successive semester.

Those who do not will be suspended from active status as an Interior Architecture major for a period of one year.
• Students earning a D+, D, D-, or F in a studio courses (See list to follow this section.) will be required to repeat the course.
• Students on probation twice within a four semester studio sequence will be suspended from active status as an Interior Architecture major for a period of one year. Students in this situation who are enrolled in 4th- and 5th-year courses will meet with the Department Chair to discuss their future in the department.
• Students who have been suspended for a year may then petition the department in writing to enroll in Interior Architecture courses. The Department Chair will determine the conditions of re-enrollment such as completing particular course requirements, and inform the student in writing of the departmental decision.
• To appeal a decision regarding probation or suspension, students may submit a letter to the Department Chair explaining the current situation and the reason for the appeal. After consultation with the IARc Undergraduate Curriculum Committee, the Department Chair will write to the student regarding his/her future in the department.
• Students in Interior Architecture are required to complete all course requirements before advancing to a successive studio course, unless granted an exception in writing by the Department Chair. Students who receive an Incomplete, for example, in a studio course must complete that course no later than the Friday of the first week of classes of the successive studio. The Department of Interior Architecture recognizes that university policy allows a 6 month period to finish an Incomplete course; however, due to the sequential nature of studio courses, students must satisfy the course requirements of each studio before advancing to the next level. Students who do not complete the course requirements from a previous studio within the first week of classes will be dropped from the studio course in which they are enrolled.
• Students are expected to complete their work in accordance with the Academic Integrity Policy at UNC Greensboro. The latest version is on the Dean of Students website.
• Because many learning experiences occur beyond the classroom, the Department of Interior Architecture has an active Speaker Series and often has guests in the department. These events and end of the semester critiques are part of the educational experience, and students are expected to attend. If an absence is necessary, students must inform the faculty member teaching their studio course of the planned absence prior to the event.

<table>
<thead>
<tr>
<th>Studio Courses</th>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IAR 101</td>
<td>Environmental Design I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IAR 102</td>
<td>Environmental Design II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IAR 201</td>
<td>Basic Environmental Design III</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IAR 202</td>
<td>Basic Environmental Design IV</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IAR 301</td>
<td>Interior Architecture I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IAR 302</td>
<td>Interior Architecture II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IAR 411</td>
<td>Interior Architecture III</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IAR 412</td>
<td>Interior Architecture IV</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

International Study Opportunities
The international context is a vital element of the educational experience for Interior Architecture students. Qualified third- and fourth-year students are encouraged to take advantage of study abroad opportunities.
in a variety of locations around the world including Australia, Europe, Asia, Central and South America, and Africa. International travel grants are available for participating students through the International Programs Center. Most programs are exchange-based, meaning tuition and fees for study abroad are the same as those at UNC Greensboro. Studying abroad, whether one or two semesters, does not extend the student’s graduation date.

Graduate

The Master of Fine Arts (M.F.A.) in Interior Architecture offers students a venue for advanced investigations of the built environment in close collaboration with faculty mentors. Students pursuing an M.F.A. in Interior Architecture develop their own intellectual interests in design while preparing for careers in teaching, research, or specialized practice.

The program offers distinctly strong student-faculty relationships, where students work closely with faculty members to gain expertise. The Department of Interior Architecture supports a broad range of student interests reflecting IARc’s values of promoting sustainable design for social, psychological, and ecological well-being. The department offers particular strengths in historic preservation, interior product design, community-engaged design, and human-environment relationships.

In the M.F.A. graduate studios, students will demonstrate their competency to gather, evaluate, and apply appropriate information and evidence to solve the problem. Their design investigations will demonstrate creative thinking and originality through presentation of a variety of ideas, approaches, and concepts. Students will apply a variety of communication techniques and technologies to their projects and communicate their designs through competent drawings and models across a range of appropriate media.

The M.F.A. requires 60 credit hours and is a post-professional degree program. Through coursework, studios, and thesis development, students will undertake advanced research investigations on topics related to architectural interiors. These investigations must align with faculty interests and connect theory with application. By the time students finish their graduate studies, they will have developed expertise on a relevant topic of interest and demonstrated that expertise through a public defense of their written theses and public exhibit of their design work.

Professor
Jo R Leimenstoll
Anna Marshall-Baker

Associate Professor
Travis L Hicks

Visiting Associate Professor
Maruja Torres

Assistant Professor
Amanda Jane Gale
Asha Kutty
E Stephen Skorski

Visiting Assistant Professor
Sabrina Frey

Lecturer
Sebastian J. Lindquist

Senior Academic Professional
Stoel Burrowes

Academic Professional
Felicia F Dean

Graduate-level faculty

• Interior Architecture, B.F.A. (p. 325)
• Interior Architecture Undergraduate Minor (p. 326)
• Interior Architecture, M.F.A. (p. 327)
• Historic Preservation, Post-Baccalaureate Certificate (p. 328)

Interior Architecture Disciplinary Honors

Contact the departmental office. See also Honors Programs (p. 652).

Interior Architecture, B.F.A.

Overall Requirements

• 127 credit hours, to include at least 36 credits at or above the 300 course level

Degree Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td></td>
<td>University Requirements (p. 671)</td>
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<td>General Education Core Requirements (GEC) (p. 683)</td>
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Major Requirements

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<td>Studio Courses</td>
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<td>Basic Environmental Design IV</td>
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<td>Introduction to Sustainable Design</td>
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<td>IAR 211</td>
<td>Visual Communication I</td>
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<td>IAR 212</td>
<td>Visual Communication II</td>
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<tr>
<td>IAR 222</td>
<td>History and Theory of Design II</td>
<td></td>
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<td>IAR 311</td>
<td>Computer-Aided Design for Interior Architecture</td>
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<td>IAR 331</td>
<td>Social and Behavioral Aspects of Interior Architecture</td>
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</tr>
<tr>
<td>IAR 332</td>
<td>Interior Architecture Materials</td>
<td></td>
</tr>
<tr>
<td>IAR 333</td>
<td>Interior Architecture Construction and Building Systems</td>
<td></td>
</tr>
<tr>
<td>IAR 334</td>
<td>Light and Sound</td>
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</table>
IAR 451  Professional Practice in Interior Architecture
IAR 452  Internship in Interior Architecture

**IARc Experience**

Select 9 credits from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
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<tr>
<td>IAR 432</td>
<td>Special Problems in Interior Architecture</td>
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<td>IAR 527</td>
<td>Problems in Interior Architecture</td>
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<tr>
<td>IAR 531</td>
<td>Design Seminar</td>
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**Practicum**

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**Design Thesis**

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<td>IAR 501</td>
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<td>IAR 502</td>
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**Concentrated Electives **

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<td>ART 100</td>
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<td>ART 220</td>
<td>Intermediate Drawing</td>
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<tr>
<td>ART 221</td>
<td>Life Drawing I</td>
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<tr>
<td>ART 241</td>
<td>Design II</td>
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<tr>
<td>ART 281</td>
<td>Ceramics I</td>
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<tr>
<td>ART 285</td>
<td>Photography I</td>
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<td>ART 326</td>
<td>Woodcut and Wood Engraving</td>
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<tr>
<td>ART 328</td>
<td>Etching I</td>
<td></td>
</tr>
<tr>
<td>ART 329</td>
<td>Lithography I</td>
<td></td>
</tr>
<tr>
<td>ART 340</td>
<td>Concepts in Time-based Media</td>
<td></td>
</tr>
<tr>
<td>ART 341</td>
<td>Letters, Signs, and Symbols</td>
<td></td>
</tr>
<tr>
<td>ART 347</td>
<td>Digital Darkroom</td>
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</tr>
<tr>
<td>ART 354</td>
<td>Metal Sculpture</td>
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</tr>
<tr>
<td>ART 442</td>
<td>Image Sequencing/Sequential Images</td>
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</tr>
<tr>
<td>ART 446</td>
<td>Graphic Design</td>
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</tr>
<tr>
<td>ART 529</td>
<td>The Multi-Media Print</td>
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<td>CST 341</td>
<td>Communication and Workplace Relationships</td>
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<td>GES 301</td>
<td>Urban Geography: Global Patterns</td>
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<tr>
<td>GES 302</td>
<td>Urban Geography: Land Use</td>
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<td>GES 402</td>
<td>Entrepreneurial Urban Planning</td>
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<td>History of Decorative Arts</td>
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<td>IAR 540</td>
<td>Evolution of Furniture</td>
<td></td>
</tr>
<tr>
<td>IAR 541</td>
<td>Contemporary Trends in Interior Product Design</td>
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<td>IAR 543</td>
<td>Historic Preservation: Principles and Practice</td>
<td></td>
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<tr>
<td>IAR 545</td>
<td>Southern History and Southern Material Culture in a Museum Context</td>
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<tr>
<td>IAR 547</td>
<td>History Museum Curatorship: Collections Management</td>
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<tr>
<td>IAR 548</td>
<td>Architectural Conservation</td>
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<tr>
<td>IAR 552</td>
<td>History and Theories of Material Culture</td>
<td></td>
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<tr>
<td>IAR 555</td>
<td>Field Methods in Preservation Technology</td>
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<tr>
<td>IAR 560</td>
<td>Advanced Computer-Aided Design and Research Seminar</td>
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<td>IAR 565</td>
<td>Materials and Methodologies Seminar</td>
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<td>PHI 322</td>
<td>Philosophy of the Arts</td>
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<td>PHI 348</td>
<td>Existentialism, Phenomenology, and Structuralism</td>
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</table>

†  Counts toward GEC GFA requirement.
††  Counts toward GEC GSB requirement.
††† Counts toward GEC GSB and GN requirements.

**Accelerated B.F.A to M.F.A.**

Qualified undergraduate IARc majors may apply for admission to the Graduate Program at the end of the fall semester of the 3rd year in the B.F.A. program. Once admitted, a student may earn a B.F.A. and a M.F.A. in 5 years (including summer sessions). A cumulative GPA of at least 3.5 in the B.F.A. program is required. Additionally, standard application requirements for the M.F.A. in Interior Architecture include undergraduate transcripts, GRE scores, portfolio review, TOEFL scores for international students, recommendations, a personal statement and a personal interview (optional).

All applicants should submit the admission application form to The Graduate School and to the Department of Interior Architecture simultaneously.

**B.F.A. to M.F.A. Courses**

Courses to be counted for the M.F.A. program must receive prior approval of the IARc Director of Graduate Study. Admitted students may apply a maximum of 19 credits of graduate level coursework toward completion of both the B.F.A. and M.F.A., provided a grade of "B" or better is earned in each graduate course and that graduate level requirements are fulfilled.

The MFA degree requires 60 credits of graduate-level coursework, and the B.F.A., 127 credits. Assuming 19 credits is double-counted for both degrees, students would need to complete an additional 41 credits of graduate courses to complete the M.F.A. degree.

The following courses (19 credits) may be counted toward both the B.F.A. and M.F.A. degrees:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IAR 501</td>
<td>Advanced Interior Architecture I</td>
<td>6</td>
</tr>
<tr>
<td>IAR 600</td>
<td>Supervised Professional Experience</td>
<td>1-4</td>
</tr>
<tr>
<td>IAR 631</td>
<td>Environmental Design Research</td>
<td>3</td>
</tr>
<tr>
<td>IAR 645</td>
<td>Seminar in Interior Architecture</td>
<td>3</td>
</tr>
<tr>
<td>IAR Elective at 500 level</td>
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<td>3</td>
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</tbody>
</table>

Substitutes for the above courses require permission of the IARc Director of Graduate Study.

**Interior Architecture Undergraduate Minor**

A minor in Interior Architecture is available for majors outside the Department of Interior Architecture. The minor requires a total of 18 credits in Interior Architecture courses.
credit hours selected from the list below. Applicants are required to attend an open house, meet with the Director of Undergraduate Studies or the Department Chair in IARc. Once admitted into the IARc minor, the student meets with the Department Chair to identify appropriate courses to take. The plan of study for the minor can be designed to focus on sustainability, design thinking, design theory, entrepreneurship, historic perspectives, or design fundamentals.

Students interested in an IARc minor must consult with an IARc advisor before declaring the minor. A cumulative GPA of C (2.0) or better must be achieved in the courses taken toward a minor.

Program Requirements

- Minimum of 18 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<td>IAR 110</td>
<td>Design Visualization I</td>
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<tr>
<td>IAR 112</td>
<td>Design Visualization II</td>
<td></td>
</tr>
<tr>
<td>IAR 205</td>
<td>The House and Its Furnishings</td>
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</tr>
<tr>
<td>IAR 221</td>
<td>History and Theory of Design I</td>
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</tr>
<tr>
<td>IAR 222</td>
<td>History and Theory of Design II</td>
<td></td>
</tr>
<tr>
<td>IAR 321</td>
<td>Design Thinking and/or Entrepreneur Thinking</td>
<td></td>
</tr>
<tr>
<td>IAR 331</td>
<td>Social and Behavioral Aspects of Interior Architecture</td>
<td></td>
</tr>
<tr>
<td>IAR 332</td>
<td>Interior Architecture Materials</td>
<td></td>
</tr>
<tr>
<td>IAR 333</td>
<td>Interior Architecture Construction and Building Systems</td>
<td></td>
</tr>
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<td>IAR 334</td>
<td>Light and Sound</td>
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<tr>
<td>IAR 355</td>
<td>Housing and Community</td>
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<tr>
<td>IAR 451</td>
<td>Professional Practice in Interior Architecture</td>
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<tr>
<td>IAR 527</td>
<td>Problems in Interior Architecture</td>
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<tr>
<td>IAR 535</td>
<td>Architectural Lighting Design</td>
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<tr>
<td>IAR 536</td>
<td>History of Decorative Arts</td>
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<tr>
<td>IAR 540</td>
<td>Evolution of Furniture</td>
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</tr>
<tr>
<td>IAR 541</td>
<td>Contemporary Trends in Interior Product Design</td>
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<td>IAR 543</td>
<td>Historic Preservation: Principles and Practice</td>
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</tr>
<tr>
<td>IAR 548</td>
<td>Architectural Conservation</td>
<td></td>
</tr>
<tr>
<td>IAR 552</td>
<td>History and Theories of Material Culture</td>
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</tr>
</tbody>
</table>

Interior Architecture, M.F.A.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

In addition to the application materials required by The Graduate School, applicants must submit the following items to the department:

- One to two page personal statement including the reason for applying to the MFA program in Interior Architecture at UNCG, how it relates to the candidate’s career goals, and what s/he may want to specialize in and why, if admitted.
- Portfolio of design work: Representative examples of design work including short written descriptions of the projects to provide an overview of the candidate’s design skills and design experience. Examples of 2-D or 3-D art work could be included, if applicable.

Applicants will be invited for a personal interview face-to-face or online after all the documents for admission are submitted.

An undergraduate degree in interior design or interior architecture is preferred. Candidates who do not hold an undergraduate degree in interior design or interior architecture but are graduates of a related environmental design program, such as architecture, industrial design, etc., may be required to complete specific undergraduate prerequisite courses in interior architecture as a part of their graduate studies. Such decisions would be based upon an individual evaluation of credentials, portfolio, and design experience.

Degree Program Requirements

Required: 60 credit hours

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Required Studio Courses

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<td>IAR 645</td>
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Thesis (Capstone Experience)

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Electives in Area of Specialization

Select a minimum of 27 credits from the following:

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<td>History of Decorative Arts</td>
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<td>IAR 541</td>
<td>Contemporary Trends in Interior Product Design</td>
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<td>IAR 543</td>
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<td>IAR 545</td>
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<td>IAR 552</td>
<td>History and Theories of Material Culture</td>
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<td>IAR 555</td>
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<td>IAR 578</td>
<td>Research Methods in Historical Archaeology</td>
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<td>IAR 601</td>
<td>Directed Self-Study in Interior Architecture</td>
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<td>IAR 611</td>
<td>Graduate Seminar</td>
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<td>IAR 624</td>
<td>History of American Landscapes and Architecture</td>
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<td>IAR 625</td>
<td>Preservation Planning and Law</td>
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<tr>
<td>IAR 626</td>
<td>The Practice of Public History</td>
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<tr>
<td>IAR 627</td>
<td>Museum and Historic Site Interpretation: Principles and Practice</td>
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</table>
Historic Preservation, Post-Baccalaureate Certificate

**Thesis (Capstone Experience)**
The student will complete a 6-credit thesis and will participate in a public discussion of the thesis with other students and faculty members. The student’s thesis committee will be responsible for reviewing and approving successful completion of the thesis. Credit may be divided over two or more semesters. Students can opt to defend their thesis in the spring or summer semester of their second year or fall semester of their third year.

**Electives in Area of Specialization**
With prior approval by the Director of Graduate Study or the student’s thesis chair, a student will select a minimum of 27 credits from the following IAR courses listed or from other 500 and 600 level courses taught in related areas in other departments.

**Internship/Professional Experience**
With prior approval by the student’s thesis chair and the Director of Graduate Study, a student will select a minimum of 3 credits in this area. Both courses can be taken twice for credit.

**Accelerated B.F.A to M.F.A.**
Qualified undergraduate IARC majors may apply for admission to the Graduate Program at the end of the fall semester of the 3rd year in the B.F.A. program. Once admitted, a student may earn a B.F.A. and a M.F.A. in 5 years (including summer sessions). A cumulative GPA of at least 3.5 in the B.F.A. program is required. Additionally, standard application requirements for the M.F.A. in Interior Architecture include undergraduate transcripts, GRE scores, portfolio review, TOEFL scores for international students, recommendations, a personal statement, and a personal interview (optional).

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**B.F.A. to M.F.A. Courses**
Courses to be counted for the M.F.A. program must receive prior approval of the IARC Director of Graduate Study. Admitted students may apply a maximum of 19 credits of graduate level coursework toward completion of both the B.F.A. and M.F.A., provided a grade of "B" or better is earned in each graduate course and that graduate level requirements are fulfilled.

The MFA degree requires 60 credits of graduate-level coursework, and the B.F.A., 127 credits. Assuming 19 credits is double-counted for both degrees, students would need to complete an additional 41 credits of graduate courses to complete the M.F.A. degree.

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<tbody>
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<td>IAR 501</td>
<td>Advanced Interior Architecture I</td>
<td>6</td>
</tr>
<tr>
<td>IAR 600</td>
<td>Supervised Professional Experience</td>
<td>1-4</td>
</tr>
<tr>
<td>IAR 631</td>
<td>Environmental Design Research</td>
<td>3</td>
</tr>
<tr>
<td>IAR 645</td>
<td>Seminar in Interior Architecture</td>
<td>3</td>
</tr>
<tr>
<td>IAR Elective at 500 level</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Substitutes for the above courses require permission of the IARc Director of Graduate Study.

**Certificate Requirements**

**Required: 15 credit hours**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IAR/HIS 543</td>
<td>Historic Preservation: Principles and Practice</td>
<td>12</td>
</tr>
<tr>
<td>IAR/HIS 624</td>
<td>History of American Landscapes and Architecture</td>
<td></td>
</tr>
<tr>
<td>IAR/HIS 625</td>
<td>Preservation Planning and Law</td>
<td></td>
</tr>
<tr>
<td>IAR/HIS 690</td>
<td>Internship *</td>
<td></td>
</tr>
</tbody>
</table>

**Electives: 3 credits**

Select 3 credits from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 505</td>
<td>Introduction to Archival Management</td>
</tr>
<tr>
<td>HIS 545</td>
<td>Southern History and Southern Material Culture in a Museum Context</td>
</tr>
<tr>
<td>HIS 629</td>
<td>Museum Education</td>
</tr>
<tr>
<td>IAR 536</td>
<td>History of Decorative Arts</td>
</tr>
<tr>
<td>IAR 552</td>
<td>History and Theories of Material Culture</td>
</tr>
<tr>
<td>IAR/HIS 547</td>
<td>History Museum Curatorship: Collections Management</td>
</tr>
<tr>
<td>IAR/HIS 548</td>
<td>Architectural Conservation</td>
</tr>
<tr>
<td>IAR/HIS 555</td>
<td>Field Methods in Preservation Technology</td>
</tr>
<tr>
<td>IAR/HIS 628</td>
<td>Identification and Evaluation of the Historic Built Environment</td>
</tr>
<tr>
<td>ARH 590</td>
<td>Museum Studies</td>
</tr>
<tr>
<td>ATY 597</td>
<td>Special Problems in Anthropology</td>
</tr>
</tbody>
</table>

The 15-credit hour Post-Baccalaureate Certificate in Historic Preservation provides graduate students in history, interior architecture, and related fields training and credentials to pursue careers in historic preservation, management of historic sites, and related public history professions. The certificate can be earned in tandem with the M.F.A. in Interior Architecture or other graduate degree. It can also be pursued as a stand-alone certificate.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions. Admission to this graduate certificate program occurs only in even-numbered years.

In addition to the application materials required by the Graduate School, applicants must submit a 750-word personal statement.
**International and Global Studies**

*College of Arts and Sciences*

336-334-3311 or 336-334-5557 or 336-334-5560
www.uncg.edu/igs (http://www.uncg.edu/igs)

Roberto Campo, Director, International and Global Studies Program and Professor, Department of Languages, Literatures, and Cultures

**Committee Members**

Roberto Campo, Director, International and Global Studies Program and Professor, Department of Languages, Literatures, and Cultures

James Anderson, Department of History

Robert Griffiths, Department of Political Science

Veronica Grossi, Department of Languages, Literatures, and Cultures

Ye (Jane) He, Department of Teacher Education and Higher Education

Byoungjo Jin, Department of Consumer, Apparel, and Retail Studies

Kathleen MacFie, Department of Languages, Literatures, and Cultures

Alexandra Moore, Department of English

Sharon Morrison, Department of Public Health Education

Penelope Pynes, International Programs Center

Susan Walcott, Department of Geography

**Mission Statement**

The International and Global Studies Program educates and empowers students to be engaged global citizens. Our interdisciplinary, liberal arts approach emphasizes intercultural competency, strong foreign language proficiency, and a critical understanding of the complexity and interconnectedness of world regions and populations. Study Abroad and other cross-cultural experiences are also integral components of the Program. We therefore prepare our students for a variety of public-and other cross-cultural experiences are also integral components of the Program. We therefore prepare our students for a variety of public-

**Special Programs in Liberal Studies Major Concentrations in the International and Global Studies Program**

Concentration areas afford intellectual and curricular definition to each student’s course of study. Majors, second majors, and minors should select the concentration area that best complements their interests.

**Functional Studies**

- **International and Global Affairs and Development** (major concentration)
  A study of the political, sociological, economic, environmental, and health-related issues and the interdependence among peoples, governments, and nations of the world.

- **International and Global Arts and Belief Systems** (major concentration)
  A study of the arts, literatures, philosophies, and belief systems unique to and interconnecting other nations and peoples of the world.

- **International and Global Human Rights** (major concentration)
  A study of the foundations of freedom, justice, and peace as they relate to the protection of the dignity and rights of human beings around the world.

**Regional Studies**

- **Asian Studies** (major concentration or minor)
- **Latin American and Caribbean Studies** (major concentration or minor)
- **Russian Studies** (major concentration or minor)
- **African Studies** (minor)
- **European Studies** (minor)

**Course of Study**

The course of study in all major concentration areas is provided below.

**Foreign Language**

6 credit hours of a foreign language at the 300 level or above. Languages offered at the upper levels at UNC Greensboro include Chinese, French, German, Japanese, Russian, Spanish (Italian is taught through the intermediate level only). Other languages meeting this requirement must be approved by the Director.

Note: Students pursuing Regional Studies concentrations must take a language appropriate for their region: Chinese or Japanese for Asian Studies; Spanish, French, or Portuguese for Latin American and Caribbean Studies; Russian for Russian Studies.

**Core Courses**

Introduction Core Course chosen from IGS 200 Introduction to International and Global Studies, IGS 210 Introduction to Asian Studies, or IGS 213 Introduction to Russian Studies.

Capstone seminar: IGS 400 Capstone Seminar in International and Global Studies

**Additional Courses**

Courses selected according to the student’s concentration and special interests in consultation with the Director of the Program.

**International/Global Experience (IGE)**

By the end of their final semester of study, all IGS majors must have completed an approved “international” or “global” experience. This requirement will be met by completing a qualified study-abroad experience that satisfies the requirements listed below.

**A Qualified Study-Abroad Experience**

Study abroad affords the greatest opportunity for total immersion in another socio-political, economic, and cultural context, thus enhancing knowledge, skills, and dispositions central to the major. In addition, course work completed during study abroad typically has application toward the major’s curricular requirements (especially IGS’s foreign language and/or Additional Course requirements). The characteristics listed below shall distinguish such an experience as “qualified”.

- Any semester- or year-long study abroad experience with exchange partners arranged through UNC Greensboro’s International Programs Center (IPC).
• A short-term or summer study-abroad program approved by IPC or the IGS Director and equivalent to at least 6 credits of academic credit.

Note: whenever possible, students should select a study abroad site that affords an immersion experience for the foreign language they are studying to meet the IGS FL requirement.

Confirmation of completion of this requirement will be documented on the IGS Degree Audit following review of the student's UNC Greensboro transcript or UNC Greensboro degree evaluation. This audit will be submitted to the University Registrar’s Office at the end of the major’s program of study.

Study Abroad Alternative
In circumstances where study abroad is unfeasible (e.g., in cases of serious financial or personal hardship) or redundant (e.g., in cases of international students), a major must submit a “Study Abroad Alternative” request to the IGS director, who will assess the validity of the case. Should the study abroad obligation be waived, the IGE requirement should be met by completing the UNC Greensboro Global Leadership Program (GLP) by the student’s final semester of study. The GLP offers students who are interested in international and global societies and issues an opportunity to hone the range of skills necessary to develop as global leaders. Through a combination of experiences involving work with immigrants and refugees in the local community and/or foreign students on campus, GLP participants will prepare themselves to become engaged world citizens with an appreciation of the importance of intercultural understanding.

Additional alternatives may be available. Contact the IGS director for details.

Category Descriptions for Major Requirements
Courses to fulfill the 18 credits in the major requirements are chosen from among the four categories. A unique set of courses by category are identified in the Additional Courses Options for each concentration. Eligible courses must also focus at least 51 percent on the modern period (19th century to the present), except as noted in the Additional Courses Options.

Category 1—Society and Politics (S&P)
Any course with a 51 percent or more focus on social, historical, and political issues of international and/or global relevance.

Category 2—Economics and Development (E&D)
Any course with a 51 percent or more focus on issues related to international and global economics and development such as: regional and global economic integration, industrialization versus basic-needs, environmental sustainability, and international human health.

Category 3—Arts and Literature (A&L)
Any course with a 51 percent or more focus on the arts and/or literatures of nations and cultures outside of the United States, or any course reading literature in a foreign language at the 300 level or above.

Category 4—Belief Systems and Cultures (BS&C)
Any course with a 51 percent or more focus on ideologies, philosophies, and belief systems unique to and/or interconnected with other nations and peoples of the world.

International and Global Studies Undergraduate Minor
Program Requirements
• 18 credit hours at the 200 level and above

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Foreign Language Requirements</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Select 6 credits of a modern foreign language at the 300 level or higher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Core Course</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>IGS 200 Introduction to International and Global Studies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select 9 credits of additional courses</td>
<td></td>
</tr>
</tbody>
</table>

* Other languages subject to permission of the Director. Note that Italian and Portuguese are not currently available at the upper levels at UNC Greensboro.

** The course listed or an approved equivalent.

1 At least 6 credit hours at the 300 level or above. Selected from the Additional Course Options categories listed under Major Requirements of the International and Global Studies concentration of the Special Programs in Liberal Studies Major (p. 385), with no more than 6 credits from any one category and all courses appropriate to the student’s concentration area.

Languages, Literatures, and Cultures

College of Arts and Sciences
2321 Moore Humanities and Research Administration
336-334-5655
www.uncg.edu/llc (http://www.uncg.edu/llc)

Amy Williamsen, Head of Department
The Department offers the programs listed below.

Chinese, French, German, Japanese, Russian, and Spanish.

The mission of the Department is to impart an understanding of world languages, literatures, and cultures within the context of a liberal and humanistic education. We afford students experiences that highlight oral and written literacy, literary analysis, critical skills, and cultural and aesthetic appreciation through instruction in literature, culture, and linguistics in various languages, including American Sign Language, Chinese, French, German, Japanese, Russian, and Spanish.

The Department offers the programs listed below.

- Languages, Literatures, and Cultures major with the following concentrations:
  - Applied Languages: French K–12 Teaching Licensure
  - Applied Languages: Spanish K–12 Teaching Licensure
  - French and Francophone Studies
  - German Studies
  - Global Languages and Communities
  - Spanish Major
  - Minors: Chinese, French, German, Russian, and Spanish

The Department contributes to various concentrations in the International and Global Studies program and the major in International Business Studies. We take very seriously our role in preparing students to apply their liberal arts education to future careers in areas such as education, business, health professions, and public service. We also offer Master of Arts and Master of Education degrees with concentrations in French and Spanish and a Post-Baccalaureate Certificate in Advanced Spanish Language and Hispanic Cultural Studies to provide further scholarly and professional training.

Through its courses, degree programs, and cocurricular activities, the Department contributes to the university’s goal of promoting diversity and internationalizing the curriculum. We foster students’ abilities to communicate within a global context and to reflect on their own heritage by supporting exchange and study abroad programs. The Department is also committed to promoting an atmosphere in which creativity and scholarly accomplishment flourish for both students and faculty. Through our engaged teaching, innovative research and creative activity, and dedicated service, the faculty works to improve pedagogy, scholarship, and the community.

The Department promotes cocurricular activities through language clubs, honorary societies, film series, and other opportunities. Paid or unpaid internships requiring foreign language skills are increasingly available. Students may elect to live in the Global Village or UNC Greensboro’s International House and are encouraged to participate in study abroad opportunities through UNC Greensboro’s International Programs Center or through Summer Study Abroad sponsored by the Department.

German Studies and Russian Studies Consortia offer a broad array of German and Russian courses in language, literature, and culture taught by specialists in the UNC system through the N.C. Information Superhighway.

Students with special learning needs may qualify for the Modified Foreign Language Program in Spanish. Registration in the program requires written permission from the Department. Native or near-native speakers must consult with an appropriate departmental advisor before signing up for courses in the Department of Languages, Literatures, and Cultures. Students with one or more years of Chinese or Japanese must contact the course instructor or a departmental advisor before registering for courses.

Intermediate proficiency (equivalent to 204 or 241 level) is expected for major-level work in French, German, or Spanish. Students cannot receive credit for lower-level courses after taking and receiving credit for higher level ones.

**Language Placement Test in French, German, Russian, or Spanish**

Students with one or more years of high school French, German, Russian, or Spanish who wish to continue the study of that same language at UNC Greensboro must take the Language Placement Test.

Incoming transfer students returning to the study of French, German, Russian, or Spanish begun in high school but not previously pursued at the college level, must also take the test. Transfer students with college-level foreign languages credit are encouraged to take the placement test to determine their best starting point.

The Language Placement Test is administered at SOAR orientation sessions during the summer and before the beginning of each semester. The test may also be taken during the year on an individual basis, by appointment, in the Department’s office. Students should call the Department at 336-334-5655 to schedule their appointment.

**Language Placement Test scores are valid for one year after the test is taken. The test can be taken only once a year. Once a student has begun the lower-level sequence (101–204/241), she or he cannot retake the placement test in order to place out of any of the remaining courses in the sequence.**

A student who scores at the interview-stage level and is planning to continue in the language at the 300 level should consult the Director of Undergraduate Study for the appropriate language or another designated faculty member before registering for any other course in the language. The advisor will interview the student in order to determine his or her placement at the 300 level or recommend courses at the intermediate level to reinforce the student’s background in language.

If a student who scores at the interview-stage level does not plan to continue study in the language, the Department of Languages, Literatures, and Cultures will confirm the student’s Language Placement Test scores with the University Registrar’s Office, and the student will be considered as having met the foreign language requirement at UNC Greensboro.

Students in need of additional advising or with concerns regarding the placement results are asked to make an appointment with a designated faculty member.

**Graduate Studies**

The Department of Languages, Literatures, and Cultures, as part of its commitment to further the study of foreign languages and literatures...
both regionally and nationally, offers the Master of Arts in Languages, Literatures, and Cultures with a concentration in French and Francophone Studies or Spanish. Students may choose from a broad spectrum of courses and possibilities, whether they are interested in perfecting their knowledge of French or Spanish or pursuing doctoral studies. Each program is balanced and comprehensive while allowing for electives in French, Spanish, or a related field. A Masters of Arts in Teaching (MAT) and a Masters of Education (MEd) in Teacher Education with a concentration in French Education or Spanish Education are also offered. Most graduate classes are offered in the late afternoon, evening, or online to accommodate working professionals.

**Mission Statement**
Through engaged teaching, innovative research, diverse creative activity, and dedicated service, the Department strives to:

- Communicate an understanding of languages, literatures, and cultures within the context of a humanistic liberal education;
- Connect with individuals and communities within the department, across the campus, the state, the nation, and the world to foster a culture of meaningful intellectual inquiry, participatory and life-long learning that promotes respect for all;
- Contribute to the University’s strategic goal of internationalizing the campus as we prepare our students to excel in a variety of professions and graduate studies.

**Professor**
Roberto E Campo
Carmen T. Sotomayor

**Associate Professor**
Mariche G Bayonas
Claudia Cabello Hutt
Laura A Chesak
Veronica Grossi
Ana M Hontanilla
Ignacio Lopez
Kelly A Lowther Pereira
Kathleen S Macfie
Cybelle H. McFadden

**Assistant Professor**
Pauli K. (Dr.) Tashima

**Visiting Assistant Professor**
Benjamin R. Davis
Brooke D Kreitinger

**Senior Lecturer**
Jacqueline C Daughton
Guylene M Deasy
Karen M. DeNaples
Peter T Dola
Carola W Dwyer
Mercedes M Freeman
Wendy K Jones-Worden
Brenda M Ross
Meiqing Sun
Chiaki Takagi

**Lecturer**
Malika Akarramou
Jocelyn M Aksin
Tatia Dorita Beal
Amy Brabeck
Sarah M Carrig
Sarah E Dempaire Wilbert
Mary A Horley
Alejandro Hortal
Judith E. Labath
Liliana Lira-Rivera
Laura Lopez
Lizely Lopez
Joshua Lunsford
Catherine Lupo
Nodia Carina Mena
Penelope J Pynes
Molly Rose Reininger
Yosei Sugawara
Matthew Allan Sutton
Pamela J Taylor
Jose F Troncoso
Trésor Simon P Yoassi

---

**Graduate-level faculty**

The Languages, Literatures, and Cultures, B.A. includes:

- Applied Languages: K-12 French
- Applied Languages: K-12 Spanish
- French & Francophone Studies
- German Studies
- Global Languages & Communities
- Languages, Literatures, and Cultures, B.A. (p. 333)
- Spanish, B.A. (p. 342)
- American Sign Language Undergraduate Minor (p. 342)
- Chinese Undergraduate Minor (p. 343)
- French and Francophone Studies Undergraduate Minor (p. 343)
- German Online Undergraduate Minor (p. 343)
- German Undergraduate Minor (p. 343)
- Russian Undergraduate Minor (p. 343)
- Spanish Undergraduate Minor (p. 344)
- Languages, Literatures, and Cultures, M.A. (p. 344)
- Master of Arts in Teaching, M.A.T. (p. 345)
- Teacher Education, M.Ed. (p. 346)
- Advanced Spanish Language and Hispanic Cultural Studies, Post-Baccalaureate Certificate (p. 346)

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**French Disciplinary Honors Requirements**

15 credit hours of Honors and advanced courses with grades of B or better.

**Code** | **Title** | **Credit Hours**
--- | --- | ---
Select 9 credits of the following: | 9 |
500-level courses |  |
Honors courses in the major |  |
Contract Honors courses in the major |  |
Honors Work

Select 3 credits of the following:

- Advanced 500-level courses
- Honors and contract courses in the major
- Any Honors courses, whether in the major or not

Honors Project

Select 3 credits in the major:

- HSS 490  Senior Honors Project

* The proposed project must be approved by the departmental Undergraduate Major Advisor and be supervised by a faculty member in Languages, Literatures, and Cultures. The Honors Project will also be presented orally to representatives of the Department faculty and to interested university students.

Qualifications

- At least a 3.30 GPA overall and in the major at graduation.
- A declared major in French.

Recognition

The designation “Completed Disciplinary Honors in French” and the title of the Senior Honors Project will be printed on the student’s official transcript.

Honors Advisor

See Dr. Ana Hontanilla for further information and guidance about Disciplinary Honors.

German Disciplinary Honors

Requirements

12 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSS 490</td>
<td>Senior Honors Project</td>
<td>3</td>
</tr>
<tr>
<td>GER 493</td>
<td>Honors Work *</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 6 credits from the following:

- 3-6 credits of contract courses in German above the 200 level
- GER 493  Honors Work

* 3 credits of the course listed in preparation for Senior Honors Project.

Qualifications

- At least a 3.30 overall GPA at graduation.
- A grade of at least B in all course work used to satisfy the Honors requirement in German.
- A declared major in German.

Recognition

The designation “Completed Disciplinary Honors in German” and the title of the Senior Honors Project will be printed on the student’s official transcript.

Honors Advisor

See Dr. Susanne Rinner for further information and advising about Honors in German.

Spanish Disciplinary Honors

Requirements

15 credit hours of Honors and advanced courses with grades of B or better.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 493</td>
<td>Honors Work *</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 3 credits in the major:

- HSS 490  Senior Honors Project

* The proposed project must be approved by the departmental Undergraduate Major Advisor and be supervised by a faculty member in Languages, Literatures, and Cultures. The Honors Project will also be presented orally to representatives of the Department faculty and to interested university students.

Qualifications

- A declared major in Spanish
- At least a 3.30 GPA overall and in the major at graduation.

Recognition

The designation “Completed Disciplinary Honors in Spanish” and the title of the Senior Honors Project will be printed on the student’s official transcript.

Honors Advisor

See Dr. Ana Hontanilla for further information and guidance about Disciplinary Honors.

Languages, Literatures, and Cultures, B.A.

The B.A. in Languages, Literatures, and Cultures provides opportunities for language-based global engagement. Students gain linguistic and intercultural competencies applicable to many fields.

All students in the major take a course in the common core and complete a high-impact Intercultural Experience requirement that can be met by study abroad, an LLC service-learning course, residence in the Global Village learning community, certificate of completion of the Global Leadership Program, Disciplinary Honors, or approval by the Program Director.

Student Learning Outcomes

Upon completion of the B.A. in Languages, Literatures, and Cultures, students will:
1. Communicate an understanding of languages, literatures, and cultures within a global context;
2. Speak, read, write, and comprehend the language(s) studied with sufficient ease to allow them to communicate effectively across cultures;
3. Demonstrate the ability to communicate in a culturally-informed manner in international, intercultural and/or multicultural contexts in order to connect meaningfully with individuals and communities across the campus, the state, the nation, and the world;
4. Understand the importance of transcultural encounters and employ intercultural competencies essential for success in our increasingly diverse global societies.

**Overall Requirements**

- 122 credit hours, to include 3 credits of an LLC core course (LLC 120, LLC 130, LLC 250, or a course approved by the Program Director) and 27 credits at or above the 300 course level
- No requirement for a concentration can be met by a grade lower than C- with an overall GPA of 2.0.

**Degree Program Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>University Requirements (p. 671)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Education Core Requirements (GEC) (p. 683)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>College of Arts and Sciences Additional Requirements (LEC) (p. 253)</td>
<td></td>
</tr>
</tbody>
</table>

**Major Requirements**

**LLC Common Core Course**

- One chosen from the following:
  - LLC 120 Global Crossings: Topics in Images, Media, and Texts
  - LLC 130 Global Green: Cultures of Production and/or Consumption
  - LLC 222 Foundational Topics in Languages, Literatures, and Cultures
  - LLC 250 Global Cultures Through Film: Angles of Vision

- Or other approved course approved by the Program Director.

**Service-Learning Requirement**

Students must complete a high-impact Intercultural Experience requirement that can be met by study abroad, an LLC service-learning course, residence in the Global Village learning community, certificate of completion of the Global Leadership Program, Disciplinary Honors, or approval by the Program Director.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLC 399</td>
<td>Cultural Immersion through Community-Based Service Learning</td>
<td></td>
</tr>
<tr>
<td>LLC 599</td>
<td>Community-Based Service Learning</td>
<td></td>
</tr>
</tbody>
</table>

* Or study abroad, or residence in the Global Village learning community, or certificate of completion of the Global Leadership Program, or Disciplinary Honors, or approval by the Program Director.

**French and Francophone Studies Concentration Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLC 389</td>
<td>LLC Service Learning</td>
<td></td>
</tr>
</tbody>
</table>

**Language**

Select 9 credits from the following:

- FRE 301 Advanced French
- FRE 311 French Conversation and Phonetics
- FRE 312 French Conversation and Culture
- FRE 313 Conversation in France
- FRE 315 Advanced Grammar and Composition
- FRE 415 Advanced French Composition
- FRE 497 Directed Study in French Language
- FRE 511 The Theory and Practice of French Translation

**Literature and/or Film**

Select 9 credits from the following:

- FRE 353 Survey of French Literature
- FRE 354 Topics in Modern French Literature
- FRE 355 Topics in French and Francophone Literature and Film
- FRE 498 Directed Study in French and Francophone Literature
- FRE 507 Teaching French through French Literature
- FRE 553 Topics in French Literary Movements
- FRE 554 Topics in French Prose Fiction
- FRE 555 Topics in French Poetry
- FRE 556 Topics in French Theatre
- FRE 557 Advanced Topics in French Literature
- FRE 558 Topics in Francophone Literature
- FRE 561 The Auteur Director
- FRE 562 Studies in Film Genre
- FRE 563 French and Francophone Civilization and Culture
- FRE 557 Advanced Topics in French Literature

**Culture and Civilization**

Select 3 credits from the following:

- FRE 331 Culture and Civilization in France
- FRE 332 Introduction to French Civilization and Culture
- FRE 341 Business French
- FRE 496 Directed Study in French and Francophone Civilization and Culture
- FRE 532 French and Francophone Civilization and Culture
- FRE 557 Advanced Topics in French Literature

**Electives**

Select 6 credits from courses with the FRE course prefix

* Qualifies only if taken before FRE 315 or other courses above this number.
**This course is a prerequisite to 400- and 500-level literature courses.

1 Qualifies only if the topic is Paris.

2 Excludes FRE 222 and FRE 232.

**German Studies Concentration Requirements**

- All majors in the German concentration must maintain a GPA of 2.0 in German courses.
- Must complete a minimum of 27 credits in German above the 204 level.

### Code | Title | Credit Hours
---|---|---
GER 215 | German Civilization: Readings in English | *
GER 216 | German Civilization: Readings in English | *
GER 217 | Masterworks of German Literature Read in English | *
GER 218 | Masterworks of German Literature Read in English | *
GER 222 | The Holocaust in Literature and Art | *
GER 305 | German Literature: Advanced Intermediate Topics | *
GER 306 | German Culture: Advanced Intermediate Topics | *
GER 403 | German Literary Studies: An Introduction | *
GER 405 | Advanced Topics in German Literature | *
GER 406 | Advanced Topics in German Culture | *
GER 422 | German Memory in Fiction and Film | *
GER 491 | Tutorial |
GER 492 | Tutorial |
GER 493 | Honors Work | **

### Additional Courses

Select 5 additional courses above the 204 level.

### Tutorials

1. Majors may also take 1 credit from the following:
   - GER 491 | Tutorial |
   - GER 492 | Tutorial |

* These courses count as a major credit only if a student also enrolls in GER 311 German Conversation Topics and/or 1 credit of GER 491 Tutorial or GER 492 Tutorial where an appropriate amount of speaking or reading or writing is done in German.

** Must be taken for 3 credits to qualify.

### Related Area Courses

The courses below are suggested but not required.

### Code | Title | Credit Hours
---|---|---
ATY 385 | Language and Culture | 
ENG 201 | European Literary Classics: Ancient to Renaissance | 
ENG 202 | European Literary Classics: Enlightenment to Modern | 
ENG 339 | Shakespeare: Early Plays and Sonnets | 
ENG 340 | Shakespeare: Later Plays | 
HIS 375 | Germany in the Nineteenth Century, 1800-1914 | 
HIS 376 | German History, 1914-1945 | 
HIS 392 | The Holocaust: History and Meaning | 
PHI 252 | History of Modern Philosophy | 
PHI 330 | Philosophy in Literature | 
RUS 201 | Russian Literature in Translation | 
RUS 313 | Major Authors in Russian Literature | 
RUS 314 | Major Movements in Russian Literature and Culture | 
RUS 315 | Twentieth-Century Russian Literature/Translation | 
RUS 316 | Modern Polish Literature in Translation |
Students interested in the K–12 Teaching Licensure major must consult the Director of Undergraduate Studies in Languages, Literatures, and Cultures for early discussion of all requirements as well as our K–12 advisor. Additionally, students must request Admission to the Teacher Education Program from the School of Education Office of Student Services. Candidates should apply for admission to the School of Education Office of Student Services at the end of their sophomore year and be admitted no later than the first semester of their junior year. Please review requirements on their Web page. Consult the Teacher Education Handbook for details.

**Admission to Student Teaching**

During the junior year, students already admitted to the Teacher Education Program must apply for admission to Student Teaching. Admission includes:

1. Completion of requirements specific to the major
2. Eligibility to enter student teaching requires maintaining an overall GPA of 3.0 or better after being admitted to the major, and achieving a grade of C or better in each professional course. After admission to the major, if a student fails to maintain an overall GPA of 3.0, the student has one semester to improve his or her grade point average. If a student receives a C- or lower in a professional course, the student is eligible to retake the course at its next offering.

Application forms are available online from the Office of Student Services in the School of Education. Forms must be submitted by February 15 for student teaching in the spring of the following year. Student teaching assignments are usually made in schools within commuting distance of UNCG. Teacher education students are individually responsible for expenses incurred during student teaching, including transportation. NOTE: Student teaching is offered only in the spring semester.

**Application for Teacher Licensure**

An application for licensure should be filed with the School of Education Office of Student Services within two weeks of graduation. Students should be aware that the licensure process will take six weeks or longer after graduation to be completed. UNC Greensboro recommends for a teacher's licensure those students who have completed the appropriate teacher education curriculum, attained acceptable competencies, and whose work has been approved by the appropriate department.

Praxis II (subject-area exams) are no longer required by the state for students completing a degree program for their first license except in Elementary and Special Education. (Lateral entry teachers are required to take the Praxis II.) To be licensed in North Carolina, students must meet the specific state requirements for licensure, including demonstration of technology competencies.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Language * Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRE 311</td>
<td>French Conversation and Phonetics</td>
<td>3</td>
</tr>
<tr>
<td>FRE 312</td>
<td>French Conversation and Culture</td>
<td>3</td>
</tr>
<tr>
<td>FRE 313</td>
<td>Conversation in France</td>
<td>3</td>
</tr>
<tr>
<td>FRE 315</td>
<td>Advanced Grammar and Composition</td>
<td>3</td>
</tr>
<tr>
<td>FRE 415</td>
<td>Advanced French Composition</td>
<td>3</td>
</tr>
<tr>
<td>FRE 497</td>
<td>Directed Study in French Language</td>
<td>3</td>
</tr>
<tr>
<td>FRE 511</td>
<td>The Theory and Practice of French Translation</td>
<td>3</td>
</tr>
</tbody>
</table>

**Teacher Licensure Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
</table>

**Professional Education**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ERM 401</td>
<td>Assessment I: Accountability in Our Nation's Schools</td>
<td>3</td>
</tr>
<tr>
<td>ERM 402</td>
<td>Assessment II: Standardized Tests</td>
<td>3</td>
</tr>
<tr>
<td>ERM 403</td>
<td>Assessment III: Classroom Assessment</td>
<td>3</td>
</tr>
<tr>
<td>LIS 120</td>
<td>Introduction to Instructional Technology for Educational Settings</td>
<td>3</td>
</tr>
<tr>
<td>LLC 465</td>
<td>Student Teaching and Seminar in World Languages</td>
<td>3</td>
</tr>
</tbody>
</table>
### Additional Recommended Courses

- **FRE 507** Teaching French through French Literature
- **LLC 519** Second Language Acquisition

* The courses listed are taken for 1 credit online.

** The course listed below is taken for 1 credit online or on campus.

1 The course listed requires 50 hours of internship in the schools.

2 The course listed requires 25 hours of internship in the schools.

### Sequence of Professional Education Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
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<td><strong>Junior</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ERM 401</td>
<td>Assessment I: Accountability in Our Nation's Schools</td>
<td>1</td>
</tr>
<tr>
<td>TED 401</td>
<td>Child and Adolescent Development and Learning</td>
<td>1</td>
</tr>
<tr>
<td>TED 445</td>
<td>Human Diversity, Teaching, and Learning</td>
<td>3</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ERM 402</td>
<td>Assessment II: Standardized Tests</td>
<td>1</td>
</tr>
<tr>
<td>LIS 120</td>
<td>Introduction to Instructional Technology for Educational Settings</td>
<td>1</td>
</tr>
<tr>
<td>SES 401</td>
<td>Understanding and Teaching Students with Disabilities in Inclusive Settings</td>
<td>1</td>
</tr>
<tr>
<td>TED 403</td>
<td>Teaching English Learners with Diverse Abilities</td>
<td>1</td>
</tr>
<tr>
<td><strong>Senior</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ERM 403</td>
<td>Assessment III: Classroom Assessment</td>
<td>1</td>
</tr>
<tr>
<td>LLC 512</td>
<td>Teaching Second Languages in K-12</td>
<td>3</td>
</tr>
<tr>
<td>TED 535</td>
<td>Literacy in the Content Area</td>
<td>3</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LLC 465</td>
<td>Student Teaching and Seminar in World Languages</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td>28</td>
</tr>
</tbody>
</table>

* Course offered only in spring semester. No other courses may be taken during student teaching.

### Clinical Experience in Teaching and/or Capstone Experience

Students will register for the course listed below. This course will include completion of the Teaching Portfolio in TaskStream. The portfolio is aligned with the North Carolina Standards for Second Language Teachers and the ISTE/NETS Standards.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLC 465</td>
<td>Student Teaching and Seminar in World Languages</td>
<td>12</td>
</tr>
</tbody>
</table>

### Content Area, 30 credit hours

Students must complete the requirements described above for the French and Francophone Studies concentration. Students will demonstrate advanced proficiency in the following areas and will complete courses as needed.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRE 315</td>
<td>Advanced Grammar and Composition</td>
<td></td>
</tr>
<tr>
<td>FRE 415</td>
<td>Advanced French Composition</td>
<td></td>
</tr>
<tr>
<td>FRE 497</td>
<td>Directed Study in French Language</td>
<td></td>
</tr>
</tbody>
</table>

### Advanced Written Skills

Demonstrated via course work completed in a variety of upper-level courses as listed below:

- FRE 315 Advanced Grammar and Composition
- FRE 415 Advanced French Composition
- FRE 497 Directed Study in French Language

### Communication Skills

Demonstrated via course work completed in a variety of upper-level courses, including the courses listed below:

- FRE 311 French Conversation and Phonetics
- FRE 312 French Conversation and Culture
- FRE 313 Conversation in France
Admission to Student Teaching
During the junior year, students already admitted to the Teacher Education Program must apply for admission to Student Teaching. Admission includes:

1. Completion of requirements specific to the major
2. Eligibility to enter student teaching requires maintaining an overall GPA of 3.0 or better after being admitted to the major, and achieving a grade of C or better in each professional course. After admission to the major, if a student fails to maintain an overall GPA of 3.0, the student has one semester to improve his or her grade point average. If a student receives a C- or lower in a professional course, the student is eligible to retake the course at its next offering.

Application forms are available online from the Office of Student Services in the School of Education. Forms must be submitted by February 15 for student teaching in the spring of the following year. Student teaching assignments are usually made in schools within commuting distance of UNC Greensboro. Teacher education students are individually responsible for expenses incurred during student teaching, including transportation. NOTE: Student teaching is offered only in the spring semester.

Application for Teacher Licensure
An application for licensure should be filed with the School of Education Office of Student Services within two weeks of graduation. Students should be aware that the licensure process will take six weeks or longer after graduation to be completed. UNC Greensboro recommends for a teacher’s licensure those students who have completed the appropriate teacher education curriculum, attained acceptable competencies, and whose work has been approved by the appropriate department.

Praxis II (subject-area exams) are no longer required by the state for students completing a degree program for their first license except in Elementary and Special Education. (Lateral entry teachers are required to take the Praxis II.) To be licensed in North Carolina, students must meet the specific state requirements for licensure, including demonstration of technology competencies.

### Code | Title | Credit Hours
--- | --- | ---
**Bridge Language Course** | | 3
SPA 301 Advanced Spanish  
or SPA 302 Advanced Spanish for Heritage Speakers

**Literature** |

SPA 351 Approaches to Hispanic Literature

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 401</td>
<td></td>
</tr>
</tbody>
</table>
 SPA 402 Spanish Literature I  
 SPA 403 Spanish Literature II  
 SPA 404 Spanish American Literature I  
 SPA 405 Spanish American Literature II |

**500-Level Course:**

SPA 502 Topics in Spanish Literature  
SPA 504 Topics in Spanish American Literature

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
</table>
| SPA 315 Intermediate Spanish Composition  
 SPA 415 Advanced Spanish Composition | 6 |
Conversation 1-3
Select one of the following:
- SPA 311 Spanish Conversation
- SPA 313 Conversation in a Spanish-Speaking Country
- SPA 411 Advanced Spanish Conversation

Civilization 3
Select one of the following:
- SPA 332 Introduction to Spanish Culture
- SPA 334
- SPA 532 Topics in Spanish Culture and Civilization
- SPA 534 Topics in Spanish-American Culture and Civilization
- SPA 535 U.S. Latino/Latina Cultural Studies

Electives 6
Select an additional 6 credits from courses with the SPA course prefix Qualified: **
- SPA 222 Hispanic Masterpieces in English Translation
- SPA 233 Hispanic Cultures and Civilizations

* For Heritage Speakers only.
** The courses listed below are excluded for credit toward the major.

Teacher Licensure Requirements

Professional Education 28

Required
- ERM 401 Assessment I: Accountability in Our Nation's Schools *
- ERM 402 Assessment II: Standardized Tests *
- ERM 403 Assessment III: Classroom Assessment *
- LIS 120 Introduction to Instructional Technology for Educational Settings
- LLC 465 Student Teaching and Seminar in World Languages
- LLC 512 Teaching Second Languages in K-12
- SES 401 Understanding and Teaching Students with Disabilities in Inclusive Settings
- TED 401 Child and Adolescent Development and Learning *
- TED 403 Teaching English Learners with Diverse Abilities *
- TED 445 Human Diversity, Teaching, and Learning *
- TED 535 Literacy in the Content Area

Clinical Experience in Teaching and/or Capstone Experience
- LLC 465 Student Teaching and Seminar in World Languages 3

Content Area

3 Students will register for the course listed. This course will include completion of the Teaching Portfolio in TaskStream. The portfolio is aligned with the North Carolina Standards for Second Language Teachers and the ISTE/NETS Standards.

Additional Recommended Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRE 507</td>
<td>Teaching French through French Literature</td>
<td></td>
</tr>
<tr>
<td>LLC 519</td>
<td>Second Language Acquisition</td>
<td></td>
</tr>
</tbody>
</table>

Sequence of Professional Education Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
</table>

Junior
Fall
- ERM 401 Assessment I: Accountability in Our Nation's Schools 1
- TED 401 Child and Adolescent Development and Learning 1

Spring
- ERM 402 Assessment II: Standardized Tests 1
- LIS 120 Introduction to Instructional Technology for Educational Settings 1

Senior
Fall
- ERM 403 Assessment III: Classroom Assessment 1
Languages, Literatures, and Cultures, B.A.

LLC 512  Teaching Second Languages in K-12  3
TED 535  Literacy in the Content Area  3

| Credit Hours | 7 |

Spring

LLC 465  Student Teaching and Seminar in World Languages  12

| Credit Hours | 12 |

Total Credit Hours  28

* Course offered only in spring semester. No other courses may be taken during student teaching.

Clinical Experience in Teaching and/or Capstone Experience
Students will register for the course listed below. This course will include completion of the Teaching Portfolio in TaskStream. The portfolio is aligned with the North Carolina Standards for Second Language Teachers and the ISTE/NETS Standards.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLC 465</td>
<td>Student Teaching and Seminar in World Languages</td>
<td></td>
</tr>
</tbody>
</table>

Content Area, 30 credit hours
Students must complete the requirements described above for the French and Francophone Studies concentration. Students will demonstrate advanced proficiency in the following areas and will complete courses as needed.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLC 465</td>
<td>Student Teaching and Seminar in World Languages</td>
<td></td>
</tr>
</tbody>
</table>

Advanced Written Skills

Demonstrated via course work completed in a variety of upper-level courses as listed below:

SPA 315  Intermediate Spanish Composition  
SPA 415  Advanced Spanish Composition  
SPA 497  Directed Study in Spanish Language

Communication Skills

Demonstrated via course work completed in a variety of upper-level courses, including the courses listed below:

SPA 311  Spanish Conversation  
SPA 313  Conversation in a Spanish-Speaking Country  
SPA 411  Advanced Spanish Conversation  
SPA 499  Internship in Spanish

Culture and Civilization

Students may choose from a variety of courses focusing on cultural issues, including the courses listed below:

SPA 332  Introduction to Spanish Culture  
SPA 334  

Literature and Film

Students may choose from a variety of courses focusing on topics on literature and film including, the courses listed below:

SPA 401  
SPA 402  Spanish Literature I  
SPA 403  Spanish Literature II  
SPA 404  Spanish American Literature I  
SPA 405  Spanish American Literature II  
SPA 498  Directed Study in Hispanic Literature  
SPA 502  Topics in Spanish Literature  
SPA 504  Topics in Spanish American Literature

Phonetics

SPA 408  Introduction to Spanish Linguistics  
SPA 416  Spanish Phonetics

In-Depth Inquiry

SPA 408  Introduction to Spanish Linguistics  
or SPA 416  Spanish Phonetics

Electives

Electives sufficient to complete the 122 credit hours required for degree.

French as a Second Major

• Minimum of 30 credit hours

Students must complete the requirements described above for the French Major (30 credits)

German as a Second Major

• Minimum of 27 credit hours above the 204 level

The requirements for a second major in German are the same as for the German major.

Languages, Literatures, and Cultures as a Second Academic Concentration in French

The department offers a 24 credit second academic concentration in French that meets requirements for Elementary and Middle Grades Education (School of Education) and certain other university programs in education. Consult with the undergraduate major advisor for Languages, Literatures, and Cultures.

Program Requirements

• Minimum of 24 credit hours

All courses must be at the 300 level or above. No requirement may be met by a grade lower than C-.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 332</td>
<td>Topics in Spanish Culture and Civilization</td>
<td></td>
</tr>
<tr>
<td>SPA 334</td>
<td>Topics in Spanish-American Culture and Civilization</td>
<td></td>
</tr>
<tr>
<td>SPA 535</td>
<td>U.S. Latino/Latina Cultural Studies</td>
<td></td>
</tr>
</tbody>
</table>

Select 6 credits from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRE 301</td>
<td>Advanced French</td>
<td></td>
</tr>
</tbody>
</table>
FRE 311 French Conversation and Phonetics **
FRE 312 French Conversation and Culture ¹
FRE 313 Conversation in France ¹
FRE 315 Advanced Grammar and Composition ²
FRE 415 Advanced French Composition ²
FRE 497 Directed Study in French Language ²
FRE 511 The Theory and Practice of French Translation

Literature and/or Film
Select 9 credits from the following:
FRE 353 Survey of French Literature ³
FRE 453 Topics in French Literature: Ancien Régime
FRE 454 Topics in Modern French Literature
FRE 498 Directed Study in French and Francophone Literature
FRE 507 Teaching French through French Literature
FRE 553 Topics in French Literary Movements
FRE 554 Topics in French Prose Fiction
FRE 555 Topics in French Poetry
FRE 556 Topics in French Theatre
FRE 557 Advanced Topics in French Literature
FRE 558 Topics in Francophone Literature
FRE 561 The Auteur Director
FRE 562 Studies in Film Genre

Electives
Select an additional 9 credits from courses with the SPA course prefix Qualified: ⁴
FRE 222 Explorations in French Literature: English Versions
FRE 232 Images of France and the Francophone World

* The course below is contingent. Qualifies only if taken before FRE 315 Advanced Grammar and Composition (or other courses above this course number).

** The course listed satisfies both the Phonetics competency and the Conversation requirements for licensure.

¹ Any of the courses listed satisfy the Conversation requirement for licensure.

² Any of the courses listed satisfy the Conversation requirement for licensure.

³ The course listed is a prerequisite to 400- and 500-level literature courses.

⁴ The courses listed below are excluded for credit toward the second academic concentration.

Languages, Literatures, and Cultures as a Second Academic Concentration in German
Program Requirements
• Minimum of 18 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GER 305</td>
<td>German Literature: Advanced Intermediate Topics</td>
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</tr>
<tr>
<td>GER 306</td>
<td>German Culture: Advanced Intermediate Topics</td>
<td></td>
</tr>
<tr>
<td>GER 405</td>
<td>Advanced Topics in German Literature</td>
<td>6</td>
</tr>
</tbody>
</table>

Electives
Select an additional 12 credits in Language, Literature, or Culture courses above the following course number:
GER 204 Intermediate German Topics

Languages, Literatures, and Cultures as a Second Academic Concentration in Spanish
The department offers a 24 credit second academic concentration in Spanish that meets requirements for Elementary and Middle Grades Education (School of Education) and certain other university programs in education. Consult with the Coordinator for Undergraduate Advising.

Program Requirements
• Minimum of 24 credit hours

All courses must be at the 300 level or above. No requirement may be met by a grade lower than C-.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 301</td>
<td>Advanced Spanish *</td>
<td></td>
</tr>
<tr>
<td>or SPA 302</td>
<td>Advanced Spanish for Heritage Speakers</td>
<td></td>
</tr>
<tr>
<td>SPA 351</td>
<td>Approaches to Hispanic Literature</td>
<td></td>
</tr>
</tbody>
</table>

Select one additional SPA course at the 400- or 500-level

Composition
Select one of the following:
SPA 332 Introduction to Spanish Culture
SPA 334 Spanish Science
SPA 532 Topics in Spanish Language and Civilization
SPA 534 Topics in Spanish-American Culture and Civilization
SPA 535 U.S. Latino/Latina Cultural Studies

Phonetics
SPA 408 Introduction to Spanish Linguistics
or SPA 416 Spanish Phonetics

Electives
Select an additional 9 credits with the SPA course prefix Qualified: **
SPA 222 Hispanic Masterpieces in English Translation
SPA 233 Hispanic Cultures and Civilizations

* For Heritage Speakers only.

** The following courses are excluded for credit toward the second academic concentration:
Spanish, B.A.

The Spanish Major is designed to ensure a well-rounded preparation in language, literature, and culture. The program is balanced and comprehensive, yet allows students the latitude to explore subjects of special interest to them. Specific course and area requirements and electives in language, literature, and culture characterize the program. The major in Spanish begins at the 300 level.

Residency Hours

Students should note the following regulations regarding residency hours: each student must complete a minimum of 122 credit hours required for graduation, including 31 credits in residency at UNC Greensboro, with 12 credits in the Major (including at least one 400 or 500 level course) and 9 credits in the minor.

Overall Requirements

- 122 credit hours, to include at least 30 credits at or above the 300 course level
- No requirement for the concentration can be met by a grade lower than C-.
- Minimum 27 credits at the 300 level or above, including the courses listed below.

Degree Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>University Requirements (p. 671)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Education Core Requirements (GEC) (p. 683)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>College of Arts and Sciences Additional Requirements (LEC) (p. 253)</td>
<td></td>
</tr>
</tbody>
</table>

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 301</td>
<td>Advanced Spanish</td>
<td>3</td>
</tr>
</tbody>
</table>

Bridge Learning Course *

- SPA 301 Advanced Spanish
- or SPA 302 Advanced Spanish for Heritage Speakers

Literature

Hispanic Literature

SPA 351 Approaches to Hispanic Literature

400-Level Course

Select one of the following:

- SPA 401 Spanish Literature I
- SPA 402 Spanish Literature II
- SPA 403 Spanish American Literature I
- SPA 404 Spanish American Literature II

500-Level Course

- SPA 502 Topics in Spanish Literature
- or SPA 504 Topics in Spanish American Literature

Composition

SPA 315 Intermediate Spanish Composition
SPA 415 Advanced Spanish Composition

Electives

Electives sufficient to complete the 122 credit hours required for degree.

American Sign Language Undergraduate Minor

American Sign Language minors are to enroll in non-major American Sign Language (ASL) classes only. Note that advanced ASL courses may not be offered during Summer Session.

Course offerings and spaces in courses are limited. Students must achieve a grade of C or higher in all ASL courses for progression to the minor.

Program Requirements

- Minimum of 15 credit hours
### Chinese Undergraduate Minor

**Program Requirements**
- Minimum of 15 credit hours

Students pursuing a major in the International and Global Studies Program with a concentration in Asian Studies must complete 6 credits of the language or approved equivalents.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASL 101</td>
<td>Elementary American Sign Language I</td>
<td>15</td>
</tr>
<tr>
<td>ASL 102</td>
<td>Elementary American Sign Language II</td>
<td></td>
</tr>
<tr>
<td>ASL 203</td>
<td>Intermediate American Sign Language I</td>
<td></td>
</tr>
<tr>
<td>ASL 204</td>
<td>Intermediate American Sign Language II</td>
<td></td>
</tr>
<tr>
<td>ASL 245</td>
<td>Introduction to the Deaf Community</td>
<td></td>
</tr>
</tbody>
</table>

### French and Francophone Studies Undergraduate Minor

**Program Requirements**
- 15–21 credits of courses in French

**Course Number**
Must be above FRE 203.

**Exclusions**
FRE 222 and FRE 232 are second- and third-year-level culture and literature courses that have all instruction, readings, and assignments in English—they cannot be counted toward the minor.

**Restriction**
Only one of FRE 204 and FRE 241 may apply toward the minor.

### German Online Undergraduate Minor

The German program provides a variety of online courses for students interested in German language, literature, culture, history, philosophy, music, and art. For those who wish to study abroad, the department cosponsors academic programs in Germany and Austria.

### Program Requirements
- Minimum of 15 credit hours

15 credits of courses in German, of which 6 credits must be at the 300 level or higher.

**Required**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GER 203</td>
<td>Intermediate German</td>
<td>15</td>
</tr>
<tr>
<td>GER 204</td>
<td>Intermediate German Topics</td>
<td></td>
</tr>
</tbody>
</table>

**Qualified**
The courses in German literature or culture in English translation listed below can only be used for minor credit if an appropriate amount of reading is done in German.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GER 215</td>
<td>German Civilization: Readings in English</td>
<td></td>
</tr>
<tr>
<td>GER 216</td>
<td>German Civilization: Readings in English</td>
<td></td>
</tr>
<tr>
<td>GER 217</td>
<td>Masterworks of German Literature Read in English</td>
<td></td>
</tr>
<tr>
<td>GER 218</td>
<td>Masterworks of German Literature Read in English</td>
<td></td>
</tr>
</tbody>
</table>

### German Undergraduate Minor

**Program Requirements**
- Minimum of 15 credit hours

15 credits of courses in German, of which 6 credits must be at the 300 level or higher.

**Required**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GER 203</td>
<td>Intermediate German</td>
<td>15</td>
</tr>
<tr>
<td>GER 204</td>
<td>Intermediate German Topics</td>
<td></td>
</tr>
</tbody>
</table>

**Qualified**
The courses in German literature or culture in English translation listed below can only be used for minor credit if an appropriate amount of reading is done in German.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GER 215</td>
<td>German Civilization: Readings in English</td>
<td></td>
</tr>
<tr>
<td>GER 216</td>
<td>German Civilization: Readings in English</td>
<td></td>
</tr>
<tr>
<td>GER 217</td>
<td>Masterworks of German Literature Read in English</td>
<td></td>
</tr>
<tr>
<td>GER 218</td>
<td>Masterworks of German Literature Read in English</td>
<td></td>
</tr>
</tbody>
</table>

### Russian Undergraduate Minor
Program Requirements
• Minimum of 15 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>RUS 203</td>
<td>Intermediate Russian *</td>
<td>6</td>
</tr>
<tr>
<td>RUS 204</td>
<td>Intermediate Russian *</td>
<td></td>
</tr>
<tr>
<td>Select 9 credits above the 100 level</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* These two courses also count toward the Special Programs in Liberal Studies Major: Russian Studies Concentration.

Spanish Undergraduate Minor Program Requirements
• 15-21 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select 15-21 credits of courses in Spanish above 203, excluding courses in English translation</td>
<td>15-21</td>
<td></td>
</tr>
</tbody>
</table>

Languages, Literatures, and Cultures, M.A.
The MA in Languages, Literatures, and Cultures with a concentration in French and Francophone Studies or Spanish offers two options: a thesis option requiring 30 hours of graduate study (24 hours course work and 6 hours thesis) and a comprehensive examination (if the degree is in French and Francophone Studies) and a non-thesis option requiring 30 hours of course work and a comprehensive examination.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

Admission to MA in Languages, Literatures, and Cultures assumes completion of an undergraduate program with a minimum of 24 hours in French or Spanish, as appropriate, above the 204 level. Candidates lacking the prior academic language training may be admitted provisionally (contact relevant Director of Graduate Study for details).

In addition to the application materials required by The Graduate School, applicants to the MA in Languages, Literatures, and Cultures must provide the following to the Director of Graduate Study:

• 500-word Statement of Purpose in French or Spanish, highlighting prior experiences and explaining reasons for applying and expectations for the program.
• 3-to 5-minute unscripted tape, audio CD (in standard format), or digital audio file in French or Spanish demonstrating speaking ability through discussion of topics related to the program of study.
• an analytical paper in French, Spanish, or English written for a prior course in the humanities or a comparable writing sample.

French and Francophone Studies Concentration
Required: 30 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLC 600</td>
<td>Methods of Teaching Modern Languages</td>
<td>3</td>
</tr>
<tr>
<td>or LLC 601</td>
<td>Research Methods and Critical Analysis</td>
<td></td>
</tr>
<tr>
<td>Core Courses in Spanish and Romance Languages</td>
<td>18</td>
<td></td>
</tr>
</tbody>
</table>

In consultation with the Director of French Graduate Study, the student must select the remaining courses at the 500-level or above with at least 50% at the 600 level or above as indicated:

Thesis Option
18-24 course credit hours
6 thesis credit hours

Non-thesis Option
24-30 course credit hours

Electives Related Area
0-6

With prior approval from the Director of French Graduate Study, the student may select up to 6 hours in a related area.

* The student must complete with a grade of B (3.0) or better.

Additional Language Requirement
The student will demonstrate a reading knowledge of a language other than French and English by one of the following methods:

• Passing a reading or translation examination
• Completing intermediate-low level (equivalent to UNC Greensboro's 204 level) or higher course work in the additional language with a grade of B (3.0) or better documented by an official transcript
• Obtaining a score of 400 or higher on the department's Computerized Adaptive Placement Exam

Contact the Director of Graduate Study in French for details.

Comprehensive Examination (Capstone Experience)
The student must pass a written comprehensive examination based on the reading list and course work taken. Please consult with your graduate advisor for more information on formats and test dates.

Reading List
The student will read a prescribed list of major works of French literature.

Thesis (thesis option only)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRE 699</td>
<td>Thesis</td>
<td>1-6</td>
</tr>
</tbody>
</table>

The student selecting this option must write a thesis under the guidance of a committee consisting of a chair and two other members of the graduate faculty. An oral examination on the thesis is required. Please consult with your graduate advisor for further information.

Spanish Concentration
Required: 30 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLC 600</td>
<td>Methods of Teaching Modern Languages</td>
<td>3</td>
</tr>
<tr>
<td>or LLC 601</td>
<td>Research Methods and Critical Analysis</td>
<td></td>
</tr>
<tr>
<td>Core Courses in Spanish and Romance Languages</td>
<td>18</td>
<td></td>
</tr>
</tbody>
</table>
Master of Arts in Teaching, M.A.T.

The Master of Arts in Teaching with a concentration in French Education or Spanish Education culminates with the development of an Initial Competencies Portfolio, providing eligibility for candidates to apply for "A" licensure from the North Carolina Department of Public Instruction. The Master of Arts in Teaching is designed for candidates who have a bachelor’s degree but did not pursue teacher education or licensure as undergraduates. It requires 33 semester hours with 18 semester hours in the content area. All students are required to demonstrate proficiency in Phonetics.

A minimum of 24 semester hours in French/Spanish above the 204 level in the undergraduate program.

A minimum of Advanced Low Proficiency (according to ACTFL guidelines). The department may request an Oral Proficiency Interview. An interview with the Director of Graduate Study may be required.

Applicants who have not taken Phonetics will be required to take a remedial prerequisite or co-requisite course such as FRE 311 French Conversation and Phonetics or SPA 416 Spanish Phonetics (not included in hours required for the degree).

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

In addition to the application materials required by The Graduate School, applicants to the Master of Arts in Teaching with a concentration in French Education or Spanish Education must provide the following:

- 500-word Statement of Purpose in French or Spanish, highlighting prior experiences and explaining reasons for applying and expectations for the program.
- 3-to 5-minute unscripted digital recording demonstrating speaking ability in French or Spanish. The sample should discuss a topic related to the program of study as well as experiences and motivation.
- An analytical paper in French, Spanish, or English written for a prior course in the humanities or a comparable writing sample.

Degree Program Requirements

Required: 33 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Courses in Pedagogy</strong></td>
<td>15</td>
</tr>
<tr>
<td>LLC 512</td>
<td>Teaching Second Languages in K-12</td>
<td></td>
</tr>
<tr>
<td>LLC 519</td>
<td>Second Language Acquisition</td>
<td></td>
</tr>
<tr>
<td>LLC 600</td>
<td>Methods of Teaching Modern Languages</td>
<td></td>
</tr>
<tr>
<td>TED 545</td>
<td>Diverse Learners</td>
<td></td>
</tr>
<tr>
<td>TED 669</td>
<td>Educational Implications of Learning and Developmental Theory</td>
<td></td>
</tr>
<tr>
<td>ERM 605</td>
<td>Educational Measurement and Evaluation</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Courses in the Content Area</strong></td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>In consultation with the Director of Graduate Study in French or Spanish, the student must select courses in French/Francophone or Hispanic linguistics, literature, and culture and demonstrate appropriate oral and written communication skills.</td>
<td></td>
</tr>
</tbody>
</table>
May be based on an ongoing teaching experience, a teaching assistantship in the Department of Languages, Literatures, and Cultures, or a student-teaching experience in a public school. Includes completion of the Teaching/Technology Portfolio.

**Capstone Experience: Teaching/Technology Portfolio (TaskStream)**

The portfolio will be aligned with the North Carolina Standards for Second Language Teachers and the ISTE/National Educational Technology Standards for Teachers (NETS-T).

**Teacher Education, M.Ed.**

The M.Ed. in Teacher Education with a concentration in French Education or Spanish Education is offered through the Department of Languages, Literatures and Cultures and culminates with the development of an Advanced Competencies Portfolio, providing eligibility for candidates to apply for “M” licensure from the North Carolina Department of Public Instruction. Field experiences (school-based activities) are required. The Master of Education in Teacher Education with a concentration in French Education or Spanish Education is designed for applicants who already hold “A” licensure and requires 36 credit hours with 18 credit hours in the content area. All students are required to demonstrate proficiency in Phonetics.

A minimum of 24 credit hours in French/Spanish above the 204 level in the undergraduate program.

A minimum of Advanced Low Proficiency (according to ACTFL guidelines). The department may request an Oral Proficiency Interview. An interview with the Director of Graduate Study may be required.

Applicants who have not taken Phonetics will be required to take a remedial prerequisite or co-requisite course such as FRE 311 French Conversation and Phonetics or SPA 416 Spanish Phonetics (not included in hours required for the degree).

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

In addition to the application materials required by The Graduate School, applicants to the MEd in Teacher Education with a concentration in French Education or Spanish Education must provide the following:

- 500-word Statement of Purpose in French or Spanish, highlighting prior experiences and explaining reasons for applying and expectations for the program.
- 3-to 5-minute unscripted digital recording demonstrating speaking ability in French or Spanish. The sample should discuss a topic related to the program of study as well as experiences and motivation.
- An analytical paper in French, Spanish, or English written for a prior course in the humanities or a comparable writing sample.

**Degree Requirements**

**Required:** 36 credit hours

In consultation with the appropriate Director of Graduate Study, the student must select courses with at least 50% at the 600 level or above.

**Capstone Experience: Teaching/Technology Portfolio (TaskStream)**

The portfolio will be aligned with the North Carolina Standards for Second Language Teachers and the ISTE/National Educational Technology Standards for Teachers (NETS-T).

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLC 519</td>
<td>Second Language Acquisition</td>
<td>15</td>
</tr>
<tr>
<td>LLC 600</td>
<td>Methods of Teaching Modern Languages</td>
<td></td>
</tr>
<tr>
<td>TED 669</td>
<td>Educational Implications of Learning and Developmental Theory</td>
<td></td>
</tr>
<tr>
<td>TED 676</td>
<td>Teacher as Researcher and Leader I</td>
<td></td>
</tr>
<tr>
<td>TED 677</td>
<td>Teacher as Researcher and Leader II</td>
<td></td>
</tr>
</tbody>
</table>

**Clinical Experience in Teaching**

May be based on an ongoing teaching experience, a teaching assistantship in the Department of Languages, Literatures, and Cultures or in a community college, or a student-teaching experience in a public school. Includes completion of the Teaching/Technology Portfolio.

All students will be required to complete a clinical experience, such as:

- On-going teaching experience
- Teaching assistantship in the department
- Teaching assistantship in a community college
- Student teaching in public schools

The course will include completion of their Capstone Experience, the Teaching/Technology Portfolio -TaskStream. The portfolio will be aligned with the North Carolina Standards for Second Language Teachers and the ISTE/NETS Standards.

**Advanced Spanish Language and Hispanic Cultural Studies, Post-Baccalaureate Certificate**

The Post-Baccalaureate Certificate in Advanced Spanish Language and Hispanic Cultural Studies requires 15 semester hours and is designed for professionals who may have a bachelor’s degree in a field other than Spanish but who are able to demonstrate linguistic and analytical skills in Spanish equivalent to having completed a minimum of 21 undergraduate semester hours above the 204 level.

**Programs goals are**

1. to increase student’s language skills in Spanish to a high level;
2. to prepare qualified candidates for cross-cultural professions; and
3. to help prepare instructors who must have at least 18 hours of graduate credit in order to teach Spanish at an accredited community college, four-year college or university.
Students may choose to continue with an additional 3-hour course or apply for admission as MA candidates.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

In addition to the application materials required by The Graduate School, applicants to the Post-Baccalaureate Certificate in Advanced Spanish Language and Hispanic Cultural Studies must provide the following:

- 500-word essay in Spanish describing their professional goals and motivation for pursuing graduate work in the certificate.
- 3-to 5-minute unscripted tape, audio CD (in standard format), or digital audio file in Spanish to introduce themselves and describe their academic or equivalent preparation to pursue advanced proficiency in Spanish.
- 5-to 10-page sample of professional or academic analytical writing in English or Spanish.
- Applicants to the certificate program are expected to demonstrate at a minimum an “intermediate high” proficiency in Spanish by appropriate course work, by a personal interview with the faculty, or by an officially recognized testing procedure such as that of the American Council on the Teaching of Foreign Languages.

**Certificate Requirements**

**Required:** 15 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 512</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPA 514</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPA 516</td>
<td>Introduction to Spanish Syntax</td>
<td></td>
</tr>
<tr>
<td>SPA 518</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPA 562</td>
<td>Studies in Film Genre</td>
<td></td>
</tr>
<tr>
<td>SPA 605</td>
<td>Seminar in Hispanic Linguistics</td>
<td></td>
</tr>
<tr>
<td>SPA 610</td>
<td>History of the Spanish Language</td>
<td></td>
</tr>
<tr>
<td>SPA 693</td>
<td>Special Topics in Spanish Language and/or Literature</td>
<td>2</td>
</tr>
<tr>
<td>SPA 695</td>
<td>Directed Study</td>
<td></td>
</tr>
<tr>
<td>SPA 697</td>
<td>Internship in Spanish</td>
<td></td>
</tr>
<tr>
<td>LLC 519</td>
<td>Second Language Acquisition</td>
<td></td>
</tr>
<tr>
<td>LLC 600</td>
<td>Methods of Teaching Modern Languages</td>
<td></td>
</tr>
</tbody>
</table>

Select fifteen hours from the following: 15

1. May be repeated for credit when topic varies.
2. Not accepted for transfer to the MA in Languages, Literatures, and Cultures with a concentration in Spanish or the MEd in Teacher Education with concentration in Spanish.
3. Required for students who enroll in the certificate as a credential for college-level teaching.

**Additional Information**

Upon completion of the certificate, the graduate faculty will conduct an interview in Spanish with the student.

**Mathematics and Statistics**

*College of Arts and Sciences*

116 Petty Building
336-334-5836
www.uncg.edu/mat

Ratnasingham Shivaji, Head of Department
Dan Yasaki, Associate Head of Department
Maya Chhetri, Director of Graduate Study
Sebastian Pauli, Director of Undergraduate Studies

**Mission Statement**

The mission of the Department of Mathematics and Statistics at the University of North Carolina at Greensboro is to provide intellectual leadership in the mathematical sciences that is of direct benefit to the State of North Carolina and that commands national and international respect for the quality of its educational programs and for its depth of scholarship.

**Undergraduate**

The Department of Mathematics and Statistics offers undergraduate programs leading to the B.A. and B.S. degrees in Mathematics, as well as a minor in Mathematics and a minor in Statistics. The goal of all of the department’s programs is to produce students who are both technically competent and sufficiently well grounded in theory that they can contribute to fundamental research in their chosen specialty.

To give a professional direction to the student’s liberal arts education, the mathematics major may choose a concentration in statistics or high school teaching licensure. There are many opportunities for math majors in industry, actuarial sciences, government, business, and secondary school teaching. The mathematics programs also provide excellent preparation for graduate studies in many areas, including computer science, economics, engineering, law, mathematics, operations research, and statistics.

**Graduate Study Preparation**

Students planning to pursue graduate study should contact their advisor as soon as possible to prepare a plan of study.

**Graduate**

The department offers a variety of outstanding graduate programs. Our faculty and staff serve nearly 4,000 students every year. The faculty consists of nationally and internationally recognized researchers in diverse areas of mathematics, statistics, and mathematics education. They are also outstanding professionals committed to teaching excellence, and they take great pride in guiding our students to enjoy the beauty of mathematics.

The department has also been hosting various professional conferences and special events, lecture series, colloquia, and seminars. These activities have greatly enhanced our students’ learning experience at UNC Greensboro. Most of our graduate students are supported via attractive graduate assistantships.

**Professor**

Maya Chhetri
Richard H Fabiano
Sat N Gupta
Scott J Richter
Jan Rychtar
Ratnasingham Shivaji, Helen Barton Excellence Professor
Jerry Vaughan
Haimeng Zhang
Qualifications
• 3.30 or greater cumulative GPA at graduation
• A grade of B or higher in all course work used to satisfy the Honors requirement in Mathematics
• A declared Mathematics major

Recognition
The designation "Completed Disciplinary Honors in Mathematics" and the title of the Senior Honors Project will be printed on the student’s academic transcript.

Honors Advisor
See Dr. Richard Fabiano, Honors Liaison, for further information and guidance about Honors in Mathematics.

Mathematics, B.A.
Overall Requirements
• 122 credit hours, to include at least 36 credits at or above the 300 course level
• Minimum grade of C (2.0) required for all CSC, MAT, and STA courses to count toward the major.

Degree Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 191</td>
<td>Calculus I †</td>
<td></td>
</tr>
<tr>
<td>MAT 253</td>
<td>Discrete Mathematical Structures</td>
<td></td>
</tr>
<tr>
<td>MAT 292</td>
<td>Calculus II</td>
<td></td>
</tr>
<tr>
<td>MAT 293</td>
<td>Calculus III</td>
<td></td>
</tr>
<tr>
<td>MAT 310</td>
<td>Elementary Linear Algebra</td>
<td></td>
</tr>
<tr>
<td>MAT 311</td>
<td>Introduction to Abstract Algebra</td>
<td></td>
</tr>
<tr>
<td>MAT 390</td>
<td>Ordinary Differential Equations</td>
<td></td>
</tr>
<tr>
<td>MAT 394</td>
<td>Calculus IV</td>
<td></td>
</tr>
<tr>
<td>MAT 395</td>
<td>Introduction to Mathematical Analysis</td>
<td></td>
</tr>
<tr>
<td>STA 290</td>
<td>Introduction to Probability and Statistical Inference</td>
<td></td>
</tr>
</tbody>
</table>

Select 3
Select one 500-level MAT course.

Mathematics Disciplinary Honors
Requirements
• 12 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 310</td>
<td>Elementary Linear Algebra</td>
<td></td>
</tr>
<tr>
<td>MAT 311</td>
<td>Introduction to Abstract Algebra</td>
<td></td>
</tr>
<tr>
<td>MAT 390</td>
<td>Ordinary Differential Equations</td>
<td></td>
</tr>
<tr>
<td>MAT 395</td>
<td>Introduction to Mathematical Analysis</td>
<td></td>
</tr>
</tbody>
</table>

Required 6
Must be taken in the sequence listed.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 493</td>
<td>Honors Work</td>
<td></td>
</tr>
<tr>
<td>HSS 490</td>
<td>Senior Honors Project</td>
<td></td>
</tr>
</tbody>
</table>
High School Teaching Licensure Concentration Requirements

Admission to the Concentration
A student who seeks admission to the Mathematics major with High Teaching Licensure concentration is expected to achieve:

1. A minimum grade point average (GPA) of 3.0 overall and 2.50 in the major
2. Completion of all courses needed to fulfill the General Education Requirements; and
3. Satisfactory scores on the Praxis I (ACT or SAT—See Praxis I Substitution Table for ACT, SAT, and Praxis I).

Students interested in the High School Teaching Licensure concentration must consult the coordinator of the Secondary Licensure in Mathematics Program upon admittance to UNCG for early discussion of all requirements. Additionally, students must request Admission to the Teacher Education Program from the School of Education Office of Student Services. Candidates should apply for admission to the School of Education Office of Student Services at the end of their sophomore year and be admitted no later than the first semester of their junior year. Please review requirements on their Web page. Consult the Teacher Education Handbook for details. A criminal background check is a required part of the admission process.

Admission to Student Teaching
During the junior year, students already admitted to the Teacher Education Program must apply for admission to student teaching.

Admission includes:

1. Completion of requirements specific to the major with the possible exception of the 500-level MAT course.
2. Eligibility to enter student teaching requires maintaining an overall GPA of 3.0 or better and a major GPA of 2.50 or better after being admitted to the concentration, and achieving a grade of C or better in each major course and in each professional course. After admission to the concentration, if a student fails to maintain an overall GPA of 3.0, the student has one semester to improve his or her grade point average. If a student receives a C- or lower in a professional course, the student is eligible to retake the course at its next offering. After admission to the concentration, if a student fails to maintain a major GPA of 2.50, the student has one semester to improve his or her grade point average. If a student receives a C- or lower in a major course, the student is eligible to retake the course at its next offering.

Application to student teaching forms are available online at http://oss.uncg.edu/formsapplications. Forms must be submitted by February 15 for student teaching in the spring of the following year. Student teaching assignments are usually made in schools within commuting distance of UNC Greensboro. Teacher Education students are individually responsible for expenses incurred during student teaching, including transportation. Note: Student Teaching is offered only in the spring semester.

Application for Teacher Licensure
An application for licensure should be filed with the School of Education Office of Student Services within two weeks of graduation. Students should be aware that the licensure process will take six weeks or longer after graduation to be completed. UNC Greensboro recommends for a teacher’s licensure those students who have completed the appropriate teacher education program, attained acceptable competencies, and whose work has been approved by the appropriate department.

Passing scores on the Praxis II (subject-area exams) are no longer required by the state to be recommended for licensure in secondary mathematics; however, successful completion of the Praxis II is required within three years of licensure. The Department of Mathematics and Statistics recommends that a student intending to be licensed take the Praxis II before graduation upon completion of their major courses. (Lateral-entry teachers are required to take the Praxis II.) To be licensed in North Carolina, students must meet the specific state requirements for licensure in effect at the time of their application for licensure, including demonstration of technology competencies.

Teacher Licensure Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ERM 401</td>
<td>Assessment I: Accountability in Our Nation's Schools</td>
<td>3</td>
</tr>
<tr>
<td>ERM 402</td>
<td>Assessment II: Standardized Tests</td>
<td>3</td>
</tr>
<tr>
<td>ERM 403</td>
<td>Assessment III: Classroom Assessment</td>
<td>3</td>
</tr>
<tr>
<td>LIS 120</td>
<td>Introduction to Instructional Technology for Educational Settings</td>
<td>3</td>
</tr>
<tr>
<td>MAT 330</td>
<td>Axiomatic Foundations of Geometry</td>
<td>3</td>
</tr>
<tr>
<td>MAT 405</td>
<td>Foundations of Mathematics for Teaching I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 406</td>
<td>Foundations of Mathematics for Teaching II</td>
<td>3</td>
</tr>
<tr>
<td>SES 401</td>
<td>Understanding and Teaching Students with Disabilities in Inclusive Settings</td>
<td>3</td>
</tr>
<tr>
<td>TED 445</td>
<td>Human Diversity, Teaching, and Learning</td>
<td>3</td>
</tr>
<tr>
<td>TED 535</td>
<td>Literacy in the Content Area</td>
<td>3</td>
</tr>
<tr>
<td>TED 401</td>
<td>Child and Adolescent Development and Learning</td>
<td>3</td>
</tr>
<tr>
<td>TED 403</td>
<td>Teaching English Learners with Diverse Abilities</td>
<td>3</td>
</tr>
</tbody>
</table>

Student Teaching and Seminar

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 465</td>
<td>Student Teaching and Seminar-Secondary Mathematics</td>
<td>9</td>
</tr>
</tbody>
</table>

Electives

Electives sufficient to complete the 122 credit hours required for degree.

Mathematics as a Second Major

Requirements for a Second Major in Mathematics are the same as for the Mathematics Major (B.A. or B.S. degree).
Mathematics, B.A., as a Second Academic Concentration

The second academic concentration in Mathematics is designed specifically for Elementary Education Majors and Special Education Majors.

- Minimum of 18 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 191</td>
<td>Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 292</td>
<td>Calculus II</td>
<td>3</td>
</tr>
<tr>
<td>STA 271</td>
<td>Fundamental Concepts of Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one from the following:

- MAT 220 Plane and Solid Analytic Geometry
- MAT 253 Discrete Mathematical Structures
- MAT 293 Calculus III
- MAT 310 Elementary Linear Algebra

Additional Electives

Select 6 credits from the following:

- MAT 220 Plane and Solid Analytic Geometry
- MAT 253 Discrete Mathematical Structures
- MAT 293 Calculus III
- MAT 310 Elementary Linear Algebra
- MAT 311 Introduction to Abstract Algebra
- MAT 353 Introduction to Discrete Mathematics
- MAT 390 Ordinary Differential Equations
- MAT 394 Calculus IV
- MAT 503 Problem Solving in Mathematics
- MAT 504 Foundations of Geometry for Teachers
- MAT 513 Historical Development of Mathematics
- MAT 514 Theory of Numbers
- MAT 519 Intuitive Concepts in Topology
- MAT 531 Combinatorial Analysis

Accelerated B.A. to B.S. to M.A.

Application and Admission

Qualified UNCG undergraduate students who are pursuing the B.A. or B.S. in Mathematics may apply for admission to the Accelerated Degree and the M.A. in Mathematics program. A cumulative undergraduate GPA of at least 3.5 based on at least 30 hours earned at UNCG is required. Applicants must have completed at least 60 semester credits and may not apply for admission to the ADP before the first semester of the junior year. Applicants are also required to take the Graduate Record Examination. All applicants must submit the Request for Accelerated Degree Program to the Graduate School and must simultaneously apply for admission to the M.A. program in Mathematics.

Admitted students may apply up to 12 semester hours of graduate-level coursework toward completion of both the undergraduate and graduate degree, provided that they earn a grade of "B" (3.0) or better in the course and fulfill graduate-level requirements. The graduate courses the student will take within the Accelerated Degree Program in Mathematics must be approved by the Director of Graduate Study, must be specified on the Request for Accelerated Degree Program, and must be chosen from among the following courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 595</td>
<td>Mathematical Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MAT 596</td>
<td>Mathematical Analysis</td>
<td>3</td>
</tr>
<tr>
<td>STA 551</td>
<td>Introduction to Probability</td>
<td>3</td>
</tr>
<tr>
<td>STA 552</td>
<td>Introduction to Mathematical Statistics</td>
<td>3</td>
</tr>
<tr>
<td>STA 661</td>
<td>Advanced Statistics in the Behavioral and Biological Sciences I</td>
<td>3</td>
</tr>
<tr>
<td>STA 662</td>
<td>Advanced Statistics in the Behavioral and Biological Sciences II</td>
<td>3</td>
</tr>
</tbody>
</table>

Degree Program Requirements

Please consult with an advisor to determine how the courses taken at the graduate level will meet requirements in the bachelor's degree program. All degree requirements for the M.A. in Mathematics will remain the same.

Mathematics, B.S.

Overall Requirements

- 122 credit hours, to include at least 36 credits at or above the 300 course level
- Minimum grade of C (2.0) required for all CSC, MAT, and STA courses to count toward the major.
- Students planning to pursue graduate study should contact their advisor as soon as possible to prepare a plan of study

Degree Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 191</td>
<td>Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 292</td>
<td>Calculus II</td>
<td>3</td>
</tr>
<tr>
<td>MAT 293</td>
<td>Calculus III</td>
<td>3</td>
</tr>
<tr>
<td>MAT 310</td>
<td>Elementary Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MAT 394</td>
<td>Calculus IV</td>
<td>3</td>
</tr>
<tr>
<td>STA 290</td>
<td>Introduction to Probability and Statistical Inference</td>
<td>3</td>
</tr>
</tbody>
</table>

† Counts toward GEC GMT requirement.
### Mathematics Concentration Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Required</strong></td>
<td></td>
</tr>
<tr>
<td>MAT 253</td>
<td>Discrete Mathematical Structures</td>
<td>12</td>
</tr>
<tr>
<td>MAT 311</td>
<td>Introduction to Abstract Algebra</td>
<td></td>
</tr>
<tr>
<td>MAT 390</td>
<td>Ordinary Differential Equations</td>
<td></td>
</tr>
<tr>
<td>MAT 395</td>
<td>Introduction to Mathematical Analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Select</strong></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
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</tr>
<tr>
<td>MAT 522</td>
<td>Introductory Functional Analysis</td>
<td></td>
</tr>
<tr>
<td>MAT 525</td>
<td>Intermediate Mathematical Analysis</td>
<td></td>
</tr>
<tr>
<td>MAT 540</td>
<td>Introductory Complex Analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Select</strong></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
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</tr>
<tr>
<td>MAT 514</td>
<td>Theory of Numbers</td>
<td></td>
</tr>
<tr>
<td>MAT 516</td>
<td>Intermediate Abstract Algebra</td>
<td></td>
</tr>
<tr>
<td>MAT 519</td>
<td>Intuitive Concepts in Topology</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Select</strong></td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Select three additional courses of the following or any MAT course 300 level or above:</td>
<td></td>
</tr>
<tr>
<td>CSC 523</td>
<td>Numerical Analysis and Computing</td>
<td></td>
</tr>
<tr>
<td>CSC 524</td>
<td>Numerical Analysis and Computing</td>
<td></td>
</tr>
<tr>
<td>CSC 553</td>
<td>Theory of Computation</td>
<td></td>
</tr>
<tr>
<td>CSC 555</td>
<td>Algorithm Analysis and Design</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Select</strong></td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Select two courses from the following:</td>
<td></td>
</tr>
<tr>
<td>CSC 523</td>
<td>Numerical Analysis and Computing</td>
<td></td>
</tr>
<tr>
<td>CSC 524</td>
<td>Numerical Analysis and Computing</td>
<td></td>
</tr>
<tr>
<td>MAT 253</td>
<td>Discrete Mathematical Structures</td>
<td></td>
</tr>
<tr>
<td>MAT 311</td>
<td>Introduction to Abstract Algebra</td>
<td></td>
</tr>
<tr>
<td>MAT 390</td>
<td>Ordinary Differential Equations</td>
<td></td>
</tr>
<tr>
<td>MAT 395</td>
<td>Introduction to Discrete Mathematics</td>
<td></td>
</tr>
<tr>
<td>MAT 396</td>
<td>Introductory Complex Analysis</td>
<td></td>
</tr>
<tr>
<td>MAT 522</td>
<td>Introductory Functional Analysis</td>
<td></td>
</tr>
<tr>
<td>MAT 525</td>
<td>Intermediate Mathematical Analysis</td>
<td></td>
</tr>
<tr>
<td>MAT 540</td>
<td>Introductory Complex Analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Recommended</strong></td>
<td>3</td>
</tr>
<tr>
<td>CSC 523</td>
<td>Numerical Analysis and Computing</td>
<td></td>
</tr>
<tr>
<td>STA 301</td>
<td>Statistical Methods</td>
<td></td>
</tr>
<tr>
<td>STA 352</td>
<td>Statistical Inference</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Additional STA Courses</strong></td>
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</tr>
<tr>
<td></td>
<td>Select three additional STA courses at the 300 level or above.</td>
<td></td>
</tr>
<tr>
<td>CSC 523</td>
<td>Numerical Analysis and Computing</td>
<td></td>
</tr>
<tr>
<td>CSC 524</td>
<td>Numerical Analysis and Computing</td>
<td></td>
</tr>
<tr>
<td>CSC 526</td>
<td>Bioinformatics</td>
<td></td>
</tr>
<tr>
<td>MAT 253</td>
<td>Discrete Mathematical Structures</td>
<td></td>
</tr>
<tr>
<td>MAT 311</td>
<td>Introduction to Abstract Algebra</td>
<td></td>
</tr>
<tr>
<td>MAT 390</td>
<td>Ordinary Differential Equations</td>
<td></td>
</tr>
<tr>
<td>MAT 395</td>
<td>Introduction to Discrete Mathematics</td>
<td></td>
</tr>
<tr>
<td>MAT 522</td>
<td>Introductory Functional Analysis</td>
<td></td>
</tr>
<tr>
<td>MAT 525</td>
<td>Intermediate Mathematical Analysis</td>
<td></td>
</tr>
<tr>
<td>MAT 540</td>
<td>Introductory Complex Analysis</td>
<td></td>
</tr>
<tr>
<td>MAT 541</td>
<td>Stochastic Processes</td>
<td></td>
</tr>
<tr>
<td>MAT 542</td>
<td>Stochastic Processes</td>
<td></td>
</tr>
<tr>
<td>MAT 586</td>
<td>Financial Mathematics for Actuaries</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Electives</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Electives sufficient to complete the 122 credit hours required for degree.</td>
<td></td>
</tr>
</tbody>
</table>

### Statistics Concentration Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Required</strong></td>
<td>9</td>
</tr>
<tr>
<td>CSC 130</td>
<td>Introduction to Computer Science</td>
<td></td>
</tr>
</tbody>
</table>

---

*The following courses are not eligible:
- MAT 303 Topics in Mathematics
- MAT 304 Introduction to the Foundations of Geometry
- MAT 503 Problem Solving in Mathematics
- MAT 504 Foundations of Geometry for Teachers
- MAT 505 Foundations of Mathematics for Teachers
- MAT 513 Historical Development of Mathematics

---

The following courses are not eligible:
- MAT 303 Topics in Mathematics
- MAT 304 Introduction to the Foundations of Geometry
- MAT 503 Problem Solving in Mathematics
- MAT 504 Foundations of Geometry for Teachers
- MAT 505 Foundations of Mathematics for Teachers
- MAT 513 Historical Development of Mathematics

* One of the courses must be at the 500 level.
* The department also recommends these courses and course work in an area of application beyond the GEC requirements (e.g., Biology, Psychology, etc.)
* Or any STA course at the 300 level or above.
* Counts toward GEC GMT requirement.

### Electives

Electives sufficient to complete the 122 credit hours required for degree.

### Mathematics as a Second Major

Requirements for a Second Major in Mathematics are the same as for the Mathematics Major (B.A. or B.S. degree).

### Accelerated B.A. to B.S. to M.A.

**Application and Admission**

Qualified UNCG undergraduate students who are pursuing the B.A. or B.S. in Mathematics may apply for admission to the Accelerated Degree and the M.A. in Mathematics program. A cumulative undergraduate GPA of at least 3.5 based on at least 30 hours earned at UNCG is required. Applicants must have completed at least 60 semester credits and may not apply for admission to the ADP before the first semester of the junior year. Applicants are also required to take the Graduate Record Examination. All applicants must submit the Request for Accelerated Degree Program to the Graduate School and must simultaneously apply for admission to the M.A. program in Mathematics.

Admitted students may apply up to 12 semester hours of graduate-level coursework toward completion of both the undergraduate and graduate degree, provided that they earn a grade of “B” (3.0) or better in the course and fulfill graduate-level requirements. The graduate courses the student will take within the Accelerated Degree Program in Mathematics must be approved by the Director of Graduate Study, must be specified on
the Request for Accelerated Degree Program, and must be chosen from among the following courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 595</td>
<td>Mathematical Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MAT 596</td>
<td>Mathematical Analysis</td>
<td>3</td>
</tr>
<tr>
<td>STA 551</td>
<td>Introduction to Probability</td>
<td>3</td>
</tr>
<tr>
<td>STA 552</td>
<td>Introduction to Mathematical Statistics</td>
<td>3</td>
</tr>
<tr>
<td>STA 661</td>
<td>Advanced Statistics in the Behavioral and Biological Sciences I</td>
<td>3</td>
</tr>
<tr>
<td>STA 662</td>
<td>Advanced Statistics in the Behavioral and Biological Sciences II</td>
<td>3</td>
</tr>
</tbody>
</table>

**Degree Program Requirements**

Please consult with an advisor to determine how the courses taken at the graduate level will meet requirements in the bachelor's degree program. All degree requirements for the M.A. in Mathematics will remain the same.

**Mathematics Undergraduate Minor Program Requirements**

- Minimum of 15 credit hours

The minor in mathematics consists of at least 15 credits of work as specified below. Only CSC, MAT, or STA courses in which grades of C or better (not C-) are earned will be counted toward the minor.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 191</td>
<td>Calculus I</td>
<td></td>
</tr>
<tr>
<td>MAT 292</td>
<td>Calculus II</td>
<td></td>
</tr>
<tr>
<td>MAT 310</td>
<td>Elementary Linear Algebra</td>
<td></td>
</tr>
<tr>
<td>MAT 353</td>
<td>Introduction to Discrete Mathematics</td>
<td></td>
</tr>
</tbody>
</table>

Select 6 credits at the 200 level or above, consisting of any MAT or STA courses that count toward the MATH major.

**Statistics Undergraduate Minor Program Requirements**

The minor in statistics consists of at least 15 credit hours of work as specified below. Only courses in which grades of C or better (not C) are earned will be counted toward the minor.

- Minimum of 15 credits

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>STA 290</td>
<td>Introduction to Probability and Statistical Inference</td>
<td></td>
</tr>
<tr>
<td>STA 301</td>
<td>Statistical Methods</td>
<td></td>
</tr>
</tbody>
</table>

Select three additional STA courses at the 300 level or above.

**Mathematics, M.A.**

The MA in Mathematics is offered in five areas of concentration: Mathematics, Applied Statistics, Actuarial Mathematics, Data Analytics, and Teaching College Mathematics. Course work must be approved by the Department of Mathematics and Statistics and must include certain courses as explained in the discussion of the concentrations.

Students who plan to continue to the PhD program in computational mathematics are urged to elect the concentration in mathematics. They may then use the doctoral qualifying examinations to satisfy the comprehensive examination requirement in the non-thesis option for the MA degree.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

In addition to the application materials required by The Graduate School, applicants must submit a 500-700 word Personal Statement to be considered for admission.

**Degree Program Requirements**

**Mathematics Concentration**

**Required:** 30-33 credit hours

The mathematics concentration offers a 30 credit hour thesis or project option and a 33 credit hour coursework option. At least half the work credited towards the degree must be in 600-level or above courses: 15 credit hours for the 30-credit program, and 18 credit hours for the 33-credit program.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 545</td>
<td>Differential Equations and Orthogonal Systems</td>
<td></td>
</tr>
<tr>
<td>MAT 591</td>
<td>Advanced Abstract Algebra</td>
<td></td>
</tr>
<tr>
<td>MAT 592</td>
<td>Advanced Abstract Algebra</td>
<td></td>
</tr>
<tr>
<td>MAT 595</td>
<td>Mathematical Analysis</td>
<td></td>
</tr>
<tr>
<td>MAT 596</td>
<td>Mathematical Analysis</td>
<td></td>
</tr>
</tbody>
</table>

Select at least 9 credits from the following. At least 6 of these credits must constitute a complete year-long sequence:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 723</td>
<td>Numerical Mathematics</td>
<td></td>
</tr>
<tr>
<td>MAT 724</td>
<td>Numerical Mathematics</td>
<td></td>
</tr>
<tr>
<td>MAT 731</td>
<td>Combinatorics</td>
<td></td>
</tr>
<tr>
<td>MAT 732</td>
<td>Graph Theory</td>
<td></td>
</tr>
<tr>
<td>MAT 727</td>
<td>Linear Algebra and Matrix Theory</td>
<td></td>
</tr>
<tr>
<td>MAT 728</td>
<td>Linear Algebra and Matrix Theory</td>
<td></td>
</tr>
<tr>
<td>CSC 653</td>
<td>Advanced Theory of Computation</td>
<td></td>
</tr>
<tr>
<td>CSC 656</td>
<td>Foundations of Computer Science</td>
<td></td>
</tr>
<tr>
<td>CSC 653</td>
<td>Advanced Theory of Computation</td>
<td></td>
</tr>
<tr>
<td>CSC 656</td>
<td>Foundations of Computer Science</td>
<td></td>
</tr>
<tr>
<td>CSC 658</td>
<td>Mathematical Logic and Axiomatic Set Theory</td>
<td></td>
</tr>
<tr>
<td>MAT 741</td>
<td>Modern Abstract Algebra</td>
<td></td>
</tr>
<tr>
<td>MAT 742</td>
<td>Computational Number Theory</td>
<td></td>
</tr>
<tr>
<td>MAT 743</td>
<td>Complex Analysis</td>
<td></td>
</tr>
<tr>
<td>MAT 744</td>
<td>Complex Analysis</td>
<td></td>
</tr>
<tr>
<td>MAT 745</td>
<td>Real Analysis</td>
<td></td>
</tr>
<tr>
<td>MAT 746</td>
<td>Real Analysis</td>
<td></td>
</tr>
</tbody>
</table>
MAT 737 General Topology
MAT 738 General Topology
MAT 645 Approximation Theory
MAT 646 Approximation Theory
STA 651 Mathematical Statistics
STA 652 Mathematical Statistics

Electives 12-21
Select 12-21 credits of other 500-, 600-, or 700-level mathematical sciences courses with prior approval of the Director of Graduate Study.

Thesis, Project, or Comprehensive Examination (Capstone Experience) 0-6
Each candidate may elect to prepare a thesis or project, or pass a written comprehensive examination on his/her program of course work.

* Students who have had appropriate algebra or analysis courses as undergraduates may be exempted from this requirement upon approval by the Director of Graduate Study. In this case, these 3 hours must be replaced by 3 hours chosen in consultation with the Director of Graduate Study.

Applied Statistics Concentration

Required: 33 credit hours

Undergraduate prerequisites: Baccalaureate degree and the following courses or their equivalents: STA 290 Introduction to Probability and Statistical Inference, STA 301 Statistical Methods; MAT 191 Calculus I, MAT 292 Calculus II; and CSC 130 Introduction to Computer Science or CSC 230 Elementary Data Structures and Algorithms.

Code  Title  Credit Hours

Foundation Courses 7
STA 551 Introduction to Probability
STA 552 Introduction to Mathematical Statistics
STA 581 SAS System for Statistical Analysis

Core Courses 8
STA 661 Advanced Statistics in the Behavioral and Biological Sciences I
STA 662 Advanced Statistics in the Behavioral and Biological Sciences II
STA 668 Consulting Experience
STA 690 Graduate Seminar

Statistics Electives 6-9
Select at least two of the following:

STA 670 Categorical Data Analysis
STA 671 Multivariate Analysis
STA 673 Statistical Linear Models I
STA 674 Statistical Linear Models II
STA 675 Advanced Experimental Design
STA 676 Sample Survey Methods
STA 677 Advanced Topics in Data Analysis and Quantitative Methods
STA 711 Experimental Course

Interdisciplinary Electives 3-6
Select 3-6 credits from any STA course at the 500-level or above or from the following:

CSC 523 Numerical Analysis and Computing
CSC 526 Bioinformatics
ECO 663 Predictive Data Mining
ECO 664 Time Series and Forecasting
ERM 669 Item Response Theory
ERM 728 Exploratory and Confirmatory Factor Analytic Methods for Scale Construction
ERM 729 Advanced Item Response Theory
ERM 731 Structural Equation Modeling in Education
HEA 602 Epidemiology
MAT 541 Stochastic Processes
MAT 542 Stochastic Processes

Thesis or Project (Capstone Experience) 3-6
Each candidate must elect to prepare a thesis or project. Both options require 33 credit hours total.

* Students who have complete these courses as part of another degree prior to being accepted in the master's program will choose replacement courses.

** Student can earn the remaining credits required for the degree either by taking any STA courses at the 500 level or above (except STA 571 Statistical Methods for Research I) or by taking a maximum of 6 credits of approved graduate courses outside of statistics.
Thesis (6 credits)
The candidate may prepare a thesis based on the investigation of a topic in statistics. A thesis director will be appointed by the Department Head after consultation with the student and the Director of Graduate Study. Candidates will include 6 credits of thesis (STA 699 Thesis) or 3 credits of STA 698 Project in Statistics and 3 credits of STA 699 in the required 33 credit hours. An oral examination on the thesis is required.

Project (3 credits)
A candidate who does not prepare a thesis must complete a project under the direction of an advisor chosen by the Director of Graduate Study in consultation with the student. 3 credits of STA 698 Project in Statistics will be included in the 33 credit hour program.

Actuarial Mathematics Concentration
Required: 30 credit hours

The MA in Mathematics with concentration in Actuarial Mathematics provides students wishing to pursue a career in actuarial science a solid foundation in Applied Probability and Statistical Models and their applications in the area of actuarial science. It is designed to help students pass the preliminary actuarial exams while providing educational experiences related to the actuarial field. Students will be encouraged to seek internship opportunities during the summer. The concentration requires 30 credit hours and is offered with an optional project. At least 15 credits must be at the 600-level or above.

The target student population for this program will be students with a bachelor’s degree in mathematics, statistics, economics, finance, or a related field who want to pursue an actuarial industry to advance their career.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>STA 551</td>
<td>Introduction to Probability</td>
<td>12</td>
</tr>
<tr>
<td>STA 552</td>
<td>Introduction to Mathematical Statistics</td>
<td></td>
</tr>
<tr>
<td>STA 655</td>
<td>Applied Probability Models</td>
<td></td>
</tr>
<tr>
<td>MAT 586</td>
<td>Financial Mathematics for Actuaries</td>
<td></td>
</tr>
<tr>
<td>STA 562</td>
<td>Statistical Computing</td>
<td></td>
</tr>
<tr>
<td>STA 673</td>
<td>Advanced Statistics in the Behavioral and Biological Sciences I</td>
<td>12</td>
</tr>
<tr>
<td>STA 674</td>
<td>Advanced Statistics in the Behavioral and Biological Sciences II</td>
<td></td>
</tr>
<tr>
<td>STA 675</td>
<td>Nonparametric Statistics</td>
<td>9-12</td>
</tr>
<tr>
<td>STA 676</td>
<td>Advanced Topics in Data Analysis and Quantitative Methods</td>
<td></td>
</tr>
</tbody>
</table>

Elective Courses
Select at least 9 credits of Actuarial exam and Applied Statistics:

- STA 686 Actuarial Models I
- STA 687 Actuarial Models II
- STA 591 Actuarial Exam Preparation Seminar
- STA 573 Theory of Linear Regression
- STA 682 Theory of Time Series
- STA 565 Analysis of Survival Data
- STA 685 Advanced Topics in Actuarial
- STA 684 Financial and Managerial Accounting
- STA 683 Financial Management

Other Applied Statistics Courses
Select at least 6 credits from any other STA 600-level courses or the following:

- ECO 641 Microeconomics
- ECO 646 Macroeconomics
- ISM 671 Organizing Data for Analytics
- ISM 645 Principles of Predictive Analytics
- MBA 702 Financial and Managerial Accounting
- MBA 707 Financial Management

Capstone Course
STA 698 Project in Statistics


Data Analytics Concentration
Required: 30 credit hour

The concentration in Data Analytics provides students with advanced analytical training to develop their ability to draw insights from big data, including: data collection, preparation and integration, statistical methods and modeling, and other techniques for analyzing complex data. The program is highly applied in nature, integrating project-based learning, simulations, case studies, and specific electives addressing the analytical needs of various industry sectors. The concentration requires a minimum of 30 credit hours including either a project (3 credits) or thesis (6 credits) option.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>STA 551</td>
<td>Introduction to Probability</td>
<td>15</td>
</tr>
<tr>
<td>STA 552</td>
<td>Introduction to Mathematical Statistics</td>
<td>9-12</td>
</tr>
<tr>
<td>STA 562</td>
<td>Statistical Computing</td>
<td>3</td>
</tr>
<tr>
<td>STA 565</td>
<td>Analysis of Survival Data</td>
<td></td>
</tr>
<tr>
<td>STA 575</td>
<td>Nonparametric Statistics</td>
<td></td>
</tr>
<tr>
<td>STA 661</td>
<td>Advanced Statistics in the Behavioral and Biological Sciences I</td>
<td></td>
</tr>
<tr>
<td>STA 662</td>
<td>Advanced Statistics in the Behavioral and Biological Sciences II</td>
<td></td>
</tr>
<tr>
<td>STA 670</td>
<td>Categorical Data Analysis</td>
<td></td>
</tr>
<tr>
<td>STA 671</td>
<td>Multivariate Analysis</td>
<td></td>
</tr>
<tr>
<td>STA 674</td>
<td>Statistical Linear Models II</td>
<td></td>
</tr>
<tr>
<td>STA 667</td>
<td>Advanced Topics in Data Analysis and Quantitative Methods</td>
<td></td>
</tr>
</tbody>
</table>

Elective Courses
Select at least 9 credits of Actuarial exam and Applied Statistics:

- STA 686 Actuarial Models I
- STA 687 Actuarial Models II
- STA 591 Actuarial Exam Preparation Seminar
- STA 573 Theory of Linear Regression
- STA 682 Theory of Time Series
- STA 565 Analysis of Survival Data
- STA 685 Advanced Topics in Actuarial
- STA 684 Financial and Managerial Accounting
- STA 683 Financial Management

Capstone Course
STA 698 Project in Statistics

Teaching College Mathematics Concentration
Required: 30 credit hours
The concentration in Teaching College Mathematics is intended for students wishing to pursue a career in teaching at the community college level. This 30 credit hour concentration is offered with a project option or an exam option. At least half of the required credits (15 out of the 30) must be taken at the 600-level or above. Candidates must complete at least 18 credits of graduate coursework with an MAT prefix. The concentration has three components: The Mathematics and Statistics core courses; Pedagogy, Educational Research, and Higher Education; and the Capstone Experience (Project or Exam).

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mathematics and Statistics Core Courses</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Candidates must take at least 18 credits of graduate-level courses with prefixes MAT or STA excluding MAT 503, 513, 601, 603, 699, and STA 699. These 18 credits must include at least one two-semester sequence: MAT 591 and 592, MAT 595 and 596, MAT 727 and 728, or STA 551 and 552.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pedagogy, Educational Research, and Higher Education</td>
<td>9-12</td>
</tr>
<tr>
<td></td>
<td>MAT 601 Seminar in the Teaching of Mathematics I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MAT 603 Practicum in the Teaching of Mathematics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select 6-9 additional credits in the following courses:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MAT 503 Problem Solving in Mathematics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MAT 513 Historical Development of Mathematics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>STA 661 Advanced Statistics in the Behavioral and Biological Sciences I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>STA 662 Advanced Statistics in the Behavioral and Biological Sciences II</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ERM 605 Educational Measurement and Evaluation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ERM 667 Foundations of Educational Measurement Theory</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HED 602 Student Development Theory in Higher Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HED 607 Adult Learning and College Teaching</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HED 661 Higher Education in the U.S.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TED 667 Technology in Mathematics Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Project Option</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Candidates who select the project option must prepare a project on the investigation of a topic in mathematics or statistics. A project director will be appointed by the Department Head in consultation with the students the Director of Graduate Study. Candidates may include up to 3 credits of MAT 687 Project in Mathematics or STA 698 Project in Statistics in the required total for the concentration.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Exam Option</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A candidate who does not prepare a project must pass a written comprehensive examination of his/her program. Please consult with the Director of Graduate Study for information concerning the comprehensive examination.</td>
<td></td>
</tr>
</tbody>
</table>

**Accelerated B.A. to B.S. to M.A.**

**Application and Admission**

Qualified UNCG undergraduate students who are pursuing the B.A. or B.S. in Mathematics may apply for admission to the Accelerated Degree and the M.A. in Mathematics program. A cumulative undergraduate GPA of at least 3.5 based on at least 30 hours earned at UNCG is required. Applicants must have completed at least 60 semester credits and may not apply for admission to the ADP before the first semester of the junior year. Applicants are also required to take the Graduate Record Examination. All applicants must submit the Request for Accelerated Degree Program to the Graduate School and must simultaneously apply for admission to the M.A. program in Mathematics.

Admitted students may apply up to 12 semester hours of graduate-level coursework toward completion of both the undergraduate and graduate degree, provided that they earn a grade of “B” (3.0) or better in the course and fulfill graduate-level requirements. The graduate courses the student will take within the Accelerated Degree Program in Mathematics must be approved by the Director of Graduate Study, must be specified on the Request for Accelerated Degree Program, and must be chosen from among the following courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 595</td>
<td>Mathematical Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MAT 596</td>
<td>Mathematical Analysis</td>
<td>3</td>
</tr>
<tr>
<td>STA 551</td>
<td>Introduction to Probability</td>
<td>3</td>
</tr>
<tr>
<td>STA 552</td>
<td>Introduction to Mathematical Statistics</td>
<td>3</td>
</tr>
<tr>
<td>STA 661</td>
<td>Advanced Statistics in the Behavioral and Biological Sciences I</td>
<td>3</td>
</tr>
<tr>
<td>STA 662</td>
<td>Advanced Statistics in the Behavioral and Biological Sciences II</td>
<td>3</td>
</tr>
</tbody>
</table>

**Degree Program Requirements**

Please consult with an advisor to determine how the courses taken at the graduate level will meet requirements in the bachelor's degree program. All degree requirements for the M.A. in Mathematics will remain the same.

**Computational Mathematics, Ph.D.**

The PhD in Computational Mathematics requires a minimum of 60 credit hours, including 39-42 credits of coursework in mathematics or related area and 18-21 credits of dissertation.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

In addition to the application materials required by The Graduate School, applicants must submit a 500-700 word Personal Statement to be considered for Fall admission.

Students with a master's degree in mathematics, computer science or statistics may apply directly to the PhD program. In exceptional cases well-qualified applicants will be considered for admission directly after completing an undergraduate degree in mathematics, computer science or statistics.

**Degree Program Requirements**

**Required:** Minimum 60 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Course Work</td>
<td>39-42</td>
</tr>
<tr>
<td></td>
<td>Select 39-42 credit of coursework in mathematics and related areas</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dissertation</td>
<td>18-21</td>
</tr>
<tr>
<td></td>
<td>MAT 799</td>
<td>Dissertation</td>
</tr>
</tbody>
</table>

*Note: Course titles are subject to change. Please consult with an advisor for the most current information.*
With approval of the Director of Graduate Study. Up to 12 credits may be accepted from UNCG’s MA in Mathematics program or from a comparable master’s program with approval of the Director of Graduate Study.

Qualifying Examinations
Qualifying examinations, covering a student’s chosen field of research and related advanced coursework, must be taken after the student has removed any provisions or special conditions attached to admission; two exams should be passed prior to the beginning of the fifth semester. These examinations each cover the material of one of the following two-course sequences:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 595</td>
<td>Mathematical Analysis</td>
<td></td>
</tr>
<tr>
<td>MAT 596</td>
<td>Mathematical Analysis</td>
<td></td>
</tr>
<tr>
<td>MAT 727</td>
<td>Linear Algebra and Matrix Theory</td>
<td></td>
</tr>
<tr>
<td>MAT 728</td>
<td>Linear Algebra and Matrix Theory</td>
<td></td>
</tr>
<tr>
<td>STA 651</td>
<td>Mathematical Statistics</td>
<td></td>
</tr>
<tr>
<td>STA 652</td>
<td>Mathematical Statistics</td>
<td></td>
</tr>
</tbody>
</table>

Preliminary Examination
The preliminary exam is held in two parts: written and oral. The exam is constructed by a committee appointed by the Director of Graduate Study in consultation with the student’s advisor and the Department Head. The exam covers material from at least three courses in addition to the qualifying exam courses. Students have at most two attempts to pass the preliminary exam. Students must have unanimous support of the committee to pass the exam.

Programming Project
The student must complete a programming project of such quality that it can become part of a computer algebra system, could be distributed as a package for a computer algebra system, or yields new mathematical data.

Other Reviews and Examinations
After the student has passed the qualifying examinations, has chosen a dissertation advisor, and passed the preliminary examination, they form a dissertation committee in consultation with the Director of Graduate Study. With the help of the supervisor, the student proposes a dissertation topic in a public oral presentation. In this presentation, the student explains his or her dissertation topic in sufficient detail to demonstrate capability to begin research.

At the conclusion of the presentation, the dissertation committee will administer an oral exam to determine the student’s competence to begin work on the dissertation. A part of the exam is the computational/programming project. This project should clearly demonstrate that the student is fully capable of handling computational aspects of the intended dissertation topic. After passing this examination, the student may then make a formal application to the Graduate School for admission to candidacy. The dissertation proposal and oral exam can be attempted at most twice.

Schedule for Examinations and Projects

<table>
<thead>
<tr>
<th>Semester</th>
<th>Examination or Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-4</td>
<td>2 written qualifying examinations</td>
</tr>
<tr>
<td>4-7</td>
<td>Preliminary exam, dissertation proposal, computational/programming project, (oral examination)</td>
</tr>
<tr>
<td>6-14</td>
<td>Dissertation work and defense (oral examination)</td>
</tr>
</tbody>
</table>

Statistics, Doctoral Minor
Students pursuing a doctorate from other departments may obtain a statistics minor by completing 18 semester hours of graduate level statistics courses.

Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>STA 661</td>
<td>Advanced Statistics in the Behavioral and Biological Sciences I</td>
<td></td>
</tr>
<tr>
<td>STA 662</td>
<td>Advanced Statistics in the Behavioral and Biological Sciences II</td>
<td></td>
</tr>
</tbody>
</table>

Electives 12
Select four additional three-credit hour STA courses


Statistics, Post-Baccalaureate Certificate

The purpose of the 12-hour Post-Baccalaureate Certificate in Statistics is to provide statistical training for persons who wish to enhance their knowledge of statistics but do not wish to pursue a formal degree and for professionals whose interests require a knowledge of statistics beyond the undergraduate level. The objective of the certificate is to offer a structured introduction to the basic ideas of graduate level statistical analysis.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

Degree Program Requirements

Required: 12 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>STA 661</td>
<td>Advanced Statistics in the Behavioral and Biological Sciences I</td>
<td></td>
</tr>
<tr>
<td>STA 662</td>
<td>Advanced Statistics in the Behavioral and Biological Sciences II</td>
<td></td>
</tr>
</tbody>
</table>
Select two additional three-credit hour STA courses at the 500-level or above *


### Media Studies

**College of Arts and Sciences**

210 Brown Building  
336-334-5360  
www.uncg.edu/mst (http://www.uncg.edu/mst)

**Kimberlianne Podlas, Head of Department**  
**Frank Donaldson, Director of Undergraduate Studies**

The Department of Media Studies offers a Bachelor of Arts in Media Studies. The Media Studies major is an integrated program of study that focuses on the creative production and critical consumption of a range of moving-image media. Majors have opportunities to study and produce narrative and documentary film, interdisciplinary media productions, fiction and non-fiction television, and news and video journalism. Students can customize their program of study, drawing from courses on various aspects of film, video, and digital media production; screenwriting; media theory, history, and criticism; and news reporting and analysis. This is enhanced by providing students with co-curricular opportunities to participate in on-campus media productions, the student-run campus radio station (WUAG), and other client-based and internship programs.

The Department also offers two minors: a non-production Film and Television Studies minor and a Radio minor, each requiring 18 credit hours of courses.

**Professor**  
Matthew Barr
David A Cook
Emily D Edwards
Michael Frierson
Kimberlianne Podlas

**Associate Professor**  
Jeffrey T Adams

**Assistant Professor**  
Jennida Marie Chase

**Senior Lecturer**  
Franklin P Donaldson

**Lecturer**  
Eleanor L Cowen
Kenneth G Terres
Kevin R Wells

G Graduate-level faculty

- Drama with a Concentration in Film and Video Production, M.F.A. (Admission Suspended) (p. 359)

### Media Studies, B.A.

**Criteria for Continuing in the Media Studies Major**

Continuation in the Media Studies major is contingent upon the following requirements:

1. Only grades of C or better (C- is not accepted) taken in MST courses will count toward completion of a major or minor.
2. Adherence to all building and equipment policies and procedures, including the department shooting protocols.
3. Professional conduct and treatment of program equipment, including prompt payment of any charges assessed for equipment damage.
4. Compliance with all university regulations including the Academic Honor Policy. Plagiarism, submitting the same work to more than one class, falsified attendance records, etc., are grounds for dismissal from the major.

### Overall Requirements

- 122 credit hours, to include at least 36 credits at or above the 300 course level
- Minimum 36 credits in Media Studies (all levels).
- Students must take the core requirements (12 credits) and eight additional courses (24 credits).

### Degree Program Requirements

**Code**  
**Title**  
**Credit Hours**

- University Requirements (p. 671)
- General Education Core Requirements (GEC) (p. 683)
- College of Arts and Sciences Additional Requirements (LEC) (p. 253)

### Major Requirements

**Code**  
**Title**  
**Credit Hours**

**Core Requirements**

- MST 100 Understanding Media
- MST 205 Media Literacy
- MST 302 Introduction to Film History  
  or MST 303 History of Electronic Media

Select one of the following:

- MST 407 Media Law and Ethics  
- MST 321 Topics in Film and Pop Culture
- MST 428 Topics in Electronic Media
- MST 528 Topics in Film Studies

**Additional Courses**

Select 24 credits from the following:

- MST 204 Media Writing
- MST 225 Film Appreciation
- MST 226 Television Appreciation
### Media Studies Undergraduate Minor

**Program Requirements**

- **Required**
  - MST 100 Understanding Media
  
**Select a minimum of 15 credits from the following:**

- MST 205 Media Literacy
- MST 225 Film Appreciation
- MST 226 Television Appreciation
- MST 301 Media Theory
- MST 302 Introduction to Film History
- MST 303 History of Electronic Media
- MST 305 Digital Media
- MST 320 Multimedia for Social Entrepreneurship and Civic Engagement
- MST 321 Topics in Film and Pop Culture
- MST 322 Media Programming
- MST 323 Radio and Media Culture

*These courses may be used if not used to meet core requirements.*

---

### Strong Minor or Second Major

Media Studies majors are encouraged to develop a strong minor or second major in a related area of communication (e.g., Art, Communication Studies, English, etc.), a modern foreign language, or a content area (e.g., History, Psychology, Sociology, etc.).

### Additional Major Electives

Media Studies majors may also take practicum and/or advanced courses as additional major electives, such as listed below.

### Electives

Electives sufficient to complete the 122 credit hours required for the degree.
Radio Undergraduate Minor

Program Requirements

• Minimum of 18 credit hours

Subject to space availability.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MST 100</td>
<td>Understanding Media</td>
<td></td>
</tr>
<tr>
<td>MST 190</td>
<td>WUAG Workshop</td>
<td></td>
</tr>
<tr>
<td>MST 204</td>
<td>Media Writing</td>
<td></td>
</tr>
<tr>
<td>MST 205</td>
<td>Media Literacy</td>
<td></td>
</tr>
<tr>
<td>MST 301</td>
<td>Media Theory</td>
<td></td>
</tr>
<tr>
<td>MST 303</td>
<td>History of Electronic Media</td>
<td></td>
</tr>
<tr>
<td>MST 305</td>
<td>Digital Media</td>
<td></td>
</tr>
<tr>
<td>MST 322</td>
<td>Media Programming</td>
<td></td>
</tr>
<tr>
<td>MST 323</td>
<td>Radio and Media Culture</td>
<td></td>
</tr>
<tr>
<td>MST 326</td>
<td>News Analysis</td>
<td></td>
</tr>
<tr>
<td>MST 341</td>
<td>Broadcast Newswriting</td>
<td></td>
</tr>
<tr>
<td>MST 343</td>
<td>Creative Copywriting</td>
<td></td>
</tr>
<tr>
<td>MST 361</td>
<td>Radio and Television Announcing</td>
<td></td>
</tr>
<tr>
<td>MST 399</td>
<td>Independent Study</td>
<td></td>
</tr>
<tr>
<td>MST 407</td>
<td>Media Law and Ethics</td>
<td></td>
</tr>
<tr>
<td>MST 428</td>
<td>Topics in Electronic Media</td>
<td></td>
</tr>
<tr>
<td>MST 468</td>
<td>Sportscasting</td>
<td></td>
</tr>
<tr>
<td>MST 473</td>
<td>Media Sound Production</td>
<td></td>
</tr>
<tr>
<td>MST 490</td>
<td>Advanced WUAG Workshop</td>
<td></td>
</tr>
<tr>
<td>MST 525</td>
<td>Media Organization and Management</td>
<td></td>
</tr>
</tbody>
</table>

Required

In addition to the information contained in The Graduate School Bulletin, students are also required to be familiar with the policies and procedures contained in the Departmental graduate handbook, which is available from the Director of Graduate Study.

VISIONS students are restricted from taking any 500-level course without the permission of the Department Head and course instructor. Only officially admitted M.F.A. students can register for 600-level courses.

The M.F.A. in Drama, Film and Video Production Concentration is a 48-hour degree. The program requires four regular semesters (excluding summer sessions) to complete (two years).

Admission to the M.F.A. is competitive. The program is designed to develop individual artistry in media informed by a rich understanding of media history, theory, and aesthetics. Over the course of study, students will explore this intellectual understanding of media hand in hand with their practical skills in media screenwriting and production.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

In addition to the application materials required by The Graduate School, applicants must submit a portfolio consisting of a personal statement, a resume, and samples of their creative work. The faculty interviews candidates selected from the applicant pool before admission. Students without previous course work and/or experience in film and video production may be expected to complete additional course work as prerequisites in addition to the normal degree requirements, extending the amount of time it would take to complete the degree.

Drama with a Concentration in Film and Video Production, M.F.A. (Admission Suspended)

The M.F.A. in Drama, Film and Video Production Concentration is currently not accepting applications for admission.
**Major Studies**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MST 515</td>
<td>Film Theory</td>
<td></td>
</tr>
<tr>
<td>MST 528</td>
<td>Topics in Film Studies</td>
<td></td>
</tr>
<tr>
<td>MST 610</td>
<td>Introduction to Graduate Study</td>
<td></td>
</tr>
<tr>
<td>MST 611</td>
<td>Image and Sound Acquisition for Media</td>
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<tr>
<td>MST 612</td>
<td>Advanced Media Editing</td>
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<tr>
<td>MST 618</td>
<td>Writing Short Scripts</td>
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<tr>
<td>MST 619</td>
<td>Production Law and Responsibility</td>
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<tr>
<td>MST 620</td>
<td>Seminar in Media Analysis</td>
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</tr>
<tr>
<td>or MST 528</td>
<td>Topics in Film Studies</td>
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<tr>
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</tr>
<tr>
<td>or MST 528</td>
<td>Topics in Film Studies</td>
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<tr>
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</tr>
<tr>
<td>MST 699B</td>
<td>Master Production in Media II</td>
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**Academic Studies**

Select 12 credits from the following:

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<th>Code</th>
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<td>MST 525</td>
<td>Media Organization and Management</td>
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<td>Media Script Analysis</td>
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<td>MST 551</td>
<td>Writing the Feature Film I</td>
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<td>MST 552</td>
<td>Writing the Feature Film II</td>
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<td>MST 559</td>
<td>Doing Visual History</td>
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<td>MST 580</td>
<td>Directing for Television</td>
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<td>MST 581</td>
<td>Dance on Video</td>
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<td>MST 614</td>
<td>Advanced Media Sound Production</td>
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<tr>
<td>MST 616</td>
<td>Directing for the Camera</td>
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<tr>
<td>MST 617</td>
<td>Creating Visual Narratives</td>
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<td>MST 691</td>
<td>Advanced Experimentation</td>
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<td>Client Based Media</td>
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<td>MST 696</td>
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<tr>
<td>ART 501</td>
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<tr>
<td>ART 540</td>
<td>Digital Visualization and Methods</td>
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<td>ART 545</td>
<td>Interactive Web Design</td>
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<td>ART 685</td>
<td>Photography</td>
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<td>MUP 644</td>
<td>Digital Music I</td>
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<tr>
<td>THR 506</td>
<td>Non-Western Theatre and/or Film</td>
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<tr>
<td>THR 534</td>
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<td>THR 670</td>
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*Excluding MST 528 Topics in Film Studies: Non Fiction Forms in Major Studies above*

**Required Sequence of Courses**

Courses must be taken in the semesters as listed below.

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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<tr>
<td>Fall</td>
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<tr>
<td>MST 610</td>
<td>Introduction to Graduate Study</td>
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<td>MST 611</td>
<td>Image and Sound Acquisition for Media</td>
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<td>MST 612</td>
<td>Advanced Media Editing</td>
<td>3</td>
</tr>
<tr>
<td>MST 625</td>
<td>Seminar in Media</td>
<td>3</td>
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<tr>
<td>or MST 528 Topics in Film Studies</td>
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<tr>
<td>MST 618</td>
<td>Writing Short Scripts</td>
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<td>MST 619</td>
<td>Production Law and Responsibility</td>
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<td>MST 528</td>
<td>Topics in Film Studies</td>
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<td>Graduate Practicum in Media</td>
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<tr>
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<tr>
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<tr>
<td>or MST 528 Topics in Film Studies</td>
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<tr>
<td>MST 618</td>
<td>Writing Short Scripts</td>
<td>3</td>
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<td>MST 698</td>
<td>Graduate Practicum in Media</td>
<td>3</td>
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<tr>
<td>MST 619</td>
<td>Production Law and Responsibility</td>
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</tr>
<tr>
<td>MST 515</td>
<td>Film Theory</td>
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<tr>
<td>MST 699A Master Production in Media I</td>
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</tr>
<tr>
<td>MST 699B Master Production in Media II</td>
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<tr>
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<tr>
<td>MST Academic Studies elective four</td>
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<table>
<thead>
<tr>
<th>Spring</th>
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<tbody>
<tr>
<td>MST 620 or MST 528 Seminar in Media</td>
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<tr>
<td>or MST 528 Topics in Film Studies</td>
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<td>MST Academic Studies elective four</td>
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</tbody>
</table>
MST 699B  
**Master Production in Media II**,  
*  
**Credit Hours**  
12  
**Total Credit Hours**  
48  

* Courses comprise Capstone Experience Reviews.

At the end of each semester, the faculty reviews each candidate for continuance in the program. Reviews assess the candidate’s academic success, artistic development, and professional development. Student who appears to be having academic difficulty or whose creative potential is questionable may be placed on probation or dismissed from the program.

**Plan of Study**
Prior to completing 24 credit hours of the program, students must meet with the MST Director of Graduate Study and agree upon a plan of study for completion of the M.F.A. See “Plan of Study” in the The Graduate School Bulletin.

**Degree Candidates**
Degree candidates must adhere to the graduate timetable as listed in the University Schedule of Courses for the semester in which they intend to graduate. Additionally, degree candidates must schedule and have a public screening of the Master Production by the deadline for complete clearance of candidates for degrees. Failure to meet these Graduate School deadlines will make a candidate ineligible for graduation that semester.

**Philosophy**

*College of Arts and Sciences*

239 Curry Building  
336-334-5059  
www.uncg.edu/phi (http://www.uncg.edu/phi)

Gary Rosenkrantz, Head of Department

The Department of Philosophy offers courses on the fundamental problems and methods of philosophy, the classics of philosophical literature, and the major figures in the history of philosophy.

Philosophy courses fall into natural groups. See Philosophy Course Groups as listed in the Philosophy Major.

Groups A and B are useful preparation for careers in law and government, and the department offers a major in philosophy with a Prelaw concentration. Group B provides knowledge and skills vital to careers in science and medicine. Group C relates philosophy to other humanistic disciplines and is vital to a liberal education. Group D is necessary for advanced work in philosophy.

All courses under 300 and many higher level courses are open to students without previous training in philosophy. Prerequisites for courses may be waived at the discretion of the instructor. Students are encouraged to begin work in Philosophy by taking PHI 111, PHI 115, PHI 119, PHI 251, PHI 252, or PHI 310.

The department sponsors The Great Conversation, a series of talks by UNC Greensboro Philosophy faculty and other distinguished scholars. Lectures by philosophers from other institutions are also offered. There is an informal philosophy club that is open to all undergraduates, regardless of major. The department also holds a biannual symposium on a topic of current research in philosophy (when the budget allows).

We are now able to offer financial assistance to Philosophy majors planning to study abroad through our Wyatt Lee Martin Memorial Fund. Please contact the Department for information about this opportunity.

There is a chapter of the national philosophy honor society, Phi Sigma Tau, at UNC Greensboro. Qualified students are invited to join this chapter.

Each March the department considers submissions from undergraduates for the Roger Schwirck Award for Excellence in Philosophy.

**Professor**
Gary Rosenkrantz
Michael J Zimmerman

**Associate Professor**
Heather J Gert
Janine C Jones

**Assistant Professor**
Jeffrey I Kaplan

**Senior Lecturer**
Richard L Jr. (Dr.) Gallimore
Wade M Maki

**Lecturer**
Frances Bottenberg
Michael B Matteson
Adam Mark Rosenfeld

G Graduate-level faculty

• Philosophy, B.A. (p. 361)  
• Philosophical Ethics Undergraduate Minor (p. 363)  
• Philosophy Undergraduate Minor (p. 363)

**Philosophy, B.A.**
The Philosophy major is recommended for students wishing a basic education in the liberal arts, students preparing for a career in law or government, and students contemplating graduate study in philosophy or a related discipline. Students who would like to major in philosophy but whose interests or career goals require substantial work in another field are encouraged to consider the option of a second major.

The Prelaw concentration provides a strong preparation for law school through courses in logic, epistemology, ethics, political philosophy, and the philosophy of law. These courses cover a broad range of skills and knowledge that are of fundamental importance in the field of law.

Both the Philosophy major and the Prelaw concentration are available in traditional as well as online formats.
### Philosophy Course Groups

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<td><strong>Ethics and Theory</strong></td>
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<tr>
<td>PHI 119</td>
<td>Introduction to Ethics</td>
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<tr>
<td>PHI 121</td>
<td>Contemporary Moral Problems</td>
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<td>PHI 220</td>
<td>Medical Ethics</td>
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<td>PHI 321</td>
<td>Ethical Theory</td>
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<tr>
<td>PHI 322</td>
<td>Philosophy of the Arts</td>
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<tr>
<td>PHI 331</td>
<td>Social and Political Philosophy</td>
<td></td>
</tr>
<tr>
<td>PHI 335</td>
<td>Philosophy of Law</td>
<td></td>
</tr>
<tr>
<td>PHI 361</td>
<td>Ethical Issues in Business</td>
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</tr>
<tr>
<td><strong>Logic Epistemology and Philosophy of Science</strong></td>
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</tr>
<tr>
<td>PHI 115</td>
<td>Critical Thinking</td>
<td></td>
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<tr>
<td>PHI 310</td>
<td>Introduction to Formal Logic</td>
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</tr>
<tr>
<td>PHI 319</td>
<td>Knowledge, Truth, and Belief</td>
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<tr>
<td>PHI 325</td>
<td>Introduction to the Philosophy of Science</td>
<td></td>
</tr>
<tr>
<td>PHI 523</td>
<td>Philosophy of Social and Behavioral Science</td>
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<tr>
<td>PHI 525</td>
<td>Philosophy of Physical Science</td>
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<tr>
<td>PHI 575</td>
<td>Advanced Logic</td>
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<td><strong>History of Philosophy</strong></td>
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<td>PHI 251</td>
<td>History of Ancient Philosophy</td>
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<td>PHI 252</td>
<td>History of Modern Philosophy</td>
<td></td>
</tr>
<tr>
<td>PHI 351</td>
<td>Major Philosophers</td>
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<tr>
<td><strong>Metaphysics</strong></td>
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<tr>
<td>PHI 359</td>
<td>Philosophy of Religion</td>
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<td>PHI 357</td>
<td>Metaphysics</td>
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<tr>
<td>PHI 559</td>
<td>Philosophy of Mind</td>
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### Overall Requirements
- 122 credit hours, to include at least 36 credits at or above the 300 course level
- Minimum of 27 credits in philosophy courses, including at least 24 credits above the 100 level and at least 18 credits above the 200 level.

### Degree Program Requirements

<table>
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<th>Code</th>
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<td>General Education Core Requirements (GEC) (p. 683)</td>
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<td></td>
<td>College of Arts and Sciences Additional Requirements (LEC) (p. 253)</td>
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### Major Requirements

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<tr>
<td>PHI 310</td>
<td>Introduction to Formal Logic</td>
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<tr>
<td>PHI 251</td>
<td>History of Ancient Philosophy †</td>
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<td>PHI 252</td>
<td>History of Modern Philosophy</td>
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<tr>
<td>PHI 494</td>
<td>Senior Capstone Course</td>
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### Additional Requirements for the Prelaw Concentration

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<tr>
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<td>Critical Thinking</td>
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<tr>
<td>Select one of the following:</td>
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<tr>
<td>PHI 319</td>
<td>Knowledge, Truth, and Belief</td>
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</tr>
<tr>
<td>PHI 325</td>
<td>Introduction to the Philosophy of Science</td>
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</tr>
<tr>
<td><strong>Required</strong></td>
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</tr>
<tr>
<td>PHI 331</td>
<td>Social and Political Philosophy</td>
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</tr>
<tr>
<td><strong>Select</strong></td>
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<td>3</td>
</tr>
<tr>
<td>Select one from the following:</td>
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<tr>
<td>BLS 362</td>
<td>Vice, Crime, and American Law</td>
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<tr>
<td>PHI 335</td>
<td>Philosophy of Law</td>
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<tr>
<td>PHI 336</td>
<td>Philosophy of Crime and Punishment</td>
<td></td>
</tr>
</tbody>
</table>

† Counts toward GEC GHP requirement.

* Note that if a student uses a 100-level course to satisfy this requirement, the minimum number of credits in Philosophy needed to complete the Prelaw Concentration increases from 27 to 30 credits.

### Electives

Electives sufficient to complete the 122 credit hours required for degree.

### Philosophy as a Second Major

The requirements for a second major in philosophy are the same as the requirements for a first major.

### Philosophy as a Second Academic Concentration for Elementary Education Majors

**Program Requirements**
- Minimum of 18 credit hours

<table>
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<th>Code</th>
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<th>Credit Hours</th>
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<tr>
<td><strong>Core Courses</strong></td>
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<td>PHI 251</td>
<td>History of Ancient Philosophy</td>
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<td>PHI 252</td>
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<tr>
<td>PHI 310</td>
<td>Introduction to Formal Logic</td>
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<tr>
<td><strong>Upper Level Courses</strong></td>
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<tr>
<td>Select 9 credits from PHI courses above the 200 level</td>
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</table>
Philosophical Ethics Undergraduate Minor

Program Requirements

The Minor in Philosophical Ethics requires a minimum of 18 credit hours in philosophy including PHI 321 Ethical Theory and 3 additional courses from those listed below, with at least one of the three coming from each of the two categories.

- Minimum of 18 credits

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>PHI 321</td>
<td>Ethical Theory</td>
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</table>

Select three additional courses, with at least one of the three coming from each of the two categories from the following:

**Applied Ethics:**
- PHI 121 Contemporary Moral Problems
- PHI 220 Medical Ethics
- PHI 361 Ethical Issues in Business
- PHI 363 Environmental Ethics
- PHI 520 Advanced Topics in Biomedical Ethics

**Ethical Theory:**
- PHI 119 Introduction to Ethics
- PHI 331 Social and Political Philosophy
- PHI 335 Philosophy of Law
- PHI 336 Philosophy of Crime and Punishment
- PHI 338 Ethics and International Affairs
- PHI 545 Social Philosophy

Additional Options

The courses below may also count toward the completion of three classes in Applied Ethics and Ethical Theory with the permission of both the instructor and the head of the philosophy department*. Students should be aware that permission will be granted only when the course focuses primarily on ethics.

- These courses may not be substituted for PHI 321 Ethical Theory.

<table>
<thead>
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<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>PHI 301</td>
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<td>PHI 351</td>
<td>Major Philosophers</td>
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<tr>
<td>PHI 353</td>
<td>Major Philosophies</td>
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<tr>
<td>PHI 402</td>
<td>Independent Study</td>
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</tr>
<tr>
<td>PHI 494</td>
<td>Senior Capstone Course</td>
<td></td>
</tr>
</tbody>
</table>

Physics and Astronomy

*College of Arts and Sciences*

321 Petty Building
336-334-5844
http://physics.uncg.edu

**Edward Hellen, Head of Department**

Physics and astronomy have long been recognized as constituting the basis for study, research, and understanding in the natural sciences. The undergraduate major program seeks to provide the student with a broad and general background in all areas of physics. With this background, the student should be able to adapt readily to the specialized requirements of a job in industry, as a teacher, or to the specialized graduate study in physics or a number of related fields. Opportunities are provided through electives to sample the concerns of many of these related fields.

The effort required for a non-scientist to understand our technological society is formidable, but essential if an educated man or woman is to intelligently understand and affect our natural surroundings. Recognizing this, the Department of Physics and Astronomy offers for the non-major, with no prerequisites, courses with an overview of physics as well as special interest courses dealing with topics of immediate concern.

Its faculty members are involved with students in research in computer simulation and computational physics, biophysics, observational astrophysics and digital image analysis, and science education research. The department uses and administers the Three College Observatory, located in a nearby dark-sky location. This observatory contains the state’s largest (32 inch) reflecting telescope, along with a low light-level image acquisition system.

**Non-Major Courses**

Courses with no prerequisites that offer an overview of physics as well as special interest courses dealing with topics of immediate concern.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
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<td>Conceptual Astronomy</td>
<td></td>
</tr>
<tr>
<td>AST 209</td>
<td>Astronomy: The Solar System</td>
<td></td>
</tr>
<tr>
<td>AST 235</td>
<td>Astronomy: Stars and Galaxies</td>
<td></td>
</tr>
<tr>
<td>PHY 205</td>
<td>Conceptual Physics</td>
<td></td>
</tr>
<tr>
<td>PHY 333</td>
<td>Selected Topics</td>
<td></td>
</tr>
</tbody>
</table>

**Professor**

William Gerace, Helena Gabriel Houston Distinguished Professor for Science Education

Anatoly Miroshnichenko

**Associate Professor**

Ian D Beatty

Edward H Hellen

Promod R Pratap
Physics, B.A.

The Physics Major is a firm basis for a career in medicine, law, business, sales, engineering, teaching, computing, biophysics, environmental science, or physics.

Students who elect physics as a major must complete specific courses no later than the end of their sophomore year. Any student who desires to major in physics should contact the head of the department as soon as possible so a proper schedule can be planned.

Specific Courses

Students who elect physics as a major must complete these courses no later than the end of their sophomore year.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 291</td>
<td>General Physics I with Calculus</td>
<td></td>
</tr>
<tr>
<td>PHY 292</td>
<td>General Physics II with Calculus</td>
<td></td>
</tr>
</tbody>
</table>

Overall Requirements

- 122 credit hours, to include at least 36 credits at or above the 300 course level
- Minimum of 27 credits in physics courses above the 100 level.
- Students must have at least a 2.0 grade point average for the required physics and mathematics courses.

Degree Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 111</td>
<td>General Chemistry I †</td>
<td></td>
</tr>
<tr>
<td>CHE 112</td>
<td>General Chemistry I Laboratory</td>
<td></td>
</tr>
<tr>
<td>CHE 114</td>
<td>General Chemistry II</td>
<td></td>
</tr>
<tr>
<td>CHE 115</td>
<td>General Chemistry II Laboratory</td>
<td></td>
</tr>
<tr>
<td>CSC 130</td>
<td>Introduction to Computer Science</td>
<td></td>
</tr>
<tr>
<td>MAT 191</td>
<td>Calculus I ††</td>
<td></td>
</tr>
<tr>
<td>MAT 292</td>
<td>Calculus II</td>
<td></td>
</tr>
<tr>
<td>MAT 293</td>
<td>Calculus III</td>
<td></td>
</tr>
<tr>
<td>MAT 390</td>
<td>Ordinary Differential Equations</td>
<td></td>
</tr>
<tr>
<td>MAT 394</td>
<td>Calculus IV</td>
<td></td>
</tr>
</tbody>
</table>

† Counts toward GEC GNS requirement.
†† Counts toward GEC GMT requirement.

Physics Major with Comprehensive Science High School Teaching Licensure Concentration Requirements

The Comprehensive Science High School Licensure (PHYS) program provides a strong background in physics as well as licensure for high school physics teaching. In addition, successful completion of this program qualifies candidates to teach other high school science subjects as well.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 111</td>
<td>Principles of Biology I</td>
<td></td>
</tr>
<tr>
<td>BIO 112</td>
<td>Principles of Biology II</td>
<td></td>
</tr>
<tr>
<td>GES 103</td>
<td>Introduction to Earth Science</td>
<td></td>
</tr>
</tbody>
</table>

Select one of the following:
The Physics Major is a firm basis for a career in medicine, law, business, sales, engineering, teaching, computing, biophysics, environmental science, or physics.

Students who elect physics as a major must complete specific courses no later than the end of their sophomore year. Any student who desires to major in physics should contact the head of the department as soon as possible so a proper schedule can be planned.

## Specific Courses

Students who elect physics as a major must complete these courses no later than the end of their sophomore year.

### Overall Requirements

- 122 credit hours, to include at least 36 credits at or above the 300 course level
- Minimum of 37 credits in physics courses above the 100 level.
- Students must have at least a 2.0 grade point average for the required physics and mathematics courses.

## Degree Program Requirements

### Core Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 291</td>
<td>General Physics I with Calculus</td>
<td></td>
</tr>
<tr>
<td>PHY 292</td>
<td>General Physics II with Calculus</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 211</td>
<td>General Physics I</td>
<td></td>
</tr>
<tr>
<td>PHY 212</td>
<td>General Physics II</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 321</td>
<td>Introduction to Modern Physics</td>
<td></td>
</tr>
<tr>
<td>PHY 323</td>
<td>Mechanics</td>
<td></td>
</tr>
<tr>
<td>PHY 325</td>
<td>Electricity and Magnetism I</td>
<td></td>
</tr>
<tr>
<td>PHY 401</td>
<td>Physics Senior Seminar</td>
<td></td>
</tr>
</tbody>
</table>

Select one sequence of the following:

- PHY 291 & PHY 292
- PHY 211 & PHY 212

Select at least two of the following:
Physics Undergraduate Minor

PHY 327 Thermal Physics
PHY 412 Electronics for Scientists
PHY 413 Microcomputer Interfacing for Scientists

Select at least three of the following:
PHY 294 Introduction to Computational Physics Laboratory
PHY 321L Modern Physics Laboratory
PHY 323L Classical Physics Laboratory
PHY 325L Electricity and Magnetism Laboratory
PHY 395 Computational Physics Laboratory II

Select at least three of the following:
PHY 330 Astrophysics
PHY 421 Modern Physics with Quantum Mechanics
PHY 423 Analytical Mechanics
PHY 426 Electricity and Magnetism II
PHY 543 Biophysics

Select one additional course of the following:
PHY 294 Introduction to Computational Physics Laboratory
PHY 321L Modern Physics Laboratory
PHY 323L Classical Physics Laboratory
PHY 325L Electricity and Magnetism Laboratory
PHY 395 Computational Physics Laboratory II

Related Area Requirements
CHE 111 General Chemistry I †
CHE 112 General Chemistry I Laboratory
CHE 114 General Chemistry II
CHE 115 General Chemistry II Laboratory
CSC 130 Introduction to Computer Science
MAT 191 Calculus I ††
MAT 292 Calculus II
MAT 293 Calculus III
MAT 390 Ordinary Differential Equations
MAT 394 Calculus IV

† Counts toward GEC GNS requirement.
‡ Counts toward GEC GMT requirement.

Physics Major with Comprehensive Science High School Teaching Licensure Concentration Requirements

The Comprehensive Science High School Licensure (PHYS) program provides a strong background in physics as well as licensure for high school physics teaching. In addition, successful completion of this program qualifies candidates to teach other high school science subjects as well.

Electives
Electives sufficient to complete the 122 credit hours required for degree.

Physics as a Second Major

Students planning to take Physics as a second major must complete all required courses for the Bachelor of Arts or Bachelor of Science degree.

Physics Undergraduate Minor

Program Requirements

• Minimum of 15 credit hours

A minimum of 15 credits in physics courses is required for the minor in Physics, to be planned in consultation with a physics faculty member.

The usual physics minor program will consist of the components as listed below. Other quite different programs may be ed to the individual student's interests and objectives.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 291 &amp; PHY 292</td>
<td>General Physics I with Calculus and General Physics II with Calculus</td>
<td></td>
</tr>
<tr>
<td>PHY 211 &amp; PHY 212</td>
<td>General Physics I and General Physics II</td>
<td></td>
</tr>
</tbody>
</table>

Select at least 7 credits of additional courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 111</td>
<td>Principles of Biology I</td>
<td></td>
</tr>
<tr>
<td>BIO 112</td>
<td>Principles of Biology II</td>
<td></td>
</tr>
<tr>
<td>GES 103</td>
<td>Introduction to Earth Science</td>
<td></td>
</tr>
<tr>
<td>GES 111</td>
<td>Physical Geology</td>
<td></td>
</tr>
<tr>
<td>GES 205</td>
<td>Environmental Change: Its Nature and Impact</td>
<td></td>
</tr>
</tbody>
</table>

† The courses listed must be taken in a specified sequence, terminating in student teaching in the spring semester of the senior year. See online Secondary Education Handbook for more information.
†† Counts toward GEC GMT requirement.
* May not include the following:
  - AST 203 Conceptual Astronomy
  - AST 209 Astronomy: The Solar System
  - AST 235 Astronomy: Stars and Galaxies
  - PHY 205 Conceptual Physics
  - PHY 333 Selected Topics

**Political Science**

*College of Arts and Sciences*

324 Curry Building
336-334-5989
www.uncg.edu/psc (http://www.uncg.edu/psc)

**Gregory McAvoy, Head of Department**
**Hunter Bacot, Director of Graduate Study**

Political science is the study of the government, politics and policies of the United States and other nations; of levels of government, such as city and state, within those nations; and of relationships among nations. It studies the political behavior, attitudes, and ideas of groups and individuals.

All 100- and 200-level courses are introductions to the study of political science. Beginning students are urged to take any 100- or 200-level course in which they may be interested.

Students seeking electives in political science may select from almost the entire range of offerings. Non-majors are urged to select their electives widely to satisfy individual intellectual interests and are not restricted to 100- and 200-level courses.

Internships and field experiences are available to both majors and non-majors in national government, nonprofit agencies, public administration, and electoral politics.

**Professor**
Hunter Bacot
William E Crowther G
Ruth H DeHoog G
Franklin D. Gilliam
Fabrice Lehoucq G
Gregory E McAvoy G
Charles L Prysby G
Jerry Pubantz G

**Associate Professor**
David B Holian G
Susan W Johnson G
Kenneth A Klase G

**Assistant Professor**
Allison Faye Bramwell G
Michael Broache
Patrick T Giamario
Tamaki Onishi G

**Senior Lecturer**
M. Jeffrey Colbert
A. Leigh Sink

**Lecturer**
J. Alan Boyette G

Elizabeth McNamara

G Graduate-level faculty

- Political Science, B.A. (p. 367)
- Political Science Undergraduate Minor (p. 369)
- Public Affairs, M.P.A. (p. 369)
- Political Science, M.A. (p. 371)
- Nonprofit Management, Post-Baccalaureate Certificate (p. 372)
- Urban and Economic Development, Post-Baccalaureate Certificate (p. 372)

**Political Science Disciplinary Honors**

**Requirements**

12 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select 3 credits at the 200 level or above</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Select at least 3 credits at the 300 level or above</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PSC 493</td>
<td>Honors Work</td>
<td></td>
</tr>
<tr>
<td>HSS 490</td>
<td>Senior Honors Project</td>
<td></td>
</tr>
</tbody>
</table>

**Qualifications**

- A grade of at least B in all course work used to satisfy the Honors requirement in Political Science
- Declared Political Science Major
- Minimum overall 3.30 GPA at graduation

**Recognition**
The designation “Completed Disciplinary Honors in Political Science” and the title of the Senior Honors Project will be printed on the student’s official transcript.

**Honors Advisor**
See Honors Faculty liaison Robert Griffiths for further information and guidance about Honors in Political Science.

**Political Science, B.A.**
The Political Science Major is suitable for students with career interests in law, politics, or governmental service (at local, state, or federal levels), as well as for students who have more general intellectual interests in government, politics, and international relations as part of their effort to obtain a liberal education or to prepare for careers in business or nonprofit work.

Students should take a broad variety of courses in the major to become familiar with the diversity of topics and methods used by contemporary political scientists throughout the world. Majors should consult early with their faculty advisors to plan programs most suitable to their individual interests and needs.

Students seeking teacher licensure should see School of Education Licensure Programs. Licensure in social studies is available for political science majors. Additional hours may be required for completion of the degree.
The American Politics concentration provides Political Science majors with sufficient breadth and depth of knowledge in American political institutions and behavior to give students the academic background necessary to succeed in related jobs and professions and to prepare them for advanced study in this field.

The Global Politics concentration provides Political Science majors sufficient breadth and depth of knowledge in international relations and comparative politics to give students the academic background necessary to succeed in related jobs and professions and to prepare them for advanced studies in these fields.

The Prelaw concentration is designed for political science majors with a strong interest in law. The concentration provides majors with a breadth and depth of knowledge of legal issues and legal research, rigorously prepares them for advanced studies in law, and trains them for the legal professions using a broad variety of skills relating to legal institutions and particular subject areas related to law.

The Public Affairs concentration provides Political Science majors sufficient breadth and depth of knowledge in public policy, public affairs, and public administration to give students the academic background necessary to succeed in related jobs and professions and to prepare them for advanced studies in these fields.

**Overall Requirements**

- 122 credit hours, to include at least 36 credits at or above the 300 course level

**Degree Program Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>University Requirements (p. 671)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Education Core Requirements (GEC)</td>
<td>(p. 683)</td>
</tr>
<tr>
<td></td>
<td>College of Arts and Sciences Additional Requirements (LEC)</td>
<td>(p. 253)</td>
</tr>
</tbody>
</table>

**Major Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Core Courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Required</strong></td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>PSC 200 American Politics †</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSC 240 The International System †</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSC 260 Introduction to Comparative Politics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSC 301 Research Methods in Political Science</td>
<td></td>
</tr>
</tbody>
</table>

**American Politics Concentration Requirements**

In partial fulfillment of the major requirement of 18 credits at the 300 level or higher, the American Politics concentration requires 12 credits selected from the courses listed below.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Select 12 credits from the following:</td>
<td></td>
</tr>
<tr>
<td>PSC 322</td>
<td>American State Politics</td>
<td></td>
</tr>
<tr>
<td>PSC 326</td>
<td>Elections, Law, and the Courts</td>
<td></td>
</tr>
<tr>
<td>PSC 327</td>
<td>American Political Parties</td>
<td></td>
</tr>
</tbody>
</table>

**Global Politics Concentration Requirements**

In partial fulfillment of the major requirement of 18 credits at the 300 level or higher, the Global Politics concentration requires 12 credits of course work selected from categories A and B listed below. The student must complete at least 3 credits in each category.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Select 12 credits, with at least 3 credits in each category, from the following:</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Category A:</strong></td>
<td></td>
</tr>
<tr>
<td>PSC 340</td>
<td>International Political Economy</td>
<td></td>
</tr>
<tr>
<td>PSC 341</td>
<td>International Law</td>
<td></td>
</tr>
<tr>
<td>PSC 342</td>
<td>American Foreign Policy</td>
<td></td>
</tr>
<tr>
<td>PSC 344</td>
<td>Politics of Globalization</td>
<td></td>
</tr>
<tr>
<td>PSC 347</td>
<td>International Security</td>
<td></td>
</tr>
<tr>
<td>PSC 348</td>
<td>International Organization</td>
<td></td>
</tr>
<tr>
<td>Category B:</td>
<td>Selection from the following:</td>
<td></td>
</tr>
<tr>
<td>PSC 350</td>
<td>Democratic Political Systems</td>
<td></td>
</tr>
<tr>
<td>PSC 352</td>
<td>Nationalism and Ethnic Politics</td>
<td></td>
</tr>
<tr>
<td>PSC 354</td>
<td>Post-Conflict Politics</td>
<td></td>
</tr>
<tr>
<td>PSC 355A</td>
<td>Selected Topics in Comparative Politics: Political Violence</td>
<td></td>
</tr>
<tr>
<td>PSC 355B</td>
<td>Selected Topics in Comparative Politics: Political Parties</td>
<td></td>
</tr>
<tr>
<td>PSC 355C</td>
<td>Selected Topics in Comparative Politics: Politics of Development</td>
<td></td>
</tr>
<tr>
<td>PSC 355D</td>
<td>Selected Topics in Comparative Politics: Politics of Industrial Societies</td>
<td></td>
</tr>
<tr>
<td>PSC 355E</td>
<td>Selected Topics in Comparative Politics: Comparative Legislative Process</td>
<td></td>
</tr>
<tr>
<td>PSC 355G</td>
<td>Selected Topics in Comparative Politics: Political Ideologies</td>
<td></td>
</tr>
<tr>
<td>PSC 355J</td>
<td>Selected Topics in Comparative Politics: Middle East Politics</td>
<td></td>
</tr>
<tr>
<td>PSC 355K</td>
<td>Selected Topics in Comparative Politics: Russian Politics</td>
<td></td>
</tr>
<tr>
<td>PSC 355M</td>
<td>Selected Topics in Comparative Politics: Political Economy</td>
<td></td>
</tr>
<tr>
<td>PSC 355N</td>
<td>Selected Topics in Comparative Politics: European Union</td>
<td></td>
</tr>
<tr>
<td>PSC 355P</td>
<td>Selected Topics in Comparative Politics: Politics of Latin America</td>
<td></td>
</tr>
<tr>
<td>PSC 361</td>
<td>Central and East European Politics</td>
<td></td>
</tr>
<tr>
<td>PSC 391</td>
<td>African Political Systems</td>
<td></td>
</tr>
</tbody>
</table>
Political Science as a Second Major

Students who wish to declare a second major in Political Science must complete all requirements listed under the degree selected.

Political Science as a Second Academic Concentration for Elementary Education Majors

Program Requirements

- Minimum of 18 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSC 105</td>
<td>Exploring Political Issues</td>
<td>18</td>
</tr>
<tr>
<td>PSC 200</td>
<td>American Politics</td>
<td></td>
</tr>
<tr>
<td>PSC 210</td>
<td>Introduction to Public Policy</td>
<td></td>
</tr>
<tr>
<td>PSC 240</td>
<td>The International System</td>
<td></td>
</tr>
<tr>
<td>PSC 260</td>
<td>Introduction to Comparative Politics</td>
<td></td>
</tr>
<tr>
<td>PSC 270</td>
<td>Introduction to Political Theory</td>
<td></td>
</tr>
</tbody>
</table>

Political Science Undergraduate Minor

A student may minor in political science by taking the required course listed below and at least 12 credit hours of additional course work above the 100 level. The student should select courses to best suit intellectual and career interests, in consultation with a member of the Political Science faculty.

Program Requirements

- Minimum of 15 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSC 200</td>
<td>American Politics</td>
<td></td>
</tr>
</tbody>
</table>

Select 12 credits of additional course work above the 100 level.

Public Affairs, M.P.A.

Community and Economic Development, Local Government Management, and Nonprofit Management Concentrations

The Master of Public Affairs requires 40 semester hours and is intended for persons interested in public service careers in local, state, and federal agencies; private, nonprofit agencies and voluntary organizations; public affairs offices in private businesses; and legislative staff positions.

It provides professional training designed to meet current demands in public service positions and build the foundation for long-term development and advancement in a public service career. The MPA program is accredited by the Network of Schools of Public Policy, Affairs and Administration (NASPAA).

The program provides a foundation in the major substantive areas of public affairs: policy-making and policy analysis; administration, management and organizational behavior; quantitative analysis and evaluation; and the political context of public administration. Beyond
these areas, students can declare a concentration or take a mix of electives in the department and up to 9 hours in other departments (e.g., geography, conflict and peace studies, public health education).

Students with no work experience in public or nonprofit agencies must complete an additional 3 hour supervised internship, along with a field research project.

The MPA degree is linked to the Bachelor of Arts in economics and the Bachelor of Arts in political science so that a student may earn both degrees in approximately five years. Undergraduates must be formally admitted to one of these programs. Please see the appropriate departmental listing in the Undergraduate Bulletin for the details of these accelerated programs of study.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

In addition to the application materials required by The Graduate School, applicants must submit a personal statement. See www.uncg.edu/psc/mpa/ (http://www.uncg.edu/psc/mpa) for the form.

GRE required, though the MAT may be substituted if the applicant has been out of college 3 or more years. The test requirement is waived for applicants with a 3.5 or better overall undergraduate GPA from a regionally accredited university.

Degree Program Requirements

Required: 40-43 credit hours

Prerequisite

The program requires students to have completed an undergraduate course in American government, politics, or public policy.

Core Courses

The eight required courses are to be taken in approximately the following order, when possible. Consult an advisor for specific sections of 511.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSC 600</td>
<td>Public Administration and Management</td>
<td></td>
</tr>
<tr>
<td>PSC 601</td>
<td>Politics of Public Policy</td>
<td></td>
</tr>
<tr>
<td>PSC 602</td>
<td>Quantitative Analysis and Program Evaluation</td>
<td></td>
</tr>
<tr>
<td>PSC 603</td>
<td>Budgeting and Fiscal Administration &amp; 603L</td>
<td></td>
</tr>
<tr>
<td>PSC 604</td>
<td>Public Personnel Management</td>
<td></td>
</tr>
<tr>
<td>PSC 612</td>
<td>Organizational Behavior and Leadership</td>
<td></td>
</tr>
<tr>
<td>PSC 511J</td>
<td>Topics in Public Affairs: Legal Issues in Public Administration</td>
<td>1</td>
</tr>
</tbody>
</table>

Select one of the following applied research tools courses: 3

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSC 503</td>
<td>Survey Methods for Policy Research</td>
<td></td>
</tr>
<tr>
<td>PSC 504</td>
<td>Public Management Information Systems</td>
<td></td>
</tr>
<tr>
<td>PSC 510</td>
<td>Public Policy Analysis</td>
<td></td>
</tr>
<tr>
<td>PSC 511</td>
<td>Program and Policy Evaluation</td>
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</tbody>
</table>

Electives: 17

Select 17 hours of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSC 504</td>
<td>Public Management Information Systems</td>
<td></td>
</tr>
<tr>
<td>PSC 510</td>
<td>Topics in Public Policy</td>
<td></td>
</tr>
</tbody>
</table>

Experiential Component

Students not having approved prior work experience will complete a supervised internship (PSC 695 Public Affairs Internship) in a public or nonprofit agency for 3-6 hours credit, depending on the duration of the placement, together with a directed field study (PSC 696 Directed Field Research). Students with prior work who desire experience in a new area of public affairs may choose to complete an internship as well.

Comprehensive Examination (Capstone Experience)

The required exam consists of two parts:

1. A written essay examination (based on core courses) when halfway through the graduate program, and
2. A summary of learning paper completed near the end of graduate work.

Community and Economic Development Concentration

This concentration combines the MPA core requirements with courses emphasizing the knowledge and skills to prepare students to work in organizations focusing on community and economic development activities. The prerequisite, comprehensive exam, and the experiential component are the same as for the MPA.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSC 511J</td>
<td>Topics in Public Affairs: Legal Issues in Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>PSC 520</td>
<td>Urban Political System</td>
<td></td>
</tr>
<tr>
<td>PSC 620</td>
<td>Urban and Regional Development Policy</td>
<td></td>
</tr>
<tr>
<td>PSC 630</td>
<td>Community and Economic Development Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>GEO 502</td>
<td>Community and Economic Development Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>or GEO 533</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Electives

With the approval of the Director of Graduate Study, students may select additional course work from political science or other departments, such as geography, sociology, business administration, or economics.
Internship

PSC 695  Public Affairs Internship **  3-6

Total Credit Hours  21-24

*  Students must complete all of the MPA core courses including the required research tools course. Students will need to consult with an advisor for specific section of 511. They must also complete 15 hours of course work related to community and economic development skills and knowledge.

**  An internship (PSC 695 Public Affairs Internship) is required for students who have no prior experience in a professional or management position in community and economic development.

Local Government Management Concentration

This concentration combines the MPA core requirements with courses emphasizing the knowledge and skills to prepare students to work as local government managers. The prerequisite, comprehensive exam, and experiential component are the same as for the MPA.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSC 520</td>
<td>Urban Political System</td>
<td>3</td>
</tr>
<tr>
<td>PSC 613</td>
<td>Local Government Administration</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

Students complete an additional 11 hours of elective course work. Nine of these elective hours together with the 6 hours of required concentration courses listed above complete a 15 hour concentration in local government management.

Internship

PSC 695  Public Affairs Internship **  3

*  Students must complete all of the MPA core courses including the required research tools course (23). For the concentration, they must complete 6 hours of required course work related to local government management skills and knowledge.

**  An internship (PSC 695 Public Affairs Internship) is required for students who have no prior experience in a professional or management position in a government agency.

Electives

Recommended courses include:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSC 510K</td>
<td>Topics in Public Policy: Ethics in Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>PSC 511</td>
<td>Topics in Public Affairs</td>
<td>1</td>
</tr>
<tr>
<td>PSC 560</td>
<td>Special Topics in Public Administration</td>
<td>1-3</td>
</tr>
<tr>
<td>PSC 512</td>
<td>Federalism and Intergovernmental Relations</td>
<td>3</td>
</tr>
<tr>
<td>PSC 530</td>
<td>Administrative and Elected Leadership</td>
<td>3</td>
</tr>
<tr>
<td>PSC 630</td>
<td>Community and Economic Development Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>GEO 502</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

With the approval of the Director of Graduate Study, students may select additional course work from political science or other departments, such as geography, sociology, business administration, or economics.

Students will need to consult with an advisor on specific sections of 510, 511 and 560.

Nonprofit Management Concentration

This concentration combines the MPA core requirements with courses emphasizing the knowledge and skills to prepare students to work in or with the nonprofit sector. The prerequisite, comprehensive exam, and the experiential component are the same as for the MPA.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSC 540</td>
<td>Nonprofit Management and Leadership</td>
<td>3</td>
</tr>
<tr>
<td>PSC 650</td>
<td>Philanthropy and Resource Development</td>
<td>3</td>
</tr>
</tbody>
</table>

Select three of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSC 511B</td>
<td>Topics in Public Affairs: Marketing for Public and Nonprofit Agencies</td>
<td>1</td>
</tr>
<tr>
<td>PSC 511D</td>
<td>Topics in Public Affairs: Strategic Planning</td>
<td>1</td>
</tr>
<tr>
<td>PSC 511G</td>
<td>Topics in Public Affairs: Grant Writing</td>
<td>1</td>
</tr>
<tr>
<td>PSC 511V</td>
<td>Topics in Public Affairs: Volunteer Management</td>
<td>1</td>
</tr>
</tbody>
</table>

Electives

With the approval of the Director of Graduate Study, students may select courses from political science or up to 9 hours in other departments, such as social work; gerontology; or sociology.

Internship

PSC 695  Public Affairs Internship **  3

*  Students must complete all but one of the MPA core courses. The research tools requirement in the MPA core will be met by PSC 611 Program and Policy Evaluation. They must also complete 15 hours of course work related to nonprofit management skills and knowledge.

**  An internship (PSC 695 Public Affairs Internship) is required for students who have no prior experience in a professional or management position in a nonprofit agency.

MPA with Post-Baccalaureate Certificate in Gerontology

Students with an interest in public service work related to the elderly and meeting the needs of an aging society may complete elective course work in the MPA degree by jointly completing the Post-Baccalaureate Certificate in Gerontology.

Political Science, M.A.

The MA in Political Science requires 30 semester hours and is for persons who wish to teach in community colleges and secondary schools or continue graduate study in a doctoral program or a professional school.

Course offerings and the thesis focus on public administration and policy.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

In addition to the application materials required by The Graduate School, applicants must submit a personal statement.

Degree Program Requirements

Required: 30 credit hours
Nonprofit Management, Post-Baccalaureate Certificate

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Required Courses</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSC 601 Politics of Public Policy *</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>PSC 602 Quantitative Analysis and Program Evaluation *</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Electives</strong></td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Select 24 hours from departmental offerings. Up to 6 hours may be taken as independent study courses.</td>
<td></td>
</tr>
</tbody>
</table>

* Must be taken in the first 18 hours.

Thesis

See Director of Graduate Study for details.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PSC 699 Thesis</td>
<td>1-6</td>
</tr>
</tbody>
</table>

Comprehensive Examination (Capstone Experience)

A written comprehensive examination is required when 18 hours of course work have been completed.

Nonprofit Management, Post-Baccalaureate Certificate

The Post-Baccalaureate Certificate in Nonprofit Management requires 15 semester hours and is designed to meet the training needs of nonprofit professionals. Certificate graduates will be prepared for management positions in the nonprofit sector, including positions in human service agencies, foundations, or professional associations. The certificate program may be useful to government and business professionals who have significant voluntary or nonprofit agency responsibilities.

The program combines core courses and electives that allow a student some tailoring to specific interests with courses available online and/or on campus. At least 12 hours must be taken in the MPA curriculum. A portfolio demonstrating skills and competencies acquired through course work in the program must be submitted and approved for completion of the certificate. If the portfolio is judged unacceptable, no more than one additional attempt to satisfy the requirement is permitted. If the student fails to meet the department’s minimum criteria for the portfolio on the second attempt, The Graduate School will be notified and will send the student a letter of dismissal.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

In addition to the application materials required by The Graduate School, applicants must submit a personal statement and a resume.

Certificate Requirements

Required: 15 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Core Requirements</strong></td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>PSC 640 Nonprofit Management and Leadership</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSC 645 Nonprofit Financial Management and Budgeting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSC 650 Philanthropy and Resource Development</td>
<td></td>
</tr>
</tbody>
</table>

Choice Requirements

Select three of the following:

- PSC 511B Topics in Public Affairs: Marketing for Public and Nonprofit Agencies
- PSC 511D Topics in Public Affairs: Strategic Planning
- PSC 511G Topics in Public Affairs: Grant Writing
- PSC 511N Topics in Public Affairs: Nonprofit Law
- PSC 511V Topics in Public Affairs: Volunteer Management

Electives

Select 3 credit hours

Urban and Economic Development, Post-Baccalaureate Certificate

The Post-Baccalaureate Certificate in Urban and Economic Development requires 18 semester hours and is offered jointly by the departments of Political Science and Geography. It is designed to meet the training needs of those currently working in or planning to work in urban planning or community and economic development.

This certificate requires courses emphasizing the knowledge and skills to prepare students to work in organizations focusing on urban planning and community economic development activities in government and nonprofit organizations.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

In addition to the application materials required by The Graduate School, applicants must submit a personal statement.

Certificate Requirements

Required: 18 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Required Core Courses</strong></td>
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<tr>
<td></td>
<td>Geography</td>
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<tr>
<td></td>
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<td>6</td>
</tr>
<tr>
<td></td>
<td>GEO/ENT 502</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GEO 522</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GEO 602</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Political Science</strong></td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Select two of the following:</td>
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</tr>
<tr>
<td></td>
<td>PSC 520 Urban Political System</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSC 620 Urban and Regional Development Policy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSC 630 Community and Economic Development Theory and Practice</td>
<td></td>
</tr>
</tbody>
</table>

Electives

Select 3 credit hours
Select two of the following:

<table>
<thead>
<tr>
<th>GEO/ENT 502</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO 522</td>
</tr>
<tr>
<td>GEO 602</td>
</tr>
<tr>
<td>GEO 603</td>
</tr>
<tr>
<td>GEO 622</td>
</tr>
<tr>
<td>GEO 631</td>
</tr>
<tr>
<td>PSC 511D Topics in Public Affairs: Strategic Planning</td>
</tr>
<tr>
<td>PSC 511G Topics in Public Affairs: Grant Writing</td>
</tr>
<tr>
<td>PSC 511P Topics in Public Affairs: Program Evaluation</td>
</tr>
<tr>
<td>PSC 520 Urban Political System</td>
</tr>
<tr>
<td>PSC 613 Local Government Administration</td>
</tr>
<tr>
<td>PSC 620 Urban and Regional Development Policy</td>
</tr>
<tr>
<td>PSC 630 Community and Economic Development Theory and Practice</td>
</tr>
</tbody>
</table>

Psychology

College of Arts and Sciences

296 Eberhart Building
336-334-5013
www.uncg.edu/psy (http://www.uncg.edu/psy)

Stuart Marcovitch, Head of Department
Michael J. Kane, Director of Graduate Study
Kari Eddington, Director of Undergraduate Study

The Department of Psychology approaches its subject matter as a scientific discipline with emphasis placed on understanding behavior and cognition through experimentation and observation.

We offer broad training in psychology that can prepare students for the working world and graduate training in most major branches of psychology. We offer specialized training in the major areas of psychology, including clinical psychology, cognitive psychology, social psychology, personality psychology, developmental psychology, biological psychology, and quantitative research skills.

The objectives of the curriculum are:

1. To provide an understanding of the use of scientific methodology in psychological research at both intermediate and advanced levels. This understanding will include a familiarity with the design of observational, survey, and experimental studies; principles of inference from scientific data; the logic of statistical testing; and the scientific literature.
2. To provide basic knowledge in primary areas of the discipline through an array of required intermediate-level core courses;
3. To develop depth of understanding in areas of the discipline specific to students' individual interests;
4. To ensure that students can write clearly and effectively in an appropriate professional style.

In addition to the B.A. and B.S. programs for undergraduates, the department has a Ph.D. program and a terminal M.A. program for graduate students.

Students who wish to seek teacher licensure should see School of Education Licensure Programs as well as below. Such persons should contact the departmental Director of Undergraduate Studies as early as possible.

The Psychology Department offers two graduate training tracks—a terminal M.A. in general experimental psychology and a PhD with specializations in clinical, cognitive, developmental, and social psychology. Students may apply to either or both tracks. The M.A. degree is earned as part of the doctoral programs. The clinical program has been continuously accredited by the American Psychological Association since its initial accreditation in 1982. The next site visit is in 2021.

At both levels, the objective is to provide the combination of a sound scholarly foundation with methodological and practical skills that will enable the student to function in a variety of academic, research, and service settings. The program has four major areas of concentration:

- Clinical (Eddington, Jensen, Keane, Mendez Smith, Nelson-Gray, Stein, Vrshek-Schallhorn, and Wisco)—includes research training and clinical training in a variety of service settings.
- Cognitive (Delaney, Guttentag, Kane, Marcovitch, Touron and Wahlheim)—includes basic research in human memory, attention, cognition, and language.
- Developmental (Boseovski, DeJesús, Guttentag, Johnston, Keane, Marcovitch, Touron and Wahlheim)—includes basic research in behavioral, cognitive, language, and social development in infant, child, adolescent, and adult humans and in animals.
- Social (Baker, Boseovski, Cassidy, Silvia, and Zell)—includes basic research in social phenomena, e.g., aggression, attitudes, communication, gender relations, intergroup comparison, and social competence.

The goal of the terminal M.A. program is the conferral of the Master of Arts degree. Those who successfully complete the terminal M.A., however, may apply to the Ph.D. program. In addition, students with master's degrees from other institutions are welcome to apply to the Ph.D. program. Past work from other M.A. programs is evaluated to determine which requirements of our program have been satisfied.

The Psychology Department has additional policies and procedures that are described in the Psychology Graduate Student Handbook, which is accessible electronically at https://psy.uncg.edu/wp-content/uploads/2018/08/Graduate-Student-Handbook_2018-2019.docx.

Professor
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Robert E Guttentag
Timothy D Johnston
Michael J Kane
Susan P Keane
Stuart Marcovitch
George Frederick Michel
Terri L. Shelton, Carol Jenkins Mattocks Distinguished Professor
Paul Silvia, Professor/Lucy Spinks Keker Excellence Professor
Julia M Smith
Dayna R Touron

Associate Professor
Janet J Boseovski
Peter Delaney
Kari M Eddington
Douglas W Levine
Gabriela L Stein

Graduate Faculty Members
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George Frederick Michel
Stuart Marcovitch
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Graduate students and faculty of the Department of Psychology are members of the Graduate Faculty of the University, which is composed of all graduate faculty members of all departments and schools having graduate programs.
Psychology Disciplinary Honors Requirements

At least 12 credit hours in psychology as detailed below.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 401</td>
<td>Academic Writing in Psychology</td>
<td>6</td>
</tr>
<tr>
<td>PSY 410</td>
<td>Intermediate Psychological Statistics</td>
<td></td>
</tr>
<tr>
<td>PSY 495</td>
<td>Senior Honors Seminar</td>
<td></td>
</tr>
<tr>
<td>PSY 515</td>
<td>History and Systems of Psychology</td>
<td></td>
</tr>
<tr>
<td>PSY 519</td>
<td>Special Topics in Psychology</td>
<td></td>
</tr>
</tbody>
</table>

* Both courses below in the order listed.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 493</td>
<td>Honors Independent Study</td>
<td></td>
</tr>
<tr>
<td>HSS 490</td>
<td>Senior Honors Project</td>
<td></td>
</tr>
</tbody>
</table>

* These courses may be taken more than once for credit to satisfy this requirement.

Qualifications

- 3.30 or greater cumulative GPA at graduation
- 3.30 or greater GPA in Psychology
- A declared Psychology Major

Recognition

The designation "Completed Disciplinary Honors in Psychology" and the title of the Senior Honors Project will be printed on the student's official transcript.

Honors Advisor

See department's honors liaison for further information and guidance about Honors in Psychology.

Psychology, B.A.

The Psychology Major provides a background for entry into a variety of professions other than psychology where understanding the principles of behavior and cognition is important. It also provides the necessary background for individuals planning to do graduate work in either basic or applied psychology.

The curriculum provides students with a structured, sequenced exposure to six core areas in psychology. These are: behavior analysis; biopsychology; clinical psychology; cognitive psychology; development psychology; and, social psychology. Majors must sample from at least four domains at the intermediate (200) level, but can choose a narrower or broader sampling of upper level courses. The curriculum also affords hands-on experience with scientific psychology via laboratory courses and field experiences.

The Psychology Major for the Bachelor of Science degree serves students who want additional training in science, math, statistics, and research methods relative to the Bachelor of Arts degree.

Overall Requirements

- 122 credit hours, to include at least 36 credits at or above the 300 course level
- Minimum 35 credits in psychology.
- Students must earn a grade of at least C- in all psychology courses required for the major.

Degree Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Requirements (p. 671)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Education Core Requirements (GEC) (p. 683)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College of Arts and Sciences Additional Requirements (LEC) (p. 253)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td>General Psychology</td>
<td>6</td>
</tr>
<tr>
<td>Required</td>
<td>Careers in Psychology</td>
<td></td>
</tr>
</tbody>
</table>

Intermediate-level core courses

Select four from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 230</td>
<td>Biological Psychology</td>
<td></td>
</tr>
<tr>
<td>PSY 240</td>
<td>Principles of Learning</td>
<td></td>
</tr>
<tr>
<td>PSY 250</td>
<td>Developmental Psychology</td>
<td></td>
</tr>
<tr>
<td>PSY 260</td>
<td>Psychological Perspectives on Social Psychology</td>
<td></td>
</tr>
</tbody>
</table>
**Psychology, B.A., as a Second Academic Concentration for Elementary Education and Physical Education Teacher Education Majors**

- Minimum of 18 credit hours

This second academic concentration in Psychology is designed specifically for Elementary Education and Physical Education Teacher Education students. It requires completion of a minimum of 18 credits to include:

- Three courses in PSY at the 200 level
- A minimum of three courses in PSY at the 300 level or above, including at least one course at the 400 level or above

---

**Electives**

Electives sufficient to complete the 122 credit hours required for degree.

---

**Psychology as a Second Major**

Requirements for the Psychology Second Major are the same as for a Psychology Major.
Psychology Undergraduate Minor

The psychology minor complements study in a wide range of fields including anthropology, biology, business and marketing, community and therapeutic recreation, computer science, human development, mathematics, sociology, social work, exercise and sport science, education and counseling, and nursing.

Program Requirements

- 18 credit hours

A grade of C- or better in all psychology courses required for the minor.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 310</td>
<td>Statistics in Behavioral Science Research</td>
<td></td>
</tr>
<tr>
<td>PSY 311</td>
<td>Research Methods in Psychology</td>
<td></td>
</tr>
<tr>
<td>PSY 311L</td>
<td>Research Methods in Psychology: Lab</td>
<td></td>
</tr>
</tbody>
</table>

Upper-level courses 12
Select a minimum of four additional PSY courses at the 300 level or above.*

Additional courses 12
Select two courses in PSY at the 400 level or above in addition to the following: **

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 410</td>
<td>Intermediate Psychological Statistics</td>
<td></td>
</tr>
</tbody>
</table>

* Must include at least two courses at the 400 level or above. Students may not complete GSB requirements solely with courses in Psychology. PSY 433 may not be used to fulfill this requirement.

** PSY 433 may count for a maximum of 3 credits.

† Counts toward GEC GSB requirement.

Related Area Requirements

- Two courses in math or science with a minimum grade of C- at the 200 level or above.
- May not use the courses taken to fulfill GEC and/or LEC requirements to meet this requirement.
- Choose courses from the following course prefixes: AST, ATY, BIO, CHE, CSC, ECO, ERM, GES, KIN, MAT, NTR, PHY, PSC, SOC, STA.

Electives

Electives sufficient to complete the 122 credit hours required for degree.

Psychology as a Second Major

Requirements for the Psychology Second Major are the same as for a Psychology Major.

Psychology, M.A.

General Experimental Psychology Concentration

The terminal M.A. in Psychology with a concentration in general experimental psychology requires 36 credit hours—9 credits in three core courses, 11 credits of statistics and research methods, 10 credits of electives, and 6 credits of thesis.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

In addition to the application materials required by The Graduate School, applicants must submit a Psychology Department Application form (which includes two brief essays), which is available at http://www.uncg.edu/psy/grad/applying.html. (

Degree Program Requirements

Required: 36 credit hours

Degree requirements for students in the terminal M.A. program in Psychology with a concentration in general experimental psychology are identical to those for students in the M.A. portion of the M.A./Ph.D. program in Psychology with a Cognitive, Developmental, Social, or General Experimental concentration, with one exception: For students in the M.A./Ph.D. programs, only courses with grades of B or better may count toward the M.A. degree. Grades below B in courses to be counted toward the M.A. degree must be replaced either by re-taking the same course or by earning a grade of B or better in another course that the Department Head formally determines to be an equivalent course (upon consultation with the instructor(s) of the course in the Psychology department).

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

Select at least one core course from three of the five psychology core areas: *

- Developmental
- Social
- Biological
- Cognitive
- Clinical

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 703</td>
<td>Developmental Psychology</td>
<td></td>
</tr>
<tr>
<td>PSY 704</td>
<td>Advanced Social Psychology</td>
<td></td>
</tr>
<tr>
<td>PSY 705</td>
<td>Physiology of Sensory and Behavioral Processes</td>
<td></td>
</tr>
<tr>
<td>PSY 706</td>
<td>Cognitive Processes</td>
<td></td>
</tr>
<tr>
<td>PSY 707</td>
<td>Psychological Disorders in Children</td>
<td></td>
</tr>
<tr>
<td>PSY 708</td>
<td>Psychological Disorders in Adults</td>
<td></td>
</tr>
</tbody>
</table>

Statistics and Methodology 11

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 609</td>
<td>Statistical Methods in Psychology I</td>
<td></td>
</tr>
<tr>
<td>PSY 610</td>
<td>Statistical Methods in Psychology II</td>
<td></td>
</tr>
<tr>
<td>PSY 624</td>
<td>Research Methods in Psychology</td>
<td></td>
</tr>
</tbody>
</table>

Additional Courses 10

Select an additional 10 credit hours from 600-level psychology courses or, with the permission of the Director of Graduate Study, graduate level courses in other departments.
Psychology, M.A./Ph.D.
Clinical Psychology Concentration

Clinical students in the M.A./Ph.D. track are required to satisfy all requirements for the M.A. degree in clinical psychology as well as all requirements for the Ph.D. degree. A minimum of 45 credit hours is required for the M.A. The Ph.D. in Clinical Psychology requires 105 credit hours including internship hours (2 credits). All credits taken to satisfy the M.A. degree may be applied toward the Ph.D. degree requirements.

Students who receive an M.A. in Clinical Psychology from another institution will submit syllabi, thesis document, and other materials for review. The students will work closely with their advisor and the Director of Clinical Training to develop their doctoral plan of study. All courses taken at another institution are reviewed for course equivalence with our required courses. If deemed equivalent, the course requirement is waived. In addition, the thesis is reviewed by a committee of three faculty, and, if viewed as comparable in scope and theoretical focus to the UNC Greensboro thesis requirement, no additional thesis work will be required.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

In addition to the application materials required by the Graduate School, applicants must submit a Psychology Department Application Form, which is available at https://psy.uncg.edu/graduate/.

It is important to note that the department does not accept students who seek a terminal M.A. degree in Clinical Psychology, only those seeking a Ph.D.

For clinical program students, course grades lower than a B cannot count toward either the M.A. degree or the Ph.D. degree; these courses must be re-taken, or substitute courses taken. Course equivalents are decided according to departmental policy, which varies by course category (e.g. tools courses vs. clinical courses).

M.A. Degree Program Requirements

Required: 45 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 699</td>
<td>Thesis (6 credits)</td>
<td>6</td>
</tr>
</tbody>
</table>

1 Only core courses in which a grade of B or better is earned will count toward the core course requirement.

Ph.D. Degree Program Requirements

Required: 105 credit hours

In addition to the M.A. requirements (45 credit hours), students must complete the following 60 credits:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 725</td>
<td>Psychological Assessment in Adults (3 credits)</td>
<td>1</td>
</tr>
<tr>
<td>PSY 727</td>
<td>Theory and Methods of Behavioral Assessment and Therapy (3 credits)</td>
<td>2</td>
</tr>
<tr>
<td>PSY 728</td>
<td>Theory and Methods of Intellectual Assessment (3 credits)</td>
<td>3</td>
</tr>
</tbody>
</table>

Clinical Practicum Training

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 741</td>
<td>Contemporary Practicum Topics (3 credits)</td>
<td>2</td>
</tr>
<tr>
<td>PSY 742</td>
<td>Practicum in Clinical Intervention (6 credits)</td>
<td>3</td>
</tr>
</tbody>
</table>

1 Academic transcript must list this course as "Historical Perspectives on Psychology as a Science" for licensure/accreditation.

2 One credit must be taken in each of the three semesters beginning in the Spring semester of Year 1.

3 Topics include: Case Conceptualization, Supervision, Diversity, and Consultation.

Discipline Specific Knowledge (Basic and Advanced Integrative) 6

Students must select 2 courses from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 735</td>
<td>Contemporary Problems</td>
<td>1</td>
</tr>
<tr>
<td>HDF 713</td>
<td>Social and Emotional Development</td>
<td>1</td>
</tr>
<tr>
<td>GRO 621</td>
<td>Health and Aging</td>
<td>1</td>
</tr>
<tr>
<td>HEA 662</td>
<td>Gender and Health</td>
<td>1</td>
</tr>
</tbody>
</table>

Additional Profession-Wide Competencies Required for the Ph.D. 9

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 724</td>
<td>Ethical Responsibilities of Clinical Psychologists (3 credits)</td>
<td>1</td>
</tr>
<tr>
<td>PSY 735C</td>
<td>Problems (Clinical; 3 credits)</td>
<td>2</td>
</tr>
<tr>
<td>PSY 745</td>
<td>Multicultural Issues in Clinical Psychology (3 credits)</td>
<td>3</td>
</tr>
</tbody>
</table>

Additional Quantitative Course/Seminar Requirement for the Ph.D. 6

At least 3 credits from the following courses (3-6 credits):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ERM 682</td>
<td>Multivariate Analysis</td>
<td>1</td>
</tr>
<tr>
<td>ERM 685</td>
<td>R for Education and the Social Sciences</td>
<td>1</td>
</tr>
<tr>
<td>ERM 728</td>
<td>Exploratory and Confirmatory Factor Analytic Methods for Scale Construction</td>
<td>2</td>
</tr>
<tr>
<td>ERM 731</td>
<td>Structural Equation Modeling in Education</td>
<td>1</td>
</tr>
<tr>
<td>ERM 732</td>
<td>Hierarchical Linear Modeling</td>
<td>1</td>
</tr>
</tbody>
</table>

Additional Seminar Requirement (0-3 credits)

If only 3 quantitative hours are earned, an additional 3-credit seminar is required as described above

Additional Ph.D. Research Requirements 21

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 751</td>
<td>Independent Doctoral Research (6 credits)</td>
<td>1</td>
</tr>
<tr>
<td>PSY 761</td>
<td>Preliminary Examination: Integration Across at Least Two Areas Within Psychology (3 credits)</td>
<td>2</td>
</tr>
<tr>
<td>PSY 799</td>
<td>Doctoral Dissertation Research (12-24 credits)</td>
<td>4</td>
</tr>
</tbody>
</table>

Ph.D. Clinical Practicum Training 16

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 741</td>
<td>Contemporary Practicum Topics (4 credits)</td>
<td>3</td>
</tr>
<tr>
<td>PSY 742</td>
<td>Practicum in Clinical Intervention (6 credits)</td>
<td>4</td>
</tr>
</tbody>
</table>
**Psychology, Ph.D.**

**Cognitive, Developmental, Social, or General Experimental Psychology Concentration**

Entry into the Ph.D. program requires an M.A. in Psychology from UNC Greensboro or from another institution. For students continuing from the M.A. program at UNCG, only courses with grades of B or better may count toward the Ph.D. degree; grades below B in courses that were counted toward the M.A. degree must be replaced by either re-taking the same course or by earning a grade of B or better in a substitute course. Course equivalents are decided according to departmental policy, which varies by course category (e.g., tools courses vs. core courses). A minimum of 71 credits are hours required for the Ph.D. degree.

Students who receive an M.A. from another institution will submit syllabi, thesis document, and other materials for review to determine the portability of their M.A. degree. Typically, students earn credit for the M.A. degree and must complete remaining Ph.D. requirements and a minimum of 35 credits at UNC Greensboro.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

In addition to the application materials required by the Graduate School, applicants must submit a Psychology Department Application Form, which is available at https://psy.uncg.edu/graduate/applying/.

**Degree Program Requirements**

**Required:** 71 credit hours

**Core Courses and Electives (47 credits minimum, including credits acquired in the M.A.)**

In addition to core courses and electives taken to satisfy the M.A. requirements, students complete 18-30 credit hours in their area of concentration (cognitive, developmental, social or general experimental) and 18-30 credits outside their area of concentration. Of these credits, only 6 credits of independent study courses (PSY 601 Graduate Problems in Psychology) can be counted; at least an additional 3 credits of research tools courses beyond the M.A. statistics requirements must be taken; and at least four psychology seminars (PSY 735 Contemporary Problems) must be taken.

**Research (24 credits minimum, including credits acquired in the M.A.)**

In addition to the thesis completed to satisfy the M.A. requirements, all students complete the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 751</td>
<td>Independent Doctoral Research</td>
<td>1-6</td>
</tr>
<tr>
<td>PSY 799</td>
<td>Doctoral Dissertation Research</td>
<td>1-24</td>
</tr>
<tr>
<td>PSY 624</td>
<td>Research Methods in Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Preliminary Examination**

This examination is scheduled in consultation with the doctoral advisory committee.
Religious Studies

College of Arts and Sciences

109 Foust Building
336-334-5762
http://rel.uncg.edu

Gregory P. Grieve, Head of Department

The Department of Religious Studies investigates a variety of religious traditions, movements, and expressions that play important roles either historically or in contemporary cultures.

The Department teaches courses on such traditions as Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shinto, and Taoism. Historical studies include courses about religions in African, Asian, Middle East, European, and American (especially United States) history. Cultural and theoretical studies include courses on religious philosophies, ethics, and theologies; political, social, and psychological accounts of religious life; the role religion plays in politics, economics, social movements, arts, sciences, and diverse forms of personal conduct.

Professor
Gregory P. Grieve
Ellen D Haskell, Professor and Herman and Zelda Bernard Distinguished Professor
Derek Krueger, Joe Rosenthal Excellence Professor
Gene F. Rogers

Assistant Professor
Ashlee Norene Andrews
Alyssa B Gabbay

Senior Lecturer
David C McDuffie

Lecturer
Erik Dreff
Ana Cristina Oliveira Lopes
Andrew M Mbuvu

G Graduate-level faculty

• Religious Studies, B.A. (p. 379)
• Religious Studies Undergraduate Minor (p. 381)

Religious Studies, B.A.

The Religious Studies Major participates in a diversified program in the humanities, studying religious history, imaginative literature, systems of thought, and criticisms of culture, politics, and society. Because religious studies majors engage in multidisciplinary studies in the liberal arts, they are well-qualified to enter any field that profits from disciplines of exposition, analysis, appreciation, criticism, and historical reflection. Upon graduation, Religious Studies majors have gone into teaching, medicine, nursing, law, business, ministry, journalism, and communications.

The Religious Studies Concentration in Nonprofit Management requires 15 credit hours and is designed to prepare students for entry-level positions in nonprofit agencies, including positions in faith-based organizations, human service agencies, foundations, or professional associations. The concentration combines core courses and electives that allow a student some tailoring to specific interests with the PSC 511 courses available online and/or on campus.

Members of the Religious Studies Department are available to advise students about career opportunities and to refer them to further information that may be of help.

Overall Requirements

• 122 credit hours, to include at least 36 credits at or above the 300 course level
• Students must complete a minimum of 27 credit hours in Religious Studies at the 200 level or higher (excluding the Senior Seminar); at least 9 credits must be at 300 level or higher
• Students must earn a grade of at least C- in all Religious Studies courses required for the major.

Degree Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
</table>

University Requirements (p. 671)
General Education Core Requirements (GEC) (p. 683)
College of Arts and Sciences Additional Requirements (LEC) (p. 253)

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
</table>

Required
REL 298 Thinking About Religion

Western Traditions

Select one of the following:
- REL 209 Elements of Christian Thought
- REL 210 Christianity to the Reformation
- REL 212 Christianity from the Reformation to the Present
- REL 215 Judaism
- REL 217 The Synagogue
- REL 229 Introduction to African American Religions
- REL 231 Religion in America
- REL 232 American Religious Thought: A Survey
- REL 240 Modern Judaism
- REL 301 Early Christianity
- REL 303 Christianity in Byzantium
- REL 305 Religions of the Greco-Roman World
- REL 309 Spirituality and Culture in the West
- REL 310 Christianity and the Construction of Gender
- REL 311 Topics in Biblical Studies
- REL 312 Judaism and the Construction of Gender
- REL 313 Topics in Ancient Judaism
- REL 314 Saint and Society in the Early Middle Ages
- REL 325 Contemporary American Jewish Thought
- REL 326 American Religious Thought I
- REL 327 American Religious Thought II: The Romantic Tradition
- REL 328 American Religious Thought III: The Pragmatic Tradition
REL 330    Major American Religious Thinkers
REL 332    Contemporary African American Religious Thought
REL 340    Modern Jewish Thinkers
REL 341    Topics in Jewish Thought
REL 382    Topics in Christian Thought
REL 383    Seminar in a Major Christian Thinker

Non-Western Traditions
Select one of the following:
REL 218    Chinese Religion
REL 220    Japanese Religion
REL 221    Buddhism
REL 223    Hinduism
REL 225    Islam
REL 254    Religion in Traditional Societies
REL 317    Islam and the Construction of Gender
REL 366    Religions of China: Selected Topics
REL 367    Religions of Japan: Selected Topics
REL 368    Religion in South Asia: Selected Topics

Cultural and Theoretical Studies
Select one of the following:
REL 207    Modern Problems of Belief
REL 248    Comparative Religious Ethics
REL 251    Topics in Religious Social Ethics
REL 252    Ritual Studies
REL 253    Religion, Art, and Visual Culture
REL 258    Darwin, Evolution, and Human Nature
REL 259    Philosophy of Religion
REL 315    Religious Autobiography in the West
REL 318    Theories and Methods in the Study of Religion
REL 323    Religious Movements and Communities: Selected Topics
REL 324    Philosophical Issues in Religion
REL 333    Religion and Psychology
REL 355    The Religious Discourse of Civil Rights
REL 356    Religion and Colonialism
REL 365    Myth and Theory
REL 503    Topics in Religious Studies

Electives
Select four additional electives in Religious Studies above the 100 level

Senior Seminar
REL 410    Senior Seminar

Nonprofit Management Concentration Requirements

Code    Title                                      Credit
PSC 311  The Nonprofit Sector and Governance     3
REL 420  Internship in Religious Studies         3
PSC 520  Urban Political System                  3
And a Religious Studies course to be approved by the head of the department

Electives
Electives sufficient to complete the 122 credit hours required for degree.

Religious Studies as a Second Major

Requirements
Students must complete a minimum of 27 credit hours in Religious Studies at the 200 level or higher, at least 9 credits must be at 300 level or higher. Students must earn a grade of at least C- in all Religious Studies courses required for the major.

* REL 410 Senior Seminar is excluded for credit toward meeting this requirement.

Requirements for a Second Major in Religious Studies are the same as for the Religious Studies Major.

Religious Studies as a Second Academic Concentration for Elementary Education Majors

• Minimum of 18 credit hours

Requirements

Traditions and Historical Studies
Select 6 credits of the following:
REL 201    The Bible in Western Culture
REL 202    Hebrew Bible
REL 204    New Testament and the Origins of Christianity
REL 210    Christianity to the Reformation
REL 212    Christianity from the Reformation to the Present
REL 215    Judaism
REL 218    Chinese Religion
REL 220    Japanese Religion
REL 221    Buddhism
REL 225    Islam
REL 229    Introduction to African American Religions
REL 250    Religious Traditions and Care of the Earth
REL 254    Religion in Traditional Societies
REL 301    Early Christianity
REL 305    Religions of the Greco-Roman World
REL 311    Topics in Biblical Studies
REL 313    Topics in Ancient Judaism
REL 366    Religions of China: Selected Topics
REL 367    Religions of Japan: Selected Topics

Cultural and Theoretical Studies
Select 6 credits of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 207</td>
<td>Modern Problems of Belief</td>
<td></td>
</tr>
<tr>
<td>REL 232</td>
<td>American Religious Thought: A Survey</td>
<td></td>
</tr>
<tr>
<td>REL 240</td>
<td>Modern Judaism</td>
<td></td>
</tr>
<tr>
<td>REL 251</td>
<td>Topics in Religious Social Ethics</td>
<td></td>
</tr>
<tr>
<td>REL 259</td>
<td>Philosophy of Religion</td>
<td></td>
</tr>
<tr>
<td>REL 309</td>
<td>Spirituality and Culture in the West</td>
<td></td>
</tr>
<tr>
<td>REL 310</td>
<td>Christianity and the Construction of Gender</td>
<td></td>
</tr>
<tr>
<td>REL 312</td>
<td>Judaism and the Construction of Gender</td>
<td></td>
</tr>
<tr>
<td>REL 314</td>
<td>Saint and Society in the Early Middle Ages</td>
<td></td>
</tr>
<tr>
<td>REL 315</td>
<td>Religious Autobiography in the West</td>
<td></td>
</tr>
<tr>
<td>REL 318</td>
<td>Theories and Methods in the Study of Religion</td>
<td></td>
</tr>
<tr>
<td>REL 323</td>
<td>Religious Movements and Communities: Selected Topics</td>
<td></td>
</tr>
<tr>
<td>REL 325</td>
<td>Contemporary American Jewish Thought</td>
<td></td>
</tr>
<tr>
<td>REL 326</td>
<td>American Religious Thought I</td>
<td></td>
</tr>
<tr>
<td>REL 327</td>
<td>American Religious Thought II: The Romantic Tradition</td>
<td></td>
</tr>
<tr>
<td>REL 328</td>
<td>American Religious Thought III: The Pragmatic Tradition</td>
<td></td>
</tr>
<tr>
<td>REL 329</td>
<td>Major American Religious Thinkers</td>
<td></td>
</tr>
<tr>
<td>REL 330</td>
<td>American Religious Thought I</td>
<td></td>
</tr>
<tr>
<td>REL 333</td>
<td>Religion and Psychology</td>
<td></td>
</tr>
<tr>
<td>REL 340</td>
<td>Modern Jewish Thinkers</td>
<td></td>
</tr>
<tr>
<td>REL 365</td>
<td>Myth and Theory</td>
<td></td>
</tr>
<tr>
<td>REL 503</td>
<td>Topics in Religious Studies</td>
<td></td>
</tr>
</tbody>
</table>

Additional REL Courses
Select 6 credits of additional REL courses at the 200 level or above

### Religious Studies Undergraduate Minor

The Religious Studies Minor complements majors in a variety of fields in the humanities and social sciences; for others it provides a way to focus various disciplines in the humanities on a profoundly significant part of cultures around the world.

### Program Requirements

- Minimum of 18 credit hours in Religious Studies at or above the 100 level as listed below.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 298</td>
<td>Thinking About Religion</td>
<td></td>
</tr>
</tbody>
</table>

#### Western Traditions
Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 207</td>
<td>Modern Problems of Belief</td>
<td></td>
</tr>
<tr>
<td>REL 209</td>
<td>Elements of Christian Thought</td>
<td></td>
</tr>
<tr>
<td>REL 210</td>
<td>Christianity to the Reformation</td>
<td></td>
</tr>
<tr>
<td>REL 212</td>
<td>Christianity from the Reformation to the Present</td>
<td></td>
</tr>
<tr>
<td>REL 215</td>
<td>Modern Judaism</td>
<td></td>
</tr>
<tr>
<td>REL 217</td>
<td>The Synagogue</td>
<td></td>
</tr>
<tr>
<td>REL 229</td>
<td>Introduction to African American Religions</td>
<td></td>
</tr>
<tr>
<td>REL 231</td>
<td>Religion in America</td>
<td></td>
</tr>
<tr>
<td>REL 232</td>
<td>American Religious Thought: A Survey</td>
<td></td>
</tr>
</tbody>
</table>

#### Cultural and Theoretical Studies
Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 207</td>
<td>Modern Problems of Belief</td>
<td></td>
</tr>
<tr>
<td>REL 248</td>
<td>Comparative Religious Ethics</td>
<td></td>
</tr>
<tr>
<td>REL 251</td>
<td>Topics in Religious Social Ethics</td>
<td></td>
</tr>
<tr>
<td>REL 252</td>
<td>Ritual Studies</td>
<td></td>
</tr>
<tr>
<td>REL 253</td>
<td>Religion, Art, and Visual Culture</td>
<td></td>
</tr>
<tr>
<td>REL 258</td>
<td>Darwin, Evolution, and Human Nature</td>
<td></td>
</tr>
<tr>
<td>REL 259</td>
<td>Philosophy of Religion</td>
<td></td>
</tr>
<tr>
<td>REL 315</td>
<td>Religious Autobiography in the West</td>
<td></td>
</tr>
<tr>
<td>REL 318</td>
<td>Theories and Methods in the Study of Religion</td>
<td></td>
</tr>
<tr>
<td>REL 323</td>
<td>Religious Movements and Communities: Selected Topics</td>
<td></td>
</tr>
<tr>
<td>REL 324</td>
<td>Philosophical Issues in Religion</td>
<td></td>
</tr>
<tr>
<td>REL 333</td>
<td>Religion and Psychology</td>
<td></td>
</tr>
<tr>
<td>REL 355</td>
<td>The Religious Discourse of Civil Rights</td>
<td></td>
</tr>
<tr>
<td>REL 356</td>
<td>Religion and Colonialism</td>
<td></td>
</tr>
<tr>
<td>REL 365</td>
<td>Myth and Theory</td>
<td></td>
</tr>
<tr>
<td>REL 503</td>
<td>Topics in Religious Studies</td>
<td></td>
</tr>
</tbody>
</table>
Additional REL Electives

Select two additional electives in Religious Studies at the 100 level or above.

Sociology

College of Arts and Sciences

337 Graham Building
336-334-5609
http://soc.uncg.edu/

David Kauzlarich, Head of Department
Sarah Daynes, Director of Graduate Study
Arielle T. Kuperberg, Director of Undergraduate Studies

Mission Statement

The Department of Sociology supports the missions of the College of Arts and Sciences and the university in three areas: education, research and service. The Department fosters a community of sociologists, mentors students of sociology at the undergraduate and graduate levels, and provides general education for students throughout the university. Sociological knowledge helps students to understand how social structures and processes shape social life and how sociological analysis and empirical research are used as tools of understanding. The Department also encourages the research and professional development of faculty, contributes knowledge to the community of scholars and to the larger society, and provides service to the discipline, college, university, and extramural communities.

About

The undergraduate program in sociology is planned primarily as a part of a liberal arts education. The objective is to provide the student with an analytic and systematic approach to the understanding of social relations. The major provides a foundation for a variety of occupations and for advanced study.

Graduate study leading to the Master of Arts degree with a major in sociology also is available.

Professor
Dana L Dunn
David A Kauzlarich
Steve Stephen Kroll-Smith

Associate Professor
Shelly L Brown-Jeffy
Steven R Cureton
Sarah Daynes
Gwen C. Hunnicutt
Arielle Kuperberg
Stephen J Sills

Assistant Professor
Cindy Brooks Dollar
Trevor Alexander Hoppe
Dan R. Huebner
Sahan Savas Karatasli
Zachary B Levenson
Tad P Skotnicki

Senior Lecturer
Joyce F Clapp
Lecturer
Kweilin Theresa Lucas
Rachael C Patterson

Graduate-level faculty

- Sociology, B.A. (p. 382)
- Sociology Undergraduate Minor (p. 384)
- Sociology, M.A. (p. 384)
- Teaching Sociology, Post-Baccalaureate Certificate (p. 385)

Sociology Disciplinary Honors

Consult the Honors Advisor for Sociology, Sarah Daynes. See also Honors Programs (p. 652).

Sociology, B.A.

The Sociology major provides students with an understanding of the fundamental processes of social interaction that underlie all social organization and change. Beyond book and library study, students are required to develop skills in computer analysis and in survey and field research. Students may

1. Major in sociology,
2. Major in sociology with a concentration in criminology,
3. Major in sociology with a concentration in social problems in a global society,
4. Complete the social studies licensure for secondary teachers with a major in sociology,
5. Major in both sociology and another field, or

Requirements for these six options are described separately below.

Student Learning Goals

Sociology majors at UNC Greensboro will be expected to:

- Define and apply basic sociological concepts used in micro and macro sociological theory
- Explain the difference between personal opinion and theoretical insight based on research and between structural and individualistic explanations of human action
- Know how to formulate research hypotheses, collect, and do basic analysis of data
- Evaluate the appropriateness of various theories and research methods for answering different types of empirical questions
- Explain the differences among and the uses of different types of sociological research methods
- Be able to recognize and respond appropriately to the ethical issues involved in studying human subjects and organizations

Overall Requirements

- 122 credit hours, to include at least 36 credits at or above the 300 course level
- All sociology majors must complete a minimum of 36 credit hours in sociology with at least a 2.0 GPA in the major.
## Degree Program Requirements

### University Requirements (p. 671)
- General Education Core Requirements (GEC) (p. 683)
- College of Arts and Sciences Additional Requirements (LEC) (p. 253)

### Major Requirements

#### Core Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 101</td>
<td>Introduction to Sociology †</td>
<td></td>
</tr>
<tr>
<td>SOC 225</td>
<td>Race, Class, and Gender: Social Inequalities</td>
<td></td>
</tr>
<tr>
<td>SOC 290</td>
<td>Thinking Sociologically- Classical Theory</td>
<td></td>
</tr>
<tr>
<td>SOC 301</td>
<td>Introduction to Methods and Research</td>
<td></td>
</tr>
<tr>
<td>SOC 302</td>
<td>Introduction to Data Analysis</td>
<td></td>
</tr>
<tr>
<td>SOC 490</td>
<td>Seeing Society-Contemporary Theory</td>
<td></td>
</tr>
</tbody>
</table>

#### Additional Requirements for the Sociology Concentration

Select six additional Sociology courses, four of which must be taken at the 300 level or above

† Counts toward GEC GSB requirement.

#### Related Area Requirements

See the Sociology Department’s Director of Undergraduate Studies for related course recommendations.

### Criminology Concentration Requirements

#### Required

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 222</td>
<td>Sociology of Deviant Behavior</td>
<td></td>
</tr>
<tr>
<td>SOC 324</td>
<td>Criminology</td>
<td></td>
</tr>
</tbody>
</table>

Select at least three of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 317</td>
<td>Criminal Justice</td>
<td></td>
</tr>
<tr>
<td>SOC 323</td>
<td>Global Deviance</td>
<td></td>
</tr>
<tr>
<td>SOC 332</td>
<td>Law and Society</td>
<td></td>
</tr>
<tr>
<td>SOC 350</td>
<td>Juvenile Delinquency</td>
<td></td>
</tr>
<tr>
<td>SOC 390</td>
<td>African American Perspectives on Crime</td>
<td></td>
</tr>
<tr>
<td>SOC 393</td>
<td>Drugs and Society</td>
<td></td>
</tr>
<tr>
<td>SOC 419</td>
<td>Gender, Crime, and Deviance</td>
<td></td>
</tr>
<tr>
<td>SOC 420</td>
<td>Family Violence</td>
<td></td>
</tr>
<tr>
<td>SOC 422</td>
<td>Crimes of the Powerful</td>
<td></td>
</tr>
<tr>
<td>SOC 425</td>
<td>Contemporary Gangs in America</td>
<td></td>
</tr>
<tr>
<td>SOC 429</td>
<td>Collective Violence and Nonviolence in Global Perspective</td>
<td></td>
</tr>
<tr>
<td>SOC 430</td>
<td>Miscarriages of Justice</td>
<td></td>
</tr>
<tr>
<td>SOC 434</td>
<td>Considering Ourselves as Offenders, Victims and Survivors</td>
<td></td>
</tr>
</tbody>
</table>

Select one additional Sociology course *

* May be any Sociology elective or may be chosen from the previous list.

† Counts toward GEC GSB requirement.

### Sociology with Social Studies High School Teaching Licensure Concentration Requirements

- Minimum of 46 credit hours in social studies beyond the requirements for the Sociology major

#### Teacher Licensure Requirements

The courses listed below satisfy competencies for the Standard Professional I License in Secondary Social Studies.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 101</td>
<td>Introduction to Economics</td>
<td></td>
</tr>
<tr>
<td>HIS 308</td>
<td>Navigating World History</td>
<td></td>
</tr>
<tr>
<td>HIS 316</td>
<td>Interpreting American History</td>
<td></td>
</tr>
<tr>
<td>HIS 430</td>
<td>Historical Methods for Social Studies Teachers</td>
<td></td>
</tr>
<tr>
<td>HIS 440</td>
<td>Principles and Practices for Teaching History</td>
<td></td>
</tr>
<tr>
<td>ERM 405</td>
<td>Measurement and Assessment in Teaching</td>
<td></td>
</tr>
<tr>
<td>TED 444</td>
<td>Educational Psychology for the Secondary Grades</td>
<td></td>
</tr>
<tr>
<td>TED 445</td>
<td>Human Diversity, Teaching, and Learning</td>
<td></td>
</tr>
<tr>
<td>TED 465</td>
<td>Student Teaching and Seminar: Secondary School</td>
<td></td>
</tr>
<tr>
<td>TED 535</td>
<td>Literacy in the Content Area</td>
<td></td>
</tr>
<tr>
<td>TED 553</td>
<td>Teaching Practices and Curriculum in Social Studies</td>
<td></td>
</tr>
</tbody>
</table>

* This course requires 25 hours of internship in the schools.

### Electives

Electives sufficient to complete the 122 credit hours required for degree.

### Sociology as a Second Major

Students who wish to declare a second major in Sociology must complete all requirements listed for the Sociology major.

#### Qualified

Students double majoring in Sociology and Psychology may substitute a specified PSY course * for the course listed below.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 302</td>
<td>Introduction to Data Analysis</td>
<td></td>
</tr>
</tbody>
</table>

* Specified PSY course: PSY 310 Statistics in Behavioral Science Research

#### Qualified

Students double majoring in Sociology and Political Science may substitute a specified PSC course * for the course listed below.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 301</td>
<td>Introduction to Methods and Research</td>
<td></td>
</tr>
</tbody>
</table>

* Specified PSC course: PSC 301 Research Methods in Political Science
Sociology as a Second Academic Concentration for Elementary Education Majors

- Minimum of 18 credit hours

### Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 101</td>
<td>Introduction to Sociology</td>
<td></td>
</tr>
<tr>
<td>SOC 201</td>
<td>Social Problems</td>
<td></td>
</tr>
</tbody>
</table>

Select 12 credits at the 300 level or above from the following:

- SOC 326 The Community
- SOC 335 Marriage and the Family
- SOC 341 Sociological Perspectives on Social Psychology
- SOC 346 Population Problems
- SOC 362 Sociological Perspectives on Education
- SOC 365 Public Opinion and Mass Communication
- SOC 370 Environmental Sociology
- SOC 371 Immigration, Ethnicity, and Race in a Global Context
- SOC 420 Family Violence

### Sociology Undergraduate Minor

### Program Requirements

- Minimum of 15 credit hours
- 15 credits in sociology
- 9 credits counted toward the minor must be in residence at UNCG.

### Sociology, M.A.

The MA in Sociology offers a thesis and a non-thesis option. The thesis option requires 33 semester hours, including 6 hours of thesis. The non-thesis option requires 33 semester hours, including a 6-hour internship.

The program prepares students for further study, for research and administrative positions in public or private organizations, and for teaching sociology in a variety of settings. All of the students in the program acquire a general foundation in sociology, and some elect to complete a concentration in criminology. Other special interests may be pursued in particular substantive, applied, or cognate courses and extended in the writing of a thesis or completion of an internship.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

### Degree Program Requirements

**Required:** 33 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 614</td>
<td>Seminar in Sociological or Criminological Analysis</td>
<td></td>
</tr>
<tr>
<td>SOC 614</td>
<td>Contemporary Sociological Theory</td>
<td></td>
</tr>
<tr>
<td>SOC 616</td>
<td>Advanced Research Methods</td>
<td></td>
</tr>
<tr>
<td>SOC 618</td>
<td>Advanced Data Analysis</td>
<td></td>
</tr>
<tr>
<td>SOC 651</td>
<td>Criminology</td>
<td></td>
</tr>
<tr>
<td>SOC 653</td>
<td>Social Control</td>
<td></td>
</tr>
</tbody>
</table>

Select one of the following:

- SOC 593 Thesis Proposal Seminar (Thesis Option)
- SOC 599 Internship in Sociology (Non-Thesis Option)

### Area Courses

Select 9 credits from the following courses:

- SOC 571 Advanced Topics in Social Psychology
- SOC 636 Seminar in Social Inequalities: Theory and Research
- SOC 640 Cultural Sociology
- SOC 644 Sociology of Globalization

### Electives

Select 6 credits from other 500- or 600-level Sociology or Social Science courses in other departments *

### Capstone Experience

Select one option from the following:

**Thesis Option**

- SOC 699 Thesis

**Non-Thesis Option**

- SOC 695 Internship

* With prior approval of the advisor.

### Criminology Concentration

#### Degree Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 601</td>
<td>Seminar in Sociological or Criminological Analysis</td>
<td></td>
</tr>
<tr>
<td>SOC 614</td>
<td>Contemporary Sociological Theory</td>
<td></td>
</tr>
<tr>
<td>SOC 616</td>
<td>Advanced Research Methods</td>
<td></td>
</tr>
<tr>
<td>SOC 618</td>
<td>Advanced Data Analysis</td>
<td></td>
</tr>
<tr>
<td>SOC 651</td>
<td>Criminology</td>
<td></td>
</tr>
<tr>
<td>SOC 653</td>
<td>Social Control</td>
<td></td>
</tr>
</tbody>
</table>

Select one of the following:

- SOC 593 Thesis Proposal Seminar (Thesis Option)
- SOC 599 Internship in Sociology (Non-Thesis Option)

### Electives

Select 6 credits from other 500- or 600-level Sociology courses or Social Science courses in other departments *

### Capstone Experience

Select one option from the following:

**Thesis Option**

- SOC 699 Thesis

**Non-Thesis Option**

- SOC 695 Internship

* With prior approval of the advisor.

### Comprehensive Examination

Successful completion of a thesis proposal or internship proposal defense satisfies the comprehensive examination requirement.
Teaching Sociology, Post-Baccalaureate Certificate

The Sociology department offers a program of study leading to a Post-Baccalaureate Certificate in Teaching Sociology that prepares graduates for teaching sociology courses at the college level. The program combines core courses, elective courses, and a major course in teaching sociology.

Certificate requirements must be successfully completed during five academic years to earn the certificate. Courses fulfilling the certificate program may be used to meet the requirements in a degree program in accordance with the policies of The Graduate School.

Curriculum Requirements

Required: 18 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Core Courses</strong></td>
<td></td>
</tr>
<tr>
<td>SOC 614</td>
<td>Contemporary Sociological Theory</td>
<td></td>
</tr>
<tr>
<td>SOC 616</td>
<td>Advanced Research Methods</td>
<td></td>
</tr>
<tr>
<td>SOC 618</td>
<td>Advanced Data Analysis</td>
<td></td>
</tr>
<tr>
<td>SOC 646</td>
<td>Teaching and Learning Sociological Concepts</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Electives</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select 6 credits from the following courses:</td>
<td></td>
</tr>
<tr>
<td>SOC 651</td>
<td>Criminology</td>
<td></td>
</tr>
<tr>
<td>SOC 653</td>
<td>Social Control</td>
<td></td>
</tr>
<tr>
<td>SOC 601</td>
<td>Seminar in Sociological or Criminological Analysis</td>
<td></td>
</tr>
<tr>
<td>SOC 571</td>
<td>Advanced Topics in Social Psychology</td>
<td></td>
</tr>
<tr>
<td>SOC 636</td>
<td>Seminar in Social Inequalities: Theory and Research</td>
<td></td>
</tr>
<tr>
<td>SOC 640</td>
<td>Cultural Sociology</td>
<td></td>
</tr>
<tr>
<td>SOC 644</td>
<td>Sociology of Globalization</td>
<td></td>
</tr>
</tbody>
</table>

Overall Requirements

- 122 credit hours, to include at least 36 credits at or above the 300 course level

Degree Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>University Requirements</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>University Requirements (p. 671)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Education Core Requirements (GEC) (p. 683)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>College of Arts and Sciences Additional Requirements (LEC) (p. 253)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Major Requirements</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Archaeology Concentration Requirements</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Administered by the Archaeology Program (p. 258).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Minimum 33 credits distributed as follows. Under special circumstances and with the permission of the Committee, some required courses may be substituted for others.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Core Requirements</strong></td>
<td></td>
</tr>
<tr>
<td>ATY 258</td>
<td>Introduction to Archaeology †</td>
<td></td>
</tr>
<tr>
<td>ATY 360</td>
<td>Methods in Archaeology</td>
<td></td>
</tr>
<tr>
<td>CCI 211</td>
<td>Introduction to Greek Archaeology †</td>
<td></td>
</tr>
<tr>
<td>CCI 212</td>
<td>Introduction to Roman Archaeology †</td>
<td></td>
</tr>
<tr>
<td>GES 121</td>
<td>Introduction to Geographic Information Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Area Requirements</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Old World Archaeology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
<td></td>
</tr>
<tr>
<td>ATY 341</td>
<td>Paleolithic Archaeology</td>
<td></td>
</tr>
<tr>
<td>CCI 312</td>
<td>The Art and Archaeology of Egypt</td>
<td></td>
</tr>
<tr>
<td>CCI 313</td>
<td>Archaeology of the Aegean</td>
<td></td>
</tr>
<tr>
<td>CCI 314</td>
<td>Ancient Cities</td>
<td></td>
</tr>
<tr>
<td>HIS 380</td>
<td>Topics in the Near and Middle East</td>
<td></td>
</tr>
<tr>
<td></td>
<td>New World Archaeology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
<td></td>
</tr>
<tr>
<td>ATY 334</td>
<td>Latin American Art and Archaeology</td>
<td></td>
</tr>
<tr>
<td>ATY 340</td>
<td>North American Archaeology</td>
<td></td>
</tr>
<tr>
<td>ATY 370</td>
<td>Historical Archaeology</td>
<td></td>
</tr>
<tr>
<td>ATY 434</td>
<td>Archaeology of South America</td>
<td></td>
</tr>
<tr>
<td>ATY 462</td>
<td>Archaeology of the Southeastern United States</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Analytical Methods and Techniques</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select 6 credits of the following:</td>
<td></td>
</tr>
<tr>
<td>ATY 477</td>
<td>Zooarchaeology</td>
<td></td>
</tr>
<tr>
<td>ATY 479</td>
<td>Analysis of Archaeological Data</td>
<td></td>
</tr>
<tr>
<td>ATY 453</td>
<td>Human Osteology</td>
<td></td>
</tr>
<tr>
<td>ATY 578</td>
<td>Research Methods in Historical Archaeology</td>
<td></td>
</tr>
<tr>
<td>GES 314</td>
<td>Physical Geography: Landscape Processes</td>
<td></td>
</tr>
<tr>
<td>GES 314L</td>
<td>Physical Geography Laboratory</td>
<td></td>
</tr>
<tr>
<td>GES 357</td>
<td>Principles of Cartography</td>
<td></td>
</tr>
<tr>
<td>GES 359</td>
<td>Remote Sensing of Environment</td>
<td></td>
</tr>
</tbody>
</table>

Special Programs in Liberal Studies Major

The Special Programs in Liberal Studies major offers multiple concentrations whose requirements are listed under this topic.

Each concentration is administered by an interdepartmental program as follows:

- Archaeology Program
- Environmental & Sustainability Studies Program
- Humanities (Bachelor of Arts in Liberal Studies Program)
- International and Global Studies Program
- Professional Studies (Bachelor of Arts in Liberal Studies Program)
- Social Sciences (Bachelor of Arts in Liberal Studies Program)
- Student-Designed Interdisciplinary (College of Arts and Sciences)

Program administrators are also identified within the requirements for each concentration.
Special Programs in Liberal Studies Major

GES 421 Geographic Information Science
Include no more than 3 credits from the following:
ATY 378 Historical Archaeology Field Techniques
ATY 478 Field Methods in Archaeology
CCI 401 Archaeological Practicum
CCI 450 Internship in Classical Studies

Related Area Electives 6
Select 6 credits from any of the above courses or choose from the following:
ART 281 Ceramics I
ART 285 Photography I
ATY 213 Introduction to Cultural Anthropology
ATY 308 Lost Tribes and Sunken Lands
ATY 440 Colliding Worlds: Forming America
ATY 449 Gender Archaeology
ATY 501 Selected Topics in Anthropology *
ATY 523 Applying Archaeology in the Real World
CCI 360 Archaeology of the Roman Provinces: Britain and Gaul
CCI 365 Archaeology of the Roman Provinces: Asia Minor and Syria
CCI 450 Internship in Classical Studies
CCI 475 Archaeology of Death in the Classical World
CCI 512 The Archaeology of Roman Daily Life
GES 358 Geographic Information Systems
HIS 220 The Ancient World

* If in Archaeology.
† Counts toward GE Marker GL/GN requirement.

Asian Studies Concentration Requirements
Administered by the International and Global Studies Program (p. 329).

30 credits at the 200 level and above. To complete a second major, at least 12 credits must be taken outside the major in which the first major is obtained. No requirements for the major can be met by a grade lower than C.

Code Title Credit Hours

Foreign Language Requirements
Select a modern foreign language at the 300 level or higher from the following:
Chinese
French
German
Italian *
Japanese
Portuguese *
Russian
Spanish

Core Courses 3
Select 3 credits of the following:
IGS 200 Introduction to International and Global Studies †
IGS 210 Introduction to Asian Studies
IGS 213 Introduction to Russian Studies
IGS 400 Capstone Seminar in International and Global Studies

Additional Courses 18
Select 18 credits from Additional Courses

* Note that Italian and Portuguese are not currently available at the upper levels at UNCG.
** Select 6 credits chosen from the courses as listed or approved equivalents.
† Counts toward GE Marker GL/GN requirement.

Additional Courses
Must include a minimum of 9 credits at the upper level (300 level or above).
No more than 9 credits may come from any single category.

Once 9 credits are selected from any single category, no more than 6 credits may be taken in each of the remaining categories.

- Must include 12–18 credits from courses identified in the Additional Course Options for the LACS concentration. Must use the Additional Course Options for this concentration.
- Must include 6–9 credits at the upper level (300 level or above).
- May include 0–6 credits 200-level and above courses from courses identified in the Additional Course Options for any concentration
- May use the Additional Course Options for any International and Global Studies concentration.
- Must include 0–3 credits at the upper level (300 level or above)

Additional Course Options
The following courses are identified as options toward fulfilling the Additional Course requirement (IV.C.) for the Asian Studies concentration.

Note: Further options (subject to director approval) may appear in the guide published on the IGS website.

Code Title Credit Hours

Category 1—Society and Politics (S&P)
200-Level Course Options
HIS 216 The Civilizations of Asia
HIS 215 The Civilizations of Asia *

Upper-Level Course Options
HIS 384 The Modern Transformation of China: 1800 to Present Day
HIS 385 Japanese History to 1867, Izanagi and Izanami to Emperor Meiji
HIS 386 Creating Modern Japan, 1867 to the Present
HIS 588 East Asian History: Selected Topics
JNS 306 Current Issues in Japan
SOC 375 International Field Research
HIS 383 Chinese History to 1800 †
HIS 387 History of the Chinese Frontier ‡

Category 2—Economics and Development (E&D)
200-Level Course Options
None available.
Upper-Level Course Options

GES 306  World Economic Geography
GES 340  Geography of East Asia

Category 3—Arts and Literature (A&L)

200-Level Course Options

CHI 210  Masterworks of Chinese Literature in Translation
CHI 220  Modern Chinese Literature and Culture
JNS 230  Women in Japanese Literature and Film

Upper-Level Course Options

BLS 327  Contemporary Asian Literature
CHI 313  Major Figures in Chinese Literature
MST 327  Non-Western Film: Asian
MUS 343  Music Cultures of the World
MUS 354  Modern Asia Through Its Music

Category 4—Belief Systems and Cultures (BS&C)

200-Level Course Options

CHI 220  Modern Chinese Literature and Culture
IGS 295  Study Abroad for Global Engagement: Pre-Departure
IGS 296  Study Abroad for Global Engagement: Field Experience
IGS 297  Study Abroad for Global Engagement: Re-Entry Reflections and Applications
JNS 220  Modern Japan
REL 218  Chinese Religion
REL 220  Japanese Religion
REL 221  Buddhism
REL 223  Hinduism

Upper-Level Course Options

CHI 305  Topics in Chinese Culture
JNS 305  Topics in Japanese Culture
JNS 306  Current Issues in Japan
MUS 343  Music Cultures of the World
MUS 354  Modern Asia Through Its Music
REL 366  Religions of China: Selected Topics
REL 367  Religions of Japan: Selected Topics
REL 368  Religion in South Asia: Selected Topics

* Exception to the 51 Percent Modern Requirement.

Environmental Studies Concentration Requirements

Administered by the Environmental & Sustainability Studies Program (https://catalog.uncg.edu/arts-sciences/environmental-sustainability-studies/#text).

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>GES 164</td>
<td>Introduction to Environmental Studies</td>
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<td>GES 162</td>
<td>Introduction to Sustainability Studies</td>
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<td>GES 400</td>
<td>Capstone Seminar</td>
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<td>GES 370</td>
<td>Environment and Experience</td>
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<tr>
<td>BIO 112</td>
<td>Principles of Biology II</td>
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<td>BIO 112L</td>
<td>Principles of Biology II Laboratory</td>
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<td>CHE 252</td>
<td>Chemistry and the Human Environment</td>
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<tr>
<td>GES 106</td>
<td>Geosystems Science</td>
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<td>Geosystems Science Laboratory</td>
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<td>PHI 363</td>
<td>Environmental Ethics</td>
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<tr>
<td>ECO 250</td>
<td>Economic and Business Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>SOC 302</td>
<td>Introduction to Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>STA 108</td>
<td>Elementary Introduction to Probability and Statistics</td>
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<tr>
<td>STA 271</td>
<td>Fundamental Concepts of Statistics</td>
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</tr>
<tr>
<td>STA 290</td>
<td>Introduction to Probability and Statistical Inference</td>
<td>3</td>
</tr>
</tbody>
</table>

Related Area Electives 33

Natural Sciences

Select 12 credits from the following:

BIO 301  Principles of Ecology
BIO 315  Ecology and Evolution Laboratory
BIO 361  Biology and Conservation of Sea Turtles
BIO 420  Marine Biology
BIO 422  Plant Diversity
BIO 431  The Biosphere
BIO 441  Invertebrate Zoology
BIO 470  Vertebrate Zoology
BIO 488  Essentials of Toxicology
BIO 520  Ecosystem Ecology and Biogeochemistry
BIO 522  Landscape Ecology
BIO 523  and Landscape Ecology Laboratory
BIO 526  Conservation Biology
BIO 529  Aquatic Ecology
BIO 530  and Aquatic Ecology Laboratory
BIO 541  Entomology
BIO 554  Vascular Plant Systematics
BIO 560  Symbiosis
BIO 579  Environmental Physiology
CHE 205  Introductory Organic Chemistry
CHE 331  Quantitative Analysis
CHE 351  Organic Chemistry I
CHE 352  Organic Chemistry II
GES 388  Topics in Natural Sciences
GES 205  Environmental Change: Its Nature and Impact
GES 305  Environmental Hazards Assessment
GES 319  Weather and Climate
GES 319L  and Climatology Laboratory
GES 313  Natural Resource Regions of North America
GES 314  Physical Geography: Landscape Processes
GES 330  Elements of Hydrology
GES 358  Geographic Information Systems
**Special Programs in Liberal Studies Major**

**GES 359** Remote Sensing of Environment  
**GES 419** Advanced Weather and Climate-Synoptic Climatology  
**PHY 205** Conceptual Physics  

**Equity and Society**

Select 9 credits of the following:  
**ATY 213** Introduction to Cultural Anthropology  
**ATY 253** Introduction to Biological Anthropology and Introduction to Biological Anthropology Laboratory  
**ATY 362** Methods in Cultural Anthropology  
**ATY 420** Economic Anthropology  
**ATY 426** Food and Culture in a Global Context  
**ATY 450** Environmental Anthropology  
**ATY 465** Medical Anthropology  
**GES 386** Topics in Equity and Society  
**GES 302** Urban Geography: Land Use  
**GES 303** World Population Problems  
**GES 304** Introduction to Transportation Analysis  
**GES 322** Research Methods in Geography  
**GES 331** Sustainable Tourism and Transportation  
**HIS 323** American Indians and Nature  
**HIS 334** United States Environmental History  
**HEA 307** Global Health  
**HEA 315** Epidemiology  
**HEA 316** Environmental Health  
**PCS 505** Environmental Justice: Interdisciplinary Response for Sustainability  
**PSC 210** Introduction to Public Policy  
**PSC 312** Environmental Law and Policy  
**PSC 313** Natural Resources Law and Policy  
**PSC 314** Wildlife Law and Policy  
**SOC 202** Social Problems in Global Context  
**SOC 346** Population Problems  
**SOC 370** Environmental Sociology  
**SOC 373** Green Criminology  
**SOC 377** Disaster, Self, and Society  
**HIS 209** Topics in Modern World History (applies only when the topic is World Environmental History)

**Economics and Development**

Select 9 credits of the following:  
**BUS 130** Entrepreneurship in a Sustainable Global Environment  
**BUS 340** Social Entrepreneurship  
**ECO 100** Economics of a Global Sustainable Society  
**ECO 201** Principles of Microeconomics  
**ECO 202** Principles of Macroeconomics  
**ECO 300** The International Economy  
**ECO 380** Environmental and Natural Resource Economics  
**GES 384** Topics in Economics and Development  
**STH 200** Introduction to Sustainable Development  
**STH 201** Corporate Social Responsibility and Change Management

**STH 232** Tourism Impacts and Alternatives  
**STH 311** Sustainable Food and Beverage  
**STH 312** Greening Hotel Facilities  
**STH 331** Sustainable Tourism and Transportation  
**STH 332** Sustainable Destination Planning and Management

**Aesthetics and Ethics**

Select 3 credits of the following:  
**CST 420** Environmental Communication  
**ENG 327** Writing for Professionals and Entrepreneurs  
**ENG 380** Literature and the Environment  
**GES 384** Topics in Economics and Development  
**IAR 124** Introduction to Sustainable Design  
**IAR 221** History and Theory of Design I  
**IAR 222** History and Theory of Design II  
**LLC 130** Global Green: Cultures of Production and/or Consumption  
**MUS 326** Music and Environment  
**PHI 338** Ethics and International Affairs  
**PHI 361** Ethical Issues in Business  
**PHI 322** Philosophy of the Arts  
**REL 250** Religious Traditions and Care of the Earth

**Free Electives**

Select 6 credits from categories in Related Area Electives above or from the following:  
**GES 360** Sustainable Campus Operations  
**GES 368** Individual Study  
**GES 493** Honors Work  
**GES 370** Environment and Experience  
**GES 366** Environmental Studies Internship  
**BIO 497** Internship in Biology

* The course listed applies when taken beyond the 1 credit required in the Core Requirements.  
** Internships are optional; students may count up to 3 credits of free electives for a relevant internship through the courses listed.

**Environmental & Sustainability Studies Concentration Requirements**

Administered by the Environmental & Sustainability Studies Program (https://catalog.uncg.edu/arts-sciences/environmental-sustainability-studies/#text).

**Program Admission Requirements**

1. Junior standing  
2. 3.30 GPA  
3. Completion of the courses listed below and at least 15 credits of further required core courses and /or related area electives.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>GES 164</td>
<td>Introduction to Environmental Studies</td>
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<tr>
<td>GES 162</td>
<td>Introduction to Sustainability Studies</td>
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</tr>
<tr>
<td>Code</td>
<td>Title</td>
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<td><strong>Core Courses</strong></td>
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<tr>
<td><strong>Environmental and Sustainability Studies</strong></td>
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<td>GES 164</td>
<td>Introduction to Environmental Studies</td>
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<td>GES 162</td>
<td>Introduction to Sustainability Studies</td>
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<td>GES 400</td>
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<td>Environment and Experience</td>
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<tr>
<td><strong>Biology</strong></td>
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<td>Select one option of the following:</td>
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<td>Option A:</td>
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<td>BIO 105 &amp; 105L</td>
<td>Major Concepts of Biology and Major Concepts of Biology Laboratory</td>
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<td>CHE 252</td>
<td>Chemistry and the Human Environment</td>
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<td><strong>Geography</strong></td>
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<td>Geosystems Science</td>
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<td><strong>Related Area and Free Electives</strong></td>
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<td>Select 39 credits, with a minimum of 3 credits in each of the four related area electives from the following:</td>
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<td><strong>Natural Sciences</strong></td>
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<td>BIO 301</td>
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<td>GES 205</td>
<td>Environmental Change: Its Nature and Impact</td>
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<td>Environmental Hazards Assessment</td>
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Economics and Development

BUS 130  Entrepreneurship in a Sustainable Global Environment
BUS 340  Social Entrepreneurship
ECO 100  Economics of a Global Sustainable Society
ECO 201  Principles of Microeconomics
ECO 202  Principles of Macroeconomics
ECO 300  The International Economy
ECO 380  Environmental and Natural Resource Economics
GES 384  Topics in Economics and Development
STH 200  Introduction to Sustainable Development
STH 201  Corporate Social Responsibility and Change Management
STH 232  Tourism Impacts and Alternatives
STH 311  Sustainable Food and Beverage
STH 312  Greening Hotel Facilities
STH 331  Sustainable Tourism and Transportation
STH 332  Sustainable Destination Planning and Management

Aesthetics and Ethics

CST 420  Environmental Communication
ENG 327  Writing for Professionals and Entrepreneurs
ENG 380  Literature and the Environment
GES 382  Topics in Aesthetics and Ethics
IAR 124  Introduction to Sustainable Design
IAR 221  History and Theory of Design I
IAR 222  History and Theory of Design II
LLC 130  Global Green: Cultures of Production and/or Consumption
MUS 326  Music and Environment
PHI 322  Philosophy of the Arts
PHI 338  Ethics and International Affairs
PHI 361  Ethical Issues in Business
REL 250  Religious Traditions and Care of the Earth

* In consultation with the Director. Other classes may include any GES prefixed course or any relevant course approved by the Director.

Humanities Concentration Requirements

Administered by the Bachelor of Arts in Liberal Studies Program (p. 259).

Rationale and Program Objectives

The Bachelor of Arts in Liberal Studies, Humanities Concentration, is a multidisciplinary online degree program. The program is designed to provide students with an opportunity to earn their baccalaureate degree online by gaining a thorough understanding of the humanities, the interconnections among them, and their relevance to individuals and to modern society. The humanities are broadly defined to include those disciplines that study people—their ideas, their history, their literature, their artifacts, and their values. The program will investigate individual people in their solitude, life together in societies, and models of and for reality that constitute cultures. Individual courses will tackle the Big Questions that have been the traditional province of the humanities such as “What makes a life worth living?” The program is designed to enhance the student’s ability to:

- Think critically and analytically.
- Communicate clearly and effectively.
- Understand and explain interconnections among the Humanities disciplines.
- Appreciate the wide range of human experience.
- Achieve increased depth of knowledge in one of the four categories of the Humanities: Literature, Fine Arts, Philosophy/Religion/Ethics, Historical Perspectives.

Minimum of 30 credits above the 200 level including the courses as listed below.

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<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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### Core Courses

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<th>Code</th>
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<td>BLS 300</td>
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<td>BLS 301</td>
<td>Pathways: Reading and Writing in the Humanities</td>
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### Distribution Requirement

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<td>Selected Topics: Literature</td>
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<td>Reading and the Human Experience</td>
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<td>Revolutionary Lives</td>
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<td>Contemporary Short Stories</td>
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<tr>
<td>BLS 325</td>
<td>Mystery, Mayhem, and Murder</td>
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<tr>
<td>BLS 326</td>
<td>Telling Stories: The Memoir</td>
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<td>Big Plays, Big Ideas</td>
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<td>BLS 345</td>
<td>Photography: Contexts and Illusions</td>
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<td>The Art of Life</td>
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<td>Shakespeare Off the Page</td>
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<td>BLS 362</td>
<td>Vice, Crime, and American Law</td>
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<td>BLS 364</td>
<td>Mystics in America</td>
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<td>Divided We Stand</td>
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<td>BLS 366</td>
<td>Life, Death, and Meaning</td>
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<td>Old Europe/New Europe</td>
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<td>BLS 382</td>
<td>The Sixties</td>
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<td>BLS 383</td>
<td>Religious Resistance to Political Power</td>
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<td>BLS 384</td>
<td>Great Trials in American History</td>
</tr>
<tr>
<td>BLS 385</td>
<td>American Motherhood</td>
</tr>
<tr>
<td>BLS 386</td>
<td>Women, War, and Terror</td>
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</table>
Area of Emphasis

Select at least three additional courses in one of the topic areas of the following:

**Literature**
- BLS 320 Selected Topics: Literature
- BLS 321 Reading and the Human Experience
- BLS 322 Revolutionary Lives
- BLS 323 Contemporary Short Stories
- BLS 325 Mystery, Mayhem, and Murder
- BLS 326 Telling Stories: The Memoir
- BLS 327 Contemporary Asian Literature
- BLS 342 Painting on the Page
- BLS 343 Big Plays, Big Ideas
- BLS 347 Shakespeare Off the Page
- BLS 386 Women, War, and Terror

**Fine Arts**
- BLS 340 Selected Topics: Fine Arts
- BLS 341 Eye Appeal
- BLS 342 Painting on the Page
- BLS 343 Big Plays, Big Ideas
- BLS 345 Photography: Contexts and Illusions
- BLS 346 The Art of Life
- BLS 347 Shakespeare Off the Page
- BLS 348 Representing Women

**Philosophy/Religion/Ethics**
- BLS 360 Selected Topics: Philosophy/Religion/Ethics
- BLS 361 American Dreams
- BLS 362 Vice, Crime, and American Law
- BLS 363 Ethics and Technology
- BLS 364 Mystics in America
- BLS 365 Divided We Stand
- BLS 366 Life, Death, and Meaning

**Historical Perspectives**
- BLS 380 Selected Topics: Historical Perspectives
- BLS 381 Old Europe/New Europe
- BLS 382 The Sixties
- BLS 383 Religious Resistance to Political Power
- BLS 384 Great Trials in American History
- BLS 385 American Motherhood
- BLS 386 Women, War, and Terror

**Capstone Seminar**
- BLS 400 Senior Seminar in the Humanities

---

**Foreign Language Requirements**

Select 6 credits of a modern foreign language at the 300 level or higher from the following:

- Chinese
- French
- German
- Italian *
- Japanese
- Portuguese *
- Russian
- Spanish

**Core Courses**

Select 3 credits of the following:

- IGS 200 Introduction to International and Global Studies
- IGS 210 Introduction to Asian Studies
- IGS 213 Introduction to Russian Studies
- IGS 400 Capstone Seminar in International and Global Studies

**Additional Courses**

Select 15 credits from Category 1 (S&P) or Category 2 (E&D)

Select 3 credits (200 level or above) from Category 3 (A&L) or Category 4 (BS&C)

Note that Italian and Portuguese are not currently available at the upper levels at UNCG.

**Additional Courses Options**

The following courses are identified as options toward fulfilling the Additional Courses requirement (IV.C.) for the International and Global Affairs and Development concentration.

Note: Further options (subject to director approval) may appear in the guide published on the IGS website.

---

**Foreign Language Requirements**

Select 6 credits of a modern foreign language at the 300 level or higher from the following:

- Chinese
- French
- German
- Italian *
- Japanese
- Portuguese *
- Russian
- Spanish

**Core Courses**

Select 3 credits of the following:

- IGS 200 Introduction to International and Global Studies
- IGS 210 Introduction to Asian Studies
- IGS 213 Introduction to Russian Studies
- IGS 400 Capstone Seminar in International and Global Studies

**Additional Courses**

Select 15 credits from Category 1 (S&P) or Category 2 (E&D)

Select 3 credits (200 level or above) from Category 3 (A&L) or Category 4 (BS&C)

* Note that Italian and Portuguese are not currently available at the upper levels at UNCG.

** 6 credits chosen from the courses listed or approved equivalents.

† Maximum of 9 credits in one category and no more than 6 credits in the other category. 6 credits must be upper level (300 level or above).

† Counts toward GE Marker GL/GN requirement.

---

**Additional Courses Options**

The following courses are identified as options toward fulfilling the Additional Courses requirement (IV.C.) for the International and Global Affairs and Development concentration.

Note: Further options (subject to director approval) may appear in the guide published on the IGS website.

---

**International and Global Affairs and Development Concentration Requirements**

Administered by the International and Global Studies Program (p. 329).

30 credits at the 200 level and above. To complete a second major, at least 12 credits must be taken outside the major in which the first major is obtained. No requirements for the major can be met by a grade lower than C-.
<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>PSC 240</td>
<td>The International System</td>
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<tr>
<td>PSC 250</td>
<td>Model United Nations</td>
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<td>PSC 260</td>
<td>Introduction to Comparative Politics</td>
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<td>PSC 290</td>
<td>The Politics of the Non-Western World</td>
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<tr>
<td>SOC 202</td>
<td>Social Problems in Global Context</td>
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<td>SOC 225</td>
<td>Race, Class, and Gender: Social Inequalities</td>
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<td>HIS 215</td>
<td>The Civilizations of Asia</td>
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<td>HDF 211</td>
<td>Human Development Across the Life Span</td>
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<td>HSS 202</td>
<td>Seminar in Historical Perspectives: Modern</td>
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<td>Seminar in Social and Behavioral Studies</td>
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<td>Seminar in Historical Perspectives: Modern</td>
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<td>Seminar in Social and Behavioral Studies</td>
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**Upper-Level Course Options**

African American Studies Courses:
- ADS 306 | Special Topics in the African Diaspora: Africa, the Indian Ocean, and the Americas |
- ADS 356 | The Making of the African Diaspora |

Geography Courses:
- GES 301 | Urban Geography: Global Patterns |
- GES 303 | World Population Problems |
- GES 315 | The Geography of World Affairs |
- GES 333 | Geography of Europe |
- GES 338 | Regions of Latin America |
- GES 340 | Geography of East Asia |

Health Courses, Public:
- HEA/ENT 307 | Global Health |

History Courses (300 level):
- HIS 303 | South Africa and Its Neighbors |
- HIS 304 | Gender, Family, and Wealth in African History |
- HIS 306 | Islam and Popular Culture in Africa |
- HIS 311 | Latin America and the United States |
- HIS 341 | Pirates of the Caribbean: The Real Story |
- HIS 348 | The World at War, 1914-1918 |
- HIS 349 | The World at War, 1939-1945 |
- HIS 356 | The Making of the African Diaspora |
- HIS 363 | European Economic History |
- HIS 365 | Modern France |
- HIS 369 | History of Spain |
- HIS 318 | Revolution and Reform in Modern Latin America |
- HIS 371 | Europe since World War I |
- HIS 374 | British History 1688-Present |
- HIS 375 | Germany in the Nineteenth Century, 1800-1914 |
- HIS 376 | German History, 1914-1945 |
- HIS 377 | Russian History to 1900 |
- HIS 378 | Russian History since 1900 |
- HIS 381 | The Near and Middle East since World War I |
- HIS 384 | The Modern Transformation of China: 1800 to Present Day |
- HIS 385 | Japanese History to 1867, Izanagi and Izanami to Emperor Meiji |
- HIS 386 | Creating Modern Japan, 1867 to the Present |
- HIS 387 | History of the Chinese Frontier |
- HIS 389 | West Africa during the Atlantic Slave Trade |
- HIS 392 | The Holocaust: History and Meaning |
- HIS 397 | Modern European Thought |
- HIS 399 | Images of Africa in Film |

History Courses (500 level):
- HIS 508 | Latin America and Caribbean: Selected Topics |
- HIS 560 | Nineteenth-Century Europe: Selected Topics |
- HIS 562 | Twentieth-Century Europe: Selected Topics |
- HIS 564 | Modern Britain: Selected Topics |
- HIS 567 | French History: Selected Topics |
- HIS 571 | Modern European Thought: Selected Topics |
- HIS 574 | Modern Germany: Selected Topics |
- HIS 575 | Modern Russian History: Selected Topics |
- HIS 581 | African History: Selected Topics |
- HIS 587 | Southern African History |
- HIS 588 | East Asian History: Selected Topics |

Japanese Courses:
- JNS 306 | Current Issues in Japan |

Peace and Conflict Studies Courses:
- PCS 305 | Foundations of Peace and Conflict Studies |
- PCS 405 | Localizing Peace |
- PCS 311 | Conflict Research |
- PCS 415 | Global Peacebuilding |
- PCS 505 | Environmental Justice: Interdisciplinary Response for Sustainability |
- PCS 517 | Peacebuilding Challenges in a Complex World |

Philosophy Courses:
- PHI 338 | Ethics and International Affairs |

Political Science Courses:
- PSC 340 | International Political Economy |
- PSC 341 | International Law |
- PSC 344 | Politics of Globalization |
- PSC 347 | International Security |
- PSC 348 | International Organization |
- PSC 350 | Democratic Political Systems |
- PSC 352 | Nationalism and Ethnic Politics |
- PSC 354 | Post-Conflict Politics |
- PSC 355A | Selected Topics in Comparative Politics: Political Violence |
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<td>PSC 355D</td>
<td>Selected Topics in Comparative Politics: Politics of Industrial Societies</td>
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<td>PSC 355J</td>
<td>Selected Topics in Comparative Politics: Middle East Politics</td>
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<td>PSC 355K</td>
<td>Selected Topics in Comparative Politics: Russian Politics</td>
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<td>PSC 355M</td>
<td>Selected Topics in Comparative Politics: Political Economy</td>
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<td>Selected Topics in Comparative Politics: Politics of Latin America</td>
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<td>PSC 361</td>
<td>Central and East European Politics</td>
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<td>PSC 391</td>
<td>African Political Systems</td>
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**Sociology Courses:**

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<td>SOC 311</td>
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<td>SOC 323</td>
<td>Global Deviance</td>
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<td>SOC 342</td>
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<td>Population Problems</td>
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<td>SOC 371</td>
<td>Immigration, Ethnicity, and Race in a Global Context</td>
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<td>SOC 375</td>
<td>International Field Research</td>
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<td>SOC 429</td>
<td>Collective Violence and Nonviolence in Global Perspective</td>
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<td>HIS 387</td>
<td>History of the Chinese Frontier *</td>
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<td>West Africa during the Atlantic Slave Trade *</td>
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<td>HEA 471</td>
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<td>SOC 377</td>
<td>Disaster, Self, and Society</td>
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**Category 2—Economics and Development (E&D)**

**200-Level Course Options**

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<td>Culture, Human Behavior, and Clothing</td>
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<td>ECO 201</td>
<td>Principles of Microeconomics</td>
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<td>ECO 202</td>
<td>Principles of Macroeconomics</td>
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<tr>
<td>STH 231</td>
<td>Tourism, Cultures, and Places</td>
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<td>STH 251</td>
<td>Multicultural Issues in Hospitality and Tourism</td>
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<tr>
<td>HDF 211</td>
<td>Human Development Across the Life Span</td>
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**Upper-Level Course Options**

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<td>International Entrepreneurship</td>
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<tr>
<td>CRS 363</td>
<td>Global Sourcing of Apparel and Related Consumer Products</td>
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<td>ECO 300</td>
<td>The International Economy</td>
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<td>ECO 365</td>
<td>The Economics of European Integration</td>
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<tr>
<td>ECO 467</td>
<td>Economic Growth and Development Seminar</td>
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<tr>
<td>FRE 341</td>
<td>Business French</td>
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<tr>
<td>FRE 599</td>
<td>Community-Based Service Learning in Francophone Studies</td>
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<tr>
<td>GES 301</td>
<td>Urban Geography: Global Patterns</td>
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<td>GES 303</td>
<td>World Population Problems</td>
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<td>GES 306</td>
<td>World Economic Geography</td>
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<td>GES 315</td>
<td>The Geography of World Affairs</td>
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<tr>
<td>GES 333</td>
<td>Geography of Europe</td>
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<td>GES 338</td>
<td>Regions of Latin America</td>
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<tr>
<td>GES 340</td>
<td>Geography of East Asia</td>
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<td>GES 320</td>
<td>Tourism Planning and Development</td>
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<td>GER 341</td>
<td>Business German</td>
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<td>HDF 390</td>
<td>Families and Children in Global Perspective</td>
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<td>HEA 307</td>
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<td>HEA 316</td>
<td>Environmental Health</td>
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<td>HIS 363</td>
<td>European Economic History</td>
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<td>MGT 301</td>
<td>Introduction to International Business</td>
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<tr>
<td>MGT 302</td>
<td>International Business: Operations and Environments in Foreign Jurisdictions</td>
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<td>Current Issues in International Business</td>
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<td>Localizing Peace</td>
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<td>PCS 505</td>
<td>Environmental Justice: Interdisciplinary Response for Sustainability</td>
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<td>PCS 540</td>
<td>Social Entrepreneurship: Justice and a Green Environment</td>
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<tr>
<td>PSC 340</td>
<td>International Political Economy</td>
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<tr>
<td>PSC 355C</td>
<td>Selected Topics in Comparative Politics: Politics of Development</td>
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<tr>
<td>PSC 355M</td>
<td>Selected Topics in Comparative Politics: Political Economy</td>
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<tr>
<td>GES 433</td>
<td>Regional Economic Development</td>
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<td>HEA 471</td>
<td>Immigrant and Refugee Health</td>
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<tr>
<td>PSY 370</td>
<td>Ethnicity, Development, and Psychopathology</td>
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<tr>
<td>PSY 433</td>
<td>Research Experience in Psychology</td>
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<td>RCS 464</td>
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<td>SWK 315</td>
<td>Social Work, Diversity, and Vulnerable Populations</td>
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<td>TED 445</td>
<td>Human Diversity, Teaching, and Learning</td>
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**Category 3—Arts and Literature (A&L)**

**200-Level Course Options**

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<td>Tourism, Cultures, and Places</td>
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<td>STH 251</td>
<td>Multicultural Issues in Hospitality and Tourism</td>
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<tr>
<td>HDF 211</td>
<td>Human Development Across the Life Span</td>
</tr>
<tr>
<td>BUS 342</td>
<td>International Entrepreneurship</td>
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<tr>
<td>CRS 363</td>
<td>Global Sourcing of Apparel and Related Consumer Products</td>
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<tr>
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<td>Community-Based Service Learning in Francophone Studies</td>
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<td>GES 301</td>
<td>Urban Geography: Global Patterns</td>
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<td>GES 303</td>
<td>World Population Problems</td>
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<td>GES 306</td>
<td>World Economic Geography</td>
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<td>MGT 302</td>
<td>International Business: Operations and Environments in Foreign Jurisdictions</td>
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<td>Current Issues in International Business</td>
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<td>Localizing Peace</td>
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<td>PCS 505</td>
<td>Environmental Justice: Interdisciplinary Response for Sustainability</td>
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<td>Social Work, Diversity, and Vulnerable Populations</td>
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**200-Level Course Options**
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<td>Modern Chinese Literature and Culture</td>
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<td>ENG 202</td>
<td>European Literary Classics: Enlightenment to Modern</td>
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<td>Nonwestern Literary Classics</td>
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<td>Topics in Global Literature</td>
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<td>Major British Authors: Romantic to Modern</td>
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<td>ENG 214</td>
<td>Transcultural Literatures: Romantic to Postmodern</td>
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<td>Explorations in French Literature: English Versions</td>
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<td>Italian Masterpieces in English Translation</td>
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**Upper-Level Course Options**

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**Art History Courses:**

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<td>European Art in the Nineteenth Century</td>
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<td>ARH 351</td>
<td>Architecture in the Twentieth Century</td>
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<td>ARH 370</td>
<td>African Art</td>
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<td>ARH 371</td>
<td>The TransAtlantic: Cross-Cultural Representations</td>
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**Chinese Courses:**

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**English Courses:**

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<td>Studies in Human Rights and Literature</td>
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<td>ENG 344</td>
<td>The Romantic Period</td>
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<td>The Victorian Period</td>
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<td>English Literature from Victorian to Modern</td>
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<td>Contemporary British Literature and Culture</td>
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<td>English Novel from Defoe to Hardy</td>
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<td>The Twentieth-Century English Novel</td>
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<td>ENG 550</td>
<td>Modern British Writers</td>
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<td>Twentieth-Century British Poetry</td>
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**French Courses:**

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<td>Survey of French Literature</td>
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<td>Topics in Modern French Literature</td>
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<td>FRE 455</td>
<td>Topics in French and Francophone Literature and Film</td>
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<td>Topics in Francophone Literature</td>
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<td>FRE 561</td>
<td>The Auteur Director</td>
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**German Courses:**

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<td>GER 308</td>
<td>Topics in Central European Studies to 1918</td>
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<td>Topics in Central European Studies since 1918</td>
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<td>GER 403</td>
<td>German Literary Studies: An Introduction</td>
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**Humanities Courses:**

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<td>Contemporary Asian Literature</td>
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**Media Studies Courses:**

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<td>Non-Western Film: Asian</td>
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<td>Introduction to Film History</td>
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<td>MST 520</td>
<td>History of Film to 1938</td>
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**Music Courses:**

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<td>Music Cultures of the World</td>
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**Russian Courses:**

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<td>SPA 403</td>
<td>Spanish Literature II</td>
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<td>Topics in Spanish Literature</td>
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**Theatre Courses:**

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<td>THR 502</td>
<td>Theatre History III</td>
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<td>Mystery, Mayhem, and Murder</td>
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<td>Telling Stories: The Memoir</td>
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<td>Representing Women</td>
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<td>Women, War, and Terror</td>
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**Category 4—Belief Systems and Cultures (BS&C)**

**200-Level Course Options**

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<td>Modern Chinese Literature and Culture</td>
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<td>CRS 221</td>
<td>Culture, Human Behavior, and Clothing</td>
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<td>Images of France and the Francophone World</td>
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<td>GER 215</td>
<td>German Civilization: Readings in English</td>
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<td>GER 216</td>
<td>German Civilization: Readings in English</td>
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<td>IGS 295</td>
<td>Study Abroad for Global Engagement: Pre-Departure</td>
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<td>IGS 296</td>
<td>Study Abroad for Global Engagement: Field Experience</td>
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<td>IGS 297</td>
<td>Study Abroad for Global Engagement: Re-Entry Reflections and Applications</td>
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<td>Modern Japan</td>
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<td>History of Modern Philosophy</td>
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<td>PHI 267</td>
<td>Existentialism</td>
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<td>POR 233</td>
<td>Topics in Brazilian Culture and Civilization</td>
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<td>The Bible in Western Culture</td>
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<td>Judaism</td>
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<td>The Synagogue</td>
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<td>Chinese Religion</td>
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<td>REL 220</td>
<td>Japanese Religion</td>
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<td>Buddhism</td>
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<td>Hinduism</td>
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<td>Islam</td>
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<td>REL 240</td>
<td>Modern Judaism</td>
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<td>Comparative Religious Ethics</td>
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<td>REL 250</td>
<td>Religious Traditions and Care of the Earth</td>
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<td>REL 251</td>
<td>Topics in Religious Social Ethics</td>
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<td>Hispanic Cultures and Civilizations</td>
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<td>STH 231</td>
<td>Tourism, Cultures, and Places</td>
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<td>STH 251</td>
<td>Multicultural Issues in Hospitality and Tourism</td>
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**Upper-Level Course Options**

**African American Studies Courses:**

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**Anthropology Courses:**

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<td>Latin American Societies and Cultures</td>
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<td>ATY 334</td>
<td>Latin American Art and Archaeology</td>
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<td>ATY 335</td>
<td>Cultures of Africa</td>
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<td>Food and Culture in a Global Context</td>
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**Chinese Courses:**

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<td>CHI 305</td>
<td>Topics in Chinese Culture</td>
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**Communication Studies Courses:**

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<tr>
<td>CST 337</td>
<td>Intercultural Communication</td>
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**French Courses:**

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<tr>
<td>FRE 311</td>
<td>Culture and Civilization in France</td>
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<td>FRE 322</td>
<td>Introduction to French Civilization and Culture</td>
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<td>FRE 532</td>
<td>French and Francophone Civilization and Culture</td>
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**German Courses:**

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<tr>
<td>GER 306</td>
<td>German Culture: Advanced Intermediate Topics</td>
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### Special Programs in Liberal Studies Major

**GER 310** German Culture: Advanced Intermediate-Topics in German Film

**GER 308** Topics in Central European Studies to 1918

**GER 309** Topics in Central European Studies since 1918

**GER 406** Advanced Topics in German Culture

**GER 422** German Memory in Fiction and Film

### Humanities Courses:

**BLS 381** Old Europe/New Europe

**BLS 386** Women, War, and Terror

### Japanese Studies Courses:

**JNS 305** Topics in Japanese Culture

**JNS 306** Current Issues in Japan

### Music Courses:

**MUS 343** Music Cultures of the World

**MUS 354** Modern Asia Through Its Music

### Nursing Courses:

**NUR 390** Culture and Health Care

### Peace and Conflict Studies Courses:

**PCS 309** Conflict and Culture

### Philosophy Courses:

**PHI 338** Ethics and International Affairs

**PHI 348** Existentialism, Phenomenology, and Structuralism

**PHI 545** Social Philosophy

### Religious Studies Courses:

**REL 309** Spirituality and Culture in the West

**REL 312** Judaism and the Construction of Gender

**REL 317** Islam and the Construction of Gender

**REL 340** Modern Jewish Thinkers

**REL 366** Religions of China: Selected Topics

**REL 367** Religions of Japan: Selected Topics

**REL 368** Religion in South Asia: Selected Topics

### Spanish Courses:

**SPA 311** Spanish Conversation

**SPA 314** Spain Today

**SPA 332** Introduction to Spanish Culture

**SPA 334**

**SPA 532** Topics in Spanish Culture and Civilization

**SPA 534** Topics in Spanish-American Culture and Civilization

### Sustainable Tourism and Hospitality Courses:

**STH 345** Cross-Cultural Study Tour in Sustainable Tourism and Hospitality

**IGS Marker Required:**

**ADS 305** Special Topics in African American Studies

**ATY 311** Reading Culture and Society

**ATY 450** Environmental Anthropology

**ATY 501** Selected Topics in Anthropology

**BLS 360** Selected Topics: Philosophy/Religion/Ethics

**BLS 383** Religious Resistance to Political Power

**CST 460** Special Topics in Communication Research

**PHI 331** Social and Political Philosophy

**SPA 535** U.S. Latino/Latina Cultural Studies

**WGS 333** Postcolonial and Transnational Feminisms

**WGS 450** Topics Seminar in Women’s and Gender Studies

* Exception to the 51 Percent Modern Requirement.

** The courses listed apply only when carrying the IGS marker in the Schedule of Courses for the term taken.

† 1 credit Dance Courses. The courses listed must be taken three times to qualify.

### International and Global Arts and Belief Systems Concentration Requirements

Administered by the International and Global Studies Program (p. 329).

30 credits at the 200 level and above. To complete a second major, at least 12 credits must be taken outside the major in which the first major is obtained. No requirements for the major can be met by a grade lower than C-.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
</table>

### Foreign Language Requirements

Select 6 credits at the 300 level or higher from the following:

- Chinese
- French
- German
- Italian *
- Japanese
- Portuguese *
- Russian
- Spanish

### Core Courses **

Select 3 credits from the following:

- IGS 200 Introduction to International and Global Studies †
- IGS 210 Introduction to Asian Studies
- IGS 213 Introduction to Russian Studies
- IGS 400 Capstone Seminar in International and Global Studies

### Additional Courses

Select 15 credits from Category 3 (A&L) or Category 4 (BS&C) †

* Note that Italian and Portuguese are not currently available at the upper levels at UNCG.

** 6 credits chosen from the courses listed or approved equivalents.

† Maximum of 9 credits in one category and no more than 6 credits in the other category. 9 credits must be upper level (300 level or above).

† Counts toward GE Marker GL/GN requirement.

### Additional Courses Options

The following courses are identified as options toward fulfilling the Additional Courses requirement (IV.C.) for the International and Global Affairs and Development concentration.

Note: Further options (subject to director approval) may appear in the guide published on the IGS website.
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<td>History of Africa to 1870</td>
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<td>The Civilizations of Asia</td>
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<tr>
<td>HIS 217</td>
<td>The World in the Twentieth Century</td>
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<td>The World since 1945</td>
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<td>European Revolutions, 1789-1989</td>
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<td>The First America: Latin America, 1492-1830</td>
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<td>(Dis)order and Progress: Latin America since 1810</td>
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<td>Race, Class, and Gender: Social Inequalities</td>
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<td>Revolution and Reform in Modern Latin America</td>
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<td>German History, 1914-1945</td>
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<td>The Near and Middle East since World War I</td>
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<td>The Modern Transformation of China: 1800 to Present Day</td>
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<td>Japanese History to 1867, Izanagi and Izanami to Emperor Meiji</td>
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<td>Creating Modern Japan, 1867 to the Present</td>
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<td>The Holocaust: History and Meaning</td>
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<td>HIS 397</td>
<td>Modern European Thought</td>
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<td>Images of Africa in Film</td>
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<td>HIS 508</td>
<td>Latin America and Caribbean: Selected Topics</td>
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<td>HIS 560</td>
<td>Nineteenth-Century Europe: Selected Topics</td>
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<td>Twentieth-Century Europe: Selected Topics</td>
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<td>Modern Britain: Selected Topics</td>
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<td>Foundations of Peace and Conflict Studies</td>
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<td>PCS 405</td>
<td>Localizing Peace</td>
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<td>PCS 311</td>
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<td>PCS 415</td>
<td>Global Peacebuilding</td>
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<td>PCS 505</td>
<td>Environmental Justice: Interdisciplinary Response for Sustainability</td>
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<td>PCS 517</td>
<td>Peacebuilding Challenges in a Complex World</td>
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**Philosophy Courses:**

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<tr>
<td>PHI 338</td>
<td>Ethics and International Affairs</td>
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**Political Science Courses:**

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<td>PSC 341</td>
<td>International Law</td>
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<td>PSC 344</td>
<td>Politics of Globalization</td>
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<td>PSC 347</td>
<td>International Security</td>
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<td>International Organization</td>
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<td>Democratic Political Systems</td>
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<td>PSC 352</td>
<td>Nationalism and Ethnic Politics</td>
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<td>PSC 354</td>
<td>Post-Conflict Politics</td>
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<td>PSC 355A</td>
<td>Selected Topics in Comparative Politics: Political Violence</td>
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<td>PSC 355C</td>
<td>Selected Topics in Comparative Politics: Politics of Development</td>
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<td>PSC 355D</td>
<td>Selected Topics in Comparative Politics: Politics of Industrial Societies</td>
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<td>Central and East European Politics</td>
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**Sociology Courses:**

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<td>SOC 311</td>
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<td>SOC 323</td>
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<td>History of the Chinese Frontier</td>
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<td>ADS 305</td>
<td>Special Topics in African American Studies</td>
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<td>BLS 380</td>
<td>Selected Topics: Historical Perspectives</td>
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<td>GES 404</td>
<td>Political Geography</td>
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<td>HEA 471</td>
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<td>Topics in the Near and Middle East</td>
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<td>Social Change</td>
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**Category 2—Economics and Development (E&D)**

**200-Level Course Options**

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<td>ECO 201</td>
<td>Principles of Microeconomics</td>
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<td>STH 231</td>
<td>Tourism, Cultures, and Places</td>
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<td>STH 251</td>
<td>Multicultural Issues in Hospitality and Tourism</td>
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**Upper-Level Course Options**

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<td>BUS 342</td>
<td>International Entrepreneurship</td>
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<tr>
<td>CRS 363</td>
<td>Global Sourcing of Apparel and Related Consumer Products</td>
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<td>ECO 300</td>
<td>The International Economy</td>
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<td>ECO 365</td>
<td>The Economics of European Integration</td>
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<td>Economic Growth and Development Seminar</td>
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<td>FRE 341</td>
<td>Business French</td>
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<td>FRE 599</td>
<td>Community-Based Service Learning in Francophone Studies</td>
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<td>GES 301</td>
<td>Urban Geography: Global Patterns</td>
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<td>GES 303</td>
<td>World Population Problems</td>
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<td>GES 306</td>
<td>World Economic Geography</td>
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<td>The Geography of World Affairs</td>
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<td>GES 333</td>
<td>Geography of Europe</td>
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<td>GES 338</td>
<td>Regions of Latin America</td>
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<tr>
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<td>Tourism Planning and Development</td>
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<td>GES 340</td>
<td>Geography of East Asia</td>
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<td>GER 341</td>
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<td>MGT 301</td>
<td>Introduction to International Business</td>
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<td>MGT 302</td>
<td>International Business: Operations and Environments in Foreign Jurisdictions</td>
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<td>MGT 304</td>
<td>Current Issues in International Business</td>
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<td>PCS 405</td>
<td>Localizing Peace</td>
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<td>PCS 505</td>
<td>Environmental Justice: Interdisciplinary Response for Sustainability</td>
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<td>PCS 540</td>
<td>Social Entrepreneurship: Justice and a Green Environment</td>
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<td>Selected Topics in Comparative Politics: Politics of Development</td>
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<td>PSY 370</td>
<td>Ethnicity, Development, and Psychopathology</td>
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<td>Research Experience in Psychology</td>
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<td>RCS 464</td>
<td>Global Retail Strategy and Management</td>
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<td>SWK 315</td>
<td>Social Work, Diversity, and Vulnerable Populations</td>
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<td>TED 445</td>
<td>Human Diversity, Teaching, and Learning</td>
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<td>ARH 200</td>
<td>History of Western Architecture</td>
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<td>CHI 210</td>
<td>Masterworks of Chinese Literature in Translation</td>
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<td>CHI 220</td>
<td>Modern Chinese Literature and Culture</td>
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<td>DCE 200</td>
<td>Dance Appreciation</td>
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<tr>
<td>ENG 202</td>
<td>European Literary Classics: Enlightenment to Modern</td>
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<td>ENG 204</td>
<td>Nonwestern Literary Classics</td>
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<td>ENG 208</td>
<td>Topics in Global Literature</td>
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<td>ENG 209</td>
<td>Topics in Non-Western Literature</td>
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<td>ENG 212</td>
<td>Major British Authors: Romantic to Modern</td>
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<td>ENG 214</td>
<td>Transcultural Literatures: Romantic to Postmodern</td>
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<td>FRE 222</td>
<td>Explorations in French Literature: English Versions</td>
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<td>GER 217</td>
<td>Masterworks of German Literature Read in English</td>
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<td>Masterworks of German Literature Read in English</td>
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<tr>
<td>GER 222</td>
<td>The Holocaust in Literature and Art</td>
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<td>ITA 222</td>
<td>Italian Masterpieces in English Translation</td>
</tr>
<tr>
<td>JNS 230</td>
<td>Women in Japanese Literature and Film</td>
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<tr>
<td>MUS 241</td>
<td>Music Appreciation</td>
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<td>MUS 242</td>
<td>Music for Film</td>
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<tr>
<td>POR 222</td>
<td>Introduction to Luso-Brazilian Literature</td>
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<td>RUS 201</td>
<td>Russian Literature in Translation</td>
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<tr>
<td>SPA 222</td>
<td>Hispanic Masterpieces in English Translation</td>
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<td>DCE 231</td>
<td>Global Dance Forms</td>
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<td>DCE 232</td>
<td>African Dance II</td>
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**IGS Marker Required:**

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<tr>
<td>RCO 224</td>
<td>Residential College Seminar in Literature and Rhetoric</td>
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<tr>
<td>RCO 226</td>
<td>Residential College Seminar in Fine Arts</td>
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</tbody>
</table>

**Upper-Level Course Options**

**African American Studies Courses:**
- ADS 376 - Africana Literature

**Art History Courses:**
- ARH 345 - European Art in the Nineteenth Century
- ARH 351 - Architecture in the Twentieth Century
- ARH 370 - African Art
- ARH 371 - The TransAtlantic: Cross-Cultural Representations

**Chinese Courses:**
- CHI 313 - Major Figures in Chinese Literature

**English Courses:**
- ENG 315 - Postcolonial Literatures
- ENG 316 - Studies in Human Rights and Literature
- ENG 344 - The Romantic Period
- ENG 345 - The Victorian Period
- ENG 346 - English Literature from Victorian to Modern
- ENG 348 - Contemporary British Literature and Culture
- ENG 349 - English Novel from Defoe to Hardy
- ENG 350 - The Twentieth-Century English Novel
- ENG 545 - Nineteenth-Century British Writers
- ENG 550 - Modern British Writers
- ENG 559 - Twentieth-Century British Poetry

**French Courses:**
- FRE 353 - Survey of French Literature
- FRE 454 - Topics in Modern French Literature
- FRE 455 - Topics in French and Francophone Literature and Film
- FRE 558 - Topics in Francophone Literature
- FRE 561 - The Auteur Director
- FRE 562 - Studies in Film Genre

**German Courses:**
- GER 305 - German Literature: Advanced Intermediate Topics
- GER 308 - Topics in Central European Studies to 1918
- GER 309 - Topics in Central European Studies since 1918
- GER 403 - German Literary Studies: An Introduction
- GER 405 - Advanced Topics in German Literature
- GER 422 - German Memory in Fiction and Film

**Humanities Courses:**
- BLS 322 - Revolutionary Lives
- BLS 327 - Contemporary Asian Literature

**Media Studies Courses:**
- MST 327 - Non-Western Film: Asian
- MST 302 - Introduction to Film History
- MST 520 - History of Film to 1938
- MST 521 - History of Film since 1938

**Music Courses:**
- MUS 333 - History of Western Music III
- MUS 343 - Music Cultures of the World
- MUS 354 - Modern Asia Through Its Music
**Russian Courses:**
- MUS 425 Music of Sub-Saharan Africa
- RUS 306 Slavic Life and Letters: Topics
- RUS 313 Major Authors in Russian Literature
- RUS 314 Major Movements in Russian Literature and Culture
- RUS 315 Twentieth-Century Russian Literature/Translation
- RUS 316 Modern Polish Literature in Translation
- RUS 511 The Russian Novel in Translation

**Spanish Courses:**
- SPA 351 Approaches to Hispanic Literature
- SPA 401
- SPA 403 Spanish Literature II
- SPA 502 Topics in Spanish Literature
- SPA 562 Studies in Film Genre

**Theatre Courses:**
- THR 501 Theatre History II
- THR 502 Theatre History III
- THR 506 Non-Western Theatre and/or Film
- DCE 332 African Dance III

**Category 4—Belief Systems and Cultures (BS&C)**

**200-Level Course Options**
- ATY 213 Introduction to Cultural Anthropology
- CHI 220 Modern Chinese Literature and Culture
- CRS 221 Culture, Human Behavior, and Clothing
- FRE 232 Images of France and the Francophone World
- GER 215 German Civilization: Readings in English
- GER 216 German Civilization: Readings in English
- IGS 295 Study Abroad for Global Engagement: Pre-Departure
- IGS 296 Study Abroad for Global Engagement: Field Experience
- IGS 297 Study Abroad for Global Engagement: Re-Entry Reflections and Applications
- JNS 220 Modern Japan
- PHI 252 History of Modern Philosophy
- PHI 267 Existentialism
- POR 233 Topics in Brazilian Culture and Civilization
- REL 201 The Bible in Western Culture
- REL 215 Judaism
- REL 217 The Synagogue
- REL 218 Chinese Religion
- REL 220 Japanese Religion
- REL 221 Buddhism
- REL 223 Hinduism
- REL 225 Islam
- REL 226 Approaches to the Qur'an
- REL 240 Modern Judaism
- REL 248 Comparative Religious Ethics
- REL 250 Religious Traditions and Care of the Earth
- REL 251 Topics in Religious Social Ethics
- SPA 233 Hispanic Cultures and Civilizations
- STH 231 Tourism, Cultures, and Places
- STH 251 Multicultural Issues in Hospitality and Tourism

**African American Studies Courses:**
- ADS 306 Special Topics in the African Diaspora: Africa, the Indian Ocean, and the Americas

**Anthropology Courses:**
- ATY 315 World Ethnographies
- ATY 333 Latin American Societies and Cultures
ATY 334 Latin American Art and Archaeology
ATY 335 Cultures of Africa
ATY 385 Language and Culture
ATY 426 Food and Culture in a Global Context
ATY 434 Archaeology of South America
ATY 447 Myth, Magic, and Religion

Chinese Courses:
CHI 305 Topics in Chinese Culture

Communication Studies Courses:
CST 337 Intercultural Communication

French Courses:
FRE 331 Culture and Civilization in France
FRE 332 Introduction to French Civilization and Culture
FRE 532 French and Francophone Civilization and Culture

German Courses:
GER 306 German Culture: Advanced Intermediate Topics
GER 310 German Culture: Advanced Intermediate-Topics in German Film
GER 308 Topics in Central European Studies to 1918
GER 309 Topics in Central European Studies since 1918
GER 406 Advanced Topics in German Culture
GER 422 German Memory in Fiction and Film

Humanities Courses:
BLS 381 Old Europe/New Europe
BLS 386 Women, War, and Terror

Japanese Studies Courses:
JNS 305 Topics in Japanese Culture
JNS 306 Current Issues in Japan

Music Courses:
MUS 343 Music Cultures of the World
MUS 354 Modern Asia Through Its Music

Nursing Courses:
NUR 390 Culture and Health Care

Peace and Conflict Studies Courses:
PCS 309 Conflict and Culture

Philosophy Courses:
PHI 338 Ethics and International Affairs
PHI 348 Existentialism, Phenomenology, and Structuralism
PHI 545 Social Philosophy

Religious Studies Courses:
REL 309 Spirituality and Culture in the West
REL 312 Judaism and the Construction of Gender
REL 317 Islam and the Construction of Gender
REL 340 Modern Jewish Thinkers
REL 366 Religions of China: Selected Topics
REL 367 Religions of Japan: Selected Topics
REL 368 Religion in South Asia: Selected Topics

Spanish Courses:
SPA 311 Spanish Conversation
SPA 314 Spain Today
SPA 332 Introduction to Spanish Culture
SPA 334

SPA 532 Topics in Spanish Culture and Civilization
SPA 534 Topics in Spanish-American Culture and Civilization

Sustainable Tourism and Hospitality Courses:
STH 345 Cross-Cultural Study Tour in Sustainable Tourism and Hospitality

IGS Marker Required: **
ADS 305 Special Topics in African American Studies
ATY 311 Reading Culture and Society
ATY 450 Environmental Anthropology
ATY 501 Selected Topics in Anthropology
BLS 360 Selected Topics: Philosophy/Religion/Ethics
BLS 383 Religious Resistance to Political Power
CST 460 Special Topics in Communication Research
PHI 331 Social and Political Philosophy
SPA 535 U.S. Latino/Latina Cultural Studies
WGS 333 Postcolonial and Transnational Feminisms
WGS 450 Topics Seminar in Women's and Gender Studies

* Exceptions to the 51 Percent Modern Requirement.
** The following courses apply only when carrying the IGS marker in the Schedule of Courses for the term taken.
1 The courses listed must be taken three times to qualify.

International and Global Human Rights Concentration Requirements

Administered by the International and Global Studies Program (p. 329).

30 credits at the 200 level and above. To complete a second major, at least 12 credits must be taken outside the major in which the first major is obtained. No requirements for the major can be met by a grade lower than C-.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
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Foreign Language Requirements
Select 6 credits of a modern foreign language at the 300 level or higher from the following:
Chinese
French
German
Italian
Japanese
Portuguese
Russian
Spanish

Core Courses **
Select 3 credits of the following:
IGS 200 Introduction to International and Global Studies
IGS 210 Introduction to Asian Studies
IGS 213 Introduction to Russian Studies
IGS 400 Capstone Seminar in International and Global Studies

Additional Courses 1

1 Exceptions to the 51 Percent Modern Requirement.
Select 15 credits from courses identified in the Additional Courses Options for the IGHR concentration. Must use the Additional Course Options for this concentration. 9 credits must be upper level (300 level or above). No more than 3 credits may focus on human rights in the U.S.

Select 3 credits (200 level and above) from courses identified in the Additional Courses Options for any concentration. May use the Additional Courses Options for any International and Global Studies concentration.

Note that Italian and Portuguese are not currently available at the upper levels at UNCG.

6 credits chosen from the courses as listed or approved electives.

No more than 9 credits may come from any single category. Once 9 credits are selected from any single category, no more than 6 credits may be taken in each of the remaining categories.

Counts toward GE Marker GL/GN requirement.

**Additional Courses Options**

The following courses are identified as options toward fulfilling the Additional Courses requirement (IV.C.) for the International and Global Human Rights concentration.

Note: Further options (subject to director approval) may appear in the guide published on the IGS website.

<table>
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<tr>
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<td><strong>200-Level Course Options</strong></td>
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<tr>
<td>ADS 201</td>
<td>Introduction to African American Studies</td>
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<tr>
<td>ADS 210</td>
<td>Blacks in American Society: Social, Economic, and Political Perspectives</td>
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<tr>
<td>HIS 203</td>
<td>History of Africa to 1870</td>
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<td>HIS 204</td>
<td>History of Africa since 1870</td>
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<td>HIS 218</td>
<td>The World since 1945</td>
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<td>PCS 205</td>
<td>Violence in the Modern World</td>
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<td>PCS 212</td>
<td>Introduction to Peace and Conflict Studies</td>
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<td>PSC 290</td>
<td>The Politics of the Non-Western World</td>
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<td>PSC 240</td>
<td>The International System</td>
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<td>SOC 202</td>
<td>Social Problems in Global Context</td>
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<tr>
<td>SOC 225</td>
<td>Race, Class, and Gender: Social Inequalities</td>
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<tr>
<td><strong>Upper-Level Course Options</strong></td>
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<tr>
<td><strong>African American Studies Courses:</strong></td>
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<tr>
<td>ADS 306</td>
<td>Special Topics in the African Diaspora: Africa, the Indian Ocean, and the Americas</td>
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<td>ADS 356</td>
<td>The Making of the African Diaspora</td>
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<td><strong>Communication Studies Courses:</strong></td>
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<tr>
<td>CST 440</td>
<td>Reclaiming Democracy: Dialogue, Decision-Making, Community Action</td>
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<tr>
<td>CST 506</td>
<td>Speaking Out for Community Change</td>
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<td><strong>Health Courses, Public:</strong></td>
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<td>BUS 540</td>
<td>Social Entrepreneurship: Justice and a Green Environment</td>
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<td>HEA/ENT 307</td>
<td>Global Health</td>
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<td>HEA 471</td>
<td>Immigrant and Refugee Health</td>
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<td><strong>History Courses:</strong></td>
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<td>HIS 301</td>
<td>Race and Slavery</td>
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<td>Race and Segregation</td>
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<td>South Africa and Its Neighbors</td>
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<td>HIS 304</td>
<td>Gender, Family, and Wealth in African History</td>
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<td>HIS 332</td>
<td>Civil Rights and Black Freedom, 1940-1980</td>
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<td>HIS 318</td>
<td>Revolution and Reform in Modern Latin America</td>
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<td>HIS 376</td>
<td>German History, 1914-1945</td>
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<td>HIS 381</td>
<td>The Near and Middle East since World War I</td>
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<td>HIS 389</td>
<td>West Africa during the Atlantic Slave Trade</td>
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<td>HIS 392</td>
<td>The Holocaust: History and Meaning</td>
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<tr>
<td>HIS 574</td>
<td>Modern Germany: Selected Topics</td>
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<td>HIS 575</td>
<td>Modern Russian History: Selected Topics</td>
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<td>HIS 581</td>
<td>African History: Selected Topics</td>
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<tr>
<td>HIS 587</td>
<td>Southern African History</td>
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**Management Courses:**

MGT 475 | Employment and Human Resource Law | |

**Philosophy Courses:**

PHI 331 | Social and Political Philosophy | |
| PHI 335 | Philosophy of Law | |
| PHI 338 | Ethics and International Affairs | |

**Political Science Courses:**

PSC 320 | Civil Liberties | |
| PSC 341 | International Law | |
| PSC 352 | Nationalism and Ethnic Politics | |
| PSC 354 | Post-Conflict Politics | |
| PSC 391 | African Political Systems | |
| PSC 392 | The Politics of South Africa Through Film and Literature | |
| PSC 510K | Topics in Public Policy: Ethics in Public Policy | |

**Specialized Education Services Courses:**

SES 400 | Perspectives on the Global Deaf Community | |

**Sociology Courses:**

SOC 300 | Post Soviet Societies | |
| SOC 317 | Criminal Justice | |
| SOC 323 | Global Deviance | |
| SOC 327 | Race and Ethnic Relations | |
| SOC 328 | Social Movements | |
| SOC 342 | Global Inequalities | |
| SOC 344 | Global Society | |
| SOC 345 | Social Change | |
| SOC 371 | Immigration, Ethnicity, and Race in a Global Context | |
| SOC 375 | International Field Research | |
| SOC 429 | Collective Violence and Nonviolence in Global Perspective | |
| SOC 430 | Miscarriages of Justice | |
| SOC 526 | Comparative Minority Relations | |

**IGS Marker Required:**

SOC 377 | Disaster, Self, and Society | |

**Category 2—Economics and Development (E&D)**

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**Upper-Level Course Options**
BUS 540  Social Entrepreneurship: Justice and a Green Environment  
CST 506  Speaking Out for Community Change  
ECO 470  Labor Economics Seminar  
HEA 307  Global Health  
HEA 471  Immigrant and Refugee Health  
MGT 475  Employment and Human Resource Law  
PHI 361  Ethical Issues in Business  

**Category 3—Arts and Literature (A&L)**  
200-Level Course Options  
ENG 209  Topics in Non-Western Literature  
GER 222  The Holocaust in Literature and Art  

Upper-Level Course Options  
BLS 322  Revolutionary Lives  
BLS 386  Women, War, and Terror  
ENG 315  Postcolonial Literatures  
ENG 316  Studies in Human Rights and Literature  
FRE 455  Topics in French and Francophone Literature and Film  
FRE 558  Topics in Francophone Literature  

**Category 4—Belief Systems and Culture (BS&C)**  
200-Level Course Options  
REL 248  Comparative Religious Ethics  
REL 251  Topics in Religious Social Ethics  

Upper-Level Course Options  
ADS 306  Special Topics in the African Diaspora: Africa, the Indian Ocean, and the Americas  
ADS 356  The Making of the African Diaspora  
ATY 450  Environmental Anthropology  
BLS 383  Religious Resistance to Political Power  
BLS 386  Women, War, and Terror  
CSC 312  Ethics in Computer Science  
CST 344  Conflict Communication  
CST 460  Special Topics in Communication Research  
CST 506  Speaking Out for Community Change  
PHI 331  Social and Political Philosophy  
PHI 335  Philosophy of Law  
PHI 338  Ethics and International Affairs  
PHI 361  Ethical Issues in Business  
REL 355  The Religious Discourse of Civil Rights  

*IGS Marker Required:*  
WGS 333  Postcolonial and Transnational Feminisms  
WGS 450  Topics Seminar in Women’s and Gender Studies  

*The following courses apply only when carrying the IGS marker in the Schedule of Courses for the term taken.*  

**Latin American and Caribbean Studies Concentration Requirements**  
Administered by the International and Global Studies Program (p. 329).  
30 credits at the 200 level and above. To complete a second major, at least 12 credits must be taken outside the major in which the first major is obtained. No requirements for the major can be met by a grade lower than C-.  

**Code**  
**Title**  
**Credit Hours**  

**Foreign Language Requirements**  
Select 6 credits of a modern foreign language at the 300 level or higher from the following:  
Chinese  
French  
German  
Italian *  
Japanese  
Portuguese *  
Russian  
Spanish  

**Core Courses**  
Select 3 credits from the following:  
IGS 200  Introduction to International and Global Studies †  
IGS 210  Introduction to Asian Studies  
IGS 213  Introduction to Russian Studies  
IGS 400  Capstone Seminar in International and Global Studies  

**Additional Courses**  
Select 18 credits of additional courses †  

*Note that Italian and Portuguese are not currently available at the upper levels at UNCG.*  
**6 credits chosen from the courses as listed or approved equivalents.**  
† Must include a minimum of 9 credits at the upper level (300 level or above)  

No more than 9 credits may come from any single category. Once 9 credits are selected from any single category, no more than 6 credits may be taken in each of the remaining categories.  

- Must include 12–18 credits from courses identified in the Additional Courses Options for the LACS concentration. Must use the Additional Course Options for this concentration.  
- Must include 6–9 credits at the upper level (300 level or above).  
- May include 0–6 credits 200-level and above courses from courses identified in the Additional Courses Options for any concentration  
- Must use the Additional Courses Options for any International and Global Studies concentration.  
- Must include 0–3 credits at the upper level (300 level or above)  

† Counts toward GE Marker GL/GN requirement.  

**Additional Courses Options**  
The following courses are identified as options toward fulfilling the Additional Courses requirement (IV.C.) for the Latin American and Caribbean Studies concentration.  

Note: Further options (subject to director approval) may appear in the guide published on the IGS website.  

**Code**  
**Title**  
**Credit Hours**  

**Category 1—Society and Politics (S&P)**  
200-Level Course Options
Rationale and Program Objectives
The Special Programs in Liberal Studies, Professional Studies concentration, is a multidisciplinary online program. The program is designed to provide students with an opportunity to earn their baccalaureate degree online by combining course work from the humanities, social sciences, and other fields in a curriculum that emphasizes the skills and knowledge that will be helpful in the workplace.

Upon completing the Special Programs in Liberal Studies Social Sciences Concentration students will be able to:

- Communicate clearly and effectively in an appropriate professional style.
- Read texts with careful attention.
- Think critically and analytically.
- Connect learning in the humanities, social sciences, and other fields to their professional lives.

Minimum of 30 credits above the 100 level including the courses as listed below.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 327</td>
<td>Writing for Professionals and Entrepreneurs</td>
<td>9</td>
</tr>
<tr>
<td>CST 341</td>
<td>Communication and Workplace Relationships</td>
<td></td>
</tr>
<tr>
<td>PHI 361</td>
<td>Ethical Issues in Business</td>
<td></td>
</tr>
</tbody>
</table>

Distribution Requirements

<table>
<thead>
<tr>
<th>Humanities</th>
<th>Social Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one of the following:</td>
<td>Select one of the following:</td>
</tr>
<tr>
<td>BLS 321</td>
<td>Reading and the Human Experience</td>
</tr>
<tr>
<td>BLS 363</td>
<td>Ethics and Technology</td>
</tr>
<tr>
<td>SOC 354</td>
<td>Work and Gender</td>
</tr>
</tbody>
</table>

Area Emphasis

Select four courses in consultation with your advisor

Capstone Seminar

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLS 400</td>
<td>Senior Seminar in the Humanities</td>
</tr>
<tr>
<td>or SSC 400</td>
<td>Senior Seminar in the Social Sciences</td>
</tr>
</tbody>
</table>

* The area of emphasis can focus on a variety of topics or be customized to the student's professional aspirations. Courses may come from the Bachelor of Arts in Liberal Studies Humanities and/or Social Sciences Concentrations, other university courses, and approved transfer courses.

Russian Studies Concentration Requirements

Administered by the International and Global Studies Program (p. 329).

30 credits at the 200 level and above. To complete a second major, at least 12 credits must be taken outside the major in which the first major is obtained. No requirements for the major can be met by a grade lower than C-.
## Foreign Language Requirements

Select 6 credits of a modern foreign language at the 300 level or higher from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Chinese</td>
<td></td>
</tr>
<tr>
<td></td>
<td>French</td>
<td></td>
</tr>
<tr>
<td></td>
<td>German</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Italian*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Japanese</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Portuguese*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Russian</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spanish</td>
<td></td>
</tr>
</tbody>
</table>

## Core Courses

Select 3 credits of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>IGS 200 Introduction to International and Global Studies †</td>
<td></td>
</tr>
<tr>
<td></td>
<td>IGS 210 Introduction to Asian Studies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>IGS 213 Introduction to Russian Studies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>IGS 400 Capstone Seminar in International and Global Studies</td>
<td></td>
</tr>
</tbody>
</table>

## Additional Courses

Select 18 credits of additional courses §

* Note that Italian and Portuguese are not currently available at the upper levels at UNCG.

** 6 credits chosen from the courses as listed or approved equivalents.

† Must include a minimum of 9 credits at the upper level (300 level or above).

No more than 9 credits may come from any single category.

Once 9 credits are selected from any single category, no more than 6 credits may be taken in each of the remaining categories.

- Must include 12-18 credits from courses identified in the Additional Courses Options for the LACS concentration. Must use the Additional Course Options for this concentration.
- Must include 6-9 credits at the upper level (300 level or above).
- May include 0-6 credits 200-level and above courses from courses identified in the Additional Courses Options for any concentration.
- May use the Additional Courses Options for any International and Global Studies concentration.
- Must include 0-3 credits at the upper level (300 level or above).

† Counts toward GE Marker GL/GN requirement.

### Additional Courses Options

The following courses are identified as options toward fulfilling the Additional Courses requirement (IV.C.) for the Russian Studies concentration.

No further options (subject to director approval) may appear in the guide published on the IGS website.

### Social Sciences Concentration Requirements

Administrator by the Bachelor of Arts in Liberal Studies Program (p. 259).

### Rationale and Program Objectives

The Special Programs in Liberal Studies, Social Sciences Concentration, is a multidisciplinary online program. The program is designed to provide students with an opportunity to earn their baccalaureate degree online by gaining a broad-based understanding of the social sciences. The social sciences are the fields of academic scholarship that explore aspects of human behavior and societies. Upon completing the Special Programs in Liberal Studies Social Sciences Concentration students will be able to:

- Engage theory and practice in the social sciences to better understand human behavior, activities, organizations, and cultures.
- Critically analyze social science related information in the popular media.
- Explain the interconnections, differences, and interdependence among the social sciences.
• Read, evaluate, and interpret research in the social sciences.
• Communicate clearly and effectively in an appropriate professional style.

Minimum of 30 credits above the 100 level as provided below.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSC 300</td>
<td>Doing Social Sciences (to be completed as early in the major as feasible)</td>
<td></td>
</tr>
<tr>
<td>SSC 301</td>
<td>Contemporary Issues in the Social Sciences (to be completed as early in the major as feasible)</td>
<td></td>
</tr>
<tr>
<td>SSC 350</td>
<td>Inequality in a Changing World (to be completed at the approximate midpoint of the major)</td>
<td></td>
</tr>
</tbody>
</table>

**Distribution Requirement**

Select three courses from the list in the Area of Emphasis section, each from a different department

<table>
<thead>
<tr>
<th>Area of Emphasis</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least three additional courses of the following:</td>
<td></td>
</tr>
<tr>
<td>Anthropology</td>
<td></td>
</tr>
<tr>
<td>ATY courses at the 300 level or above</td>
<td></td>
</tr>
<tr>
<td>Communication Studies</td>
<td></td>
</tr>
<tr>
<td>CST courses at the 300 level or above</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td></td>
</tr>
<tr>
<td>ECO courses at the 300 level or above</td>
<td></td>
</tr>
<tr>
<td>ECO 201 Principles of Microeconomics</td>
<td></td>
</tr>
<tr>
<td>Geography, Environment, and Sustainability</td>
<td></td>
</tr>
<tr>
<td>GES courses at the 300 level or above **</td>
<td></td>
</tr>
<tr>
<td>Political Science</td>
<td></td>
</tr>
<tr>
<td>PSC 240 The International System</td>
<td></td>
</tr>
<tr>
<td>PSC courses at the 300 level or above</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td></td>
</tr>
<tr>
<td>PSY courses at the 300 level or above</td>
<td></td>
</tr>
<tr>
<td>PSY 240 Principles of Learning</td>
<td></td>
</tr>
<tr>
<td>PSY 280 Cognitive Psychology</td>
<td></td>
</tr>
<tr>
<td>Sociology</td>
<td></td>
</tr>
<tr>
<td>SOC courses at the 300 level or above</td>
<td></td>
</tr>
<tr>
<td>SOC 201 Social Problems</td>
<td></td>
</tr>
</tbody>
</table>

**Capstone Seminar**

SSC 400 Senior Seminar in the Social Sciences 1

* Area of Emphasis cannot be in the same discipline as an additional or previously completed major.

** Excluding the Earth Science courses listed below:
• GES 319 Weather and Climate
• GES 312 Geomorphology of North America
• GES 314 Physical Geography: Landscape Processes
• GES 330 Elements of Hydrology
• GES 359 Remote Sensing of Environment
• GES 418 Biogeography
• GES 419 Advanced Weather and Climate-Synoptic Climatology
• GES 459 Advanced Remote Sensing-Imaging
• GES 450 Applied Physical Geography

1 To be completed in the final semester of the major.

**Student-Designed Interdisciplinary Concentration Requirements**

Administered by the College of Arts and Sciences (p. 251).

The Special Programs in Liberal Studies Major: Student-Designed Interdisciplinary Concentration is available only to students in the Lloyd International Honors College (LIHC) whose academic goals are not adequately served by a single major, or combination of majors, second majors, and minors, available in the College of Arts and Sciences or in one of the professional schools.

Students selecting this option must have a 3.30 GPA at the time of application. Students pursuing this option must satisfy all College Additional Requirements and meet all university academic regulations. A plan must represent a coherent academic program of study. The option may not be used as a way of circumventing the requirements of an established major, and plans (see below) that constitute only minor changes to an existing major will not be approved. The procedure for requesting approval is as follows:

1. LIHC students must consult with an honors college advisor before requesting approval. The advisor will interview the student and ask them to begin compiling a preliminary list of course work and fields the student wishes to put together. Once the honors college advisor is satisfied with the student's seriousness in pursuing the option, the student will schedule a meeting with the associate dean in the college with oversight of the program.

2. The student will meet with the associate dean to identify an advisor. A faculty member in the college must agree to serve as the student's advisor, to take responsibility for helping the student design an approved plan of study and for monitoring the student's progress. The student and the advisor devise a plan of study for the major. The plan consists of:

   a. A brief statement describing the aims and intentions of the proposed major, and explaining why no existing major or combination of majors, second majors, or minors can be used to pursue those aims;

   b. A list of courses (minimum of 27 credits) that will constitute the major. The list of courses must include SDI 400: Capstone Experience (1-3 credits). Capstone experiences will be unique to each plan and can include internship, service-learning, individual reading and research, etc.;

   c. Either a list of courses or a narrative paragraph explaining how the student will satisfy (or has satisfied) the college's liberal education, foreign language, and writing-intensive requirements; and
The student and his/her advisor should make every effort to ensure that courses included in the plan are in fact offered with reasonable frequency; not all courses listed in the bulletin will be available with sufficient frequency to ensure timely graduation.

The plan is initially submitted to the associate dean of the college for review. The associate dean will ensure that the plan meets all the requirements noted above and will send a copy of the plan to the LIHC honors council for their review and approval. Copies of the approved plan will be sent by the associate dean to the student and the major advisor.

Any changes to the plan after it has been submitted must be approved by the associate dean. Generally, modifications will only be approved because some of the approved courses have become unavailable or because a new course appears to be better suited to the plan than one that was originally included.

**Sustainability Studies Concentration Requirements**

Administered by the Environmental & Sustainability Studies Program (https://catalog.uncg.edu/arts-sciences/environmental-sustainability-studies/#text).

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>29</td>
</tr>
</tbody>
</table>

**Core Courses**

| Environmental & Sustainability Studies |
| GES 164 | Introduction to Environmental Studies |
| GES 162 | Introduction to Sustainability Studies |
| GES 400 | Capstone Seminar |
| GES 370 | Environment and Experience |

**Biology**

Select one option of the following:

- **Option A:**
  - BIO 112 | Principles of Biology II |
  - & 112L | Principles of Biology II Laboratory |

- **Option B:**
  - BIO 105 & 105L | Major Concepts of Biology |
  - and Major Concepts of Biology Laboratory |

**Chemistry**

- CHE 252 | Chemistry and the Human Environment |

**Geography**

- GES 106 | Geosystems Science |
- GES 106L | Geosystems Science Laboratory |

**Philosophy**

- PHI 363 | Environmental Ethics |

**Statistics**

Select one of the following:

- ECO 250 | Economic and Business Statistics I |
- SOC 302 | Introduction to Data Analysis |
- STA 108 | Elementary Introduction to Probability and Statistics |
- STA 271 | Fundamental Concepts of Statistics |
- STA 290 | Introduction to Probability and Statistical Inference |

**Related Area Electives**

**Natural Sciences**

Select 6 credits of the following:

- BIO 301 | Principles of Ecology |
- BIO 315 | Ecology and Evolution Laboratory |
- BIO 361 | Biology and Conservation of Sea Turtles |
- BIO 420 | Marine Biology |
- BIO 422 | Plant Diversity |
- BIO 431 | The Biosphere |
- BIO 441 | Invertebrate Zoology |
- BIO 470 | Vertebrate Zoology |
- BIO 488 | Essentials of Toxicology |
- BIO 520 | Ecosystem Ecology and Biogeochemistry |
- BIO 522 | Landscape Ecology |
- & BIO 523 | Landscape Ecology Laboratory |
- BIO 526 | Conservation Biology |
- BIO 529 | Aquatic Ecology |
- & BIO 530 | Aquatic Ecology Laboratory |
- BIO 541 | Entomology |
- BIO 554 | Vascular Plant Systematics |
- BIO 560 | Symbiosis |
- BIO 579 | Environmental Physiology |
- CHE 205 | Introductory Organic Chemistry |
- CHE 331 | Quantitative Analysis |
- CHE 351 | Organic Chemistry I |
- CHE 352 | Organic Chemistry II |
- GES 388 | Topics in Natural Sciences |
- GES 205 | Environmental Change: Its Nature and Impact |
- GES 305 | Environmental Hazards Assessment |
- GES 319 | Weather and Climate |
- & 319L | and Climatology Laboratory |
- GES 313 | Natural Resource Regions of North America |
- GES 314 | Physical Geography: Landscape Processes |
- GES 330 | Elements of Hydrology |
- GES 358 | Geographic Information Systems |
- GES 359 | Remote Sensing of Environment |
- GES 419 | Advanced Weather and Climate-Synoptic Climatology |
- PHY 205 | Conceptual Physics |

**Equity and Society**

Select 12 credits of the following:

- ATY 213 | Introduction to Cultural Anthropology |
- ATY 253 | Introduction to Biological Anthropology |
- & 253L | and Introduction to Biological Anthropology Laboratory |
- ATY 362 | Methods in Cultural Anthropology |
- ATY 420 | Economic Anthropology |
- ATY 426 | Food and Culture in a Global Context |
- ATY 450 | Environmental Anthropology |
- ATY 465 | Medical Anthropology |
- GES 386 | Topics in Equity and Society |
- GES 302 | Urban Geography: Land Use |
- GES 303 | World Population Problems |
- GES 304 | Introduction to Transportation Analysis |
- GES 322 | Research Methods in Geography |
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GES 331</td>
<td>Sustainable Tourism and Transportation</td>
</tr>
<tr>
<td>HIS 323</td>
<td>American Indians and Nature</td>
</tr>
<tr>
<td>HIS 334</td>
<td>United States Environmental History</td>
</tr>
<tr>
<td>HEA 307</td>
<td>Global Health</td>
</tr>
<tr>
<td>HEA 315</td>
<td>Epidemiology</td>
</tr>
<tr>
<td>HEA 316</td>
<td>Environmental Health</td>
</tr>
<tr>
<td>PCS 505</td>
<td>Environmental Justice: Interdisciplinary Response for Sustainability</td>
</tr>
<tr>
<td>PSC 210</td>
<td>Introduction to Public Policy</td>
</tr>
<tr>
<td>PSC 312</td>
<td>Environmental Law and Policy</td>
</tr>
<tr>
<td>PSC 313</td>
<td>Natural Resources Law and Policy</td>
</tr>
<tr>
<td>PSC 314</td>
<td>Wildlife Law and Policy</td>
</tr>
<tr>
<td>SOC 202</td>
<td>Social Problems in Global Context</td>
</tr>
<tr>
<td>SOC 346</td>
<td>Population Problems</td>
</tr>
<tr>
<td>SOC 370</td>
<td>Environmental Sociology</td>
</tr>
<tr>
<td>SOC 373</td>
<td>Green Criminology</td>
</tr>
<tr>
<td>SOC 377</td>
<td>Disaster, Self, and Society</td>
</tr>
<tr>
<td>HIS 209</td>
<td>Topics in Modern World History (applies only when the topic is World Environmental History)</td>
</tr>
</tbody>
</table>

**Economics and Development**

Select 9 credits of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 130</td>
<td>Entrepreneurship in a Sustainable Global Environment</td>
</tr>
<tr>
<td>BUS 340</td>
<td>Social Entrepreneurship</td>
</tr>
<tr>
<td>ECO 100</td>
<td>Economics of a Global Sustainable Society</td>
</tr>
<tr>
<td>ECO 201</td>
<td>Principles of Microeconomics</td>
</tr>
<tr>
<td>ECO 202</td>
<td>Principles of Macroeconomics</td>
</tr>
<tr>
<td>ECO 300</td>
<td>The International Economy</td>
</tr>
<tr>
<td>ECO 380</td>
<td>Environmental and Natural Resource Economics</td>
</tr>
<tr>
<td>GES 384</td>
<td>Topics in Economics and Development</td>
</tr>
<tr>
<td>STH 200</td>
<td>Introduction to Sustainable Development</td>
</tr>
<tr>
<td>STH 201</td>
<td>Corporate Social Responsibility and Change Management</td>
</tr>
<tr>
<td>STH 232</td>
<td>Tourism Impacts and Alternatives</td>
</tr>
<tr>
<td>STH 311</td>
<td>Sustainable Food and Beverage</td>
</tr>
<tr>
<td>STH 312</td>
<td>Greening Hotel Facilities</td>
</tr>
<tr>
<td>STH 331</td>
<td>Sustainable Tourism and Transportation</td>
</tr>
<tr>
<td>STH 332</td>
<td>Sustainable Destination Planning and Management</td>
</tr>
</tbody>
</table>

**Aesthetics and Ethics**

Select 6 credits of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CST 420</td>
<td>Environmental Communication</td>
</tr>
<tr>
<td>ENG 327</td>
<td>Writing for Professionals and Entrepreneurs</td>
</tr>
<tr>
<td>ENG 380</td>
<td>Literature and the Environment</td>
</tr>
<tr>
<td>GES 382</td>
<td>Topics in Aesthetics and Ethics</td>
</tr>
<tr>
<td>IAR 124</td>
<td>Introduction to Sustainable Design</td>
</tr>
<tr>
<td>IAR 221</td>
<td>History and Theory of Design I</td>
</tr>
<tr>
<td>IAR 222</td>
<td>History and Theory of Design II</td>
</tr>
<tr>
<td>LLC 130</td>
<td>Global Green: Cultures of Production and/or Consumption</td>
</tr>
<tr>
<td>MUS 326</td>
<td>Music and Environment</td>
</tr>
<tr>
<td>PHI 322</td>
<td>Philosophy of the Arts</td>
</tr>
<tr>
<td>PHI 338</td>
<td>Ethics and International Affairs</td>
</tr>
<tr>
<td>PHI 361</td>
<td>Ethical Issues in Business</td>
</tr>
<tr>
<td>REL 250</td>
<td>Religious Traditions and Care of the Earth</td>
</tr>
</tbody>
</table>

**Free Electives** 6 credits

Select 6 credits from categories in Related Area Electives or from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GES 400</td>
<td>Capstone Seminar</td>
</tr>
<tr>
<td>GES 360</td>
<td>Sustainable Campus Operations</td>
</tr>
<tr>
<td>GES 493</td>
<td>Honors Work</td>
</tr>
</tbody>
</table>

**Qualified:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GES 370</td>
<td>Environment and Experience</td>
</tr>
<tr>
<td>GES 366</td>
<td>Environmental Studies Internship</td>
</tr>
<tr>
<td>BIO 497</td>
<td>Internship in Biology **</td>
</tr>
</tbody>
</table>

* The course listed applies when taken beyond the 1 credit required in the Core Requirements.

** Internships are optional; students may count up to 3 credits of free electives for a relevant internship through the courses listed.

**Electives**

Electives sufficient to complete the 122 credit hours required for degree.

**Women’s and Gender Studies**

College of Arts and Sciences

336 Curry Building
336-334-5673
http://wgs.uncg.edu

Mark Rifkin, Professor, Department of English, and Director of Women’s and Gender Studies Program

Elizabeth Keathley, School of Music, Director of Graduate Studies for Women’s and Gender Studies

Danielle Bouchard, Associate Professor, Women’s and Gender Studies Program, Director of Undergraduate Studies in Women’s and Gender Studies

**Program Faculty**

Risa Applegarth, Department of English
Silvia Bettez, Department of Educational Leadership and Cultural Foundations
Claudia Cabello-Hutt, Department of Languages, Literatures, and Cultures
Sarah Cervenak, Associate Professor, Women’s and Gender Studies Program and African American and African Diaspora Studies Program

Daniel Coleman Chávez, Assistant Professor, Women’s and Gender Studies Program

Ben Clarke, Department of English
Jenny Dale, Professional Librarian, Coordinator of First-Year Programs
Emily Edwards, Department of Media Studies, Director of Center for Creative Writing in the Arts
Jennifer Feather, Department of English

Tara Green, African American and African Diaspora Studies Program
Linda Arnold Carlisle Excellence Professor of Women’s and Gender Studies

Paige Hall Smith, Department of Public Health Education, Director of the Center for Women’s Health and Wellness,
Ana Paula Höfling, Department of Dance
Gwen Hunnicutt, Department of Sociology
Karen Kilcup, Elizabeth Rosenthal Excellence Professor, Department of English
Mission Statement

The central focus of the Women's and Gender Studies Program is to explain how gender is produced within social institutions and how these institutions affect individual lives and to analyze the mutual constitution of gender, race, ethnicity, class, sexuality, nationality, and religion. The Program addresses issues of neglect, omission, and bias in curricula while honing critical thinking skills vital to a liberal education. With the assistance of the community-based Friends of Women's and Gender Studies, the program sponsors visiting scholars, lectures, films, and conferences devoted to the advancement of women's and gender studies.

Women’s and Gender Studies, B.A.

Student Learning Goals

1. To explain how gender is produced within social institutions and how these institutions affect individual lives.
2. To discuss histories of feminism as a social movement and feminist theories of social transformation.
3. To explain theories of embodiment, such as how bodies are constituted within social and biological discourses, or the relationship between embodiment and subjectivity, consciousness, and agency.
4. To critique how hegemonic feminism includes and/or excludes different theoretical perspectives, such as theories of racial formation and theories of sexuality.
5. To analyze the mutual constitution of gender, race, ethnicity, class, sexuality, nationality, and religion.
6. To explain gender, race, ethnicity, class, sexuality, nationality, and religion from the perspective of postcolonial and transnational frameworks of analysis.
7. To identify how feminist theories are constructed and enacted both inside and outside of the classroom.
8. To identify the intellectual paradigms and political perspectives of different modes of knowledge production or interdisciplinary methodologies.
9. To analyze scholarship and a variety of media in order to create original arguments in writing.
10. To apply different modes of feminist praxis, such as fieldwork, performance, or research.

Overall Requirements

- 122 credit hours, to include at least 36 credits at or above the 300 course level
- Minimum 30 credits above the 100 level
- Students must earn a grade of at least C- in all courses required for the major.

Degree Program Requirements

University Requirements (p. 671)
General Education Core Requirements (GEC) (p. 683)
College of Arts and Sciences Additional Requirements (LEC) (p. 253)

Major Requirements

Elective course section must carry the WGS marker in the given semester.
This list is not comprehensive as additional courses may appear on the Course Schedule within UNCGenie that will carry the WGS marker and may thus count toward major or minor requirements. Some sections of these courses might not carry the WGS marker in any given semester; check the Course Schedule for the list of courses that count for WGS credit during the current semester.

Women’s and Gender Studies, B.A.

Student Learning Goals

1. To explain how gender is produced within social institutions and how these institutions affect individual lives.
2. To discuss histories of feminism as a social movement and feminist theories of social transformation.
3. To explain theories of embodiment, such as how bodies are constituted within social and biological discourses, or the relationship between embodiment and subjectivity, consciousness, and agency.
4. To critique how hegemonic feminism includes and/or excludes different theoretical perspectives, such as theories of racial formation and theories of sexuality.
5. To analyze the mutual constitution of gender, race, ethnicity, class, sexuality, nationality, and religion.
6. To explain gender, race, ethnicity, class, sexuality, nationality, and religion from the perspective of postcolonial and transnational frameworks of analysis.
7. To identify how feminist theories are constructed and enacted both inside and outside of the classroom.
8. To identify the intellectual paradigms and political perspectives of different modes of knowledge production or interdisciplinary methodologies.
9. To analyze scholarship and a variety of media in order to create original arguments in writing.
10. To apply different modes of feminist praxis, such as fieldwork, performance, or research.

Overall Requirements

- 122 credit hours, to include at least 36 credits at or above the 300 course level
- Minimum 30 credits above the 100 level
- Students must earn a grade of at least C- in all courses required for the major.

Degree Program Requirements

University Requirements (p. 671)
General Education Core Requirements (GEC) (p. 683)
College of Arts and Sciences Additional Requirements (LEC) (p. 253)

Major Requirements

Elective course section must carry the WGS marker in the given semester.
This list is not comprehensive as additional courses may appear on the Course Schedule within UNCGenie that will carry the WGS marker and may thus count toward major or minor requirements. Some sections of these courses might not carry the WGS marker in any given semester; check the Course Schedule for the list of courses that count for WGS credit during the current semester.

Core Requirements

15

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>WGS 250</td>
<td>An Introduction to Women's and Gender Studies†</td>
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<tr>
<td>WGS 270</td>
<td>Introduction to LGBTQI Studies</td>
<td>3</td>
</tr>
<tr>
<td>WGS 333</td>
<td>Postcolonial and Transnational Feminisms</td>
<td>3</td>
</tr>
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<td>WGS 350</td>
<td>Introduction to Feminist Theories</td>
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<td>WGS 490</td>
<td>Women's and Gender Studies Senior Capstone Course</td>
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Electives

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>BLS 348</td>
<td>Representing Women</td>
<td>3</td>
</tr>
<tr>
<td>BLS 386</td>
<td>Women, War, and Terror</td>
<td>3</td>
</tr>
<tr>
<td>CED 574</td>
<td>Contemporary Topics in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>ELC 381</td>
<td>Cultural Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>ENG 331</td>
<td>Women in Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 332</td>
<td>English Women Writers before 1800</td>
<td>3</td>
</tr>
<tr>
<td>ENG 376</td>
<td>African American Writers after the 1920s</td>
<td>3</td>
</tr>
<tr>
<td>ENG 383</td>
<td>Topics in Queer Studies</td>
<td>3</td>
</tr>
<tr>
<td>HDF 212</td>
<td>Families and Close Relationships</td>
<td>3</td>
</tr>
<tr>
<td>HDF 407</td>
<td>Issues Affecting Women and Families</td>
<td>3</td>
</tr>
<tr>
<td>HIS 328</td>
<td>U.S. Women's History to 1865</td>
<td>3</td>
</tr>
<tr>
<td>HIS 329</td>
<td>U.S. Women's History Since 1865</td>
<td>3</td>
</tr>
<tr>
<td>HIS 342</td>
<td>Gender, Sex, and Health in the 20th Century US</td>
<td>3</td>
</tr>
<tr>
<td>PCS 205</td>
<td>Violence in the Modern World</td>
<td>3</td>
</tr>
<tr>
<td>PCS 305</td>
<td>Foundations of Peace and Conflict Studies</td>
<td>3</td>
</tr>
<tr>
<td>PCS 309</td>
<td>Conflict and Culture</td>
<td>3</td>
</tr>
<tr>
<td>PHI 301</td>
<td>Topics in Philosophy</td>
<td>3</td>
</tr>
</tbody>
</table>
The following courses may be counted toward both the B.A. and the M.A. degrees. All courses leading to the completion of the M.A. degree must be approved by the WGS Director of Graduate Study.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>WGS 650</td>
<td>Feminist Theory: Intersections of Gender, Race and Class</td>
<td>3</td>
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<tr>
<td>WGS 651</td>
<td>Feminist Research Analysis</td>
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<tr>
<td>Select up to two of the following:*</td>
<td>6</td>
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</tr>
<tr>
<td>WGS 530</td>
<td>Critical Sexuality Studies and Queer Theory</td>
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<tr>
<td>CST 520</td>
<td>African American Culture and Identity</td>
<td></td>
</tr>
<tr>
<td>HIS 551</td>
<td>Gender and History: Selected Topics</td>
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</tr>
<tr>
<td>ENG 688</td>
<td>Women’s Rhetoric and Feminist Pedagogy</td>
<td></td>
</tr>
</tbody>
</table>

* In consultation with the Graduate Advisor.

Women’s and Gender Studies Undergraduate Minor

Program Requirements

- Minimum of 18 credit hours

Students must earn a grade of at least C- in all courses required for the minor.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>Core Requirements</td>
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<tr>
<td>WGS 250</td>
<td>An Introduction to Women's and Gender Studies</td>
<td>9</td>
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<tr>
<td>WGS 270</td>
<td>Introduction to LGBTQI Studies                  or WGS 333 Postcolonial and Transnational Feminisms</td>
<td></td>
</tr>
<tr>
<td>WGS 350</td>
<td>Introduction to Feminist Theories</td>
<td></td>
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<tr>
<td>Electives</td>
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<tr>
<td>Select 9 credits of approved courses from the following:*</td>
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<tr>
<td>BLS 348</td>
<td>Representing Women</td>
<td></td>
</tr>
<tr>
<td>BLS 386</td>
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<td>CED 574</td>
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<tr>
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<td>Gender, Sex, and Health in the 20th Century US</td>
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</tr>
<tr>
<td>PCS 205</td>
<td>Violence in the Modern World</td>
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</tr>
<tr>
<td>PCS 305</td>
<td>Foundations of Peace and Conflict Studies</td>
<td></td>
</tr>
<tr>
<td>PCS 309</td>
<td>Conflict and Culture</td>
<td></td>
</tr>
<tr>
<td>PHI 301</td>
<td>Topics in Philosophy</td>
<td></td>
</tr>
<tr>
<td>PSC 335</td>
<td>Women in Politics</td>
<td></td>
</tr>
<tr>
<td>PSC 336</td>
<td>Women and the Law</td>
<td></td>
</tr>
<tr>
<td>PSY 346</td>
<td>The Psychology of Gender</td>
<td></td>
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</table>

Special Topics

Special topics courses or sections with central focus on women and gender may be approved by the Director of WGS for elective credit.

Electives

15 credit hours chosen from the list above and others chosen to fulfill the 122 credits required for the degree.

Accelerated B.A. to M.A.

Undergraduate students at UNC Greensboro may apply for admission to the Accelerated Degree Program in Women’s and Gender Studies. A cumulative undergraduate GPA of at least 3.5, based on at least 30 credit hours earned at UNC Greensboro, is required. Applicants must have completed at least 60 semester credits and may not apply for admission to the ADP before the first semester of the junior year.

All applicants submit the Request for Accelerated Degree Program to the Graduate School as part of the application for admission to the M.A. program.

Standardized entrance exams (GRE or MAT) are optional for ADP students, although they may be useful in future applications for graduate fellowships.

Applications to the Women’s and Gender Studies program require the following additional items: a statement of purpose; an academic writing sample; and a resume.

ADP Courses

The M.A. degree requires 36 credit hours of graduate-level coursework. ADP students may apply a maximum of 12 credits of graduate-level coursework toward completion of both the undergraduate and the graduate degrees, provided that they earn a grade of B (3.0) or better in each graduate course and fulfill graduate-level requirements. No more than 9 credits at the 500 level may be counted toward the M.A. degree. Please see the University Catalog for a full description of the M.A. degree requirements.
SOC 354 Work and Gender
or MGT 354 Diversity and Inclusion in Organizations
WGS 329 Sociological Perspectives on Gender
WGS 419 Gender, Crime, and Deviance
WGS 450 Topics Seminar in Women’s and Gender Studies
WGS 490 Women’s and Gender Studies Senior Capstone Course
WGS 400 Independent Study **

* The course section must carry the WGS marker in the given semester. This list is not comprehensive as additional courses may appear on the Course Schedule within UNCGenie that will carry the WGS marker and may thus count toward major or minor requirements. Some sections of these courses might not carry the WGS marker in any given semester; check the Course Schedule for the list of courses that count for WGS credit during the current semester.

** Course may be taken for only 3 credits toward the WGST minor.

Women's and Gender Studies, M.A.
The interdisciplinary M.A. in Women's and Gender Studies requires 36 credit hours and prepares graduates for professional employment and for further study. All students take 9 credits of required theory courses, 6 credits of capstone experience, and 21 credits of additional coursework appropriate to their plan of study. Course options may include a component of professional skills development to prepare students for immediate employment in non-faculty positions in education, in non-profit organizations, government, or business. Students may also develop a plan of study leading to the pursuit of doctoral degrees in women's and gender studies or other professional degrees for employment in such diverse areas as counseling, university teaching, the arts, and business.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

Students are admitted to the M.A. degree program on the basis of academic achievement without regard to undergraduate major. In addition to the application materials required by The Graduate School, applicants must submit a statement of purpose explaining how the WGS M.A. program aligns with their personal, academic, and/or professional experience and an academic writing sample such as a research paper from an academic course. If applying for an assistantship or other funding, applicants must also submit an academic and professional resume or CV (curriculum vitae).

M.A. students in WGS may apply for concurrent study in a graduate certificate program in such fields as Non-Profit Management or African-American Studies.

Degree Program Requirements
Required: 36 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>WGS 530</td>
<td>Critical Sexuality Studies and Queer Theory</td>
<td>3</td>
</tr>
<tr>
<td>WGS 600</td>
<td>Independent Study</td>
<td>3-6</td>
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<tr>
<td>WGS 601</td>
<td>Women's and Gender Studies Internship</td>
<td>3</td>
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<tr>
<td>WGS 602</td>
<td>Internship Seminar</td>
<td>3</td>
</tr>
<tr>
<td>WGS 706</td>
<td>Topics in Gender and Sexuality Studies</td>
<td>3</td>
</tr>
<tr>
<td>ADS 650</td>
<td>Topics in African American Gender Studies</td>
<td>3</td>
</tr>
<tr>
<td>CED 574A</td>
<td>Contemporary Topics in Counseling: Counseling Women</td>
<td>3</td>
</tr>
<tr>
<td>CST 659</td>
<td>Communication and Gendered Communities</td>
<td>3</td>
</tr>
<tr>
<td>ELC 609</td>
<td>Epistemology and Education</td>
<td>3</td>
</tr>
<tr>
<td>ELC 662</td>
<td>Power, Politics, and Schools</td>
<td>3</td>
</tr>
<tr>
<td>ELC 664</td>
<td>Introduction to Qualitative Inquiry: A Social Justice Approach</td>
<td>3</td>
</tr>
<tr>
<td>ELC 670</td>
<td>Leadership for Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>ELC 688</td>
<td>Contemporary Problems Seminar</td>
<td>1-3</td>
</tr>
<tr>
<td>ELC 700</td>
<td>Critical Perspectives in Education, Leadership, and Culture</td>
<td>3</td>
</tr>
<tr>
<td>ENG 531</td>
<td>Feminist Theory and Women Writers</td>
<td>3</td>
</tr>
<tr>
<td>ERM 604</td>
<td>Methods of Educational Research</td>
<td>3</td>
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<tr>
<td>HDF 731</td>
<td>Cross-Cultural Perspectives on Families</td>
<td>3</td>
</tr>
<tr>
<td>HEA 662</td>
<td>Gender and Health</td>
<td>3</td>
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### Women's and Gender Studies, Post-Baccalaureate Certificate

<table>
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<tr>
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<tr>
<td>HEA 665</td>
<td>Violence and Public Health</td>
<td>3</td>
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<tr>
<td>HIS 551</td>
<td>Gender and History: Selected Topics</td>
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<tr>
<td>KIN 532</td>
<td>Women in Sport and Physical Activity</td>
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<tr>
<td>KIN 630</td>
<td>Sport and Society: Social Inequalities</td>
<td>3</td>
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<tr>
<td>TED 555</td>
<td>Multicultural Education</td>
<td>3</td>
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<tr>
<td>MAS 620</td>
<td>Human Nature and Society</td>
<td>3</td>
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### Possible Additional Courses, Depending on Plan of Study
Consult advisor for additional options.

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>MBA 701</td>
<td>Quantitative Analysis for Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>MBA 702</td>
<td>Financial and Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>MBA 703</td>
<td>Economic Policies and Impact on Global Outcomes</td>
<td>3</td>
</tr>
<tr>
<td>MBA 704</td>
<td>Leadership Assessment and Career Enhancement</td>
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<td>MBA 706</td>
<td>Marketing Management</td>
<td>3</td>
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<tr>
<td>MBA 710</td>
<td>Ethical Leadership and Sustainable Business</td>
<td>3</td>
</tr>
<tr>
<td>CST 630</td>
<td>Organization, Democracy, and Community</td>
<td>3</td>
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### Dance

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<tr>
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<tbody>
<tr>
<td>DCE 560</td>
<td>The Dancer's Body</td>
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### Educational Research Methodology

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<tr>
<td>ERM 517</td>
<td>Statistical Methods in Education</td>
<td>3</td>
</tr>
<tr>
<td>ERM 604</td>
<td>Methods of Educational Research</td>
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### History

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<tbody>
<tr>
<td>HIS/IAR 626</td>
<td>The Practice of Public History</td>
<td>3</td>
</tr>
<tr>
<td>HIS 502</td>
<td>African American History: Selected Topics</td>
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</tr>
<tr>
<td>HIS 713</td>
<td>African Americans after Slavery</td>
<td>3</td>
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</table>

### Human Development & Family Studies

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDF 658</td>
<td>Research Methods in Human Development and Family Studies</td>
<td>3</td>
</tr>
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### Library and Information Studies

<table>
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<tr>
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<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>LIS 636</td>
<td>Website Production and Usability for Librarians</td>
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### Peace and Conflict Studies

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>PCS 600</td>
<td>Principles and Practice of Conflict Management and Resolution</td>
<td>3</td>
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<td>PCS 601</td>
<td>Indigenous Peace Practices</td>
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<td>PCS 610</td>
<td>Transitional Justice</td>
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### Philosophy

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<tbody>
<tr>
<td>PHI 620</td>
<td>Ethics and Genetics</td>
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### Political Science

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<td>PSC 540</td>
<td>Nonprofit Management and Leadership</td>
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### Public Health

<table>
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<th>Credit Hours</th>
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<tr>
<td>HEA 601</td>
<td>Principles of Community Health Education</td>
<td>3</td>
</tr>
<tr>
<td>HEA 602</td>
<td>Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>HEA 603</td>
<td>Community Health Analysis</td>
<td>3</td>
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<tr>
<td>HEA 612</td>
<td>Management of Community Health Organizations</td>
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<td>HEA 640</td>
<td>Global Health Issues</td>
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<td>HEA 645</td>
<td>Health Policy</td>
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<td>HEA 676</td>
<td>Problems Seminar</td>
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### Teacher Education

<table>
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<th>Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>TED 555</td>
<td>Multicultural Education</td>
<td>3</td>
</tr>
</tbody>
</table>

### Accelerated B.A. to M.A.

Undergraduate students at UNC Greensboro may apply for admission to the Accelerated Degree Program in Women's and Gender Studies. A cumulative undergraduate GPA of at least 3.5, based on at least 30 credit hours earned at UNC Greensboro, is required. Applicants must have completed at least 60 semester credits and may not apply for admission to the ADP before the first semester of the junior year.

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Applications to the Women's and Gender Studies program require the following additional items: a statement of purpose; an academic writing sample; and a resume.

### ADP Courses

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<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>WGS 650</td>
<td>Feminist Theory: Intersections of Gender, Race and Class</td>
<td>3</td>
</tr>
<tr>
<td>WGS 651</td>
<td>Feminist Research Analysis</td>
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</table>

Select up to two of the following:* 

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>WGS 530</td>
<td>Critical Sexuality Studies and Queer Theory</td>
<td>3</td>
</tr>
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<td>CST 520</td>
<td>African American Culture and Identity</td>
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</tr>
</tbody>
</table>

* In consultation with the Graduate Advisor.

### Women's and Gender Studies, Post-Baccalaureate Certificate

The Post-Baccalaureate Certificate in Women's and Gender Studies requires 18 credit hours and prepares graduates for interdisciplinary teaching; careers in nonprofit, governmental, and corporate settings; and entry into professional degree programs in such fields as law, child development, and public health. The program combines core courses,
elective courses, independent study, and/or internship integrating theory and practice.

Certificate requirements must be completed within five academic years. At least 9 credits of coursework must be at the 600 level or above. Courses fulfilling the certificate program may be used to meet the requirements in a degree program in accordance with the policies of The Graduate School.

Curriculum requirements consist of 6 credits of required core courses and 12 credits of electives. Students enrolled in a graduate degree program must take at least 3 credits of WGS certificate coursework outside the degree-granting department.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

In addition to the application materials required by The Graduate School, applicants submit a statement of purpose explaining how the certificate program aligns with their personal, academic, and/or professional experience and goals. No standardized tests (GRE, MAT) are required; certificate program applicants who are also applying to a graduate program (e.g. a M.A. or Ph.D.) should consult the degree-granting department for admission test requirements. Certificate applicants may hold a baccalaureate degree in any field.

Certificate Requirements

Required: 18 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Core Courses</td>
<td>WGS 650 Feminist Theory: Intersections of Gender, Race and Class</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>WGS 651 Feminist Research Analysis</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>Select a minimum of 12 credits chosen from WGS-approved courses (those with WGS markers)</td>
<td>12</td>
</tr>
</tbody>
</table>

Required Core Courses

The following courses may be taken in substitution for WGS 650 Feminist Theory: Intersections of Gender, Race and Class with prior permission of the WGS graduate advisor (Director of Graduate Study). These courses may also serve as electives.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CST 659</td>
<td>Communication and Gendered Communities</td>
<td>3</td>
</tr>
<tr>
<td>ELC 678</td>
<td>Feminist Theories and Education</td>
<td>3</td>
</tr>
<tr>
<td>ELC 680</td>
<td>Transnational and Postcolonial Feminist Perspectives</td>
<td>3</td>
</tr>
<tr>
<td>ENG 531</td>
<td>Feminist Theory and Women Writers</td>
<td>3</td>
</tr>
<tr>
<td>ENG 688</td>
<td>Women's Rhetoric and Feminist Pedagogy</td>
<td>3</td>
</tr>
</tbody>
</table>

Representative Courses Approved for WGS Credit

Minimum of 12 credits chosen from WGS-approved courses. The available courses vary from semester to semester, and current offerings are listed and described on the WGS website. All substitutions require prior approval by the WGS Graduate Advisor (Director of Graduate Study).
COLLEGE OF VISUAL AND PERFORMING ARTS

220 Music Building
336-334-5789
http://performingarts.uncg.edu

Peter Alexander, Dean
A. Lawrence Jenkens, Associate Dean

As the premier, most comprehensive, and largest set of visual and performing arts programs in North Carolina, we transform lives by providing exceptional artistic and scholarly experiences. Our vision is to build on our reputation by becoming one of the top arts institutions in the nation. The UNC Greensboro College of Visual and Performing Arts will make the arts essential to all in North Carolina, the Southeast, and the Nation.

The UNC Greensboro College of Visual and Performing Arts is guided and informed by our beliefs and commitments to:

- **Excellence and Innovation**
  Foster curiosity, creativity, skill development, and dissemination of artistic practice, pedagogy, research, and scholarship at the highest level.

- **Access and Inclusivity**
  Serve the population of North Carolina and the nation by modeling an inclusive, collaborative, and student-oriented academic culture.

- **Equity and Ethics**
  Commit to equitable academic policies, curricular design, and decision-making with mutual respect, accountability, and cooperation.

- **Community and Place**
  Engage with local and global socio-political artistic performance, pedagogy, and scholarship.

The UNC Greensboro College of Visual and Performing Arts helps students transform passion into professional purpose. Our unique pathway to career success unlocks creativity and assists students to develop into a visual or performing artist, scholar, or arts educator.

The College consists of four Schools: Music, Theatre, Dance and Art. Within these Schools, we offer nationally accredited programs and an impressive variety of degrees and certificates at the Bachelor’s through the doctoral level.

All students wishing to enter one of the professional degree tracks, the B.M. or the B.F.A., must audition or interview for placement. Refer to each School’s bulletin for specific information concerning auditions and admissions procedures.

In addition to the degrees and courses housed within the Schools of Art, Dance, Music, and Theatre, a number of interdisciplinary courses in the arts are offered. The College of Visual and Performing Arts offers the interdisciplinary B.A. in Arts Administration and the minor in Musical Theatre. Please see the listing of VPA courses, which are open to students in any major.

With around 1500 students, excellent facilities and an internationally recognized faculty of well over 100 members, the College of Visual and Performing Arts is a vibrant community of artists that produces more than 350 performances, exhibits, lectures and other events. The College is engaged with its community and committed to student success. As the largest and most comprehensive school of the visual and performing arts in North Carolina and one of the largest in the southeast and the nation, it has the capacity to provide experiences that other institutions cannot. We have a strong record of helping students develop their craft and the necessary knowledge to succeed in the highly competitive world of the arts. Because we are part of a large research university, a full range of interdisciplinary and collaborative opportunities are close at hand.

**Mission Statement**

In accordance with the mission of the University, The College of Visual and Performing Arts seeks to enable students to understand and embrace the artistic expression of all cultures, empowering them to enrich the human experience for themselves and others. Acknowledging the enduring traditions of excellence in each discipline, the College of Visual and Performing Arts, strives to:

- Teach the imaginative, critical, aesthetic, and technical skills essential to the creative process, scholarly inquiry, and professional engagement in the continually evolving fields of the visual and performing arts.
- Promote discovery and foster inclusive learning that enriches the understanding of human diversity and global issues as they relate to the visual and performing arts.
- Provide our undergraduate students with comprehensive curricula appropriate to the various degree programs offered by the College of Visual and Performing Arts.
- Equip our graduate students to become specialists and leaders in their fields through advanced study and training.
- Present public performances, shows, and events, and provide artistic resources, education and outreach to the local, regional, national and international communities that enrich student learning, promotes faculty scholarship and creative activities, which enrich the lives of all citizens while showcasing the College and University.

**Accreditation(s)**

- CAEP Council for the Accreditation of Educational Professionals
- NASD National Association for Schools of Dance
- NASM National Association for Schools of Music
- NAST National Association for Schools of Theatre

- Arts Administration, B.A. (p. 415)
- Arts Administration Undergraduate Minor (p. 416)
- Arts in Community Undergraduate Minor (p. 417)
- Interdisciplinary Art and Social Practice Undergraduate Minor (p. 417)
- Musical Theatre Undergraduate Minor (p. 417)
- School of Art (p. 417)
  - Art, B.A. (p. 418)
  - Studio Art, B.F.A. (p. 420)
  - Art Education with K–12 Professional I Teaching Licensure, B.F.A. (p. 422)
  - Art History for Artists Undergraduate Minor (p. 424)
  - Art History Undergraduate Minor (p. 424)
  - New Media and Design Undergraduate Minor (p. 424)
  - Painting Undergraduate Minor (p. 424)
  - Photography Undergraduate Minor (p. 425)
  - Printmaking and Drawing Undergraduate Minor (p. 425)
  - Sculpture and Ceramics Undergraduate Minor (p. 425)
• Studio Art Undergraduate Minor (p. 425)
• Studio Arts, M.F.A. (p. 426)
• School of Dance (p. 427)
  • Dance, B.A. (p. 428)
  • Dance, B.F.A. (p. 433)
  • Dance Undergraduate Minor (p. 438)
  • Dance, M.A. (p. 439)
  • Dance, M.F.A. (p. 439)
  • Dance Education, M.A. (p. 440)
  • Dance, Post-Baccalaureate Licensure (p. 441)
• School of Music (p. 441)
  • Music, B.A. (p. 443)
  • Music Education Major, K–12 Licensure, B.M. (p. 444)
  • Performance, B.M. (p. 446)
  • Music Undergraduate Minor (p. 451)
  • Music Composition, M.M. (p. 452)
  • Music Education, M.M. (p. 452)
  • Music Theory, M.M. (p. 453)
  • Performance, M.M. (p. 453)
  • Music, D.M.A. (p. 458)
  • Music Education, Ph.D. (p. 459)
  • Ethnomusicology, Post-Baccalaureate Certificate (p. 459)
  • Historical Keyboard Performance, Post-Baccalaureate Certificate (p. 460)
  • Jazz Studies, Post-Baccalaureate Certificate (p. 460)
  • Music Composition, Post-Baccalaureate Certificate (p. 461)
  • Music Education, Post-Baccalaureate Certificate (p. 461)
  • Music Theory Pedagogy, Post-Master’s Certificate (p. 462)
  • Music Theory, Post-Baccalaureate Certificate (p. 462)
  • Musicology, Post-Baccalaureate Certificate (p. 462)
• School of Theatre (p. 463)
  • Drama, B.A. (p. 465)
  • Drama, B.F.A. (p. 466)
  • Drama Undergraduate Minor (p. 469)
  • Technical Theatre Undergraduate Minor (p. 469)
  • Drama, M.F.A. (p. 469)

Any B.A. student who is pursuing a double major or seeking K–12 licensure in conjunction with his or her major area is exempt from this requirement.

**Arts Administration, B.A.**

**Overall Requirements**

- 122 credit hours, to include at least 36 credits at or above the 300 course level
- Minimum grade of C required for all courses to count toward the major.
- A minimum of 31 credits in residence at UNC Greensboro:
  - 12 credits must be in the major field
  - 9 credits must be in the minor

**Degree Program Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>University Requirements (p. 671)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Education Core Requirements (GEC)</td>
<td>(p. 683)</td>
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<tr>
<td></td>
<td><strong>Major Requirements</strong></td>
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<tr>
<td></td>
<td><strong>Core Courses</strong></td>
<td>18</td>
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<tr>
<td>AAD 202</td>
<td>Arts Admin and Entrepreneurship</td>
<td></td>
</tr>
<tr>
<td>AAD 301</td>
<td>Arts Management</td>
<td></td>
</tr>
<tr>
<td>AAD 455</td>
<td>Arts and Entrepreneurship: Career Strategies for Artists</td>
<td></td>
</tr>
<tr>
<td>ENT 200</td>
<td>Introduction to Entrepreneurial Finance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or ACC 201 Financial Accounting</td>
<td></td>
</tr>
<tr>
<td>ENT 300</td>
<td>Ideas to Opportunities: Feasibility Analysis</td>
<td>The Nonprofit Sector and Governance</td>
</tr>
<tr>
<td></td>
<td>or PSC 311</td>
<td></td>
</tr>
<tr>
<td>VPA 323</td>
<td>The Arts as Human Experience</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Arts-Related Courses</strong></td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>12 s.h. chosen from the courses with an ARH, ART, DCE, MUP, MUS, VPA, or THR prefix.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>CVPA Electives</strong></td>
<td>6</td>
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<tr>
<td></td>
<td>Select an additional 6 credits in the College of Visual and Performing Arts at the 200 level or above.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Capstone Experience</strong></td>
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</tr>
<tr>
<td>AAD 498</td>
<td>Internship in Arts Administration and Entrepreneurship</td>
<td></td>
</tr>
</tbody>
</table>

* At the 200-level or above, preferably upper-level; selected with the permission of the Arts Administration Program director and the instructor of the course. Recommended upper-level options include the courses listed.

Arts Administration majors should consider the available minors in Art, Business, Communication Studies, Dance, Drama, Entrepreneurship, Media Studies, Music, Political Science, or Technical Theatre.

**Recommended Electives**

Recommended electives related to Arts Management include the courses listed below.

---

**Minor Requirement for Students Pursuing a B.A. Degree in the College of Visual and Performing Arts**

The College of Visual and Performing Arts believes in and promotes the study of the arts in the context of a broad, liberal arts curriculum. In order to gain a larger intellectual perspective, students are encouraged to pursue their major field of study within an open but disciplined plan of study.

To aid in this process, the CVPA minor requirement builds on the university's General Education requirements. In addition to the course requirements stated in the university's General Education Core (GEC), students pursuing a B.A. degree in the College of Visual and Performing Arts must also complete all requirements in a minor area of study that is different from their declared major field. Students may select minors in or outside of the College of Visual and Performing Arts, and students are encouraged to seek advice from CVPA advisors when making this choice.

Students pursuing a double major or seeking K–12 licensure in conjunction with their major area are exempt from this requirement.
Arts Administration Undergraduate Minor

College of Visual and Performing Arts Minor Requirement

Students pursuing a B.A. degree in the College of Visual and Performing Arts must also complete all requirements in a minor area of study that is different from their declared major field. Students may select minors in or outside the College of Visual and Performing Arts, and students are encouraged to seek advice from CVPA advisors when making this choice. Any B.A. student who is pursuing a double major is exempt from this requirement. See the Minor Requirement topic on the College of Visual and Performing Arts page for more information.

Electives

Electives sufficient to complete the 122 credit hours required for the degree.

Arts Administration Undergraduate Minor

The minor in Arts Administration complements study in a wide range of fields including music, theatre, dance, the visual arts, creative writing, communications, media studies, and business.

Program Requirements

- 18 credit hours

18 credits as listed below. A grade of C is required in all course work toward the minor.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 201</td>
<td>Financial Accounting</td>
<td></td>
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<tr>
<td>ACC 218</td>
<td>Financial Statement Preparation and Disclosures</td>
<td></td>
</tr>
<tr>
<td>BUS 206</td>
<td>Start Something</td>
<td></td>
</tr>
<tr>
<td>BUS 240</td>
<td>Introduction to the Entrepreneurial Experience</td>
<td></td>
</tr>
<tr>
<td>BUS 300</td>
<td>Ideas to Opportunities: Feasibility Analysis</td>
<td></td>
</tr>
<tr>
<td>BUS 328</td>
<td>Organizational Leadership</td>
<td></td>
</tr>
<tr>
<td>BUS 336</td>
<td>Opportunities to Action: Business Plan</td>
<td></td>
</tr>
<tr>
<td>BUS 339</td>
<td>Entrepreneurial Leadership</td>
<td></td>
</tr>
<tr>
<td>BUS 340</td>
<td>Social Entrepreneurship</td>
<td></td>
</tr>
<tr>
<td>BUS 470</td>
<td>Entrepreneurial/Small Business Management</td>
<td></td>
</tr>
<tr>
<td>CST 105</td>
<td>Introduction to Communication Studies †</td>
<td></td>
</tr>
<tr>
<td>CST 200</td>
<td>Communication and Community</td>
<td></td>
</tr>
<tr>
<td>CST 207</td>
<td>Relational Communication</td>
<td></td>
</tr>
<tr>
<td>CST 210</td>
<td>Communicating Ethically</td>
<td></td>
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<tr>
<td>CST 308</td>
<td>Organizational Communication</td>
<td></td>
</tr>
<tr>
<td>CST 311</td>
<td>Deliberation and Decision Making</td>
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</tr>
<tr>
<td>CST 315</td>
<td>Persuasion and Social Influence</td>
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<tr>
<td>CST 337</td>
<td>Intercultural Communication</td>
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<tr>
<td>CST 341</td>
<td>Communication and Workplace Relationships</td>
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<tr>
<td>CST 342</td>
<td>Communication and Public Relations: Strategies and Innovations</td>
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<tr>
<td>CST 350</td>
<td>Small Group and Team Communication</td>
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<tr>
<td>CTR 101</td>
<td>Leisure and American Lifestyles</td>
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<tr>
<td>CTR 316</td>
<td>Leisure for Older Adults</td>
<td></td>
</tr>
<tr>
<td>CTR 401</td>
<td>Strategic Community Leadership</td>
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<tr>
<td>CTR 423</td>
<td>Meeting and Event Planning and Management</td>
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<tr>
<td>CTR 429</td>
<td>Special Event Management</td>
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<tr>
<td>ECO 100</td>
<td>Economics of a Global Sustainable Society ††</td>
<td></td>
</tr>
<tr>
<td>ECO 101</td>
<td>Introduction to Economics ††</td>
<td></td>
</tr>
<tr>
<td>ECO 201</td>
<td>Principles of Microeconomics ††</td>
<td></td>
</tr>
<tr>
<td>ECO 202</td>
<td>Principles of Macroeconomics ††</td>
<td></td>
</tr>
<tr>
<td>ELC 201</td>
<td>Introduction to Community Leadership</td>
<td></td>
</tr>
<tr>
<td>ENT 130</td>
<td>Entrepreneurship in a Sustainable Global Environment</td>
<td></td>
</tr>
<tr>
<td>ENT 201</td>
<td>Creativity, Innovation, and Vision</td>
<td></td>
</tr>
<tr>
<td>ART 276</td>
<td>Creative Space: The Meeting of Art and Entrepreneurship</td>
<td></td>
</tr>
<tr>
<td>ENT 300</td>
<td>Ideas to Opportunities: Feasibility Analysis</td>
<td></td>
</tr>
<tr>
<td>ENT 321</td>
<td>Design Thinking and/or Entrepreneurial Thinking</td>
<td></td>
</tr>
<tr>
<td>ENT 335</td>
<td>Entrepreneurial Finance</td>
<td></td>
</tr>
<tr>
<td>ENT 336</td>
<td>Opportunities to Action: Business Plan</td>
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<tr>
<td>ENT 339</td>
<td>Entrepreneurial Leadership</td>
<td></td>
</tr>
<tr>
<td>ENT 340</td>
<td>Social Entrepreneurship</td>
<td></td>
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<tr>
<td>ENT 354</td>
<td>Restaurant Entrepreneurship</td>
<td></td>
</tr>
<tr>
<td>ENT 403</td>
<td>Entrepreneurial Marketing</td>
<td></td>
</tr>
<tr>
<td>ENT 404</td>
<td>Entrepreneurship and Innovation in Community Leadership</td>
<td></td>
</tr>
<tr>
<td>ENT 470</td>
<td>Entrepreneurial/Small Business Management</td>
<td></td>
</tr>
<tr>
<td>FIN 200</td>
<td>Introduction to Entrepreneurial Finance</td>
<td></td>
</tr>
<tr>
<td>FIN 315</td>
<td>Business Finance I</td>
<td></td>
</tr>
<tr>
<td>FIN 335</td>
<td>Entrepreneurial Finance</td>
<td></td>
</tr>
<tr>
<td>ISM 110</td>
<td>Business Computing I</td>
<td></td>
</tr>
<tr>
<td>MGT 300</td>
<td>Management of Organizations</td>
<td></td>
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<tr>
<td>MKT 320</td>
<td>Principles of Marketing</td>
<td></td>
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<tr>
<td>MKT 403</td>
<td>Entrepreneurial Marketing</td>
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</tr>
<tr>
<td>PSC 210</td>
<td>Introduction to Public Policy ††</td>
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</tr>
<tr>
<td>PSC 310</td>
<td>Public Administration</td>
<td></td>
</tr>
<tr>
<td>PSC 311</td>
<td>The Nonprofit Sector and Governance</td>
<td></td>
</tr>
<tr>
<td>PSC 511</td>
<td>Topics in Public Affairs</td>
<td></td>
</tr>
<tr>
<td>PSC 540</td>
<td>Nonprofit Management and Leadership</td>
<td></td>
</tr>
<tr>
<td>PSY 365</td>
<td>Psychology of Art, Creativity, and Genius</td>
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</tr>
<tr>
<td>SOC 101</td>
<td>Introduction to Sociology ††</td>
<td></td>
</tr>
<tr>
<td>SOC 325</td>
<td>Sociology of Work Organizations</td>
<td></td>
</tr>
</tbody>
</table>

† Counts toward GEC GRD requirement.
†† Counts toward GEC GSB requirement.

Arts-Related Elective

3
3 credits chosen from the courses with ARH, ART, DCE, MUP, MUS, THR, or VPA prefix.

**Arts in Community Undergraduate Minor**

The Arts in Community minor prepares students to share leadership with community partners to create the structure and content of community-based arts projects and educational programming.

**Student Learning Outcomes**

1. Learn how to build fruitful relationships with community partners as a basis for arts projects and educational programming.
2. Gain experience in a variety of methods of community data collection and relationship building.
3. Develop skills in sequential project and curriculum planning.
4. Learn teaching strategies and pedagogical structures applicable to all creative arts disciplines.
5. Learn how to evaluate and refine community arts projects and practices.

**Program Requirements**
- 15 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>VPA 360</td>
<td>Introduction to Community Arts</td>
<td>3</td>
</tr>
<tr>
<td>VPA 361</td>
<td>Community Arts Methods</td>
<td>3</td>
</tr>
<tr>
<td>VPA 364</td>
<td>Community Arts Intensive</td>
<td>3</td>
</tr>
<tr>
<td>VPA 369</td>
<td>Community Arts Internship</td>
<td>3</td>
</tr>
</tbody>
</table>

**Interdisciplinary Art and Social Practice Undergraduate Minor**

The Interdisciplinary Art and Social Practice minor develops and explores a diverse range of interdisciplinary practices and creative strategies for socially-engaged art and cultural production.

**Program Requirements**
- 18 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAD 301</td>
<td>Arts Management</td>
<td>3</td>
</tr>
<tr>
<td>AAD 202</td>
<td>Arts Admin and Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>ARE 260</td>
<td>Art, Education, and Social Practice</td>
<td>3</td>
</tr>
<tr>
<td>VPA 528</td>
<td>Research Methods in Social Practice</td>
<td>3</td>
</tr>
<tr>
<td>VPA 324</td>
<td>The Arts as Social Change: Theory and Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 2 courses from the following:*

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 349</td>
<td>Expanded Print Media</td>
<td>3</td>
</tr>
<tr>
<td>MUS 343</td>
<td>Music Cultures of the World</td>
<td>3</td>
</tr>
<tr>
<td>PHI 301</td>
<td>Topics in Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHI 322</td>
<td>Philosophy of the Arts</td>
<td>3</td>
</tr>
</tbody>
</table>

**Musical Theatre Undergraduate Minor**

This minor is intended to provide introductory performance-related experiences for performing arts students not in the BFA theatre degree tracks. Students in the BFA theatre degree tracks may be able to earn a minor in musical theatre by taking 15 credit hours in the more advanced offerings in musical theatre.

**Program Requirements**
- 15 credit hours

<table>
<thead>
<tr>
<th>Code</th>
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<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>THR 305</td>
<td>Broadway: Development of the American Musical</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 9 credits of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>VPA 320</td>
<td>Musicianship for Musical Theatre</td>
<td>3</td>
</tr>
<tr>
<td>VPA 330</td>
<td>Dance for Musical Theatre</td>
<td>3</td>
</tr>
<tr>
<td>MUP 125</td>
<td>Class Voice</td>
<td>3</td>
</tr>
<tr>
<td>THR 130</td>
<td>Fundamentals of Acting</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 3 credits of the following:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>VPA 340</td>
<td>Workshop in Musical Theatre</td>
<td>3</td>
</tr>
<tr>
<td>VPA 350</td>
<td>Musical Theatre Audition Technique I</td>
<td>3</td>
</tr>
<tr>
<td>VPA 351</td>
<td>Musical Theatre Audition Technique II</td>
<td>3</td>
</tr>
<tr>
<td>THR 395</td>
<td>Special Problems</td>
<td>3</td>
</tr>
</tbody>
</table>

* Or advanced courses in Musical Theatre (for students demonstrating proficiency in the above courses).
** Or topics courses in Music, Theatre, or Dance related to Musical Theatre or additional credits in any of the performance categories not in your Major (acting, dancing, singing).

**School of Art**

*College of Visual and Performing Arts*

138 Gatewood Studio Arts Center
336-334-5248
http://art.uncg.edu

Chris Cassidy, Director of the School of Art
Lee Walton, Director of Graduate Study
Heather Holian, Director of Undergraduate Studies

The School of Art offers the following undergraduate degree programs:

- B.F.A.—art major, concentrations in art education, new media and design, painting, photography, printmaking and drawing, and sculpture
- B.A.—art major, concentrations in art history and studio art
The School of Art offers graduate work leading to a Master of Fine Arts with a major in studio arts.

Only those students enrolled in a degree program with a full-time load of courses may use space, equipment, and facilities of the School of Art. Part-time students may use only the facilities directly connected with the courses in which they are enrolled.

**Mission Statement**
The mission of the School of Art is founded on three passionately held principles:

- First, that the exploration of ideas through the visual arts is both necessary and culturally valuable;
- Second, that an understanding of visual communication within contemporary society is critical for an informed world view; and
- Third, that an appreciation and knowledge of art history, past and present, is essential to both young scholars and developing artists.

In the School of Art, committed faculty, who actively exhibit and publish nationally and internationally, model the high standards we hold our students to in the visual arts, art history, and art education. Our students individually challenge, explore, and push the boundaries of their given field, whether it be establishing an independent vision or perspective in the studio, exploring new facets of art history, or developing their own voices as art educators. Through this diversity, our program offers students a strong, self-motivated course of study where majors have meaningful contact with faculty across disciplines, methodologies, and practices.

The school's studio and art education facilities are located in the Maud F. Gatewood Studio Arts Building on Highland Avenue. Art historians have offices located in the Weatherspoon Art Museum.

**Art Disciplinary Honors Requirements**
A minimum of 12 credit hours as defined below.

**Code** | **Title** | **Credit Hours**
--- | --- | ---
HSS 490 | Senior Honors Project | 3
Select 3 credits of any ARE, ARH, or ART Honors course above the 100 level | 3
Select any 500-level ARE, ARH, or ART course | 3
ART 493 | Honors Work | 3
or ARH 493 | Honors Work | 3
Select any ARE, ARH, or ART Honors contract course | 3

**Qualifications**
UNCG cumulative GPA of 3.30 or better or, for transfer students, cumulative GPA of 3.30 or better from all prior institutions.

**Recognition**
Receive a Certificate of Disciplinary Honors in Art; have that accomplishment, along with the title of the Senior Honors Project, noted on the official transcript; and be recognized at a banquet held at the end of the spring semester.

**Honors Advisor**
See Heather Holian for further information and guidance about Honors in Art. To apply: [http://honorscollege.uncg.edu/forms/disc-application.pdf](http://honorscollege.uncg.edu/forms/disc-application.pdf)

**Art, B.A.**
The Art History concentration is for those students wishing to pursue careers either in art scholarship or the museum and gallery profession.
Those thinking primarily of Art History are encouraged to study the foreign languages needed for scholarship, particularly French and German.

The Studio Art concentration combines a liberal arts education grounded in the humanities with studio practice. A B.A. degree is ideal for students interested in a range of post-graduate fields and art-related professional careers. All studio students entering the art department begin in the B.A. Studio Art concentration.

**Overall Requirements**

- 122 credit hours, to include at least 36 credits at or above the 300 course level

**Degree Program Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>University Requirements (p. 671)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>General Education Core Requirements (GEC) (p. 683)</td>
</tr>
</tbody>
</table>

**Major Requirements**

**Art History Concentration Requirements**

- Minimum 36 credit hours in art
- No concentration requirements may be met with a grade lower than C (2.0).

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Required</td>
</tr>
<tr>
<td>ARH 110</td>
<td>Survey of Western Art: Prehistory-Renaissance †</td>
<td>15</td>
</tr>
<tr>
<td>ARH 111</td>
<td>Survey of Western Art: Renaissance-Contemporary †</td>
<td></td>
</tr>
<tr>
<td>ARH 112</td>
<td>Survey of Non-Western Art †</td>
<td></td>
</tr>
<tr>
<td>ARH 219</td>
<td>Sophomore Seminar in Art History</td>
<td></td>
</tr>
<tr>
<td>ARH 405</td>
<td>Research Topics in Art *</td>
<td></td>
</tr>
</tbody>
</table>

**Select**

- Select one of the following:
  - ART 120 Fundamentals of Drawing
  - ART 140 Foundation Design I
  - ART 150 Three-Dimensional Foundations I

**Additional Studio Course**

- 3–4

Select one 200-level studio course.

**Art History**

- Select at least 15 credits of Art History course work at the 300 level or above from the following:
  - ARH 301 Greek Art
  - ARH 302 Roman Art
  - ARH 310 Early Medieval and Byzantine Art
  - ARH 311 Medieval and Romanesque Art
  - ARH 312 Gothic Art
  - ARH 320 Italian Renaissance Art
  - ARH 321 Early Italian Renaissance Art, 1300-1480
  - ARH 322 Art of the Italian High Renaissance and Maniera, 1480-1600

**Studio Art Concentration**

- Minimum 51 credits in art

<table>
<thead>
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<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Studio Foundation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Foundation Semester 1</td>
</tr>
<tr>
<td>ART 105</td>
<td>Foundations Seminar</td>
<td></td>
</tr>
<tr>
<td>ARH 110</td>
<td>Survey of Western Art: Prehistory-Renaissance †</td>
<td></td>
</tr>
<tr>
<td>ART 120</td>
<td>Fundamentals of Drawing</td>
<td></td>
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<tr>
<td>ART 140</td>
<td>Foundation Design I</td>
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<tr>
<td>ART 150</td>
<td>Three-Dimensional Foundations I</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Foundation Semester 2</td>
</tr>
<tr>
<td>ARH 111</td>
<td>Survey of Western Art: Renaissance-Contemporary</td>
<td></td>
</tr>
<tr>
<td>ART 220</td>
<td>Intermediate Drawing</td>
<td></td>
</tr>
<tr>
<td>ART 240</td>
<td>Foundations Design 2 ¹</td>
<td></td>
</tr>
<tr>
<td>ART 253</td>
<td>Three-Dimensional Foundations II ¹</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Foundation Semester 3</td>
</tr>
<tr>
<td>ARH 112</td>
<td>Survey of Non-Western Art ¹†</td>
<td></td>
</tr>
<tr>
<td>ART 240</td>
<td>Foundations Design 2 (If not taken in Semester 2.) ²</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>or ART 253 Three-Dimensional Foundations II</td>
</tr>
</tbody>
</table>

**Additional Requirements**

- 24

**Art History**

- Select 3 credits of Art History at 200 level or above
- Select 6 credits of Art History at 300 level or above

**Studio Art**

- Select 15 credits of Studio Art above the 100 level
Related Area Requirements

All B.A. students in the School of Art are required to complete the following Foreign Language requirement:

GFL – Foreign Language (0–12 credits) Intermediate level proficiency in one language, demonstrated by placement test, or completion of course work through course number 204.

College of Visual and Performing Arts Minor Requirement

Students pursuing a B.A. degree in the College of Visual and Performing Arts must also complete all requirements in a minor area of study that is different from their declared major field. Students may select minors in or outside the College of Visual and Performing Arts, and students are encouraged to seek advice from CVPA advisors when making this choice. Any B.A. student who is pursuing a double major is exempt from this requirement. See the Minor Requirement topic on the College of Visual and Performing Arts page for more information.

Electives

Electives sufficient to complete the 122 credit hours required for the degree.

Art as a Second Major

Students who wish to declare a second major in art must complete all requirements listed above under the degree (B.F.A. or B.A.) and concentration selected.

Art as a Second Concentration for Elementary Education Majors

• 18 credit hours

Art History Focus

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARE 367</td>
<td>Child Art and Teaching</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 100</td>
<td>Introduction to Art</td>
<td></td>
</tr>
<tr>
<td>ARH 110</td>
<td>Survey of Western Art: Prehistory-Renaissance †</td>
<td></td>
</tr>
<tr>
<td>ARH 111</td>
<td>Survey of Western Art: Renaissance-Contemporary</td>
<td></td>
</tr>
<tr>
<td>ART 120</td>
<td>Fundamentals of Drawing</td>
<td></td>
</tr>
<tr>
<td>or ART 140</td>
<td>Foundation Design I</td>
<td></td>
</tr>
<tr>
<td>Select one studio course *</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select two additional art history (ARH) courses at the 300 and/or 400 level</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*= Chosen from those for which ART 120 Fundamentals of Drawing or ART 140 Foundation Design I are prerequisites.

† Counts toward GEC GFA requirement.

Studio Art, B.F.A.

The B.F.A. program is designed for students who are serious about pursuing careers as professional artists. The B.F.A. is a pre-professional degree leading to the M.F.A. or directly to a career in the Fine Arts.

B.F.A. Portfolio Review

Admittance to the B.F.A. program in Art Education, New Media and Design, Painting, Photography, Printmaking and Drawing, or Sculpture and Ceramics is contingent upon successful review of a portfolio by a rotating committee of School of Art faculty.

Non-transfer students enrolled in the B.A. Studio Art degree program may seek entrance into the B.F.A. Studio Art degree program in the third semester of the Studio Foundation Program course sequence, and must apply before completing a total of 28 credit hours of ART, ARH, or ARE courses. Students who fail the portfolio review may re-apply once, and must do so in the following semester. Transfer students must complete the UNC Greensboro Studio Foundation Program and must apply as early as they are eligible to do so.

Students who apply to the B.F.A. program as second-degree students will be given the opportunity to appeal the initial portfolio review at the start of their application process.

Overall Requirements

• 128 credit hours, to include at least 36 credits at or above the 300 course level
• Core studio courses for major concentrations may be closed to students who are not enrolled in a degree program full-time.

Degree Program Requirements

University Requirements (p. 671)
General Education Core Requirements (GEC) (p. 683)
## Major Requirements

### Art History
- Select three courses in Art History above the 100 level. ¹

### Studio Foundation

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 105</td>
<td>Foundations Seminar</td>
<td></td>
</tr>
<tr>
<td>ARH 110</td>
<td>Survey of Western Art: Prehistory-Renaissance</td>
<td></td>
</tr>
<tr>
<td>ART 120</td>
<td>Fundamentals of Drawing</td>
<td></td>
</tr>
<tr>
<td>ART 140</td>
<td>Foundation Design I</td>
<td></td>
</tr>
<tr>
<td>ART 150</td>
<td>Three-Dimensional Foundations I</td>
<td></td>
</tr>
</tbody>
</table>

### Foundation Semester 1

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 105</td>
<td>Foundations Seminar</td>
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</tr>
<tr>
<td>ARH 110</td>
<td>Survey of Western Art: Prehistory-Renaissance</td>
<td></td>
</tr>
<tr>
<td>ART 120</td>
<td>Fundamentals of Drawing</td>
<td></td>
</tr>
<tr>
<td>ART 140</td>
<td>Foundation Design I</td>
<td></td>
</tr>
<tr>
<td>ART 150</td>
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### Foundation Semester 2

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
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<tbody>
<tr>
<td>ARH 111</td>
<td>Survey of Western Art: Renaissance-Contemporary</td>
<td></td>
</tr>
<tr>
<td>ART 220</td>
<td>Intermediate Drawing</td>
<td></td>
</tr>
<tr>
<td>ART 240</td>
<td>Foundations Design 2</td>
<td></td>
</tr>
<tr>
<td>ART 253</td>
<td>Three-Dimensional Foundations II</td>
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### Foundation Semester 3

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>ARH 112</td>
<td>Survey of Non-Western Art</td>
<td></td>
</tr>
<tr>
<td>ART 240</td>
<td>Foundations Design 2 (If not taken in Semester 2.)</td>
<td></td>
</tr>
</tbody>
</table>

or ART 253 Three-Dimensional Foundations II

### Senior Show

All students in their senior year are required to submit ready-to-exhibit work(s) to the Senior Show.

¹ May not include ARH 110, ARH 111, or ARH 112.
² Minimum grade of C required in order to receive major credit for the course.
³ Or substitute for either ART 240 or ART 253 with ONE of the following: ARE 260, ART 285, or ART 286.
⁴ Either ART 240 or ART 253 if not taken in Semester 2.
† Counts toward GEC GFA requirement and GE Marker GL/GN requirement.

## Concentration Requirements

Select one of the concentrations below.

### New Media and Design

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 221</td>
<td>Life Drawing I</td>
<td></td>
</tr>
<tr>
<td>ART 340</td>
<td>Concepts in Time-based Media</td>
<td></td>
</tr>
<tr>
<td>ART 341</td>
<td>Letters, Signs, and Symbols</td>
<td></td>
</tr>
<tr>
<td>ART 344</td>
<td>Digital Darkroom</td>
<td></td>
</tr>
<tr>
<td>ART 345</td>
<td>Introduction to Web Design</td>
<td></td>
</tr>
</tbody>
</table>

### Required

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 221</td>
<td>Life Drawing I</td>
<td></td>
</tr>
<tr>
<td>ART 285</td>
<td>Photography I</td>
<td></td>
</tr>
<tr>
<td>ART 286</td>
<td>Digital Photography One</td>
<td></td>
</tr>
<tr>
<td>ART 384</td>
<td>Photojournalism and Documentary Photography</td>
<td></td>
</tr>
<tr>
<td>ART 385</td>
<td>Photography II</td>
<td></td>
</tr>
<tr>
<td>ART 386</td>
<td>Studio Lighting for Photography</td>
<td></td>
</tr>
<tr>
<td>ART 387</td>
<td>Alternative Photographic Processes</td>
<td></td>
</tr>
<tr>
<td>ART 485</td>
<td>Advanced Critique in Photography</td>
<td></td>
</tr>
</tbody>
</table>

### Select

Select three from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARH 350</td>
<td>History of Photography</td>
<td></td>
</tr>
<tr>
<td>ART 344</td>
<td>Digital Darkroom</td>
<td></td>
</tr>
<tr>
<td>ART 388</td>
<td>Photographic Interaction</td>
<td></td>
</tr>
<tr>
<td>ART 393</td>
<td>Practicum/Internship in Art Careers</td>
<td></td>
</tr>
<tr>
<td>ART 345</td>
<td>Introduction to Web Design</td>
<td></td>
</tr>
<tr>
<td>ART 441</td>
<td>Books and Images</td>
<td></td>
</tr>
<tr>
<td>ART 442</td>
<td>Image Sequencing/Sequential Images</td>
<td></td>
</tr>
<tr>
<td>ART 496</td>
<td>Special Problems, Studio</td>
<td></td>
</tr>
</tbody>
</table>

### Art or Related Electives

Select 9 credits of ART or related electives. ²

² Recommended that these courses be at 300 level or above.

### Photography

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 221</td>
<td>Life Drawing I</td>
<td></td>
</tr>
<tr>
<td>ART 285</td>
<td>Photography I</td>
<td></td>
</tr>
<tr>
<td>ART 286</td>
<td>Digital Photography One</td>
<td></td>
</tr>
<tr>
<td>ART 384</td>
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</tr>
<tr>
<td>ART 385</td>
<td>Photography II</td>
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<tr>
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<tr>
<td>ART 485</td>
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### Required

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<th>Credit Hours</th>
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<td></td>
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<tr>
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<tr>
<td>ART 388</td>
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<tr>
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<td>Books and Images</td>
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<tr>
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</tr>
<tr>
<td>ART 496</td>
<td>Special Problems, Studio</td>
<td></td>
</tr>
</tbody>
</table>

### Select

Select three from the following:

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</tr>
<tr>
<td>ART 344</td>
<td>Digital Darkroom</td>
<td></td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>ART 393</td>
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<td></td>
</tr>
<tr>
<td>ART 496</td>
<td>Special Problems, Studio</td>
<td></td>
</tr>
</tbody>
</table>

### Art or Related Electives

Select 9 credits of ART or related electives. ²

² Recommended that these courses be at 300 level or above.
### Printmaking and Drawing

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 221</td>
<td>Life Drawing I</td>
<td>4</td>
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<tr>
<td>ART 281</td>
<td>Ceramics I</td>
<td>1</td>
</tr>
<tr>
<td>ART 322</td>
<td>Variable Topics in Drawing</td>
<td>4</td>
</tr>
<tr>
<td>ART 326</td>
<td>Woodcut and Wood Engraving</td>
<td>4</td>
</tr>
<tr>
<td>ART 328</td>
<td>Etching I</td>
<td>4</td>
</tr>
<tr>
<td>ART 329</td>
<td>Lithography I</td>
<td>4</td>
</tr>
<tr>
<td>ART 420</td>
<td>Advanced Drawing</td>
<td>4</td>
</tr>
</tbody>
</table>

**Select:** 6

Select two from the following:

- ART 349  Expanded Print Media
- ART 428  Etching II
- ART 429  Lithography II
- ART 529  The Multi-Media Print

**Art or Related Electives:** 9

Select 9 credits of ART or related electives. *

* Recommended that these courses be at 300 level or above.

### Sculpture and Ceramics

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 221</td>
<td>Life Drawing I</td>
<td>4</td>
</tr>
<tr>
<td>ART 281</td>
<td>Ceramics I</td>
<td>1</td>
</tr>
<tr>
<td>ART 322</td>
<td>Variable Topics in Drawing</td>
<td>4</td>
</tr>
<tr>
<td>ART 353</td>
<td>Metal Casting</td>
<td>4</td>
</tr>
<tr>
<td>ART 354</td>
<td>Metal Sculpture</td>
<td>4</td>
</tr>
<tr>
<td>ART 355</td>
<td>Sculpture I</td>
<td>4</td>
</tr>
<tr>
<td>ART 356</td>
<td>Sculpture II</td>
<td>4</td>
</tr>
<tr>
<td>ART 381</td>
<td>Ceramics II</td>
<td>4</td>
</tr>
<tr>
<td>ART 459</td>
<td>Sculpture and/or Ceramics Studio Capstone</td>
<td>4</td>
</tr>
<tr>
<td>ART 481</td>
<td>Ceramics III</td>
<td>4</td>
</tr>
</tbody>
</table>

**Art or Related Electives:** 9

Select 9 credits of ART or related electives. *

* Recommended but not required: choose from 300 level or above.

### Electives

Electives sufficient to complete the 128 credit hours required for the degree.

### Art as a Second Major

Students who wish to declare a second major in art must complete all requirements listed above under the degree (B.F.A. or B.A.) and concentration selected.

---

### B.F.A. Portfolio Review

Admittance to the B.F.A. program in Art Education, New Media and Design, Painting, Photography, Printmaking and Drawing, or Sculpture and Ceramics is contingent upon successful review of a portfolio by a rotating committee of School of Art faculty.

Non-transfer students enrolled in the B.A. Studio Art degree program may seek entrance into the B.F.A. Studio Art degree program in the third semester of the Studio Foundation Program course sequence, and must apply before completing a total of 28 credit hours of ART, ARH, or ARE courses. Students who fail the portfolio review may re-apply once, and must do so in the following semester. Transfer students must complete the UNC Greensboro Studio Foundation Program and must apply as early as they are eligible to do so.

Students who apply to the B.F.A. program as second-degree students will be given the opportunity to appeal the initial portfolio review at the start of their application process.

### Overall Requirements

- 128 credit hours, to include at least 36 credits at or above the 300 course level
- Core studio courses for major concentrations may be closed to students who are not enrolled in a degree program full-time.

### Degree Program Requirements

**Art History**

Select three courses in Art History above the 100 level. *

**Studio Foundation**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 105</td>
<td>Foundations Seminar</td>
<td>3</td>
</tr>
<tr>
<td>ARH 110</td>
<td>Survey of Western Art: Prehistory-Renaissance †</td>
<td>3</td>
</tr>
<tr>
<td>ART 120</td>
<td>Fundamentals of Drawing</td>
<td>3</td>
</tr>
</tbody>
</table>

---

* Recommended that these courses be at 300 level or above.
ART 140  Foundation Design I
ART 150  Three-Dimensional Foundations I

Foundations Semester 2
ARH 111  Survey of Western Art: Renaissance-Contemporary
ART 220  Intermediate Drawing
ART 240  Foundations Design 2 **
ART 253  Three-Dimensional Foundations II **

Foundations Semester 3
ARH 112  Survey of Non-Western Art ††
ART 240  Foundations Design 2 (If not taken in Semester 2.) ***
or ART 253  Three-Dimensional Foundations II

B.F.A. Portfolio Review
See Admissions and Policies for the major.

Studio Art
ART 221  Life Drawing I

Crafts Art
Select one of the following:
ART 281 & ART 373  Ceramics I and Design Methods for the Crafts
ART 281 & ART 381  Ceramics I and Ceramics II

Area of Emphasis
Select 9 credits from one of the following Areas of Emphasis:

New Media and Design
ART 241  Design II
ART 340  Concepts in Time-based Media
ART 341  Letters, Signs, and Symbols
ART 344  Digital Darkroom
ART 345  Introduction to Web Design
ART 347  Color Theory
ART 441  Books and Images
ART 442  Image Sequencing/Sequential Images
ART 445  Three-Dimensional Design
ART 446  Graphic Design

Painting
ART 232  Painting I
ART 321  Life Drawing II
ART 322  Variable Topics in Drawing
ART 335  Painting II
ART 337  Painting III

Photography
ART 285  Photography I
ART 344  Digital Darkroom
ART 384  Photojournalism and Documentary Photography
ART 385  Photography II
ART 387  Alternative Photographic Processes
ART 388  Photographic Interaction
ART 441  Books and Images
ART 442  Image Sequencing/Sequential Images

Printmaking and Drawing
ART 321  Life Drawing II
ART 322  Variable Topics in Drawing

ART 326  Woodcut and Wood Engraving
ART 328  Etching I
ART 329  Lithography I
ART 349  Expanded Print Media
ART 428  Etching II
ART 429  Lithography II

Sculpture and Ceramics
ART 353  Metal Casting
ART 354  Metal Sculpture
ART 355  Sculpture I
ART 356  Sculpture II
ART 382  Ceramic Glaze Techniques
ART 481  Ceramics III

Art Education 33
Pedagogical Expertise/Art Education
ARE 360  Foundations of Art Education I
ARE 361  Foundations of Art Education II
ARE 363  Curriculum and Teaching Methods in the Elementary School
ARE 364  Practicum Service-Learning
ARE 365  Curriculum and Teaching Methods in the Secondary School
ARE 368  Research in Contemporary Issues in Art Education

Professional Development
ARE 369  Internship: Leadership in Art Education
ARE 465  Student Teaching

*  May not include ARH 110, ARH 111, or ARH 112.
**  Or substitute for either ART 240 or ART 253 with ONE of the following: ARE 260, ART 285, or ART 286.
***  Either ART 240 or ART 253 if not taken in Semester 2.
†  Counts toward GEC GFA requirement.
††  Counts toward GE Marker GL/GN requirement.

Teacher Education Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIS 120</td>
<td>Introduction to Instructional Technology for Educational Settings</td>
<td>7</td>
</tr>
<tr>
<td>ELC 401</td>
<td>Schooling in a Democratic Society</td>
<td></td>
</tr>
<tr>
<td>ERM 403</td>
<td>Assessment III: Classroom Assessment</td>
<td></td>
</tr>
<tr>
<td>TED 401</td>
<td>Child and Adolescent Development and Learning</td>
<td></td>
</tr>
<tr>
<td>TED 402</td>
<td>Student Engagement in the Classroom</td>
<td></td>
</tr>
<tr>
<td>TED 403</td>
<td>Teaching English Learners with Diverse Abilities</td>
<td></td>
</tr>
<tr>
<td>SES 401</td>
<td>Understanding and Teaching Students with Disabilities in Inclusive Settings</td>
<td></td>
</tr>
</tbody>
</table>

Admission to Undergraduate Teacher Education Program
Admission Requirements for Teacher Education
During the spring semester of their sophomore year, students must apply for admission to Undergraduate Teacher Education.
1. Online application submission
2. Minimum Praxis I exam score of 522
3. Medical clearance
4. Criminal background check completed (BIB)
5. Minimum 3.0 GPA

**Admission Requirements for Student Teaching**
During the spring semester of their junior year, students must apply for admission to student teaching for the following spring. The Student Teaching course is offered only in the spring semester.

1. Application and attachments submitted to the Art Education Coordinator by February 10
2. Minimum 3.0 overall GPA
3. Criminal background check completed (BIB)
4. Pass Praxis I (Core Academic Skills-Reading, Math, and Writing) and Praxis 2 (Art Content Knowledge and Analysis)
5. Successful studio portfolio review and admission interview
6. Complete the Art Education courses in the Major requirements above.
7. Evidence of skills, knowledge, dispositions, and competencies as set and evaluated by the department

**Electives**
Electives sufficient to complete the 128 credit hours required for the degree.

**Art History for Artists Undergraduate Minor**

**Program Requirements**
- Minimum of 15 credit hours
- Minimum grade of C in all courses taken to fulfill the minor requirements.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ARH 219</td>
<td>Sophomore Seminar in Art History</td>
<td></td>
</tr>
<tr>
<td>Select</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

| Select a minimum of an additional 12 credits of Art History courses.* |
| At least 9 credits must be at the 300 level or above.     |
| These selections must be different from courses taken to fulfill the Art History requirements for the B.F.A. |

**Art History Undergraduate Minor**

**Program Requirements**
- Minimum of 18 credit hours
- Minimum grade of C in all courses taken to fulfill the minor requirements.

**New Media and Design Undergraduate Minor**

**Program Requirements**
- Minimum of 18 credit hours
- Minimum grade of C in all courses taken to fulfill the minor requirements.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>ART 100</td>
<td>Introduction to Art</td>
<td></td>
</tr>
<tr>
<td>ARH 110</td>
<td>Survey of Western Art: Prehistory-Renaissance</td>
<td></td>
</tr>
<tr>
<td>ARH 111</td>
<td>Survey of Western Art: Renaissance-Contemporary</td>
<td></td>
</tr>
<tr>
<td>ARH 112</td>
<td>Survey of Non-Western Art</td>
<td></td>
</tr>
</tbody>
</table>

| Select  |                                            | 9            |

Select three from the following:
- ART 340 Concepts in Time-based Media
- ART 341 Letters, Signs, and Symbols
- ART 344 Digital Darkroom
- ART 345 Introduction to Web Design
- ART 441 Books and Images
- ART 442 Image Sequencing/Sequential Images
- ART 445 Three-Dimensional Design
- ART 446 Graphic Design
- ART 448 Variable Topics in New Media and Design
- ART 540 Digital Visualization and Methods
- ART 545 Interactive Web Design

**Painting Undergraduate Minor**

**Program Requirements**
- Minimum of 18 credit hours
- Minimum grade of C in all courses taken to fulfill the minor requirements.
### Select

Select one from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>ARH 110</td>
<td>Survey of Western Art: Prehistory-Renaissance</td>
<td></td>
</tr>
<tr>
<td>ARH 111</td>
<td>Survey of Western Art: Renaissance-Contemporary</td>
<td></td>
</tr>
<tr>
<td>ARH 112</td>
<td>Survey of Non-Western Art</td>
<td></td>
</tr>
<tr>
<td>ART 100</td>
<td>Introduction to Art</td>
<td></td>
</tr>
<tr>
<td>ART 120</td>
<td>Fundamentals of Drawing</td>
<td></td>
</tr>
</tbody>
</table>

### Required

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 220</td>
<td>Intermediate Drawing</td>
<td></td>
</tr>
<tr>
<td>ART 232</td>
<td>Painting I</td>
<td></td>
</tr>
<tr>
<td>ART 335</td>
<td>Painting II</td>
<td></td>
</tr>
<tr>
<td>ART 337</td>
<td>Painting III</td>
<td></td>
</tr>
</tbody>
</table>

### Photography Undergraduate Minor

**Program Requirements**

- Minimum of 18 credit hours
- Minimum grade of C in all courses taken to fulfill the minor requirements.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select</td>
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<td>3</td>
</tr>
</tbody>
</table>

Select one from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARH 110</td>
<td>Survey of Western Art: Prehistory-Renaissance</td>
<td></td>
</tr>
<tr>
<td>ARH 111</td>
<td>Survey of Western Art: Renaissance-Contemporary</td>
<td></td>
</tr>
<tr>
<td>ARH 112</td>
<td>Survey of Non-Western Art</td>
<td></td>
</tr>
<tr>
<td>ART 100</td>
<td>Introduction to Art</td>
<td></td>
</tr>
</tbody>
</table>

### Required

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 140</td>
<td>Foundation Design I</td>
<td></td>
</tr>
<tr>
<td>ART 285</td>
<td>Photography I</td>
<td></td>
</tr>
<tr>
<td>ART 286</td>
<td>Digital Photography One</td>
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</tr>
</tbody>
</table>

### Select

Select two from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>ART 384</td>
<td>Photojournalism and Documentary Photography</td>
<td></td>
</tr>
<tr>
<td>ART 385</td>
<td>Photography II</td>
<td></td>
</tr>
<tr>
<td>ART 386</td>
<td>Studio Lighting for Photography</td>
<td></td>
</tr>
<tr>
<td>ART 387</td>
<td>Alternative Photographic Processes</td>
<td></td>
</tr>
<tr>
<td>ART 388</td>
<td>Photographic Interaction</td>
<td></td>
</tr>
<tr>
<td>ART 393</td>
<td>Practicum/Internship in Art Careers</td>
<td></td>
</tr>
</tbody>
</table>

### Sculpture and Ceramics Undergraduate Minor

**Program Requirements**

- Minimum of 18 credit hours
- Minimum grade of C in all courses taken to fulfill the minor requirements.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>ART 221</td>
<td>Life Drawing I</td>
<td></td>
</tr>
<tr>
<td>ART 281</td>
<td>Ceramics I</td>
<td></td>
</tr>
<tr>
<td>ART 353</td>
<td>Metal Casting</td>
<td></td>
</tr>
<tr>
<td>ART 354</td>
<td>Metal Sculpture</td>
<td></td>
</tr>
<tr>
<td>ART 381</td>
<td>Ceramics II</td>
<td></td>
</tr>
</tbody>
</table>

### Studio Art Undergraduate Minor

**Program Requirements**

- Minimum of 18 credit hours
- Minimum grade of C in all courses taken to fulfill the minor requirements.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

Select two from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 281</td>
<td>Ceramics I</td>
<td></td>
</tr>
<tr>
<td>ART 353</td>
<td>Metal Casting</td>
<td></td>
</tr>
<tr>
<td>ART 354</td>
<td>Metal Sculpture</td>
<td></td>
</tr>
<tr>
<td>ART 381</td>
<td>Ceramics II</td>
<td></td>
</tr>
</tbody>
</table>

### Printmaking and Drawing Undergraduate Minor

**Program Requirements**

- Minimum of 18 credit hours
- Minimum grade of C in all courses taken to fulfill the minor requirements.
### Degree Program Requirements

**Required:** 60 credit hours

To complete the MFA program, the student must complete 60 hours of course work in studio art, art criticism, art history and electives, pass all required examinations, and complete thesis work.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARH 503</td>
<td>Perspectives in Contemporary Art</td>
<td>6</td>
</tr>
<tr>
<td>ART 622</td>
<td>Drawing Marathon</td>
<td></td>
</tr>
<tr>
<td>Studio Courses</td>
<td>26-30 hours from the following:</td>
<td></td>
</tr>
<tr>
<td>ART 520</td>
<td>Advanced Metal Casting</td>
<td></td>
</tr>
<tr>
<td>ART 525</td>
<td>The Multi-Media Print</td>
<td></td>
</tr>
<tr>
<td>ART 540</td>
<td>Digital Visualization and Methods</td>
<td></td>
</tr>
<tr>
<td>ART 545</td>
<td>Interactive Web Design</td>
<td></td>
</tr>
<tr>
<td>ART 550</td>
<td>Sculpture/Installation</td>
<td></td>
</tr>
<tr>
<td>ART 557</td>
<td>Site-Specific Sculpture</td>
<td></td>
</tr>
<tr>
<td>ART 589</td>
<td>Experimental Course</td>
<td></td>
</tr>
<tr>
<td>ART 592</td>
<td>Professional Practices, Aesthetics, and Preparation for the Visual Artist</td>
<td></td>
</tr>
<tr>
<td>ART 620</td>
<td>Drawing</td>
<td></td>
</tr>
<tr>
<td>ART 626</td>
<td>Woodcut and Wood Engraving</td>
<td></td>
</tr>
<tr>
<td>ART 627</td>
<td>Lithography</td>
<td></td>
</tr>
<tr>
<td>ART 628</td>
<td>Etching</td>
<td></td>
</tr>
<tr>
<td>ART 629</td>
<td>Studio Problems in Drawing, Painting, or Printmaking</td>
<td></td>
</tr>
<tr>
<td>ART 631</td>
<td>Painting and Drawing</td>
<td></td>
</tr>
<tr>
<td>ART 632</td>
<td>Painting and Drawing</td>
<td></td>
</tr>
<tr>
<td>ART 633</td>
<td>Painting and Drawing</td>
<td></td>
</tr>
<tr>
<td>ART 634</td>
<td>Painting and Drawing</td>
<td></td>
</tr>
<tr>
<td>ART 635</td>
<td>Painting</td>
<td></td>
</tr>
<tr>
<td>ART 636</td>
<td>Painting Research Seminar</td>
<td></td>
</tr>
</tbody>
</table>

**Electives**

Elective hours may be selected from any of the courses listed above, from other 500-and 600-level courses taught in the Department of Art, or from 500-and 600-level courses taught in related areas with the permission of the student's advisor and the Department Head.

**Admission to Candidacy**

To be formally admitted to candidacy for the MFA degree, students must have successfully completed two semesters of full-time graduate work, including ART 622 Drawing Marathon, removed all deficiencies, possess a B (3.0) average in all courses taken during the first two semesters, and have an overall grade record consistent with the regulations stated in The Graduate School Bulletin. In addition, the application to candidacy must be approved by a committee of the Art Department graduate faculty to be appointed by the department head. The committee will meet with students to review work and sign candidacy forms early in the fall semester of the second year of graduate work. Students are limited to two candidacy reviews. If a student is not admitted to candidacy during the first review, the review team will issue written recommendations for further studies. The second review will take place within a year of the first. Failure to pass candidacy for the second time will prohibit the student from continuing in the program.

**Oral Thesis Presentation**

In the spring semester of the graduating year, each MFA candidate will give a formal oral presentation to their thesis committee prior to the installation of their thesis exhibition. Thesis (2-6) (Capstone Experience)
After passing candidacy review in the fall semester of the final year, the student and the Thesis Chair consult together to name the remaining members of the committee. The Department Head and the Director of Graduate Study review the membership of the committee before the student begins thesis work. The committee consists of four to five faculty members who hold graduate faculty status in the University. Part-time faculty do not serve on thesis committees. At least one member of the committee is a studio faculty member who teaches in the same discipline as the student’s studio practice. One other member is an art historian. It is optional for the student to select a graduate faculty member from another department in the University. This faculty member should pursue scholarly research that relates to the student’s field of interest. Thesis Chairs are selected from the studio art or art history faculty.

Early in the final semester of thesis work, the student arranges a meeting with the thesis committee to discuss all aspects of final thesis work, including the thesis paper, the oral presentation, the comprehensive art history exam, and the thesis exhibition. The thesis paper should be five to ten pages in length, conform to Graduate School requirements, and be signed by all committee members before it is electronically submitted to The Graduate School. The body of work submitted for the thesis exhibition must receive final approval of all thesis committee members.

School of Dance

College of Visual and Performing Arts

323 Coleman Building
336-334-5570
http://dance.uncg.edu

Janet Lilly, Director of the School of Dance
Elizabeth J. Sullivan, Director of Graduate Study
Robin Gee, Associate Professor and Director of Undergraduate Studies

Mission Statement
Within the context of UNC Greensboro’s comprehensive liberal arts curriculum, the School of Dance offers bachelors and masters degrees that provide specialized skills for a variety of careers in the evolving field of dance. The school’s primary goal is to teach students the imaginative, critical, and technical skills essential to the creative process and to scholarly inquiry. Our comprehensive curricula foster inclusive learning and intellectual curiosity framed by an engagement with cultural diversity, community outreach, and global issues as related to dance. The school prepares undergraduate and graduate students for further study and successful and productive lives as artists, educators, and scholars at the state, regional, national and international levels.

Accreditation(s)
UNC Greensboro is an accredited institutional member of the National Association of Schools of Dance. The school’s program leading to K–12 teaching licensure (Standard Professional I) for public school teaching is accredited by the North Carolina Department of Public Instruction.

Admission to Dance Majors (B.A. and B.F.A.)
Admission for dance major programs in the School of Dance is by audition only. All prospective dance majors must participate in a selective admission process. This includes students currently at UNC Greensboro who have not been accepted as majors in the school. Prospective students apply to audition on the College of Visual and Performing Arts website and complete an on-site audition class and writing sample.

Graduate Programs
- Master of Arts (MA) in Dance Education (36)
- Master of Arts (MA) in Dance, Theories and Practices concentration (36)
- Master of Fine Arts (MFA) in Dance, Choreography concentration (60)
- Post-Baccalaureate Licensure (PBL) in Dance

Professor
Duane A. Cyrus
Jill I. Green
Larry E. Lavender
Janet Lilly

Associate Professor
Robin M. Gee
Mila L. Parrish
B. J. Sullivan

Assistant Professor
Ana Paula Hofling
Clarice Cecile Young

Academic Professional Assistant Professor
Melinda S. Waegerle

Lecturer
Maurice Watson

G Graduate-level faculty

Dance Disciplinary Honors
Requirements
12 credit hours as listed below.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DCE 493</td>
<td>Honors Work *</td>
<td></td>
</tr>
<tr>
<td>DCE 505</td>
<td>Choreographies and Choreographers **</td>
<td>6</td>
</tr>
</tbody>
</table>

Select 6 credits of any additional DCE courses at the 300-500 level **

* B.F.A. students may substitute DCE 470 Creative Synthesis in Dance with permission of the instructor and the school Honors Liaison.

** Taken as an Honors contract course.

Qualifications
- A grade of A or B in all course work used to satisfy the Honors requirement in Dance
- A declared Dance major
- At least a 3.30 overall GPA at graduation
Recognition
The designation "Completed Disciplinary Honors in Dance" and the title of the Senior Honors Project will be printed on the student's official transcript.

Honors Advisor
Contact the Honors Program for information on admission to the Disciplinary Honors Program. See Ana Paula Höfling, Dance Honors liaison, for further guidance about Honors in Dance.

Dance, B.A.

Overall Requirements
• 122 credit hours, to include at least 36 credits at or above the 300 course level (plus additional required hours for Dance Education concentration)
• Overall 2.50 or higher GPA in courses taken at UNC Greensboro (3.0 or higher GPA for Dance Education concentration); 2.75 GPA in all DCE courses applied to the major.
• 50 credits in the major, including at least 24 credits at the 300 level or higher.

Degree Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>University Requirements (p. 671)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Education Core Requirements (GEC) (p. 683)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Major Requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Dance Studies concentration is designed to provide students with a general education in dance. The Dance Studies with K–12 Teaching Licensure concentration may be selected by students admitted to the school through audition and who are completing a B.A. in Dance.</td>
<td></td>
</tr>
<tr>
<td>Code</td>
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<td>Credit Hours</td>
</tr>
<tr>
<td>-------</td>
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</tr>
<tr>
<td>DCE 207</td>
<td>Dance History: Modernism and Postmodernism (Writing Intensive)</td>
<td>9</td>
</tr>
<tr>
<td>DCE 307</td>
<td>Dance History: Mapping Dance (Writing Intensive) †</td>
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<tr>
<td>or MUS 343</td>
<td>Music Cultures of the World</td>
<td></td>
</tr>
<tr>
<td>DCE 505</td>
<td>Choreographies and Choreographers (Speaking Intensive)</td>
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<td>Code</td>
<td>Title</td>
<td>Credit Hours</td>
</tr>
<tr>
<td>-------</td>
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<tr>
<td>DCE 217</td>
<td>Exploration and Improvisation in Dance</td>
<td></td>
</tr>
<tr>
<td>DCE 253</td>
<td>Choreography I: Craft</td>
<td></td>
</tr>
<tr>
<td>DCE 255</td>
<td>Dance Production Practicum I</td>
<td></td>
</tr>
<tr>
<td>DCE 340</td>
<td>The Body and Motion in Dance</td>
<td></td>
</tr>
<tr>
<td>DCE 355</td>
<td>Dance Production Practicum II</td>
<td></td>
</tr>
<tr>
<td>DCE 360</td>
<td>Dance Production</td>
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</tr>
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<td>Code</td>
<td>Title</td>
<td>Credit Hours</td>
</tr>
<tr>
<td>-------</td>
<td>----------------------------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>DCE 212</td>
<td>Contemporary Dance II</td>
<td></td>
</tr>
<tr>
<td>DCE 312</td>
<td>Contemporary Dance III</td>
<td></td>
</tr>
<tr>
<td>DCE 324</td>
<td>Contemporary Dance: Theory and High Intermediate-Level Technique</td>
<td></td>
</tr>
<tr>
<td>DCE 412</td>
<td>Contemporary Dance IV</td>
<td></td>
</tr>
<tr>
<td>Select a minimum of 2 credits from the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DCE 113</td>
<td>Introduction to Ballet</td>
<td></td>
</tr>
<tr>
<td>DCE 114</td>
<td>Ballet I</td>
<td></td>
</tr>
<tr>
<td>DCE 214</td>
<td>Ballet II</td>
<td></td>
</tr>
<tr>
<td>DCE 314</td>
<td>Ballet III</td>
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</tr>
<tr>
<td>DCE 414</td>
<td>Ballet IV</td>
<td></td>
</tr>
<tr>
<td>Select a minimum of 1 credit from the following:</td>
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<td></td>
</tr>
<tr>
<td>DCE 132</td>
<td>African Dance I</td>
<td></td>
</tr>
<tr>
<td>DCE 232</td>
<td>African Dance II</td>
<td></td>
</tr>
<tr>
<td>DCE 332</td>
<td>African Dance III</td>
<td></td>
</tr>
<tr>
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<tr>
<td>DCE 132</td>
<td>African Dance I</td>
<td></td>
</tr>
<tr>
<td>DCE 133</td>
<td>Tap Dance I</td>
<td></td>
</tr>
<tr>
<td>DCE 216</td>
<td>Jazz Dance II</td>
<td></td>
</tr>
<tr>
<td>DCE 231</td>
<td>Global Dance Forms</td>
<td></td>
</tr>
<tr>
<td>DCE 232</td>
<td>African Dance II</td>
<td></td>
</tr>
<tr>
<td>DCE 233</td>
<td>Tap Dance II</td>
<td></td>
</tr>
<tr>
<td>DCE 316</td>
<td>Jazz Dance III</td>
<td></td>
</tr>
<tr>
<td>DCE 332</td>
<td>African Dance III</td>
<td></td>
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<tr>
<td>DCE 212</td>
<td>Contemporary Dance II</td>
<td></td>
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<tr>
<td>DCE 214</td>
<td>Ballet II</td>
<td></td>
</tr>
<tr>
<td>DCE 312</td>
<td>Contemporary Dance III</td>
<td></td>
</tr>
<tr>
<td>DCE 314</td>
<td>Ballet III</td>
<td></td>
</tr>
<tr>
<td>DCE 324</td>
<td>Contemporary Dance: Theory and High Intermediate-Level Technique</td>
<td></td>
</tr>
<tr>
<td>DCE 412</td>
<td>Contemporary Dance IV</td>
<td></td>
</tr>
<tr>
<td>DCE 414</td>
<td>Ballet IV</td>
<td></td>
</tr>
<tr>
<td>Select an additional 2 credits from the following:</td>
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<td></td>
</tr>
<tr>
<td>DCE 216</td>
<td>Jazz Dance II</td>
<td></td>
</tr>
<tr>
<td>DCE 232</td>
<td>African Dance II</td>
<td></td>
</tr>
<tr>
<td>DCE 316</td>
<td>Jazz Dance III</td>
<td></td>
</tr>
<tr>
<td>DCE 332</td>
<td>African Dance III</td>
<td></td>
</tr>
<tr>
<td>Select 2 credits from the following and complete with a minimum grade of B (3.0):</td>
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<td>DCE 212</td>
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</tr>
<tr>
<td>DCE 214</td>
<td>Ballet II</td>
<td></td>
</tr>
<tr>
<td>DCE 216</td>
<td>Jazz Dance II</td>
<td></td>
</tr>
<tr>
<td>DCE 230</td>
<td>Somatic Practices in Dance</td>
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</tr>
<tr>
<td>DCE 232</td>
<td>African Dance II</td>
<td></td>
</tr>
<tr>
<td>DCE 312</td>
<td>Contemporary Dance III</td>
<td></td>
</tr>
<tr>
<td>DCE 314</td>
<td>Ballet III</td>
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<tr>
<td>DCE 316</td>
<td>Jazz Dance III</td>
<td></td>
</tr>
<tr>
<td>DCE 324</td>
<td>Contemporary Dance: Theory and High Intermediate-Level Technique</td>
<td></td>
</tr>
<tr>
<td>DCE 330</td>
<td>Iyengar Yoga: Somatic Practice</td>
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<tr>
<td>DCE 332</td>
<td>African Dance III</td>
<td></td>
</tr>
<tr>
<td>DCE 412</td>
<td>Contemporary Dance IV</td>
<td></td>
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</tbody>
</table>
## Dance Electives

Select Dance electives to total 50 credits in Dance, with at least 24 credits at the 300 level or higher.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>DCE 117</td>
<td>Movement as a Medium</td>
<td></td>
</tr>
<tr>
<td>DCE 259</td>
<td>Introduction to Laban Movement Analysis</td>
<td></td>
</tr>
</tbody>
</table>

† Counts toward GE Marker GL/GN requirement.

## Dance Studies with K–12 Teaching Licensure Concentration Requirements

Note: Completion of these courses does not guarantee licensure. Through advising, students are advised of additional requirements for documenting the evidence required for licensure. Contact the School of Education Office of Student Services at 336-334-3410 for more information.

### Dance History

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>DCE 207</td>
<td>Dance History: Modernism and Postmodernism (Writing Intensive)</td>
<td>9</td>
</tr>
<tr>
<td>DCE 307</td>
<td>Dance History: Mapping Dance (Writing Intensive)</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td>MUS 343 Music Cultures of the World</td>
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</tr>
<tr>
<td>DCE 505</td>
<td>Choreographies and Choreographers (Speaking Intensive)</td>
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### Dance Theory and Practice

<table>
<thead>
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<th>Credit Hours</th>
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<td>DCE 217</td>
<td>Exploration and Improvisation in Dance</td>
<td>12</td>
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<tr>
<td>DCE 253</td>
<td>Choreography I: Craft</td>
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<tr>
<td>DCE 255</td>
<td>Dance Production Practicum I</td>
<td></td>
</tr>
<tr>
<td>DCE 340</td>
<td>The Body and Motion in Dance</td>
<td></td>
</tr>
<tr>
<td>DCE 355</td>
<td>Dance Production Practicum II</td>
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<tr>
<td>DCE 360</td>
<td>Dance Production</td>
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</table>

### Dance Electives

Select dance electives to total 50 credits in Dance, with at least 24 credits at the 300 level or higher.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>DCE 211</td>
<td>Jazz Dance II</td>
<td></td>
</tr>
<tr>
<td>DCE 212</td>
<td>Contemporary Dance II</td>
<td></td>
</tr>
<tr>
<td>DCE 214</td>
<td>Ballet II</td>
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<tr>
<td>DCE 312</td>
<td>Contemporary Dance III</td>
<td></td>
</tr>
<tr>
<td>DCE 314</td>
<td>Ballet III</td>
<td></td>
</tr>
<tr>
<td>DCE 324</td>
<td>Contemporary Dance: Theory and High Intermediate-Level Technique</td>
<td></td>
</tr>
<tr>
<td>DCE 412</td>
<td>Contemporary Dance IV</td>
<td></td>
</tr>
<tr>
<td>DCE 414</td>
<td>Ballet IV</td>
<td></td>
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</table>

Select an additional 2 credits from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DCE 216</td>
<td>Jazz Dance II</td>
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<tr>
<td>DCE 232</td>
<td>African Dance II</td>
<td></td>
</tr>
<tr>
<td>DCE 316</td>
<td>Jazz Dance III</td>
<td></td>
</tr>
<tr>
<td>DCE 332</td>
<td>African Dance III</td>
<td></td>
</tr>
</tbody>
</table>

Select 2 credits from the following and complete with a minimum grade of C (2.0):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DCE 212</td>
<td>Contemporary Dance II</td>
<td></td>
</tr>
<tr>
<td>DCE 232</td>
<td>African Dance II</td>
<td></td>
</tr>
<tr>
<td>DCE 312</td>
<td>Contemporary Dance III</td>
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<tr>
<td>DCE 314</td>
<td>Ballet III</td>
<td></td>
</tr>
<tr>
<td>DCE 316</td>
<td>Jazz Dance III</td>
<td></td>
</tr>
<tr>
<td>DCE 324</td>
<td>Contemporary Dance: Theory and High Intermediate-Level Technique</td>
<td></td>
</tr>
<tr>
<td>DCE 330</td>
<td>Iyengar Yoga: Somatic Practice</td>
<td></td>
</tr>
<tr>
<td>DCE 332</td>
<td>African Dance III</td>
<td></td>
</tr>
<tr>
<td>DCE 412</td>
<td>Contemporary Dance IV</td>
<td></td>
</tr>
<tr>
<td>DCE 414</td>
<td>Ballet IV</td>
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</table>

### Teacher Licensure Requirements

6 credits as listed below.

<table>
<thead>
<tr>
<th>Code</th>
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<th>Credit Hours</th>
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<tbody>
<tr>
<td>ELC 401</td>
<td>Schooling in a Democratic Society</td>
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</tr>
<tr>
<td>ERM 401</td>
<td>Assessment I: Accountability in Our Nation's Schools</td>
<td></td>
</tr>
<tr>
<td>SES 401</td>
<td>Understanding and Teaching Students with Disabilities in Inclusive Settings</td>
<td></td>
</tr>
<tr>
<td>TED 401</td>
<td>Child and Adolescent Development and Learning</td>
<td></td>
</tr>
<tr>
<td>TED 402</td>
<td>Student Engagement in the Classroom</td>
<td></td>
</tr>
<tr>
<td>TED 403</td>
<td>Teaching English Learners with Diverse Abilities</td>
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18 credits as listed below.

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<tbody>
<tr>
<td>DCE 212</td>
<td>Contemporary Dance II</td>
<td></td>
</tr>
<tr>
<td>DCE 232</td>
<td>African Dance II</td>
<td></td>
</tr>
<tr>
<td>DCE 332</td>
<td>African Dance III</td>
<td></td>
</tr>
<tr>
<td>DCE 359</td>
<td>Foundations for Dance Education</td>
<td></td>
</tr>
<tr>
<td>DCE 459</td>
<td>Dance Education Methods and Field Experience (Taken 3 times for a total of 12 s.h.)</td>
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</table>

11 credits as listed below.

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<tr>
<th>Code</th>
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<tbody>
<tr>
<td>DCE 461</td>
<td>Student Teaching in Dance Education</td>
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</tbody>
</table>
1 credit from the course listed below

<table>
<thead>
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<th>Code</th>
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<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>DCE 463</td>
<td>Seminar in Dance Education</td>
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Recommended

<table>
<thead>
<tr>
<th>Code</th>
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</thead>
<tbody>
<tr>
<td>DCE 117</td>
<td>Movement as a Medium</td>
<td></td>
</tr>
<tr>
<td>DCE 259</td>
<td>Introduction to Laban Movement Analysis</td>
<td></td>
</tr>
</tbody>
</table>

College of Visual and Performing Arts

Minor Requirement

Students pursuing a B.A. degree in the College of Visual and Performing Arts must also complete all requirements in a minor area of study that is different from their declared major field. Students may select minors in or outside the College of Visual and Performing Arts, and students are encouraged to seek advice from CVPA advisors when making this choice. Any B.A. student who is pursuing a double major is exempt from this requirement. See the Minor Requirement topic on the College of Visual and Performing Arts page for more information.

Electives

Sufficient electives to complete the 122 total credit hours required for the degree.

Dance as a Second Major

Students desiring to take Dance as a second major should follow the degree requirements for the B.A. degree in Dance.

Dance Studies

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
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Fall

<table>
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<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>DCE 112</td>
<td>Contemporary Dance I (Taken for 2 sections simultaneously)</td>
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</tr>
<tr>
<td>DCE 117</td>
<td>Movement as a Medium</td>
<td>3</td>
</tr>
<tr>
<td>DCE 259</td>
<td>Introduction to Laban Movement Analysis</td>
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Sophomore

Fall

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<thead>
<tr>
<th>Code</th>
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<th>Credit</th>
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<tr>
<td>DCE 212</td>
<td>Contemporary Dance II</td>
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<tr>
<td>DCE 214</td>
<td>Ballet II</td>
<td>2</td>
</tr>
<tr>
<td>DCE 216</td>
<td>Jazz Dance II</td>
<td>1</td>
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<tr>
<td>DCE 217</td>
<td>Exploration and Improvisation in Dance</td>
<td>1</td>
</tr>
<tr>
<td>DCE 230 or DCE 330</td>
<td>Somatic Practices in Dance or Iyengar Yoga: Somatic Practice</td>
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Spring

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>DCE 212</td>
<td>Contemporary Dance II</td>
<td>3</td>
</tr>
<tr>
<td>DCE 214</td>
<td>Ballet II</td>
<td>2</td>
</tr>
<tr>
<td>DCE 253</td>
<td>Choreography I: Craft</td>
<td>3</td>
</tr>
<tr>
<td>DCE 255</td>
<td>Dance Production Practicum I</td>
<td>1</td>
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</tbody>
</table>
### UNC Greensboro University Catalog

**GPR—General Education Philosophical/Religious/Ethical Perspectives** 3

**GHP/GN—General Education Historical Perspectives/Global Perspectives** 3

| Free Electives | Credit Hours  | 3 |

#### Junior

**Fall**

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>DCE 212 or DCE 312</td>
<td>Contemporary Dance II or Contemporary Dance III</td>
<td>3</td>
</tr>
<tr>
<td>DCE 231</td>
<td>Global Dance Forms (or other Global Dance course)</td>
<td>1</td>
</tr>
<tr>
<td>DCE 307</td>
<td>Dance History: Mapping Dance (WI)</td>
<td>3</td>
</tr>
<tr>
<td>DCE 340</td>
<td>The Body and Motion in Dance (Offered only in fall.)</td>
<td>3</td>
</tr>
<tr>
<td>DCE 355</td>
<td>Dance Production Practicum II</td>
<td>1</td>
</tr>
<tr>
<td>Additional Technique or Somatic Course</td>
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<tr>
<td>GSB—General Education Social and Behavioral Sciences</td>
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**Spring**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DCE 212 or DCE 312</td>
<td>Contemporary Dance II or Contemporary Dance III</td>
<td>3</td>
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<tr>
<td>DCE 505</td>
<td>Choreographies and Choreographers (SI)</td>
<td>3</td>
</tr>
<tr>
<td>300 or 400 level DCE Elective</td>
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<tr>
<td>300 or 400 level Electives</td>
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<tr>
<td>Free Electives</td>
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</tbody>
</table>

| Credit Hours | 15 |

#### Senior

**Fall**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
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<td>300 or 400 level DCE Elective</td>
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<td>300 or 400 level Electives</td>
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<td>GFA (not DCE)—General Education Fine Arts</td>
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</tr>
<tr>
<td>Free Electives</td>
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<td></td>
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| Credit Hours | 13 |

**Spring**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
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<tbody>
<tr>
<td>300 or 400 level DCE Elective</td>
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<tr>
<td>300 or 400 level Electives</td>
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</table>

#### Dance Studies with K–12 Teaching Licensure

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free Electives</td>
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</table>

| Credit Hours | 13 |

| Total Credit Hours | 122 |

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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#### Dance Studies with K–12 Teaching Licensure

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GFA (not DCE)—General Education Fine Arts</td>
<td>3</td>
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<tr>
<td>Free Electives</td>
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<td></td>
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</table>

| Credit Hours | 13 |

| Total Credit Hours | 122 |

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GFA (not DCE)—General Education Fine Arts</td>
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</tr>
<tr>
<td>Free Electives</td>
<td>3</td>
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</tbody>
</table>

| Credit Hours | 13 |

| Total Credit Hours | 122 |

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>300 or 400 level DCE Elective</td>
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<tr>
<td>300 or 400 level Electives</td>
<td>6</td>
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</tbody>
</table>

| Credit Hours | 13 |

<p>| Total Credit Hours | 122 |</p>
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
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<tbody>
<tr>
<td>DCE 212</td>
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<tr>
<td>DCE 214</td>
<td>Ballet II</td>
<td>1</td>
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<tr>
<td>DCE 216</td>
<td>Jazz Dance II</td>
<td>1</td>
</tr>
<tr>
<td>DCE 217</td>
<td>Exploration and Improvisation in Dance</td>
<td>1</td>
</tr>
<tr>
<td>DCE 230 or DCE 330</td>
<td>Somatic Practices in Dance or Iyengar Yoga: Somatic Practice</td>
<td>1</td>
</tr>
<tr>
<td>GLT/GN—General Education Literature/Global Perspectives</td>
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<tr>
<td>GNS + Lab—General Education Natural Sciences</td>
<td>4</td>
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<tr>
<td>DCE 359</td>
<td>Foundations for Dance Education (Offered only in fall.)</td>
<td>2</td>
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<td>DCE 212</td>
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<tr>
<td>DCE 214</td>
<td>Ballet II</td>
<td>1</td>
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<tr>
<td>DCE 253</td>
<td>Choreography I: Craft</td>
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</tr>
<tr>
<td>DCE 255</td>
<td>Dance Production Practicum I</td>
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</tr>
<tr>
<td>GSB—General Education Social and Behavioral Sciences</td>
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<tr>
<td>ELC 401</td>
<td>Schooling in a Democratic Society (Offered only in spring.)</td>
<td>1</td>
</tr>
<tr>
<td>SES 401</td>
<td>Understanding and Teaching Students with Disabilities in Inclusive Settings</td>
<td>1</td>
</tr>
<tr>
<td>DCE 459</td>
<td>Dance Education Methods and Field Experience</td>
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<tr>
<td>Junior</td>
<td>Fall</td>
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<tr>
<td>DCE 212 or DCE 312</td>
<td>Contemporary Dance II or Contemp Dance III</td>
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<tr>
<td>DCE 232</td>
<td>African Dance II</td>
<td>1</td>
</tr>
<tr>
<td>DCE 307</td>
<td>Dance History: Mapping Dance (WI, Offered only in fall.)</td>
<td>3</td>
</tr>
<tr>
<td>DCE 355</td>
<td>Dance Production Practicum II</td>
<td>1</td>
</tr>
<tr>
<td>GHP/GN—General Education Historical Perspectives/Global Perspectives</td>
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</tr>
<tr>
<td>DCE 459</td>
<td>Dance Education Methods and Field Experience</td>
<td>4</td>
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<tr>
<td>ERM 401</td>
<td>Assessment I: Accountability in Our Nation's Schools (Offered only in fall.)</td>
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<tr>
<td>Spring</td>
<td></td>
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<td>DCE 212 or DCE 312</td>
<td>Contemporary Dance II or Contemp Dance III</td>
<td>2</td>
</tr>
<tr>
<td>DCE 505</td>
<td>Choreographies and Choreographers (SI, Offered only in spring.)</td>
<td>3</td>
</tr>
<tr>
<td>300 or 400 level DCE Elective</td>
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<td></td>
</tr>
<tr>
<td>GFA (not DCE)—General Education Fine Arts</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>DCE 459</td>
<td>Dance Education Methods and Field Experience</td>
<td>4</td>
</tr>
<tr>
<td>TED 402</td>
<td>Student Engagement in the Classroom (Offered only in spring.)</td>
<td>1</td>
</tr>
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</table>
TED 403  Teaching English Learners with Diverse Abilities 1

| Credit Hours | 17 |

**Senior Fall**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>DCE 312</td>
<td>Contemporary Dance III</td>
<td>3</td>
</tr>
<tr>
<td>DCE 340</td>
<td>The Body and Motion in Dance</td>
<td>3</td>
</tr>
<tr>
<td>TED 401</td>
<td>Child and Adolescent Development and Learning</td>
<td>1</td>
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</tbody>
</table>

300 or 400 level Electives 3

DCE 332  African Dance III 1

GPR—General Education Philosophical/Religious/Ethical Perspectives 3

**Spring**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DCE 461</td>
<td>Student Teaching in Dance Education</td>
<td>11</td>
</tr>
<tr>
<td>DCE 463</td>
<td>Seminar in Dance Education</td>
<td>1</td>
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</table>

| Credit Hours | 12 |

| Total Credit Hours | 123 |

---

**Dance, B.F.A.**

**Overall Requirements**

- 128 credit hours, to include at least 36 credits at or above the 300 course level (plus additional required licensure hours).
- Overall 2.75 GPA or higher in courses taken at UNC Greensboro.

**Degree Program Requirements**

**University Requirements** (p. 671)

**General Education Core Requirements (GEC)** (p. 683)

**Major Requirements**

The Dance (Choreography and Performance) Major (B.F.A.) is planned to provide experiences in dance as an art form with emphasis on creative and performance activities. Course work in contemporary dance, ballet technique, choreography, and performance are central in the curriculum, providing a basis for graduate study and for careers related to dance. The Dance (Choreography and Performance) with K–12 Standard Professional I Licensure concentration may be selected by students admitted to the school through audition and who are completing a B.F.A. in dance.

**Dance (Choreography and Performance) Concentration Requirements**

**Dance Technique**

6 credits completed with a minimum grade of B (2.0) as follows:

- DCE 312  Contemporary Dance III
- DCE 314  Ballet III
- DCE 324  Contemporary Dance: Theory and High Intermediate-Level Technique
- DCE 332  African Dance III
- DCE 412  Contemporary Dance IV
- DCE 414  Ballet IV

4 credits as follows:

- DCE 112  Contemporary Dance I
- DCE 212  Contemporary Dance II
- **Select 6 credits from the following:**
  - DCE 113  Introduction to Ballet
  - DCE 114  Ballet I
  - DCE 214  Ballet II
  - DCE 314  Ballet III
  - DCE 414  Ballet IV
- **Select 2 credits from the following:**
  - DCE 132  African Dance I
  - DCE 232  African Dance II
  - DCE 332  African Dance III
- **Select 4 credits from the following:**
  - DCE 216  Jazz Dance II
  - DCE 230  Somatic Practices in Dance
  - DCE 231  Global Dance Forms
  - DCE 232  African Dance II
  - DCE 233  Tap Dance II
  - DCE 316  Jazz Dance III
  - DCE 330  Iyengar Yoga: Somatic Practice
  - DCE 332  African Dance III
  - DCE 531  Capoeira History and Practice
- **Select additional 6 credits from the courses listed above.**

**Dance Choreography, Performance, and Production**

20–21

- DCE 217  Exploration and Improvisation in Dance
- DCE 235  Choreography I: Craft
- DCE 355  Dance Production Practicum II
- DCE 360  Dance Production
- DCE 417  Contact Improvisation
- DCE 453  Choreography III: Group Forms
- **DCE 470  Creative Synthesis in Dance**
  or **DCE 487  Performance Theory and Practice**
- DCE 553  Screen Dance
Dance Performance

Select 6 credits from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DCE 143</td>
<td>Dance Performance Workshop</td>
<td></td>
</tr>
<tr>
<td>DCE 243</td>
<td>Dance Repertory II</td>
<td></td>
</tr>
<tr>
<td>DCE 250</td>
<td>Dance Performance Practicum</td>
<td></td>
</tr>
<tr>
<td>DCE 343</td>
<td>Repertory III</td>
<td></td>
</tr>
<tr>
<td>DCE 443</td>
<td>Advanced Dance Repertory</td>
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</tbody>
</table>

Dance History and Theory

Select 6 credits and complete with a minimum grade of B (2.0) from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DCE 207</td>
<td>Dance History: Modernism and Postmodernism (Writing Intensive)</td>
<td></td>
</tr>
<tr>
<td>DCE 307</td>
<td>Dance History: Mapping Dance (Writing Intensive)</td>
<td></td>
</tr>
<tr>
<td>or MUS 343</td>
<td>Music Cultures of the World</td>
<td></td>
</tr>
<tr>
<td>DCE 340</td>
<td>The Body and Motion in Dance</td>
<td></td>
</tr>
<tr>
<td>DCE 359</td>
<td>Foundations for Dance Education</td>
<td></td>
</tr>
<tr>
<td>DCE 505</td>
<td>Choreographies and Choreographers (Speaking Intensive)</td>
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</tr>
<tr>
<td>DCE 455</td>
<td>Arts and Entrepreneurship: Career Strategies for Artists (Speaking Intensive)</td>
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<tr>
<td>or THR 284</td>
<td>Arts Management</td>
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<tr>
<td>or THR 584</td>
<td>Theatre Management</td>
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Dance Electives

Select Dance electives to total 78 credits in Dance

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DCE 117</td>
<td>Movement as a Medium</td>
<td></td>
</tr>
<tr>
<td>DCE 259</td>
<td>Introduction to Laban Movement Analysis</td>
<td></td>
</tr>
</tbody>
</table>

* Taken for no more than 2 credits
** Must include a minimum of 2 credits of DCE 343 Repertory III and/or DCE 443 Advanced Dance Repertory.
† Counts toward GE Marker GL/GN requirement.

Dance (Choreography and Performance) with K–12 Standard Professional I Licensure Concentration

Requirements

Note: Completion of these courses does not guarantee licensure. Through advising, students are advised of additional requirements for documenting the evidence required for licensure. Contact the School of Education Office of Student Services at 336-334-3410 for more information.

Code   Title                                          Credit Hours
Dance Technique

Select 6 credits and complete with a minimum grade of B (2.0) from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>DCE 312</td>
<td>Contemporary Dance III</td>
<td></td>
</tr>
<tr>
<td>DCE 314</td>
<td>Ballet III</td>
<td></td>
</tr>
<tr>
<td>DCE 324</td>
<td>Contemporary Dance: Theory and High Intermediate-Level Technique</td>
<td></td>
</tr>
<tr>
<td>DCE 332</td>
<td>African Dance III</td>
<td></td>
</tr>
<tr>
<td>DCE 412</td>
<td>Contemporary Dance IV</td>
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<tr>
<td>DCE 414</td>
<td>Ballet IV</td>
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2 credits of the following:

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<thead>
<tr>
<th>Code</th>
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<th>Credit Hours</th>
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<tbody>
<tr>
<td>DCE 212</td>
<td>Contemporary Dance II</td>
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4 credits as follows:

<table>
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<th>Code</th>
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<tbody>
<tr>
<td>DCE 114</td>
<td>Ballet I</td>
</tr>
<tr>
<td>DCE 214</td>
<td>Ballet II</td>
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<tr>
<td>DCE 314</td>
<td>Ballet III</td>
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<tr>
<td>DCE 414</td>
<td>Ballet IV</td>
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Select 2 credits from the following:

<table>
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<tr>
<th>Code</th>
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<tbody>
<tr>
<td>DCE 132</td>
<td>African Dance I</td>
</tr>
<tr>
<td>DCE 232</td>
<td>African Dance II</td>
</tr>
<tr>
<td>DCE 332</td>
<td>African Dance III</td>
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</table>

1 credit as follows:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>DCE 216</td>
<td>Jazz Dance II</td>
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Select 3 credits from the following:

<table>
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<tr>
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<tbody>
<tr>
<td>DCE 230</td>
<td>Somatic Practices in Dance</td>
</tr>
<tr>
<td>DCE 231</td>
<td>Global Dance Forms</td>
</tr>
<tr>
<td>DCE 232</td>
<td>African Dance II</td>
</tr>
<tr>
<td>DCE 233</td>
<td>Tap Dance II</td>
</tr>
<tr>
<td>DCE 316</td>
<td>Jazz Dance III</td>
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<tr>
<td>DCE 330</td>
<td>Iyengar Yoga: Somatic Practice</td>
</tr>
<tr>
<td>DCE 332</td>
<td>African Dance III</td>
</tr>
<tr>
<td>DCE 531</td>
<td>Capoeira History and Practice</td>
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</table>

Select additional 6 credits from the courses listed above.

Dance History, Theory, and Practice

36–37

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>DCE 207</td>
<td>Dance History: Modernism and Postmodernism (Writing Intensive)</td>
</tr>
<tr>
<td>DCE 307</td>
<td>Dance History: Mapping Dance (Writing Intensive)</td>
</tr>
<tr>
<td>or MUS 343</td>
<td>Music Cultures of the World</td>
</tr>
<tr>
<td>DCE 217</td>
<td>Exploration and Improvisation in Dance</td>
</tr>
<tr>
<td>DCE 253</td>
<td>Choreography I: Craft</td>
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<tr>
<td>DCE 340</td>
<td>The Body and Motion in Dance</td>
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<tr>
<td>DCE 355</td>
<td>Dance Production Practicum II</td>
</tr>
<tr>
<td>DCE 359</td>
<td>Foundations for Dance Education</td>
</tr>
<tr>
<td>DCE 360</td>
<td>Dance Production</td>
</tr>
<tr>
<td>DCE 417</td>
<td>Contact Improvisation</td>
</tr>
<tr>
<td>DCE 453</td>
<td>Choreography III: Group Forms</td>
</tr>
<tr>
<td>DCE 470</td>
<td>Creative Synthesis in Dance</td>
</tr>
<tr>
<td>or DCE 487</td>
<td>Performance Theory and Practice</td>
</tr>
<tr>
<td>DCE 505</td>
<td>Choreographies and Choreographers (Speaking Intensive)</td>
</tr>
<tr>
<td>DCE 553</td>
<td>Screen Dance</td>
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</tbody>
</table>

Dance Performance

6 credits selected from the courses listed below.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>DCE 143</td>
<td>Dance Performance Workshop</td>
</tr>
<tr>
<td>DCE 243</td>
<td>Dance Repertory II</td>
</tr>
<tr>
<td>DCE 250</td>
<td>Dance Performance Practicum</td>
</tr>
<tr>
<td>DCE 343</td>
<td>Repertory III</td>
</tr>
<tr>
<td>DCE 443</td>
<td>Advanced Dance Repertory</td>
</tr>
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</table>

Dance Electives

Select Dance electives to total 78 credits in Dance.

Recommended

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>DCE 117</td>
<td>Movement as a Medium</td>
</tr>
<tr>
<td>DCE 259</td>
<td>Introduction to Laban Movement Analysis</td>
</tr>
</tbody>
</table>
Teacher Licensure Requirements

6 credits as listed below.

ELC 401 Schooling in a Democratic Society
ERM 401 Assessment I: Accountability in Our Nation’s Schools
SES 401 Understanding and Teaching Students with Disabilities in Inclusive Settings
TED 401 Child and Adolescent Development and Learning
TED 402 Student Engagement in the Classroom
TED 403 Teaching English Learners with Diverse Abilities

16 credits as listed below

DCE 232 African Dance II
DCE 332 African Dance III
DCE 459 Dance Education Methods and Field Experience (4 s.h. taken 3 times for a total of 12 s.h.)

11 credits as listed below

DCE 461 Student Teaching in Dance Education

1 credit from the course listed below

DCE 463 Seminar in Dance Education

* Taken for no more than 2 credits
** Must include a minimum of 2 credits of DCE 343 Repertory III and/or DCE 443 Advanced Dance Repertory.
† Counts toward GE Marker GL/GN requirement.

Electives

Electives sufficient to complete 128 total credit hours required for degree, at least 42 credits outside Dance, including GEC.

Plan of Study

Dance (Choreography and Performance)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
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<tr>
<td>Fall</td>
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</tr>
<tr>
<td>DCE 112</td>
<td>Contemporary Dance I (Taken for 2 sections simultaneously.)</td>
<td>1</td>
</tr>
<tr>
<td>DCE 114</td>
<td>Ballet I</td>
<td>1</td>
</tr>
<tr>
<td>DCE 117</td>
<td>Movement as a Medium (Offered only in fall.)</td>
<td>3</td>
</tr>
<tr>
<td>DCE 143</td>
<td>Dance Performance Workshop</td>
<td>1</td>
</tr>
<tr>
<td>DCE 259</td>
<td>Introduction to Laban Movement Analysis</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sophomore</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DCE 212</td>
<td>Contemporary Dance II</td>
<td>3</td>
</tr>
<tr>
<td>DCE 214</td>
<td>Ballet II</td>
<td>2</td>
</tr>
<tr>
<td>DCE 216</td>
<td>Jazz Dance II</td>
<td>1</td>
</tr>
<tr>
<td>DCE 230 or DCE 330</td>
<td>Somatic Practices in Dance or Iyengar Yoga Somatic Practice</td>
<td>1</td>
</tr>
<tr>
<td>DCE 217</td>
<td>Exploration and Improvisation in Dance</td>
<td>1</td>
</tr>
<tr>
<td>DCE 359</td>
<td>Foundations for Dance Education (Offered only in fall.)</td>
<td>2</td>
</tr>
</tbody>
</table>

ENG 101 College Writing I (or other GRDI) 3
GNS—General Education Natural Sciences 3
GSB—General Education Social and Behavioral Sciences 3

Spring

DCE 112 Contemporay Dance I (Taken for 2 sections simultaneously.) 1

DCE 114 Ballet I 1
DCE 132 African Dance I 1
DCE 207 Dance History: Modernism and Postmodernism (WI, Offered only in spring.) 3

DCE 250 Dance Performance Practicum 1
DCE 360 Dance Production 3

CST 105 or ENG 102 Introduction to Communication Studies (SI) or College Writing II 3

GMT—General Education Mathematics 3

GLT/Global—General Education Literature/Global Perspectives 3
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
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<td>DCE 253</td>
<td>Choreography I: Craft</td>
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<td>GPR—General Education Philosophical/Religious/Ethical Perspectives</td>
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<td>or DCE 324</td>
<td>Contemporary Dance: Theory and High Intermediate Level Technique</td>
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<td>DCE 231</td>
<td>Global Dance Forms (or other global dance course)</td>
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<td>DCE 232</td>
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<td>The Body and Motion in Dance (Offered only in fall)</td>
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<td>or Ballet III</td>
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<td>or DCE 414</td>
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<td>Arts and Entrepreneurism: Career Strategies for Artists (SI)</td>
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## Dance (Choreography and Performance) with K–12 Standard Professional I Licensure

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<td>Movement as a Medium (Offered only in fall.)</td>
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<td>DCE 143</td>
<td>Dance Performance Workshop</td>
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<td>Introduction to Laban Movement Analysis</td>
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<td>Exploration and Improvisation in Dance</td>
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<td>DCE 259</td>
<td>Foundations for Dance Education (Offered only in fall.)</td>
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<td><strong>Spring</strong></td>
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<td>DCE 112</td>
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<td>Introduction to Communication Studies (SI) or College Writing II</td>
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<td>DCE 230 or DCE 330</td>
<td>Somatic Practices in Dance or Iyengar Yoga: Somatic Practice</td>
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<td>DCE 217</td>
<td>Exploration and Improvisation in Dance</td>
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<td>DCE 259</td>
<td>Foundations for Dance Education (Offered only in fall.)</td>
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<tr>
<td><strong>Sophomore</strong></td>
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<td>ELC 401</td>
<td>Schooling in a Democratic Society</td>
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<td>Understanding and Teaching Students with Disabilities in Inclusive Settings</td>
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<td>DCE 459</td>
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## Dance Undergraduate Minor

### Junior

#### Fall

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<td>DCE 232</td>
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<td>Contact Improvisation</td>
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<td>Dance History: Mapping Dance (WI, Offered only in fall.)</td>
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<td>ERM 401</td>
<td>Assessment I: Accountability in Our Nation's Schools (Only offered in fall.)</td>
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### Senior

#### Fall

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<td>DCE 453</td>
<td>Choreograph III: Group Forms</td>
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<td>Student Engagement in the Classroom</td>
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<td>TED 403</td>
<td>Teaching English Learners with Diverse Abilities</td>
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| GPR—General Education Philosophical/Religious/Ethical Perspectives | 3            |

### Total Credit Hours

131-134

*DCE 487 Performance Theory and Practice carries only 2 s.h.*
A Dance minor is available for students not wishing to specialize but who have an interest in dance and want a concentration of study in the area to complement an affiliated program of study. Dance majors are given priority in registration for most courses, but minors may receive special consideration. The minor includes a minimum of 15 credit hours, with at least seven above the 100 level.

### Program Requirements

- Minimum 15 credits

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<td>DCE 200</td>
<td>Dance Appreciation</td>
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<td>Select 3 credits in Technique from the following:</td>
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<td>DCE 113</td>
<td>Introduction to Ballet</td>
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<td>DCE 132</td>
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<td>Tap Dance I</td>
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<td>DCE 414</td>
<td>Ballet IV</td>
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Select additional courses from other DCE offerings to total a minimum of 15 credits

### Dance, M.A.

The MA in Dance with a concentration in Theories and Practices is a two-year in-residence program that requires 36 credit hours to complete. The program is designed to prepare students for practical professional dance careers or for doctoral work. Students develop knowledge in practice and scholarship, literature, and somatic experience.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions. Prospective students should contact the school before submitting an application.

In addition to the application materials required by The Graduate School, applicants should submit a personal statement and samples of work directly to the school. Program entry is in the fall term only; the application deadline is January 15.

Admission to graduate study in dance is on the basis of competence as evidenced by the undergraduate record, demonstrated proficiency, and potential in the field of dance.

### Degree Program Requirements

Required: 36 credit hours

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<td>Dance Studies II: Research Projects</td>
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<td>DCE 560</td>
<td>The Dancer’s Body</td>
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<td>DCE 630</td>
<td>Advanced Body Theories and Practices in Dance</td>
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<td>DCE 660</td>
<td>Issues in Planning the Dance Curriculum</td>
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Electives: 17-21

Select 17-21 credits

**Culminating Project (Capstone Experience)**: 3-6

*Students select electives with the approval of the advisor, at least 9 hours of which are in dance. A research course outside the school is recommended.*

### Reviews

Students are reviewed by the dance faculty when 12 hours of graduate course work are complete. Faculty assesses student progress within the degree program.

Once students have completed at least two-thirds of the course work and DCE 610 and have achieved a minimum overall 3.0 GPA, students select a committee of at least three members of the graduate faculty and schedule a Portfolio and Project Proposal Review. Students must pass the review before they can begin their culminating projects. Guidelines are listed in the Dance Graduate Handbook.

### Dance, M.F.A.

The MFA in Dance with a concentration in Choreography is a three-year in-residence program that requires 60 credit hours to complete, culminating in a dance concert or project designed and carried out by the student with the support of faculty. The program is designed to prepare students for practical professional dance careers and dance in higher education. Students develop knowledge in choreographic practice and dance scholarship, literature, and somatic experience. The MFA is a terminal degree commonly held by studio teaching faculty at the university level.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions. Prospective students should contact the school before submitting an application.

In addition to the application materials required by The Graduate School, applicants should submit a personal statement and samples of work directly to the school. Program entry is in the fall term only; the application deadline is January 15.
of work directly to the school. Program entry is in the fall term only; the application deadline is January 15.

Admission to graduate study in dance is on the basis of competence as evidenced by the undergraduate record, demonstrated proficiency, and potential in the field of dance.

**Degree Program Requirements**

**Required:** 60 credit hours

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<td>DCE 621</td>
<td>Administration of Dance</td>
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<td>DCE 624</td>
<td>Movement for Dance (1 credit, three times)</td>
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<tr>
<td>DCE 630</td>
<td>Advanced Body Theories and Practices in Dance or DCE 560</td>
<td>The Dancer’s Body</td>
</tr>
<tr>
<td>DCE 651</td>
<td>Choreographic Practice (3 credits, four times)</td>
<td></td>
</tr>
<tr>
<td>DCE 661</td>
<td>Dance Pedagogy in Higher Education</td>
<td></td>
</tr>
<tr>
<td>DCE 662</td>
<td>Practicum in Teaching Dance (taken for a total of 2 credits)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Electives</strong></td>
<td>19-20</td>
</tr>
<tr>
<td></td>
<td>Select 19-20 semester hours of electives, including 6 hours outside of the school</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Recommended Dance Electives:</strong></td>
<td></td>
</tr>
<tr>
<td>DCE 530</td>
<td>Pilates: Movement Fundamentals for Dancers</td>
<td></td>
</tr>
<tr>
<td>DCE 531</td>
<td>Capoeira History and Practice</td>
<td></td>
</tr>
<tr>
<td>DCE 553</td>
<td>Screen Dance</td>
<td></td>
</tr>
<tr>
<td>DCE 559</td>
<td>Laban Movement Analysis</td>
<td></td>
</tr>
<tr>
<td>DCE 650</td>
<td>Dance Design Practicum</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Culminating Project</strong></td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Select one option of the following:</td>
<td></td>
</tr>
<tr>
<td>Option 1:</td>
<td>For a full-length concert or equivalent artistic presentation</td>
<td></td>
</tr>
<tr>
<td>DCE 697</td>
<td>Masters Production Project</td>
<td></td>
</tr>
<tr>
<td>Option 2:</td>
<td>For significant research that directly informs a major choreographic work (or series of works) equivalent to half a concert</td>
<td></td>
</tr>
<tr>
<td>DCE 697</td>
<td>Masters Production Project</td>
<td></td>
</tr>
<tr>
<td>DCE 698</td>
<td>Field Project in Dance</td>
<td></td>
</tr>
</tbody>
</table>

*Capstone Experience enrolled in over two semesters.*

**Program Progression and Reviews**

The Graduate Faculty assesses student progress in their degree program in the spring semester of their first year.

After removal of all deficiencies, three semesters of choreography practice (DCE 651 Choreographic Practice), and at the completion of at least 30 graduate hours, students apply for MFA candidacy. Admission is based on a variety of criteria, including a minimum overall 3.0 GPA. Students submit a portfolio of work to the Director of Graduate Study, usually by December 1 of their third semester, for review by the Graduate Committee. See the School of Dance MFA Handbook for portfolio contents and process.

When the student has been in residence for at least two semesters and passed candidacy, he/she assembles a committee of at least three members of the graduate faculty to review their culminating concert or project proposal. Proposal guidelines are included in the School of Dance MFA Handbook. Once the committee approves the proposal, the student may register for DCE 697 Masters Production Project or DCE 698 Field Project in Dance and work towards culmination of study.

**Dance Education, M.A.**

The MA in Dance Education requires 36 semester hours and is designed for public school dance educators. Entering students who already hold the North Carolina Standard Professional I license in Dance will be eligible for advanced (M) licensure upon completion of the degree.

The degree is available through a combination of online courses at UNC Greensboro, summer study on campus, and selected courses taken on campus or online from other institutions. Designed for part-time students, the degree may be completed in 3 years.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

Program entry is in the summer and students are admitted in alternate (even) years. Study begins with required summer coursework.

In addition to the application materials required by The Graduate School, the School of Dance requires additional materials. Prospective students should contact the school before submitting an application.

Admission to graduate study in dance is on the basis of competence as evidenced by the undergraduate record and demonstrated proficiency and potential in the field of dance.

**Degree Program Requirements**

**Required:** 36 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Required Courses</strong></td>
<td></td>
</tr>
<tr>
<td>DCE 560</td>
<td>The Dancer’s Body</td>
<td></td>
</tr>
<tr>
<td>DCE 614</td>
<td>New Media and Technology in Dance Education</td>
<td></td>
</tr>
<tr>
<td>DCE 646</td>
<td>Reflective Practice in P-12 Dance Education</td>
<td></td>
</tr>
<tr>
<td>DCE 651</td>
<td>Choreographic Practice</td>
<td></td>
</tr>
<tr>
<td>DCE 654</td>
<td>P-12 Dance Education: Technique and Performance</td>
<td></td>
</tr>
<tr>
<td>DCE 655</td>
<td>P-12 Dance Education: Choreography</td>
<td></td>
</tr>
<tr>
<td>DCE 656</td>
<td>P-12 Dance Education: Critical Thinking/Literacy</td>
<td></td>
</tr>
<tr>
<td>DCE 660</td>
<td>Issues in Planning the Dance Curriculum</td>
<td></td>
</tr>
<tr>
<td>DCE 662</td>
<td>Practicum in Teaching Dance (taken twice)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Undergraduate credits in dance technique (or equivalent in approved professional study)</strong></td>
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</tr>
<tr>
<td></td>
<td><strong>Additional Requirements for Students NOT Seeking Licensure</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select 9 hours of electives in Dance Education or related area</td>
<td></td>
</tr>
<tr>
<td>DCE 698</td>
<td>Field Project in Dance</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Electives</strong></td>
<td></td>
</tr>
<tr>
<td>DCE 698</td>
<td>Field Project in Dance</td>
<td></td>
</tr>
</tbody>
</table>

*Capstone Experience enrolled in over two semesters.*

**Additional Requirements for Students Seeking M Licensure**

Select one graduate course in Teacher Leadership.
Select one graduate course in Human Development and Learning
One additional graduate course in education

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DCE 693</td>
<td>Portfolio in K-12 Dance Education</td>
<td></td>
</tr>
</tbody>
</table>

**Graduate Course in Education**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DCE 693</td>
<td>Portfolio in K-12 Dance Education</td>
<td></td>
</tr>
</tbody>
</table>

* Summer Courses.

** Approved by advisor. Note: Students who have not completed coursework in educational psychology and diverse learners will be required to do so for elective credit.

*** Approved by advisor.

**Reviews**

Students are reviewed by the dance faculty when 9-15 hours of graduate course work are complete. Faculty assesses student progress in their degree program and makes recommendations for improvement. Students receive a letter from the Director of Dance Education reporting faculty recommendations.

Once students have completed at least two-thirds of the course work and they have achieved a minimum overall 3.0 GPA, a Portfolio and Project Proposal Review is scheduled. Students must pass this review before they can begin their culminating projects. Guidelines are listed in the Graduate Handbook.

The final review takes place at the end of the semester when DCE 693 or DCE 698 is completed.

**Dance, Post-Baccalaureate Licensure**

Post-Baccalaureate students with an undergraduate degree in Dance may complete additional coursework to be eligible for Standard Professional I licensure.

Note: Completion of this coursework does not guarantee licensure. Students are advised of additional requirements for documenting the evidence required for licensure.

**Program Requirements**

The following courses must be completed prior to graduate admission or as part of or in addition to the degree requirements.

- Ballet
- Contemporary Dance at the intermediate level or higher
- Jazz
- African Dance
- One additional global dance form
- Choreography
- Music for dance

**Code** | **Title**                                     | **Credit Hours** |
---------|----------------------------------------------|------------------|
DCE 359  | Foundations for Dance Education              | 2                |
DCE 505  | Choreographies and Choreographers            | 3                |
DCE 662  | Practicum in Teaching Dance                  | 1-3              |
DCE 663  | PreK-12 Dance Education Practicum            | 3                |
ELC 401  | Schooling in a Democratic Society            | 1                |

ERM 401  | Assessment I: Accountability in Our Nation's Schools | 1 |
SES 401  | Understanding and Teaching Students with Disabilities in Inclusive Settings | 1 |
TED 401  | Child and Adolescent Development and Learning | 1 |
or TED 669 | Educational Implications of Learning and Developmental Theory |
TED 402  | Student Engagement in the Classroom          | 1 |
or TED 545 | Diverse Learners |
TED 403  | Teaching English Learners with Diverse Abilities | 1 |
or TED 650 | Establishing and Maintaining a Responsive Classroom Environment |

* For a total of 6 semester hours.

**School of Music**

College of Visual and Performing Arts

328 Music Building
336-334-5789
music.uncg.edu (https://vpa.uncg.edu/music)

Dennis AsKew, Director of the School of Music
Randy Kohlenberg, Director of Graduate Study
Constance McKoy, Director of Undergraduate Studies

The School of Music was established in 1921 and became a member of the College of Visual and Performing Arts in 2016. UNC Greensboro has long been recognized as having one of the most well-respected music institutions in the United States and has been fully accredited by the National Association of Schools of Music since 1938. The School of Music offers the only comprehensive degrees in music education and music performance in the State of North Carolina, from the undergraduate level through doctoral study. The School of Music offers Bachelor of Arts degree in Music, and Bachelor of Music degrees in Performance and Music Education. Our outstanding facilities, world-class faculty, and numerous ensemble experiences provide an environment for artistic and academic success. Within the School of Music, doctoral degrees are offered in music education, conducting, and performance. The School of Music offers Master of Music degrees in music composition, music education, conducting, music performance, and music theory, and also offers Post-Baccalaureate Certificates in ethnomusicology, historical keyboard performance, jazz studies, musicology, music composition, music education, and music theory, and a Post-Master's Certificate in music theory pedagogy. Our outstanding facilities, world-class faculty, and numerous ensemble experiences provide an environment for artistic and academic success.

Located in artistically-thriving Greensboro, Winston-Salem, and High Point, the Triad area provides a wealth of cultural and academic opportunities for our students. Students regularly attend and perform in concerts by the Greensboro Symphony Orchestra, the Greensboro Opera Company, the Winston-Salem Symphony and the Eastern Music Festival along with a myriad of musical theatre, jazz, and chamber music ensembles.

We welcome students who will strive for excellence and will contribute to the inclusiveness and diversity of our mission.
Mission Statement
We approach music as an essential part of human culture and therefore aspire to engage with the diversity of musical meanings and practices globally and locally; our student and faculty scholarship enrich understandings of music as sound, text, and activity. We engage with local, regional, national and international communities through teaching, performance, publications, lectures, conferences, symposia, festivals, and other educational and cultural programs.

Undergraduate Programs
The B.A. in music provides high-quality musical training with the versatility and breadth of a liberal arts education, it prepares students for a variety of careers and opportunities. With its emphasis on writing, speaking, and critical thinking skills, the B.A. degree is ideal for students wishing to pursue a double major in another academic field, pre-professional programs in law or medicine, study abroad, UNC Greensboro in 3, arts administration, or graduate programs in music theory, musicology, or ethnomusicology.

Undergraduate students in Music Performance pursue rigorous professional training in music along with a broad liberal arts education. Our students graduate as informed, responsible citizens with the tools to succeed and communicate effectively as musicians of the 21st century.

Undergraduate students in Music Education pursue rigorous professional training in music teacher education along with a broad liberal arts education that prepares them for positions as choral directors (principal performance area usually voice, piano, or organ), teachers of general music, or for positions as instrumental directors (principal performance area in orchestral or band instruments) in public schools. Our students graduate earning a Standard Professional 1 (SP1) North Carolina Educator's License and are prepared as informed, responsible citizens with the tools to succeed and communicate effectively as musicians and educators of the twenty-first century. Music education students acquire valuable early field teaching experience in a wide variety of P-12 school settings beginning the Freshman year and continuing throughout the degree program.

Performance Studies
Throughout the four years of undergraduate enrollment, music students will have the opportunity to study in one or more performance studies areas: keyboard, voice, strings, winds, percussion, jazz, or composition. This study will include private instruction in the major or principal performance area alongside group instruction.

Ensemble Requirements
All undergraduate Music students enrolled for two or more credit hours of music performance studies must audition for and perform in an ensemble each semester. Performance majors will participate in one or more ensembles each semester according to concentration requirements. Students will have the opportunity to express their ensemble placement preferences, but they will be assigned according to audition results and ensemble priorities. Ensemble assignments and placement will be determined by the Director of Bands, Director of Orchestras, Director of Choral Activities, and the Director of the Miles Davis Jazz Program, in consultation with the performance teachers and appropriate area coordinator. Each year advanced voice students may apply for roles in the performance of opera and musical theatre, which the departments of music present in cooperation with the School of Theatre.

Student Information Manual
Additional policies and regulations are found online in the Music Student Information Manual. This manual is made available to all music students after entrance requirements are met. Adherence to the contents of this publication is the responsibility of the student.

Graduate Programs
The Master of Music in Music Education leads to graduate licensure and emphasizes the acquisition of a fundamental knowledge of research techniques and scholarly writing standards. Students develop an in-depth understanding of the historical, philosophical, psychological and cultural aspects of music education.

The Master of Music in Performance programs offer conservatory-type performance training and complement this with academic offerings directly related to careers in performance. These students graduate with performance and entrepreneurial skills enabling entry into the profession or further studies.

The Master of Music in Music Theory program offers students an opportunity to deepen and refine their knowledge of music theory, and to continue developing their analytical, keyboard, and aural skills. Most M.M. students gain valuable teaching experience as graduate assistants. Students who complete this course of study are qualified to teach pre-college or community college courses, or to apply for admission to a doctoral program.

Doctor of Musical Arts students are fully prepared as artist/scholars ready to join the academy. A large faculty of outstanding artists, teachers, and researchers supports a comprehensive program of study.

The Doctor of Philosophy in Music Education prepares students for careers as public school music administrators or college-level teachers. Such development requires a comprehensive knowledge of the psychological, social and musical values in music education; theories of learning as applied to music education; historical and theoretical properties of music education; and scholarly and research techniques required for understanding and investigating problems in music and education.

Music
Professor
Dennis W Askew
Marjorie H Bagley
Mary Ashley Barret
Robert D. Bracey
Kelly Jeanne Burke
Michael J Burns
Guy M Capuzzo
Timothy M Clodfelter
Joseph A DiPiazza
Mark A. Engebretson
Steve Haines
Donald C Hartmann
David Holley
Randy B Kohlenberg
Carla LeFevre
Constance L McKoy
David L Nelson
Abigail L Pack
Scott W Rawls
John C Salmon
Steven Stusek
David J Teachout
Robert A Welle
Music Disciplinary Honors
Requirements
12 credit hours as outlined below.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSS 490</td>
<td>Senior Honors Project *</td>
<td></td>
</tr>
<tr>
<td>MUS 333</td>
<td>History of Western Music III *</td>
<td></td>
</tr>
<tr>
<td>MUS 301</td>
<td>Analysis of Music Since 1900 *</td>
<td></td>
</tr>
</tbody>
</table>

Select 3 semester hours from the following:
- Any Contract Honors course in Music
- Any Honors course (whether or not in Music)

* Under certain circumstances, the Music Honors Panel may permit a 500-level course to be taken in place of the listed required courses.

Qualifications
- A grade of A or B in all course work used to satisfy the Honors requirements in Music.
- A declared Music Major.
- At least a 3.30 overall GPA at graduation.
- A Senior Project that is in the Music discipline.

Recognition
The designation "Completed Disciplinary Honors in Music" and the title of the Senior Honors Project will be printed on the student's official transcript.

Honors Advisor
Contact Dr. Alex Ezerman for further information and guidance about Honors in Music.

Music, B.A.

Student Learning Goals
The Bachelor of Arts degree with a major in music indicates the study of music in a liberal arts degree framework. It emphasizes a broad coverage of music rather than heavy concentration on any single segment. Studies develop musicianship, capabilities in the use of principles and procedures that lead to an intellectual grasp of the art, and the ability to perform. It serves individuals who seek a broad program of general education rather than intense specialization.

Overall Requirements
- 122 credit hours, to include at least 36 credits at or above the 300 course level
## Degree Program Requirements

### University Requirements (p. 671)

General Education Core Requirements (GEC) (p. 683)

### Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Theory</strong></td>
<td></td>
</tr>
<tr>
<td>MUS 101</td>
<td>Music Theory I</td>
<td>16</td>
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<tr>
<td>MUS 102</td>
<td>Music Theory II</td>
<td></td>
</tr>
<tr>
<td>MUS 105</td>
<td>Ear-Training I</td>
<td></td>
</tr>
<tr>
<td>MUS 106</td>
<td>Ear-Training II</td>
<td></td>
</tr>
<tr>
<td>MUS 201</td>
<td>Music Theory III</td>
<td></td>
</tr>
<tr>
<td>MUS 202</td>
<td>Music Theory IV</td>
<td></td>
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<tr>
<td>MUS 205</td>
<td>Ear-Training III</td>
<td></td>
</tr>
<tr>
<td>MUS 206</td>
<td>Ear-Training IV</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Musicology</strong></td>
<td>12</td>
</tr>
<tr>
<td>MUS 135</td>
<td>Musicology Research †</td>
<td></td>
</tr>
<tr>
<td>MUS 332</td>
<td>History of Western Music II</td>
<td></td>
</tr>
<tr>
<td>MUS 333</td>
<td>History of Western Music III †</td>
<td></td>
</tr>
<tr>
<td>MUS 334</td>
<td>American Music or MUS 431 Selected Topics in Ethnomusicology</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Freshman Seminar</strong></td>
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</tr>
<tr>
<td>MUS 120</td>
<td>Freshman Seminar: Sound Listening</td>
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</tr>
<tr>
<td></td>
<td><strong>Class Piano</strong></td>
<td>4</td>
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<tr>
<td>MUP 131</td>
<td>Class Piano</td>
<td></td>
</tr>
<tr>
<td>MUP 132</td>
<td>Class Piano</td>
<td></td>
</tr>
<tr>
<td>MUP 133</td>
<td>Class Piano</td>
<td></td>
</tr>
<tr>
<td>MUP 134</td>
<td>Class Piano</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Technology</strong></td>
<td>1</td>
</tr>
<tr>
<td>MUS 107</td>
<td>Technology for Musicians I</td>
<td></td>
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<tr>
<td></td>
<td><strong>Music Elective</strong></td>
<td>2-3</td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
<td></td>
</tr>
<tr>
<td>MUP 402</td>
<td>Entrepreneurship in the Performing Arts</td>
<td></td>
</tr>
<tr>
<td>MUP 413</td>
<td>Piano Literature I</td>
<td></td>
</tr>
<tr>
<td>MUP 423</td>
<td>Jazz Arranging I</td>
<td></td>
</tr>
<tr>
<td>MUP 424</td>
<td>Jazz Arranging II</td>
<td></td>
</tr>
<tr>
<td>MUP 426</td>
<td>Song Literature I</td>
<td></td>
</tr>
<tr>
<td>MUP 460</td>
<td>History of Jazz</td>
<td></td>
</tr>
<tr>
<td>MUS 431</td>
<td>Selected Topics in Ethnomusicology</td>
<td></td>
</tr>
<tr>
<td>MUS 455</td>
<td>The Symphonic Tradition</td>
<td></td>
</tr>
<tr>
<td>MUS 483</td>
<td>Music before 1600</td>
<td></td>
</tr>
<tr>
<td>MUS 484</td>
<td>Music from 1600 to 1800</td>
<td></td>
</tr>
<tr>
<td>MUS 485</td>
<td>Music of the Nineteenth Century</td>
<td></td>
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<tr>
<td>MUS 486</td>
<td>Music of the Twentieth Century</td>
<td></td>
</tr>
<tr>
<td>MUS 495</td>
<td>History of Opera</td>
<td></td>
</tr>
<tr>
<td>MUS 439</td>
<td>Tonal Counterpoint</td>
<td></td>
</tr>
<tr>
<td>MUS 482</td>
<td>Advanced Tonal Analysis</td>
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</tr>
<tr>
<td></td>
<td><strong>Capstone Experience</strong></td>
<td>3</td>
</tr>
<tr>
<td>MUS 492</td>
<td>Capstone Seminar in Music Studies</td>
<td></td>
</tr>
</tbody>
</table>

### Applied Studies

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUP 490</td>
<td>Senior Honors Project</td>
</tr>
</tbody>
</table>

1. May be exempted with demonstrated proficiency. Not required of keyboard principals.

2. Performance requirements are in a single category that incorporates both studio lessons and ensemble participation. This allows students to take 12 credits of applied study in any combination as defined by the categories below.

   - The list of accepted ensembles include any ensemble course with the ENS course prefix. Students may also take any of the following applied instrumental and vocal lessons on condition of acceptance through the audition process: MUP 151, MUP 152, MUP 251, MUP 252, MUP 351, MUP 352, MUP 451, MUP 452.
   - Students may take Music Performance courses in the following types: applied music lessons, ensembles, or class performance studies. This does not include Class Piano, which is a separate major requirement above.
   - Dance courses approved by the advisor that engage with music-making practice in a physical way may also satisfy this requirement.
   - Students may also choose from the following courses: MUP 125, MUP 180.

† Counts toward GE Marker GL/GN requirement.

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### College of Visual and Performing Arts

#### Minor Requirement

Students pursuing a B.A. degree in the College of Visual and Performing Arts must also complete all requirements in a minor area of study that is different from their declared major field. Students may select minors in or outside the College of Visual and Performing Arts, and students are encouraged to seek advice from CVPA advisors when making this choice.

Any B.A. student who is pursuing a double major is exempt from this requirement. See the Minor Requirement topic on the College of Visual and Performing Arts page for more information.

### Electives

Electives sufficient to complete the 122 credit hours required for the degree.

### Music Education Major, K–12 Licensure, B.M.

#### Student Learning Goals

The Bachelor of Music degree is the initial professional degree in music. Its primary emphasis is on development of the skills, concepts, and sensitivities essential to the professional life of the musician. In any of many possible roles, the professional musician must exhibit not only technical competence, but also a broad knowledge of music and music literature, the ability to integrate musical knowledge and skill, sensitivity in musical style, and an insight into the role of music in intellectual and cultural life.

#### Overall Requirements

- 125 credit hours, to include at least 36 credits at or above the 300 course level; 3.0 GPA; MUE 090 Music Education Convocation (7 semesters)
### Degree Program Requirements

#### University Requirements (p. 671)

General Education Core Requirements (GEC) (p. 683)

#### Major Requirements

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<tr>
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<tr>
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<td><strong>Many</strong></td>
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</tr>
<tr>
<td>MUS 101</td>
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<tr>
<td>MUS 102</td>
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<tr>
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<td>Ear-Training I</td>
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</tr>
<tr>
<td></td>
<td><strong>Musicology</strong></td>
<td>12</td>
</tr>
<tr>
<td>MUS 135</td>
<td>Musicology Research ⚫</td>
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<tr>
<td>MUS 332</td>
<td>History of Western Music II ††</td>
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<tr>
<td>MUS 333</td>
<td>History of Western Music III †</td>
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<td><strong>Select one of the following:</strong></td>
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<tr>
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<tr>
<td>MUS 334</td>
<td>American Music</td>
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</tr>
<tr>
<td>MUS 495</td>
<td>History of Opera</td>
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</tr>
<tr>
<td>MUS 484</td>
<td>Music from 1600 to 1800</td>
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<tr>
<td>MUS 485</td>
<td>Music of the Nineteenth Century</td>
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<td>MUS 486</td>
<td>Music of the Twentieth Century</td>
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<td><strong>Technology</strong></td>
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<tr>
<td>MUS 107</td>
<td>Technology for Musicians I</td>
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<tr>
<td></td>
<td><strong>Additional Requirements by Concentration</strong></td>
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<tr>
<td></td>
<td>Complete the requirements per specific concentration chosen</td>
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* 12 credits of performance studies, or equivalent, culminating in a half recital or equivalent public demonstration of musicianship, after consultation and approval by advisor, Performance Studies faculty, and/or the Director of the school of Music. Keyboard students may fulfill the recital requirements by accompanying a full recital or chamber recital.

† Counts toward GE Marker GL/GN requirement.

‡ Counts toward GEC GFA requirement.

### Choral/General Music Education Concentration Requirements

#### Keyboard Students

<table>
<thead>
<tr>
<th>Code</th>
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<th>Credit Hours</th>
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<tr>
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</tr>
<tr>
<td>MUE 111</td>
<td>Foundational Teaching Techniques in Music</td>
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</tr>
<tr>
<td>MUE 208</td>
<td>Introduction to Teaching Instrumental Music</td>
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</tr>
<tr>
<td>MUE 261</td>
<td>Foundations of Teaching for Musical Understanding</td>
<td></td>
</tr>
<tr>
<td>MUE 356</td>
<td>Foundations of Teaching Vocal Music</td>
<td></td>
</tr>
<tr>
<td>MUE 419</td>
<td>Choral Conducting II</td>
<td></td>
</tr>
<tr>
<td>MUE 462</td>
<td>Singing Voice in Classrooms and Ensembles</td>
<td></td>
</tr>
<tr>
<td>MUE 461</td>
<td>General Music in Elementary Schools</td>
<td></td>
</tr>
<tr>
<td>or MUE 464</td>
<td>Choral Music in the Schools</td>
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</tr>
<tr>
<td>MUP 170</td>
<td>Italian and Latin Diction for Singers</td>
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<tr>
<td>MUP 171</td>
<td>English Diction for Singers</td>
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</tr>
<tr>
<td>MUP 319</td>
<td>Choral Conducting I</td>
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#### Secondary Piano

Select 3 credits from the following:

- MUP 153 Performance Studies
- MUP 253 Performance Studies

#### Voice Students

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<td>MUE 111</td>
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<td>MUE 208</td>
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<tr>
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<tr>
<td>MUE 356</td>
<td>Foundations of Teaching Vocal Music</td>
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<tr>
<td>MUE 419</td>
<td>Choral Conducting II</td>
<td></td>
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<tr>
<td>MUE 462</td>
<td>Singing Voice in Classrooms and Ensembles</td>
<td></td>
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<tr>
<td>MUE 461</td>
<td>General Music in Elementary Schools</td>
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<tr>
<td>or MUE 464</td>
<td>Choral Music in the Schools</td>
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<tr>
<td>MUE 462</td>
<td>Singing Voice in Classrooms and Ensembles</td>
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<tr>
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<td>Italian and Latin Diction for Singers</td>
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<td>MUP 171</td>
<td>English Diction for Singers</td>
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</tr>
<tr>
<td>MUP 319</td>
<td>Choral Conducting I</td>
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</table>

#### Ensemble

Select 6 credits from the following:

- ENS 386 Schola Cantorum
- ENS 380 Men's Glee Club
- ENS 381 Women's Glee Club
- ENS 387 Coro di Belle Voci
- ENS 388 Chamber Singers

#### Eclectic Ensemble

Select 1 credit from the following:

- ENS 377 Old Time Ensemble
- ENS 378 Indian Music
- MUE 479 Music Education Workshop
- MUP 180 Beginning Guitar
- MUP 184 Beginning Ukulele
### Performance, B.M.

#### Required Courses

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<tr>
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<tbody>
<tr>
<td>FRE 101</td>
<td>Beginning French I †</td>
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<tr>
<td>or GER 101</td>
<td>Beginning German I</td>
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#### Ensemble

Select 7 credits from the following:

- ENS 386 Shola Cantorum
- ENS 380 Men's Glee Club
- ENS 381 Women's Glee Club
- ENS 387 Coro di Belle Voci
- ENS 388 Chamber Singers

#### Eclectic Ensemble

Select 1 credit from the following:

- ENS 377 Old Time Ensemble
- ENS 378 Indian Music
- MUE 479 Music Education Workshop
- MUP 180 Beginning Guitar
- MUP 184 Beginning Ukulele

† Counts toward GE Marker GL/GN requirement.

#### Instrumental/General Music Education Concentration Requirements

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<td>MUE 209</td>
<td>Introduction to Teaching Choral Music</td>
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<tr>
<td>MUE 261</td>
<td>Foundations of Teaching for Musical Understanding</td>
<td></td>
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<tr>
<td>MUE 357</td>
<td>Marching Band Techniques</td>
<td></td>
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<tr>
<td>or MUE 463</td>
<td>Advanced String Methods</td>
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<td>MUE 363</td>
<td>Teaching Strings Laboratory</td>
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<td>MUE 364</td>
<td>Teaching Brass Laboratory</td>
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<td>MUE 365</td>
<td>Teaching Woodwinds Laboratory</td>
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<tr>
<td>MUE 366</td>
<td>Teaching Percussion Laboratory</td>
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<tr>
<td>MUE 367</td>
<td>Foundations of Teaching Instrumental Music</td>
<td></td>
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<tr>
<td>MUE 368</td>
<td>Instrument Repair</td>
<td></td>
</tr>
<tr>
<td>MUE 461</td>
<td>General Music in Elementary Schools</td>
<td></td>
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<tr>
<td>or MUE 467</td>
<td>Instrumental Music in the Schools</td>
<td></td>
</tr>
<tr>
<td>MUE 472</td>
<td>Instrumental Conducting II</td>
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<tr>
<td>MUP 372</td>
<td>Instrumental Conducting I</td>
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</tbody>
</table>

Select one option of the following:

- Wind, Percussion, or Bowed String Instrumental students:
  - MUP 134 Class Piano (or proficiency)
- Keyboard students:
  - Select 2 credits of secondary study of Wind, Percussion, or Bowed String Instrument

#### Large Ensemble

Select 6 credits of the following:

- ENS 390 Sinfonia
- ENS 391 University Symphony Orchestra
- ENS 392 University Band

- ENS 393 University Wind Ensemble
- ENS 394 Symphonic Band
- ENS 395 Jazz Ensemble I *
- ENS 396 Jazz Ensemble II *

* The courses listed are for up to 2 credits by audition and with permission of the performance studies instructor.

#### Teacher Licensure Requirements

Contact School of Education Office of Student Services at 336-334-3410

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<tr>
<td>HEA 201</td>
<td>Personal Health †</td>
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<tr>
<td>ELC 401</td>
<td>Schooling in a Democratic Society</td>
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<tr>
<td>ERM 403</td>
<td>Assessment III: Classroom Assessment</td>
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<tr>
<td>TED 401</td>
<td>Child and Adolescent Development and Learning</td>
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<tr>
<td>TED 402</td>
<td>Student Engagement in the Classroom</td>
<td></td>
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<tr>
<td>TED 403</td>
<td>Teaching English Learners with Diverse Abilities</td>
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<tr>
<td>SES 401</td>
<td>Understanding and Teaching Students with Disabilities in Inclusive Settings</td>
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<tr>
<td>MUE 465</td>
<td>Student Teaching in Music</td>
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<tr>
<td>MUE 466</td>
<td>Student Teaching Seminar</td>
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</table>

† Counts toward GEC GSB requirement.

#### Electives

Electives sufficient to complete the 125 credit hours required for the degree.

#### Performance, B.M.

#### Requirements

All concentrations in the Music Performance Major require courses in the following areas:

1. General Education Core Requirements
2. General Education Marker Requirements
3. Major Concentration Requirements
4. Electives (excepting Voice)

Performance majors must maintain a cumulative GPA of 2.50 or higher in Music courses.
Student Learning Goals

Undergraduate students in Music Performance pursue rigorous professional training in music along with a broad liberal arts education. Our students graduate as informed, responsible citizens, with the tools to succeed and communicate effectively as musicians of the 21st Century.

Graduating Students in the B.M. Music Performance Program will:

• communicate clear musical intentions and understanding;
• demonstrate sufficient understanding of and capability with musical forms, processes, and structures in performance or creative applications according to the requisites of their specializations;
• demonstrate basic understanding of historical awareness in performance or creative applications according to the requisites of their specializations;
• demonstrate sufficient technical ability in performance or creative applications according to the requisites of their specializations; and,
• demonstrate entrepreneurial skills according to the requisites of their specializations.

Overall Requirements

• 123-128 credit hours

Degree Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

University Requirements (p. 671)

General Education Core Requirements (GEC) (p. 683)

Major Requirements

Brass and Percussion Concentration Requirements

• 123 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

Principal Performance Area

MUP 151 Performance Studies
MUP 152 Performance Studies
MUP 251 Performance Studies
MUP 252 Performance Studies
MUP 351 Performance Studies
MUP 352 Performance Studies
MUP 451 Performance Studies
MUP 452 Performance Studies

Ensemble

Select 8 credits by audition placement

Chamber Music

Select 8 credits of the following:

ENS 347 Casella Sinfonietta
ENS 348 Chamber Music
ENS 366 Trumpet Ensemble
ENS 367 Horn Ensemble
ENS 368 Trombone Ensemble
ENS 369 Tuba/Euphonium Ensemble
ENS 370 Percussion Ensemble

Recitals

<table>
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<tr>
<th>Code</th>
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<th>Credit Hours</th>
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<tbody>
<tr>
<td>MUP 300</td>
<td>Recital</td>
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<td>MUP 400</td>
<td>Recital</td>
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Musicianship Skills and Analysis

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<tr>
<td>MUS 101</td>
<td>Music Theory I</td>
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<tr>
<td>MUS 105</td>
<td>Ear-Training I</td>
<td></td>
</tr>
<tr>
<td>MUS 102</td>
<td>Music Theory II</td>
<td></td>
</tr>
<tr>
<td>MUS 106</td>
<td>Ear-Training II</td>
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</tr>
<tr>
<td>MUS 201</td>
<td>Music Theory III</td>
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History and Repertory

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<tr>
<td>MUS 332</td>
<td>History of Western Music II</td>
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<tr>
<td>MUS 333</td>
<td>History of Western Music III</td>
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<tr>
<td>MUS 334</td>
<td>American Music</td>
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Music Support Courses

Select 9 credits

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Music Technology

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Keyboard

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<tbody>
<tr>
<td>MUP 134</td>
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Conducting

Select 1 credit

Entrepreneurship

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<tbody>
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<td>MUP 402</td>
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Repertoire Class

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Composition Concentration Requirements

• 128 credit hours

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Composition Study

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<td>Composition Skills (taken for 2 semesters)</td>
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<td>MUP 205</td>
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<td>MUP 305</td>
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Principal Performance Area

8
## Jazz Concentration Requirements

- **123 credit hours**

<table>
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<tr>
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<tr>
<td>MUS 333</td>
<td>History of Western Music III †††</td>
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<td>Analysis of Music Since 1900</td>
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<td>MUS 486</td>
<td>Music of the Twentieth Century</td>
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* 3 credits in concentration, 9 credits toward GEC
** 4 credit hours of coursework through MUP 134 Class Piano or proficiency. Not required of keyboard principals.
† Counts toward GEC GPR requirement.
†† Counts toward GEC GFA requirement.
††† Counts toward GEC GHP requirement.
MUS 107  Technology for Musicians I

**Repertoire Class** 8
MUP 301  Repertoire Class (taken for 8 semesters)

* Placement by audition in one, two, or all three of the courses listed.
** 3 credits in concentration, 9 credits toward GEC
† Counts toward GEC GPR requirement.
†† Counts toward GEC GFA requirement.

**Keyboard Concentration Requirements**
• 123 credit hours

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<tr>
<td>ENS 376</td>
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<td>ENS 377</td>
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<td>Organ Pedagogy</td>
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<td>Ear-Training II</td>
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<td>MUS 135</td>
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MUS 332  History of Western Music II ††
MUS 333  History of Western Music III
MUS 334  American Music †††

**Music Support Courses**
9
Select 9 credits

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<td>Orchestration</td>
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* 3 credits in concentration, 9 credits toward GEC.
** May not be Performance or Ensemble.
† Counts toward GEC GPR requirement.
†† Counts toward GEC GFA requirement.
††† Counts toward GEC GHP requirement.

**Strings Concentration Requirements**
• 128 credit hours

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<td>Bass Ensemble</td>
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<td>ENS 334</td>
<td>Camerata</td>
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<td>Casella Sinfonietta</td>
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<td>††† Counts toward GEC GFA requirement.</td>
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Woodwinds Concentration Requirements

123 credit hours

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<td>MUP 452</td>
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<td>MUS 101</td>
<td>Music Theory I</td>
<td></td>
</tr>
<tr>
<td>MUS 102</td>
<td>Music Theory II</td>
<td></td>
</tr>
<tr>
<td>MUS 105</td>
<td>Ear-Training I</td>
<td></td>
</tr>
<tr>
<td>MUS 106</td>
<td>Ear-Training II</td>
<td></td>
</tr>
<tr>
<td>MUS 201</td>
<td>Music Theory III</td>
<td></td>
</tr>
<tr>
<td>MUS 202</td>
<td>Music Theory IV</td>
<td></td>
</tr>
<tr>
<td>MUS 205</td>
<td>Ear-Training III</td>
<td></td>
</tr>
<tr>
<td>MUS 206</td>
<td>Ear-Training IV</td>
<td></td>
</tr>
<tr>
<td>MUS 135</td>
<td>Musicology Research</td>
<td></td>
</tr>
<tr>
<td>MUS 332</td>
<td>History of Western Music II</td>
<td></td>
</tr>
</tbody>
</table>

Electives

Brass and Percussion Concentration
Electives sufficient to complete the 123 credit hours required for the degree.

Composition Concentration
1. Music Electives
6 credits required.
2. Non-Restricted Electives sufficient to complete the 128 credits required for the degree.

Jazz Concentration
Electives sufficient to complete the 123 credits required for the degree.

Keyboard Concentration
Electives sufficient to complete the 123 credits required for the degree.

Strings Concentration
Electives sufficient to complete the 128 credits required for the degree.

Voice Concentration
Electives sufficient to complete the 128 credits required for the degree.

Woodwinds Concentration
Electives sufficient to complete the 123 credits required for the degree.

Music Undergraduate Minor
The 18 credit hours Music minor affords students majoring in other fields the opportunity to enrich their degree programs with applied and scholarly engagement with music.

Program Requirements

Minimum of 18 credit hours
Minimum grade of C in all courses taken to fulfill the minor.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Advanced MUS Course</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select 3 credits of one MUS course at the 300 level or higher *</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Additional Music Courses</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select 15 credits of additional music courses with one of the following prefixes:</td>
<td>15</td>
</tr>
<tr>
<td>MUE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VPA</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* May not use MUS 329 History of Rock Music or MUS 343 Music Cultures of the World to fulfill this requirement.

**Music Composition, M.M.**

The M.M. in Composition is a two-year degree, which requires 33 credits hours. At least one half the work credited toward the degree must be in 600-level courses or above. A diagnostic examination is administered prior to the first semester of enrollment. In addition to private composition study, students take courses in orchestration, electronic music, counterpoint, advanced theory and history, and electives.

Assistantships are available, as are a limited number of in-state and out-of-state tuition waivers. Graduate Assistants in Composition are routinely assigned to teach Composition Skills or Making Music with Computers, assist in activities of the Composition Studios, help maintain and organize the Electronic Music Studios, give tech support for public events, and teach or assist with Music Theory.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

In addition to the application materials required by The Graduate School, applicants must submit a personal statement. Samples of work are required and should be forwarded directly to the Music office. Some applicants may need to submit a resume/vita and/or participate in an interview or audition. Contact the Music office for more information.

**Degree Program Requirements**

**Required:** 33 credit hours

Enrollment in MUP 651 Performance Studies or MUP 699 Thesis is required during the semester of the degree recital.

A written Comprehensive Exam is required for graduation.

A thesis is required and at least one recital is required. (Capstone Experience).

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Courses in the Major</strong></td>
<td></td>
</tr>
<tr>
<td>MUP 600</td>
<td>Recital</td>
<td>0</td>
</tr>
<tr>
<td>MUP 644</td>
<td>Digital Music I</td>
<td>3</td>
</tr>
<tr>
<td>or MUP 645</td>
<td>Digital Music Composition II</td>
<td></td>
</tr>
</tbody>
</table>

Music Research and Music Studies Core

- MUE 601 Research Methods in Music 3
- Complete one 3 credit hour course in Ethnomusicology, Music Theory, or Musicology; select MUS courses from the MUS 600-700 levels of study 3

Professional Music Education Core

- MUE 639 Advanced Conducting 3
- MUE 650 Seminar in Music Education 3
- Select 9 credits from the following courses: 9
  - MUE 605 The Measurement of Musical Behavior
  - MUE 633 Music for Exceptional Children
  - MUE 634 Contemporary Trends in Music Education
  - MUE 653 Music Supervision

**Graduate Music Handbook**

Additional policies and regulations are found in the Graduate Music Handbook located at: https://vpa.uncg.edu/music/music-current-students/graduate/.

**Music Education, M.M.**

The M.M. in Music Education requires 32 credit hours. At least one half the work credited toward the degree must be in 600-level courses or above. Diagnostic examinations in music history and music theory are administered prior to the first semester of enrollment. Students complete their M.M. Portfolio either during the semester prior to the final semester or during the final semester. The portfolio demonstrates advanced competencies of teaching music.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

**Degree Program Requirements**

**Required:** 32 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Music Research and Music Studies Core</strong></td>
<td></td>
</tr>
<tr>
<td>MUE 601</td>
<td>Research Methods in Music</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Complete one 3 credit hour course in Ethnomusicology, Music Theory, or Musicology; select MUS courses from the MUS 600-700 levels of study</td>
<td>3</td>
</tr>
</tbody>
</table>

**Professional Music Education Core**

- MUE 639 Advanced Conducting 3
- MUE 650 Seminar in Music Education 3
- Select 9 credits from the following courses: 9
  - MUE 605 The Measurement of Musical Behavior
  - MUE 633 Music for Exceptional Children
  - MUE 634 Contemporary Trends in Music Education
  - MUE 653 Music Supervision
Electives
A minimum of two 3 credit hour courses are required; a maximum of 3 credits of music performance study in music ensembles (i.e., ENS 6XX) or private music lessons (e.g., MUP 653) may be completed for the remaining 3 credit hours of electives.

Portfolio (Capstone Experience)
MUE 692A Portfolio Development in Music Education 1
MUE 692B Portfolio Development in Music Education 1
Total Credit Hours 32

Music Theory, M.M.
The M.M. in Music Theory requires 34 credit hours. Thesis and non-thesis options are offered. At least one half the work credited toward the degree must be in 600-level courses or above. A diagnostic examination is administered prior to the first semester of enrollment. The capstone experience is a required written comprehensive examination in the final semester and a thesis or document.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

In addition to the application materials required by The Graduate School, applicants must provide:

- A statement of intent that outlines their background, interest in music theory, and career goals
- A scholarly paper on music, preferably one with an analytical focus
- Applicants whose materials pass an initial screening by the music theory faculty will be invited for an interview that tests sight-reading, dictation, analysis, and keyboard skills. A diagnostic written exam is administered prior to the interview.

Degree Program Requirements
Required: 34 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 602</td>
<td>Seminar in Music Research and Writing</td>
<td>3</td>
</tr>
<tr>
<td>MUS 706</td>
<td>Seminar in Music History</td>
<td>3</td>
</tr>
</tbody>
</table>

Performance
Select 2 credits of PRF-type and/or ENS courses at the 600 level 2

Electives
Select 3 credits. Recommended:

MUE 618 Psychology of Music 3
or MUE 619 Acoustics of Music 3

Select one option from the following:

Thesis Option

Major Courses:

MUS 644 Pedagogy of Music Theory 3
MUS 660 Theory and Analysis of Rhythm 3
MUS 662 Schenkerian Analysis 3
MUS 664 Post-Tonal Theory 3
MUS 690 Current and Historical Trends in Music Theory 3
MUS 707 Seminar in Musical Analysis 3

Thesis:
for graduation. At least one recital is required for all concentrations. (Capstone Experience)

Additional degree requirements are listed by Concentration.

**Ensemble Requirements**

Masters students who are registered for 2 or more credits of music performance studies must audition for and perform in an ensemble each semester, as required by concentration. Students will have the opportunity to express their ensemble placement preferences, but they will be assigned according to audition results and ensemble priorities. Ensemble assignments and placement will be determined by the Director of Bands, Director of Orchestras, Director of Choral Programs and the Director of the Miles Davis Jazz Program in the consultation with the performance teachers and appropriate Area Coordinator.

**Degree Requirements by Concentration**

**Collaborative Piano**

**Required:** 33 credit hours

Nine hours of language are required for collaborative piano majors, one semester each of French, German, and Italian. Also required is the equivalent of MUP 170 Italian and Latin Diction for Singers. Language and diction hours must be credited satisfactorily on a college transcript. If not, this requirement may be resolved with appropriate enrollment while working on the current degree; however, these hours will not count toward the degree.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUP 651</td>
<td>Performance Studies</td>
<td>12</td>
</tr>
<tr>
<td>MUP 653</td>
<td>Performance Studies (Secondary) (harpsichord or fortepiano)</td>
<td>1</td>
</tr>
<tr>
<td>ENS 648</td>
<td>Chamber Music (four semesters)</td>
<td>4</td>
</tr>
<tr>
<td>MUP 600</td>
<td>Recital *</td>
<td>0</td>
</tr>
<tr>
<td>MUE 601</td>
<td>Research Methods in Music</td>
<td>3</td>
</tr>
<tr>
<td>or MUS 602</td>
<td>Seminar in Music Research and Writing</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MUS 706</td>
<td>Seminar in Music History</td>
<td></td>
</tr>
<tr>
<td>MUS 707</td>
<td>Seminar in Musical Analysis</td>
<td></td>
</tr>
<tr>
<td>MUS 660</td>
<td>Theory and Analysis of Rhythm</td>
<td></td>
</tr>
<tr>
<td>MUS 662</td>
<td>Schenkerian Analysis</td>
<td></td>
</tr>
<tr>
<td>MUS 639</td>
<td>Tonal Counterpoint</td>
<td></td>
</tr>
<tr>
<td>MUS 692</td>
<td>Advanced Tonal Analysis</td>
<td></td>
</tr>
<tr>
<td>Select two of the following:</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>MUS 665</td>
<td>History of Opera</td>
<td></td>
</tr>
<tr>
<td>MUP 626</td>
<td>Song Literature I</td>
<td></td>
</tr>
<tr>
<td>or MUP 634</td>
<td>Song Literature II</td>
<td></td>
</tr>
<tr>
<td>MUP 620</td>
<td>Seminar in Piano</td>
<td></td>
</tr>
<tr>
<td>MUP 621</td>
<td>Seminar in Vocal Literature</td>
<td></td>
</tr>
<tr>
<td>MUP 637</td>
<td>String and Keyboard Chamber Literature</td>
<td></td>
</tr>
<tr>
<td>MUP 697</td>
<td>Directed Study in Music Performance</td>
<td></td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select 4 credits</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td>33</td>
<td></td>
</tr>
</tbody>
</table>

* Note: two accompanying recitals are required. Recital repertoire should include representative selections from vocal, string, and wind literature. At least one work may be played on either the harpsichord or fortepiano.

**Conducting (Choral)**

**Required:** 32 credit hours

One semester of undergraduate conducting, two semesters of undergraduate diction including study of German and/or French diction, at least two semesters of undergraduate vocal study, and a history of participation in collegiate choral ensembles during the undergraduate degree must be satisfactorily credited on a college transcript. Deficiency in conducting study, voice study, and diction hours may be resolved with appropriate enrollment while working on the current degree; however, these hours will not count toward the degree.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUP 651</td>
<td>Performance Studies</td>
<td>8</td>
</tr>
<tr>
<td><strong>Ensemble</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select 4 credits from the following: *</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>ENS 680</td>
<td>Men's Glee Club</td>
<td></td>
</tr>
<tr>
<td>ENS 686</td>
<td>Women's Chorus</td>
<td></td>
</tr>
<tr>
<td>ENS 681</td>
<td>Women's Glee Club</td>
<td></td>
</tr>
<tr>
<td>ENS 682</td>
<td>University Chorale</td>
<td></td>
</tr>
<tr>
<td>ENS 688</td>
<td>Chamber Singers</td>
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</tr>
<tr>
<td><strong>Pedagogy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUP 627</td>
<td>Principles of Vocal Pedagogy</td>
<td>3</td>
</tr>
<tr>
<td><strong>Secondary Keyboard or Vocal Performance Study</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUP 653</td>
<td>Performance Studies (Secondary)</td>
<td>2</td>
</tr>
<tr>
<td><strong>Recital</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUP 600</td>
<td>Recital</td>
<td>0</td>
</tr>
<tr>
<td><strong>Courses in Support of the Major</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUE 601</td>
<td>Research Methods in Music</td>
<td>3</td>
</tr>
<tr>
<td>or MUS 602</td>
<td>Seminar in Music Research and Writing</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MUS 707</td>
<td>Seminar in Musical Analysis</td>
<td></td>
</tr>
<tr>
<td>MUS 660</td>
<td>Theory and Analysis of Rhythm</td>
<td></td>
</tr>
<tr>
<td>MUS 662</td>
<td>Schenkerian Analysis</td>
<td></td>
</tr>
<tr>
<td>MUS 639</td>
<td>Tonal Counterpoint</td>
<td></td>
</tr>
<tr>
<td>MUS 692</td>
<td>Advanced Tonal Analysis</td>
<td></td>
</tr>
<tr>
<td>Select two of the following:</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>MUS 665</td>
<td>History of Opera</td>
<td></td>
</tr>
<tr>
<td>MUP 626</td>
<td>Song Literature I</td>
<td></td>
</tr>
<tr>
<td>or MUP 634</td>
<td>Song Literature II</td>
<td></td>
</tr>
<tr>
<td>MUP 620</td>
<td>Seminar in Piano</td>
<td></td>
</tr>
<tr>
<td>MUP 621</td>
<td>Seminar in Vocal Literature</td>
<td></td>
</tr>
<tr>
<td>MUP 637</td>
<td>String and Keyboard Chamber Literature</td>
<td></td>
</tr>
<tr>
<td>MUP 697</td>
<td>Directed Study in Music Performance</td>
<td></td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select 3 credits</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td>32</td>
<td></td>
</tr>
</tbody>
</table>

* By audition placement.

**Conducting (Instrumental)**

**Required:** 32 credit hours
### Courses in the Major

#### Performance Studies

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUP 651</td>
<td>Performance Studies</td>
<td>12</td>
</tr>
</tbody>
</table>

#### Ensemble

Select 2 credits, placement by audition

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUP 600</td>
<td>Recital</td>
<td>2</td>
</tr>
</tbody>
</table>

#### Courses in Support of the Major

Select 9 credits of any graduate music courses not in the major (non-performance, non-ensemble)

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUE 601</td>
<td>Research Methods in Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 602</td>
<td>Seminar in Music Research and Writing</td>
<td></td>
</tr>
<tr>
<td>MUP 683</td>
<td>Instrumental Literature and Performance Practice</td>
<td></td>
</tr>
</tbody>
</table>

#### Electives

Select 5 credits

Total Credit Hours: 32

*Note: MUE 601 Research Methods in Music or MUS 602 Seminar in Music Research and Writing are recommended.*

### Early Keyboard Instruments

**Required:** 32 credit hours

Note: MUP 302 Keyboard Harmony I or MUP 303 Keyboard Harmony II or proficiency required (no graduate credit)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUP 651</td>
<td>Performance Studies</td>
<td>12</td>
</tr>
</tbody>
</table>

#### Pedagogy

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUP 638</td>
<td>Organ Pedagogy</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Ensemble

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUP 600</td>
<td>Recital</td>
<td>2</td>
</tr>
</tbody>
</table>

#### Courses in Support of the Major

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 602</td>
<td>Seminar in Music Research and Writing</td>
<td></td>
</tr>
</tbody>
</table>

#### Theory

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 639</td>
<td>Tonal Counterpoint</td>
<td>3</td>
</tr>
<tr>
<td>MUS 692</td>
<td>Advanced Tonal Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Area Literature

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUP 613</td>
<td>Piano Literature I</td>
<td>3</td>
</tr>
<tr>
<td>MUP 668</td>
<td>Organ Literature</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Choral Conducting

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUP 629</td>
<td>Organ Literature</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Credit Hours: 34

*If tonal counterpoint is credited on the undergraduate transcript with a grade of B or better from NASM-accredited school, the may instead take a non-restricted music elective.*

### Piano

**Required:** 32 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUP 651</td>
<td>Performance Studies</td>
<td>12</td>
</tr>
</tbody>
</table>

#### Ensemble

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUP 600</td>
<td>Recital</td>
<td>2</td>
</tr>
</tbody>
</table>

#### Courses in Support of the Major

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUE 601</td>
<td>Research Methods in Music</td>
<td>3</td>
</tr>
<tr>
<td>or MUS 602</td>
<td>Seminar in Music Research and Writing</td>
<td></td>
</tr>
<tr>
<td>MUP 613</td>
<td>Piano Literature I</td>
<td>3</td>
</tr>
<tr>
<td>MUS 706</td>
<td>Seminar in Music History</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 639</td>
<td>Tonal Counterpoint</td>
<td>3</td>
</tr>
<tr>
<td>MUS 662</td>
<td>Schenkerian Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MUS 692</td>
<td>Advanced Tonal Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MUS 707</td>
<td>Seminar in Musical Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Music Electives

Select 4 credits

Total Credit Hours: 32

*Second keyboard instrument - organ, fortepiano, harpsichord, clavichord.*

### Organ

**Required:** 34 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUP 651</td>
<td>Performance Studies</td>
<td>12</td>
</tr>
</tbody>
</table>

#### Pedagogy

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUP 638</td>
<td>Organ Pedagogy</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Ensemble

Select 2 credits

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUP 600</td>
<td>Recital</td>
<td>2</td>
</tr>
</tbody>
</table>

#### Courses in Support of the Major

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 602</td>
<td>Seminar in Music Research and Writing</td>
<td></td>
</tr>
</tbody>
</table>

#### Theory

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 639</td>
<td>Tonal Counterpoint</td>
<td>3</td>
</tr>
<tr>
<td>MUS 692</td>
<td>Advanced Tonal Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Area Literature

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUP 613</td>
<td>Piano Literature I</td>
<td>3</td>
</tr>
<tr>
<td>MUP 668</td>
<td>Organ Literature</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Choral Conducting

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUP 629</td>
<td>Organ Literature</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Credit Hours: 34

*Second keyboard instrument - organ, fortepiano, harpsichord, clavichord.*
MUS 685  Music of the Nineteenth Century  
MUS 706  Seminar in Music History  

Select one of the following:  

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 639</td>
<td>Tonal Counterpoint</td>
<td>3</td>
</tr>
<tr>
<td>MUS 644</td>
<td>Pedagogy of Music Theory</td>
<td>3</td>
</tr>
<tr>
<td>MUS 660</td>
<td>Theory and Analysis of Rhythm</td>
<td>3</td>
</tr>
<tr>
<td>MUS 662</td>
<td>Schenkerian Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MUS 664</td>
<td>Post-Tonal Theory</td>
<td>3</td>
</tr>
<tr>
<td>MUS 692</td>
<td>Advanced Tonal Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MUS 707</td>
<td>Seminar in Musical Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

**Music Electives**  

Select 6 credits  

Total Credit Hours  

32

* Usually selected from MUP 684 Performance of Art Song Repertoire or ENS 648 Chamber Music.

**Piano Pedagogy**  

**Required:** 32 credit hours  

Note: MUP 302 Keyboard Harmony I or MUP 303 Keyboard Harmony II or proficiency required (no graduate credit).

**Code** | **Title** | **Credit Hours**  
---|---|---
MUP 651 | Performance Studies | 12  
MUP 612 | Piano Pedagogy I | 3  
MUP 609 | Jazz Pedagogy | 3  
MUP 617 | Piano Pedagogy II | 3  
MUP 620 | Seminar in Piano | 3  
MUE 632 | Methods and Materials of Music Reading Instruction | 3  
MUS 644 | Pedagogy of Music Theory | 3  
MUE 645 | Teaching Elementary Music: Theory and Practice | 3  
MUP 610 | Lecture-Demonstration | 2  

**Courses in Support of the Major**  

**Lecture/Demonstration and Paper**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUP 601</td>
<td>Research Methods in Music</td>
<td>3</td>
</tr>
<tr>
<td>or MUS 602</td>
<td>Seminar in Music Research and Writing</td>
<td>3</td>
</tr>
</tbody>
</table>
| MUP 613 | Piano Literature I | 3  
| MUP 614 | Piano Literature II | 3  

Select 3 credits from any graduate music courses not in the major (non-performance, non-ensemble)  

Total Credit Hours  

32

**String, Wind, Percussion**  

**Required:** 32 credit hours  

**Code** | **Title** | **Credit Hours**  
---|---|---
ENS 680 | Men's Glee Club | 2  
ENS 681 | Women's Glee Club | 2  
ENS 682 | University Chorale | 2  
ENS 686 | Women's Chorus | 2  

**Vocal Pedagogy**  

**Required:** 35 credit hours  

Twelve (12) credits of language are required for voice majors—one semester each of French, German, and Italian plus a second semester of one of these three languages. These hours must be satisfactorily credited on a college transcript. In addition to diagnostic exams in history and theory required of all graduate students, voice students will be assessed on competency in written International Phonetic Alphabet and spoken pronunciation of Italian, German, French, and English. Deficiencies may be resolved with appropriate enrollment in undergraduate courses while working on the current degree; however, these hours will not count toward the degree. For graduate credit, students may resolve the deficiency by enrolling in MUP 730 The Study and Pedagogy of Phonetics as Applied to Singing. Consult the Graduate Handbook in Music Performance for further information.

**Code** | **Title** | **Credit Hours**  
---|---|---
MUP 651 | Performance Studies | 8  
MUP 640 | Vocal Coaching | 1  
MUP 627 | Principles of Vocal Pedagogy | 3  
MUP 728 | Advanced Vocal Pedagogy | 3  

**Courses in the Major**  

**Performance**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
</table>
| MUP 651 | Performance Studies | 8  

**Ensemble**

Select 2 credits (by audition placement) from the following:  

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
</table>
| ENS 680 | Men's Glee Club | 2  
| ENS 681 | Women's Glee Club | 2  
| ENS 682 | University Chorale | 2  
| ENS 686 | Women's Chorus | 2  

**Note:** Students may perform one additional recital to fulfill elective hours.  

**Note:** MUE 601 Research Methods in Music or MUS 602 Seminar in Music Research and Writing are recommended.
Voice

Required: 32 credit hours

Twelve (12) credits of language are required for voice majors—one semester each of French, German, and Italian plus a second semester of one of these three languages. These credits must be satisfactorily credited on a college transcript. In addition to diagnostic exams in history and theory required of all graduate students, voice students will be assessed on competency in written International Phonetic Alphabet and spoken pronunciation of Italian, German, French, and English. Deficiencies may be resolved with appropriate enrollment in undergraduate courses while working on the current degree; however, these hours will not count toward the degree. For graduate credit, students may resolve the deficiency by enrolling in MUP 730 The Study and Pedagogy of Phonetics as Applied to Singing. Consult the Graduate Handbook in Music Performance for further information.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENS 688</td>
<td>Chamber Singers</td>
<td></td>
</tr>
<tr>
<td>Lecture/Demonstration and Paper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUP 610</td>
<td>Lecture-Demonstration</td>
<td>2</td>
</tr>
<tr>
<td>Recital</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUP 600</td>
<td>Recital</td>
<td>0</td>
</tr>
</tbody>
</table>

Courses in Support of the Major

Select one from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUE 601</td>
<td>Research Methods in Music</td>
<td>3</td>
</tr>
<tr>
<td>or MUS 602</td>
<td>Seminar in Music Research and Writing</td>
<td></td>
</tr>
<tr>
<td>MUP 626</td>
<td>Song Literature I</td>
<td>3</td>
</tr>
<tr>
<td>or MUP 634</td>
<td>Song Literature II</td>
<td></td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 639</td>
<td>Tonal Counterpoint</td>
<td>3</td>
</tr>
<tr>
<td>MUS 644</td>
<td>Pedagogy of Music Theory</td>
<td></td>
</tr>
<tr>
<td>MUS 660</td>
<td>Theory and Analysis of Rhythm</td>
<td></td>
</tr>
<tr>
<td>MUS 662</td>
<td>Schenkerian Analysis</td>
<td></td>
</tr>
<tr>
<td>MUS 664</td>
<td>Post-Tonal Theory</td>
<td></td>
</tr>
<tr>
<td>MUS 692</td>
<td>Advanced Tonal Analysis</td>
<td></td>
</tr>
<tr>
<td>MUS 707</td>
<td>Seminar in Musical Analysis</td>
<td></td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>600-level Music History course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>600-level Music Literature course</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Music Electives

Select 4 credits

Total Credit Hours 35

Multiple Woodwinds (Three Instrument Track)

Required: 32 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUP 651</td>
<td>Performance Studies (Principal Instrument, 6-9 credits)</td>
<td>15</td>
</tr>
<tr>
<td>MUP 653</td>
<td>Performance Studies (Secondary) (Secondary Instrument, 4 credits)</td>
<td></td>
</tr>
<tr>
<td>MUP 653</td>
<td>Performance Studies (Secondary) (Third Instrument, 2-5 credits)</td>
<td></td>
</tr>
</tbody>
</table>

Ensemble

Select 4 credits (by audition placement)

Recital

MUP 600 | Recital | 1       |

Courses in Support of the Major

Select 9 credits from any graduate music courses not in the major (non-performance, non-ensemble)

Select one from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUE 601</td>
<td>Research Methods in Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS 602</td>
<td>Seminar in Music Research and Writing</td>
<td></td>
</tr>
<tr>
<td>MUP 683</td>
<td>Instrumental Literature and Performance Practice</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 32

* Note: Proficiency must be shown in secondary instruments at the undergraduate concentration upper-division examination level (MUP 351 Performance Studies proficiency minimum)
The D.M.A. in Music requires 90 credit hours of post-baccalaureate course work; 60 credits must be completed at UNCG (the Graduate School transfer credit policy applies). A diagnostic examination is administered prior to the first semester of enrollment.

Assistantships are available, as are a limited number of in-state and/or out-of-state tuition waivers. Graduate Assistants in Performance are routinely assigned to teach performance studies, perform in ensembles, teach required classes depending on experience, and assist with other support duties in the School.

**Graduate Music Handbook**

Additional policies and regulations are found in the Graduate Music Handbook located at: http://performingarts.uncg.edu/current/g-music.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

In addition to the application materials required by The Graduate School, D.M.A. applicants must submit a repertory list, resume, and scholarly writing sample (if required) with the pre-screening recording. The GRE is not required. Students who begin study at the master's level at UNC Greensboro must successfully fulfill all requirements for the master's degree and successfully present a doctoral audition/interview to be admitted into the doctoral program.

**Degree Program Requirements**

**Required:** 90 credit hours

The D.M.A. in Music requires a minimum of 90 credit hours of post-baccalaureate course work. Up to 30 credits earned in a master's program from an accredited graduate school may be applied to the elective portion of this degree. These credits may count toward the required cognate or help to satisfy competencies with the approval of the Doctoral Advisory Committee in accordance with the academic regulations of The Graduate School. These credits may not be used to satisfy any non-elective requirements.

The plan of study is developed individually in consultation with the student's advisory committee. At least 75% of all course work (36 credits), exclusive of the dissertation, must be at the 600 or 700 level. A diagnostic examination is administered prior to the first semester of enrollment.

The following 60 credits must be completed at UNC Greensboro (the Graduate School transfer credit policy applies):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUP 751</td>
<td>Performance Studies *</td>
<td>18</td>
</tr>
<tr>
<td>MUS 706</td>
<td>Seminar in Music History</td>
<td>3</td>
</tr>
<tr>
<td>MUS 639</td>
<td>Tonal Counterpoint</td>
<td></td>
</tr>
<tr>
<td>MUS 660</td>
<td>Theory and Analysis of Rhythm</td>
<td></td>
</tr>
<tr>
<td>MUS 662</td>
<td>Schenkerian Analysis</td>
<td></td>
</tr>
<tr>
<td>MUS 664</td>
<td>Post-Tonal Theory</td>
<td></td>
</tr>
<tr>
<td>MUS 692</td>
<td>Advanced Tonal Analysis</td>
<td></td>
</tr>
<tr>
<td>MUS 707</td>
<td>Seminar in Musical Analysis</td>
<td></td>
</tr>
<tr>
<td>MUE 605</td>
<td>The Measurement of Musical Behavior</td>
<td></td>
</tr>
<tr>
<td>MUE 618</td>
<td>Psychology of Music</td>
<td></td>
</tr>
<tr>
<td>MUE 627</td>
<td>Issues in Multicultural Music Education</td>
<td></td>
</tr>
<tr>
<td>MUE 633</td>
<td>Music for Exceptional Children</td>
<td></td>
</tr>
<tr>
<td>MUE 634</td>
<td>Contemporary Trends in Music Education</td>
<td></td>
</tr>
<tr>
<td>MUE 645</td>
<td>Teaching Elementary Music: Theory and Practice</td>
<td></td>
</tr>
<tr>
<td>MUE 646</td>
<td>Music Experiences: Birth through Kindergarten</td>
<td></td>
</tr>
<tr>
<td>MUE 650</td>
<td>Seminar in Music Education</td>
<td></td>
</tr>
<tr>
<td>MUE 653</td>
<td>Music Supervision</td>
<td></td>
</tr>
<tr>
<td>MUE 658</td>
<td>Topics in Music Technology for Educators</td>
<td></td>
</tr>
<tr>
<td>MUE 659</td>
<td>Philosophy of Music</td>
<td></td>
</tr>
<tr>
<td>MUE 678</td>
<td>Orff in the Music Classroom</td>
<td></td>
</tr>
<tr>
<td>MUE 740</td>
<td>Music Education in Society</td>
<td></td>
</tr>
<tr>
<td>MUE 750</td>
<td>Doctoral Seminar</td>
<td></td>
</tr>
<tr>
<td>MUP 750</td>
<td>College Teaching: The Tenure Track</td>
<td></td>
</tr>
</tbody>
</table>

**Electives (21 credits minimum)**

Select a minimum of 21 hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUP 799</td>
<td>Dissertation</td>
<td>12</td>
</tr>
</tbody>
</table>

Total Credit Hours: 60

* Students registered for more than one credit of MUP 751 Performance Studies must simultaneously enroll for at least three credits of non-performance or -ensemble music course work.

**Required Competencies**

Satisfactory completion of competencies is determined by the Doctoral Advisory Committee.

- Area Literature
- Area Pedagogy
- Language (if required by area, see Music Graduate Handbook for details)
- Research (Students who have not earned a B or higher in a bibliography/research course at the master's level from an NASM accredited school must take MUE 601 Research Methods in Music or MUS 602 Seminar in Music Research and Writing.)

**Required Cognates**

All students are required to develop a cognate that comprises 12 credit hours from any one area of study. These credits may come from the master’s degree, the required doctoral courses, or any other courses taken at UNCG as electives. If a student applies for and completes one of our PBCs, PMCs, or doctoral minors, this fulfills the cognate requirement. For more information on our certificate programs, please see the appropriate section in the Graduate Bulletin. Satisfactory completion of cognates is determined by the Doctoral Advisory Committee.
Dissertation (12 credits minimum)
The dissertation for the Doctoral of Musical Arts degree comprises 3 major sections:

1. a performance section;
2. a written section; and
3. an oral defense.

- Performance. Three recitals are required for all D.M.A. students to fulfill the performance portion of the D.M.A. Dissertation.

- Doctoral Document. The written portion of the dissertation is a document that represents original scholarship, is carried out at the highest level of scholarship, and is relevant to the particular major field’s repertory, pedagogy, history, or practice. (see the Guide for the Preparation of Theses and Dissertations).

- Defense of the Document. The doctoral candidate who has successfully completed all other requirements for the degree must defend the dissertation orally (Final Oral Examination). See the Graduate Music Handbook for Defense options.

Required Examinations
Diagnostic, Continuation Jury, Preliminary (written and oral), Final Oral (defense of the document)

Music Education, Ph.D.
The Ph.D. in Music Education requires 69 credit hours. At least 75% of all course work, exclusive of the dissertation, must be at the 600 or 700 level. A diagnostic examination is administered prior to the first semester of enrollment. A cognate, or cognates, in any area approved by the student’s advisory/dissertation committee and The Graduate School may be elected as specified in the University Catalog.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

Degree Program Requirements
Required: 69 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUE</td>
<td>Select 18 credits from the following:</td>
<td>18</td>
</tr>
<tr>
<td>MUE 605</td>
<td>The Measurement of Musical Behavior</td>
<td></td>
</tr>
<tr>
<td>MUE 618</td>
<td>Psychology of Music</td>
<td></td>
</tr>
<tr>
<td>MUE 619</td>
<td>Acoustics of Music</td>
<td></td>
</tr>
<tr>
<td>MUE 633</td>
<td>Music for Exceptional Children</td>
<td></td>
</tr>
<tr>
<td>MUE 634</td>
<td>Contemporary Trends in Music Education</td>
<td></td>
</tr>
<tr>
<td>MUE 645</td>
<td>Teaching Elementary Music: Theory and Practice</td>
<td></td>
</tr>
<tr>
<td>MUE 650</td>
<td>Seminar in Music Education</td>
<td></td>
</tr>
<tr>
<td>MUE 653</td>
<td>Music Supervision</td>
<td></td>
</tr>
<tr>
<td>MUE 750</td>
<td>Doctoral Seminar</td>
<td></td>
</tr>
<tr>
<td>MUE 797</td>
<td>Directed Study in Music</td>
<td></td>
</tr>
<tr>
<td>ERM</td>
<td>Intermediate Statistical Methods in Education</td>
<td>3</td>
</tr>
<tr>
<td>ERM 680</td>
<td>Design and Analysis of Educational Experiments</td>
<td>3</td>
</tr>
<tr>
<td>MUE 601</td>
<td>Research Methods in Music</td>
<td>3</td>
</tr>
<tr>
<td>MUE 701</td>
<td>Research Methods in Music II</td>
<td>3</td>
</tr>
</tbody>
</table>

Professional Education or Other Fields
Select 9 credits from the following areas of study:

- History and Philosophy
- Curriculum and Pedagogy
- Administration
- Psychology and Human Development
- Computer Science and Information Management

Music Electives
Select 12 credits

Music History and/or Theory
Select 6 credits

Dissertation
MUE 799 Dissertation 12

Total Credit Hours 69

* Note: Workshop credits applied toward the Ph.D. are limited to 3 credits.

Research and Teaching Skills Proficiencies
Completed on an independent basis during course of study before comprehensive examination.

Required Examinations

Ethnomusicology, Post-Baccalaureate Certificate
The Post-Baccalaureate Certificate in Ethnomusicology provides students with global breadth and awareness of multiple music traditions, as well as theoretical principles and practical applications of ethnomusicology. Requires 15 credit hours.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

In addition to the application materials required by The Graduate School:

- A writing sample showing significant engagement with music and culture
- A statement of intent outlining background in ethnomusicology and particular goals and interests
- An interview with participating faculty

Program Requirements
Required: 15 credit hours

Options will be decided in consultation with the student’s advisor.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENS</td>
<td>World Music Ensemble (two semesters)</td>
<td>2</td>
</tr>
<tr>
<td>MUS 706</td>
<td>Seminar in Music History (offered once every 2 years)</td>
<td>3</td>
</tr>
<tr>
<td>MUS 689</td>
<td>Practicum in Teaching Music Theory and Musicology</td>
<td>1</td>
</tr>
</tbody>
</table>

Select two of the following: 6

Select one 500/600-level Social Science/Humanities elective chosen in consultation with advisor

Total Credit Hours 15

Historical Keyboard Performance, Post-Baccalaureate Certificate

The Post-Baccalaureate Certificate in Historical Keyboard Performance provides students guidance in playing 16th through 19th century repertoire on instruments contemporaneous with the music, supported by coursework in literature and performance practice.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

In addition to the application materials required by The Graduate School:

- An earned Bachelor’s degree in Music is a prerequisite.

Students applying only for this PBC will audition for the keyboard faculty, adapting the audition requirements of the M.M. in Early Keyboard Instruments in consultation with the Coordinator of the Keyboard Area. Such non-degree students must also submit all application materials required by the School of Music and the Graduate School, excluding GRE scores, by the appropriate deadline for Fall, Spring, or Summer admission. Admitted D.M.A. students in keyboard performance may contact the Coordinator of the Keyboard Area for permission to enroll in this PBC without undergoing any additional auditions.

Program Requirements

Required: 12 credit hours (must be taken at UNCG)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUP 600</td>
<td>Recital</td>
<td>0</td>
</tr>
<tr>
<td>MUP 613</td>
<td>Piano Literature I</td>
<td>3</td>
</tr>
<tr>
<td>MUP 620</td>
<td>Seminar in Piano *</td>
<td>3</td>
</tr>
<tr>
<td>MUP 653</td>
<td>Performance Studies (Secondary) **</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Total Credit Hours</td>
<td>12</td>
</tr>
</tbody>
</table>

* Topic must be relevant to historical keyboard studies, such as: The 18th-Century Piano, The Mozart Piano Concertos, Haydn’s Keyboard Music, The Pianist’s Bach, Performance Practice on Historical Keyboard Instruments, Beethoven’s Late Piano Music, Chopin and the Pleyel, Iberian keyboard music of the Renaissance and Baroque, The Keyboard Prelude and Fugue in 16th- and 18th-century Germany.

** In harpsichord, fortepiano, and/or organ. Registration may be for one or two credits per semester.

Exit Requirements

The student will perform a 30-minute recital of solo repertoire on an historical keyboard instrument or instruments. Degree-seeking students may, with the approval of the studio teacher, use the fulfillment of this requirement to satisfy a portion of their degree’s performance requirements.

Graduate Music Handbook

Additional policies and regulations are found in the Graduate Music Handbook located at: https://vpa.uncg.edu/music/music-current-students/graduate/.

Jazz Studies, Post-Baccalaureate Certificate

The Post-Baccalaureate Certificate in Jazz Studies provides students and/or professionals with knowledge and skills needed to apply principles of jazz to a variety of musical careers.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

In addition to the application materials required by The Graduate School:

- An earned Bachelor’s degree in Music; in exceptional cases, a student with an undergraduate degree outside of music may be considered.
- For current degree-seeking students, at least one letter of recommendation must be from a Jazz faculty member at UNC Greensboro.

Program Requirements

Required: 12 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUP 605</td>
<td>Principles of Jazz Theory</td>
<td></td>
</tr>
<tr>
<td>MUP 609</td>
<td>Jazz Pedagogy</td>
<td></td>
</tr>
<tr>
<td>MUP 623</td>
<td>Jazz Arranging I</td>
<td></td>
</tr>
<tr>
<td>MUP 624</td>
<td>Jazz Arranging II</td>
<td></td>
</tr>
<tr>
<td>MUP 653</td>
<td>Performance Studies (Secondary) (may be repeated for 3 additional credits)</td>
<td></td>
</tr>
<tr>
<td>MUP 663</td>
<td>History of Jazz</td>
<td></td>
</tr>
<tr>
<td>MUP 664</td>
<td>Jazz Improvisation I</td>
<td></td>
</tr>
<tr>
<td>MUP 665</td>
<td>Advanced Jazz Improvisation</td>
<td></td>
</tr>
<tr>
<td>ENS 648</td>
<td>Chamber Music **</td>
<td></td>
</tr>
<tr>
<td>ENS 695</td>
<td>Jazz Ensemble **</td>
<td></td>
</tr>
<tr>
<td>ENS 696</td>
<td>Jazz Ensemble II **</td>
<td></td>
</tr>
</tbody>
</table>

* Must be taken at UNCG, at least 6 at the 600-level; the coordinator of the Miles Davis Program in Jazz will advise the certificate student in course selection.

** May be repeated up to three times.

Although not required, students are encouraged to audition for one of the jazz ensembles or jazz combos.

Exit Requirements

Completion of all course work with a grade of B or better is required. Degree-seeking students must include a member of the jazz faculty on their doctoral advisory committee or master’s comprehensive exam committee. Testing conditions will follow those outlined in the Handbook for Graduate Study in Music for the student’s degree program.
Music Composition, Post-Baccalaureate Certificate

The Post-Baccalaureate Certificate in Music Composition provides students with knowledge and skills needed to pursue music composition within a variety of musical careers.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

In addition to the application materials required by The Graduate School:

- An earned Bachelor's degree in Music; in exceptional cases, a student with an undergraduate degree outside of music may be considered.
- For current degree-seeking students, at least one letter of recommendation must be from a Composition faculty member at UNC Greensboro.
- The application will also contain a portfolio of scores and recordings of original compositions (normally consisting of 3-5 works).

Program Requirements

Required: 12 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUP 600</td>
<td>Recital</td>
<td></td>
</tr>
<tr>
<td>MUP 611</td>
<td>Composition Workshop</td>
<td></td>
</tr>
<tr>
<td>MUP 623</td>
<td>Jazz Arranging I</td>
<td></td>
</tr>
<tr>
<td>MUP 624</td>
<td>Jazz Arranging II</td>
<td></td>
</tr>
<tr>
<td>MUP 644</td>
<td>Digital Music I</td>
<td></td>
</tr>
<tr>
<td>MUP 645</td>
<td>Digital Music Composition II</td>
<td></td>
</tr>
<tr>
<td>MUP 653</td>
<td>Performance Studies (Secondary) (may be repeated)</td>
<td></td>
</tr>
<tr>
<td>MUP 655</td>
<td>Orchestration</td>
<td></td>
</tr>
<tr>
<td>MUP 676</td>
<td>Period Music Ensembles (may be repeated once for credit)</td>
<td></td>
</tr>
</tbody>
</table>

Exit Requirements

Each certificate student must present a 30-minute recital of their original compositions. Degree-seeking students must include a member of the composition faculty on their doctoral advisory committee or master's comprehensive exam committee. Testing conditions will follow those outlined in the Handbook for Graduate Study in Music for the student's degree program. Students will be afforded two opportunities to pass the recital requirement.
Music Theory Pedagogy, Post-Master's Certificate

The Post-Master's Certificate in Music Theory Pedagogy provides Ph.D. or D.M.A. music students with the knowledge and skills necessary to be successful teaching music theory and ear training in higher education.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

In addition to the application materials required by The Graduate School, applicants must:

- Be enrolled in a doctoral degree program in music.
- Earn a passing score on the Graduate Theory Diagnostic Exam.
- Provide a statement of intent that outlines their background and interest in music theory and their goals.
- Interview with participating faculty. The interview involves an assessment of skills required for the teaching of music theory and ear training. Contact the Director of Graduate Study in Music for more information.

**Program Requirements**

**Required:** 12 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 639</td>
<td>Tonal Counterpoint</td>
<td>3</td>
</tr>
<tr>
<td>MUS 644</td>
<td>Pedagogy of Music Theory</td>
<td>3</td>
</tr>
<tr>
<td>MUS 660</td>
<td>Theory and Analysis of Rhythm</td>
<td>3</td>
</tr>
<tr>
<td>MUS 662</td>
<td>Schenkerian Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MUS 664</td>
<td>Post-Tonal Theory</td>
<td>3</td>
</tr>
<tr>
<td>MUS 690</td>
<td>Current and Historical Trends in Music Theory</td>
<td>3</td>
</tr>
<tr>
<td>MUS 692</td>
<td>Advanced Tonal Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

*Note: MUS 707 Seminar in Musical Analysis may be taken twice with different topics to fulfill 6 credits of certificate requirements.*

Musicology, Post-Baccalaureate Certificate

The Post-Baccalaureate Certificate in Musicology provides students with the opportunity to study music history in greater depth in a structured program, preparing M.M. and D.M.A. students to teach courses requiring music history knowledge, and thus enhancing their marketable skills. It also prepares other graduates of B.A. or B.M. programs for further graduate study in musicology and enhances the employability of students with an interest in public sector fields and arts administration.

The objectives of the Post-Baccalaureate Certificate in Musicology are to:

- Increase cultural awareness and understanding of the Western art music tradition in relation to non-European musical traditions.
- Develop practical skills for teaching music history in the classroom.
- Develop research and writing skills in the field of music history.

The program is open to students with a B.A., B.M., or other undergraduate four-year degrees who meet admission requirements. Additionally, it is open to UNC Greensboro students enrolled in M.M., D.M.A. and Ph.D. programs in the School of Music.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

In addition to the application materials required by The Graduate School:

- Pass the music history diagnostic exam required of all incoming degree-seeking music graduate students.
- Provide a statement of intent that outlines the candidate's background, interests, and goals in musicology.
• Provide a writing sample that demonstrates intellectual engagement with music.
• Interview with participating faculty.

Students in the Musicology certificate program will work with an advisor in the musicology area who will help the student design an integrated program specific to his or her needs and interests.

Program Requirements
Required: 13 credit hours taken at UNCG

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 689</td>
<td>Practicum in Teaching Music Theory and Musicology</td>
<td>1</td>
</tr>
<tr>
<td>MUS 706</td>
<td>Seminar in Music History</td>
<td>6</td>
</tr>
<tr>
<td>Select 6 credits of additional Musicology/Enthnomusicology courses at the 600 or 700 level</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>13</td>
</tr>
</tbody>
</table>

* May be repeated with a different topic for a total of 6 credits.
** Additional Musicology/Ethnomusicology: In consultation with the student’s musicology advisor, and as appropriate for the student’s plan of study, the student may substitute one relevant course outside of the area. Relevant courses could include MUE 601 Research Methods in Music or MUS 602 Seminar in Music Research and Writing, a language, a period or non-Western ensemble, or a 500/600 level course in such fields as History, Women’s and Gender Studies, African American Studies, Music Theory, or others.

Exit Requirements
Students must maintain a minimum 3.0 GPA in courses counting for credit towards the certificate.

School of Theatre
College of Visual and Performing Arts

200 Taylor Building
336-334-5576
http://vpa.uncg.edu/theatre

John Poole, Director of the School of Theatre
Deb Bell, Director of Graduate Study

Mission
The UNC Greensboro School of Theatre educates and trains students as professional artists in performance, design and technology, theatre for youth, and theatre education. Our rigorous B.A., B.F.A., and M.F.A. programs produce exemplary theatre artists with the knowledge, skills, and vision to work professionally in the performing arts.

Undergraduate Study
The School of Theatre offers a full range of liberal arts and professional degree programs that prepare undergraduate students for a variety of career opportunities in theatre. The school offers the following undergraduate degree programs:

• B.A. in Drama
• B.F.A. in Drama, with concentrations in
  • Acting
  • Design and Technical Production
  • Theatre Education (Teacher Licensure)

The degrees, which are accredited by the National Association of Schools of Theatre, provide students with a vital mix of course work that combines both theory and practice and allows for the development of skills and talents.

The School also offers two minors in Drama and Technical Theatre. Each minor requires completion of 18 credit hours of courses. The minors are broadly designed and include a variety of course selections and should be of interest to students with general interests in these areas who are majoring in complementary fields such as Media Studies, Communication Studies, English, Art, and Dance.

The School's rich and varied curriculum is matched by an extensive co-curricular program that includes opportunities to participate in productions at UNC Greensboro Theatre, North Carolina Theatre for Young People, Triad Stage, and Workshop Theatre. Participation in school-sponsored plays and musicals is open to majors and non-majors alike.

The School encourages students to pursue internship opportunities, particularly in the summer months. Students are also encouraged to investigate study abroad programs offered by the university.

The School utilizes office, classroom, laboratory, studio, and performance space in the Taylor, Brown, UNC Greensboro Auditorium, McIver, and Curry buildings on campus. The school's faculty is composed of talented artists and scholars with excellent reputations as teachers. Students are encouraged to collaborate with faculty on creative and research projects during their course of study.

Admission to the School's degree programs is competitive. The requirements stated below are minimum requirements, and marginal compliance with them does not automatically imply admission.

Graduate Study
The School of Theatre offers one graduate degree: the MFA in Drama (with concentrations in acting, design, directing, and theatre for youth). The MFA is a terminal master's degree designed to develop individual artistry and provide advanced, specialized training in acting, design, directing, and theatre for youth. The MFA is accredited by the National Association of Schools of Theatre.

The School offers a rich and varied curriculum that combines theory and practice and demands the development of skills and talents. Curricular offerings are matched by an extensive co-curricular program that includes opportunities to participate in the School's extensive theatre production program, which includes UNC Greensboro Theatre, N.C. Theatre for Young People, Studio Theatre, Workshop Theatre, and a professional summer theatre workshop. Students may also be provided production opportunities at Triad Stage, an equity regional theatre in Greensboro.

Office, classroom, laboratory, studio, and performance space is used in Taylor, UNC Greensboro Auditorium, Brown, Ferguson, Curry, 812 Lilly, 326 Tate, and 328 Tate. The faculty of talented artists and scholars have excellent national reputations and are deeply committed to teaching and
learning. Graduate students are expected to work closely with faculty on creative and research projects during their course of study.

VISIONS students are restricted from taking any 500-level course without the permission of the Director of the School of Theatre and course instructor. Only students officially admitted to the MFA program can register for 600- and 700-level courses.

In addition to the information contained in the University Catalog, students are also required to be familiar with the policies and procedures contained in all School handbooks that can be obtained from the Resources page of the School’s website: https://vpa.uncg.edu/theatre/about/resources/.

Admission to Closed Courses
Due to enrollment pressures and limitations on space in certain classes, the school adheres to the following policy governing enrollment in its courses:

1. Individual faculty are responsible for adding or dropping students from their classes once enrollment limits have been met.
2. Students may be dropped from closed courses even though they may have successfully completed the registration process for the following reasons:
   a. Student is not a major or minor.
   b. Student has not completed course prerequisites or does not meet other enrollment restrictions as stated in the University Catalog.

Post-Baccalaureate Unclassified Students
Post-Baccalaureate unclassified students are restricted from taking any 500-level class without the permission of the Director and course instructor. Only officially admitted M.F.A. students can register for 600- and 700-level courses.

Professor
Deb L Bell
James Fisher
Robert C Hansen
Randall J McMullen
James M Wren

Associate Professor
Janet M Allard
Rachel Briley
Michael Flannery
Denise L Gabriel
John M Gulley
Christine A Morris
John R Poole
Ken White

Assistant Professor
Erin Farrell Speer

Lecturer
Noah C Davis
Chip Haas
Emily N Heilig
Joshua T Purvis
Joshua S Ritter

\(^G\) Graduate-level faculty

• Drama, B.A. (p. 465)
• Drama, B.F.A. (p. 466)
• Drama Undergraduate Minor (p. 469)
• Technical Theatre Undergraduate Minor (p. 469)
• Drama, M.F.A. (p. 469)

Arts Administration Minor
The Arts Administration minor (p. 416) is an option for any student majoring in the School of Theatre concentrations. It would be of interest to students pursuing a career in theatre management or in gaining additional skills to manage their artistic careers.

Theatre Disciplinary Honors Requirements
12 credit hours as outlined below.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>THR 232</td>
<td>Acting II</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>500-level THR course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Contract course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Independent study</td>
<td></td>
</tr>
<tr>
<td>THR 483</td>
<td>Honors Work **</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select 3 credits of the following:**</td>
<td></td>
</tr>
<tr>
<td>HSS 490</td>
<td>Senior Honors Project</td>
<td></td>
</tr>
<tr>
<td>THR 483</td>
<td>Honors Work</td>
<td></td>
</tr>
<tr>
<td>THR 498</td>
<td>Capstone Production Practicum</td>
<td></td>
</tr>
</tbody>
</table>

* Note: University Honors courses may be substituted for up to 6 credits of the 9 credits required. These courses offer a wide range of subjects and can often serve as GEC courses for the Theatre Major.

** Course qualifies if taken toward completion of HSS 490 Senior Honors Project.

*** The B.A. Capstone Experience, building on earlier courses, and/or University Studies Abroad to create a capstone experience, can serve as credit or substitute for these course. Students present their topics to their B.A. Faculty Review Committees for approval at least one semester before completing the capstone project. Upon completing the project, students summarize and analyze their project with the Faculty Review Committee. See advisor for possible capstone project examples.

500-level THR course
Any 500-level THR course completing graduate work with graduate students. Instructor must be notified at the beginning of course.

Contract Course
Any THR course negotiated as a Contract Course between the Honors Candidate and the instructor meeting Honors council guidelines for Contract Courses. See advisor for application forms and deadlines for submission.
Independent Study
Taken under the guidance of a faculty member, perhaps taken in preparation for the Capstone Experience/Project. See advisor for approval.

Qualifications
- A grade of at least B in all course work used to satisfy the Honors requirements for Theatre
- A declared Theatre Major
- At least a 3.30 overall GPA at graduation

Recognition
The designation “Completed Disciplinary Honors in Theatre” and the title of the Senior Honors Project will be printed on the student’s official transcript.

Honors Advisor
See Deborah Bell and undergraduate curriculum advisor for further information and guidance about Honors in Theatre.

Drama, B.A.
The B.A. in Drama provides a broadly based approach for students who wish to emphasize theatre as an undergraduate major. A strong core of courses in acting, directing, stagecraft, playscript analysis, theatre history, and dramatic literature is supplemented by additional work in performance, technical theatre, and other theatre studies. B.A. Drama Majors have plentiful opportunities to develop analytical, communication, and presentational skills highly valued in university graduates.

All Theatre majors are expected to read and abide by the policies published in the Theatre Program student handbooks, available online.

Overall Requirements
- 122 credit hours, to include 50 credits in the major, and at least 36 credits at or above the 300 course level

Degree Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>THR 140</td>
<td>Stage Crafts: Scenery, Lighting, and Sound</td>
<td></td>
</tr>
<tr>
<td>THR 145</td>
<td>Stage Crafts: Costuming and Makeup</td>
<td></td>
</tr>
<tr>
<td>THR 191</td>
<td>Theatre Practice-Scenery</td>
<td></td>
</tr>
<tr>
<td>THR 192</td>
<td>Theatre Practice-Costumes</td>
<td></td>
</tr>
<tr>
<td>THR 201</td>
<td>Playscript Analysis</td>
<td></td>
</tr>
<tr>
<td>THR 231</td>
<td>Acting I</td>
<td></td>
</tr>
<tr>
<td>THR 410</td>
<td>Directing I</td>
<td></td>
</tr>
<tr>
<td>THR 500</td>
<td>Theatre History I</td>
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</tr>
<tr>
<td>THR 501</td>
<td>Theatre History II</td>
<td></td>
</tr>
</tbody>
</table>

Select 4 credits from the following:

- THR 491 Advanced Theatre Practice-Scenery
- THR 492 Advanced Theatre Practice-Costumes
- THR 493 Advanced Theatre Practice-Box Office and/or Publicity
- THR 494 Advanced Theatre Practice-Production
- THR 495 Advanced Theatre Practice-Lighting

Qualified
- THR 490 Advanced Theatre Practice-Performance **

Theatre History

Select 3 credits from the following:

- THR 305 Broadway: Development of the American Musical
- THR 407 Feminist Theatre
- THR 505 American Theatre History
- THR 506 Non-Western Theatre and/or Film

Design

Select one of the following:

- THR 351 Scene Design
- THR 361 Costume Design
- THR 370 Lighting Design

Select 18 credits from above and/or from the following: 18

Directing/Playwriting/Performance

- THR 120 Voice for the Actor
- THR 232 Acting II
- THR 320 The Actor’s Space
- THR 380 Playwriting
- THR 435 Performance Styles
- THR 480 Playwriting II
- THR 510 Directing II
- THR 534 Acting for the Camera
- THR 595 Directing Practicum

Theatre for Youth

- THR 515 Drama in Education
- THR 516 Puppetry
- THR 517 Theatre in Education

Technical Theatre

- THR 242 Technical Production: Scenery
- THR 244 Technical Production: Costumes
- THR 245 Theatre Graphics
- THR 260 Advanced Makeup
- THR 345 Theatre Production Crafts
- THR 346 Costume Crafts
- THR 386 Introduction to Stage Management
- THR 503 Period Styles in Performance Design I
- THR 504 Period Styles in Performance Design II
- THR 542 Scene Painting I
- THR 548 Stage Millinery and Accessories
- THR 549 Historical Costume Pattern Drafting and Draping

Management

- THR 284 Arts Management
- THR 584 Theatre Management
Theatre Practice

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>THR 191</td>
<td>Theatre Practice-Scenery</td>
<td></td>
</tr>
<tr>
<td>THR 192</td>
<td>Theatre Practice-Costumes</td>
<td></td>
</tr>
<tr>
<td>THR 194</td>
<td>Apprentice Production Practicum</td>
<td></td>
</tr>
<tr>
<td>THR 294</td>
<td>Intern Production Practicum</td>
<td></td>
</tr>
<tr>
<td>THR 394</td>
<td>Journeyman Production Practicum</td>
<td></td>
</tr>
<tr>
<td>THR 490</td>
<td>Advanced Theatre Practice-Performance</td>
<td></td>
</tr>
<tr>
<td>THR 491</td>
<td>Advanced Theatre Practice-Scenery</td>
<td></td>
</tr>
</tbody>
</table>

Theatre Practice

THR 587  Theatre Field Studies

* **Note:** Junior and senior transfer students must complete a minimum of 2 credits in this requirement.

**No more than 3 credits may be from the course listed.

Related Area Requirements

Foreign Language Requirement

Foundational-level proficiency in a language other than English required. Proficiency may be demonstrated by placement test or by completion of course work through course number 102 or higher.

College of Visual and Performing Arts

Minor Requirement

Students pursuing a B.A. degree in the College of Visual and Performing Arts must also complete all requirements in a minor area of study that is different from their declared major field. Students may select minors in or outside the College of Visual and Performing Arts, and students are encouraged to seek advice from CVPA advisors when making this choice. Any B.A. student who is pursuing a double major is exempt from this requirement. See the Minor Requirement topic on the College of Visual and Performing Arts page for more information.

Electives

Electives sufficient to complete the 122 credit hours required for degree.

Drama, B.F.A.

About the B.F.A. Drama (DRAM) Major

The B.F.A. Drama Major emphasizes that theatre is a discipline involving aptitude, study, and practice. Students’ development through classroom study combined with practical application in the production program is required to continue in the major. Students are formally reviewed for continuance in the B.F.A. programs each year.

Admission to the B.F.A. in Drama Major

Students pursuing the B.F.A. in Drama select from three concentrations:

- Acting
- Design and Technical Production
- Theatre Education (with teacher licensure)

Admission to Acting Concentration

Students in the B.F.A. Acting concentration audition prior to admittance, and, if accepted, enter the B.F.A. in Acting as freshmen. Transfer students may elect to audition as part of the transfer process (prior to matriculation) and if accepted will enter UNC Greensboro as part of the freshmen B.F.A. in Acting class. The B.F.A. in Acting requires a residency at UNC Greensboro of no fewer than seven semesters.

Admission to Design and Technical Production Concentration

Provisional admission is granted to the B.F.A. in Design and Technical Production concentration during fall semester. At the end of fall semester, students are interviewed for admission to the programs. Students should consult their faculty advisors for detailed interview requirements. Admission to the program is very competitive.

Admission to Theatre Education Concentration

Provisional admission is granted to students in the Theater Education concentration during the first three semesters. After receiving passing scores on the Praxis I, and achieving a 3.0 GPA, students apply for admission to Teacher Education in the second semester of the sophomore year. A faculty interview is required for admission.

Transfer students should note that the program is concerned with the maturation and sequential training of the young artist/educator. Thus, enrollment for six semesters (three years) is required, even when students begin study in their junior year. Students planning to transfer to UNC Greensboro to pursue a B.F.A. in Theatre Education are cautioned to take courses that meet General Education Core (GEC) requirements instead of taking courses in the major.

Continuance in the B.F.A. Drama Major

As part of developing appropriate professional understanding, B.F.A. Acting students must complete one production assignment in the freshman year and a total of six more assignments during their sophomore, junior, and senior years. Three of the B.F.A. Acting students’ production assignments are in non-performance-related activities.

B.F.A. Design and Technical Production students must complete one production assignment during the second semester in the freshman year and at least six more assignments during the sophomore, junior, and senior years. B.F.A. transfer students in Design and Technical Production are required to complete one production assignment each semester in the program.

B.F.A. in Theatre Education students must maintain a 3.0 minimum GPA, maintain active professional liability insurance, complete 100 hours of pre-approved field experience in K–12 schools prior to student teaching, audition at least once every year, complete a minimum of two stage management assignments, and complete an annual faculty review.

Internship Requirements

B.F.A. Design and Technical Production majors are required to complete an internship. Transfer students should make arrangements to schedule the internship as soon as possible. Internships must be approved prior to completion of the internship duties.

All Theatre majors are expected to read and abide by the policies published in the student handbooks, available online.

Production Assignments

Credit is earned for these production assignments as noted in the outline of requirements within programs.
THR 492  Advanced Theatre Practice-Costumes
THR 493  Advanced Theatre Practice-Box Office and/or Publicity
THR 494  Advanced Theatre Practice-Production
THR 495  Advanced Theatre Practice-Lighting

**Overall Requirements**
- 124-128 credit hours, to include at least 36 credits at or above the 300 course level

**Degree Program Requirements**

**University Requirements** (p. 671)
- General Education Core Requirements (GEC) (p. 683)

**Major Requirements**

**Acting Concentration Requirements**
- 124 credit hours, to include at least 36 credits at or above the 300 course level

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>THR 201</td>
<td>Playscript Analysis</td>
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<tr>
<td>THR 235</td>
<td>Acting Studio 1</td>
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<td>THR 236</td>
<td>Acting Studio 2</td>
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<td>THR 221</td>
<td>Dynamics in Acting: Movement I</td>
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<td>THR 222</td>
<td>Dynamics in Acting: Voice I</td>
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<tr>
<td>THR 321</td>
<td>Dynamics in Acting: Movement II</td>
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<td>THR 322</td>
<td>Dynamics in Acting: Voice II</td>
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<td>THR 331</td>
<td>Acting Studio 3</td>
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<td>THR 332</td>
<td>Acting Studio 4</td>
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<td>THR 431</td>
<td>Acting Studio 5</td>
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<td>THR 532</td>
<td>Advanced Shakespeare Studio</td>
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<tr>
<td>THR 535</td>
<td>Advanced Acting for the Camera Studio</td>
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</tr>
<tr>
<td>THR 539</td>
<td>Professional Theatre Audition Techniques</td>
<td></td>
</tr>
</tbody>
</table>

**Technical Theatre Studies**
- THR 140  Stage Crafts: Scenery, Lighting, and Sound
- THR 145  Stage Crafts: Costuming and Makeup
- THR 191  Theatre Practice-Scenery
- THR 192  Theatre Practice-Costumes

**Studies in Theatre History**
- THR 500  Theatre History I
- THR 501  Theatre History II

**Studies in Theatre Design**
- One of the following:
  - THR 351  Scene Design
  - THR 361  Costume Design
  - THR 370  Lighting Design

**Other Theatre Studies**
- At least two of the following:
  - THR 380  Playwriting

**Additional Theatre Practice**

Select 4 credits of the following:
- THR 491  Advanced Theatre Practice-Scenery
- THR 492  Advanced Theatre Practice-Costumes
- THR 493  Advanced Theatre Practice-Box Office and/or Publicity
- THR 494  Advanced Theatre Practice-Production
- THR 495  Advanced Theatre Practice-Lighting

**Performance Electives**
- 18 credits from the following:
  - THR 421  Physical Violence for the Stage
  - THR 422  Stage Dialects
  - THR 516  Puppetry
  - THR 532  Advanced Shakespeare Studio
  - THR 535  Advanced Acting for the Camera Studio
  - THR 596  Applied Theatre II
  - VPA 330  Dance for Musical Theatre
  - VPA 340  Workshop in Musical Theatre

Qualified:
- THR 490  Advanced Theatre Practice-Performance

**Design and Technical Production Concentration Requirements**
- 124 credit hours, to include at least 36 credits at or above the 300 course level

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<tr>
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<td>Stage Crafts: Scenery, Lighting, and Sound</td>
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<tr>
<td>THR 145</td>
<td>Stage Crafts: Costuming and Makeup</td>
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<tr>
<td>THR 245</td>
<td>Theatre Graphics</td>
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<tr>
<td>THR 248</td>
<td>Portfolio Preparation for the Theatre</td>
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<tr>
<td>THR 351</td>
<td>Scene Design</td>
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<tr>
<td>THR 361</td>
<td>Costume Design</td>
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<td>THR 370</td>
<td>Lighting Design</td>
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<tr>
<td>THR 444</td>
<td>Computer Aided Drafting for the Theatre</td>
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</table>

**Notes:**
- The course listed is repeated for a total of 12 credits
- Note: Junior and senior transfer students must complete 2 credits of this requirement.
- No more than 3 credits may be from the course listed.
Select two of the following:

- THR 242 Technical Production: Scenery
- THR 244 Technical Production: Costumes
- THR 246 Technical Production: Sound and Lighting
- THR 503 Period Styles in Performance Design I
  or THR 504 Period Styles in Performance Design II

Select one of the following:

- THR 450 Advanced Scene Design
- THR 460 Advanced Costume Design
- THR 470 Advanced Lighting Design

Select 12 credits from the following: *

- THR 260 Advanced Makeup
- THR 284 Arts Management
- THR 340 Experimental Course: Scenic Automation and Technology
- THR 345 Theatre Production Crafts
- THR 346 Costume Crafts
- THR 386 Introduction to Stage Management
- THR 395 Special Problems
- THR 407 Feminist Theatre
- THR 410 Directing I
- THR 505 American Theatre History
- THR 506 Non-Western Theatre and/or Film
- THR 540 Advanced Stagecrafts
- THR 541 Technical Direction
- THR 542 Scene Painting I
- THR 544 Advanced CAD for the Theatre
- THR 548 Stage Millinery and Accessories
- THR 549 Historical Costume Pattern Drafting and Draping
- THR 575 Theatrical Sound Design and Technology
- THR 584 Theatre Management
- THR 587 Theatre Field Studies

Performance Studies

- THR 231 Acting I

Other Theatre Studies

- THR 201 Playscript Analysis
- THR 500 Theatre History I
- THR 501 Theatre History II

Internship

Completion of approved internship

** The courses below are also eligible if not used to meet prior requirements:

- THR 242 Technical Production: Scenery
- THR 244 Technical Production: Costumes
- THR 246 Technical Production: Sound and Lighting
- THR 450 Advanced Scene Design
- THR 460 Advanced Costume Design
- THR 470 Advanced Lighting Design

Theatre Education, K-12 Teaching Licensure Concentration Requirements

- 128 credit hours, to include at least 36 credits at or above the 300 course level

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<th>Title</th>
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<td>Theatre Content Courses (73 credits total)</td>
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<td>All of the courses listed below</td>
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<td>120 Voice for the Actor</td>
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<td>THR</td>
<td>140 Stage Crafts: Scenery, Lighting, and Sound</td>
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<tr>
<td>THR</td>
<td>145 Stage Crafts: Costuming and Makeup</td>
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<tr>
<td>THR</td>
<td>201 Playscript Analysis</td>
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<tr>
<td>THR</td>
<td>231 Acting I</td>
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<tr>
<td>THR</td>
<td>232 Acting II</td>
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<tr>
<td>THR</td>
<td>370 Lighting Design</td>
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<td>THR</td>
<td>380 Playwriting</td>
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<tr>
<td>THR</td>
<td>386 Introduction to Stage Management</td>
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<tr>
<td>THR</td>
<td>410 Directing I</td>
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<td>THR</td>
<td>435 Performance Styles</td>
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<td>THR</td>
<td>482 Teaching Methods in Theatre Arts</td>
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<tr>
<td>THR</td>
<td>494 Advanced Theatre Practice-Production</td>
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<td>THR</td>
<td>500 Theatre History I</td>
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<td>THR</td>
<td>515 Drama in Education</td>
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<td>THR</td>
<td>584 Theatre Management</td>
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<tr>
<td>THR</td>
<td>595 Directing Practicum</td>
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Field Experience

- THR 497 Student Teaching in Theatre Arts *

One selected from the design courses listed below (3 credits):

- THR 351 Scene Design
- THR 361 Costume Design

One selected from the production courses listed below (2 credits):

- THR 242 Technical Production: Scenery
- THR 244 Technical Production: Costumes
- THR 246 Technical Production: Sound and Lighting

One selected from the history courses listed below (3 credits)

- THR 505 American Theatre History
- THR 506 Non-Western Theatre and/or Film

One selected from the advanced theatre courses listed below, if not used to meet prior requirements (3 credits):

- THR 351 Scene Design
- THR 361 Costume Design
- THR 407 Feminist Theatre
- THR 480 Playwriting II

* May be repeated for credit up to six times each. NOTE: Junior and senior transfer students must complete 8 credits of this requirement.
THR 510  Directing II
THR 516  Puppetry
THR 517  Theatre in Education

Professional Education Courses

12 credits in total

ELC 401  Schooling in a Democratic Society
ERM 401  Assessment I: Accountability in Our Nation’s Schools
ERM 402  Assessment II: Standardized Tests
ERM 403  Assessment III: Classroom Assessment
LIS 120  Introduction to Instructional Technology for Educational Settings
SES 401  Understanding and Teaching Students with Disabilities in Inclusive Settings
TED 401  Child and Adolescent Development and Learning
TED 402  Student Engagement in the Classroom
TED 403  Teaching English Learners with Diverse Abilities

One selected from the courses listed below:
TED 445  Human Diversity, Teaching, and Learning
TED 545  Diverse Learners

*  Students are required to complete 100 hours of field experience in schools prior to beginning student teaching.

Electives

Additional electives sufficient to complete the 124-128 credit hours required for degree.

Drama Undergraduate Minor

Program Requirements

• Minimum of 18 credit hours

<table>
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<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<td>THR 201</td>
<td>Playscript Analysis</td>
<td>18</td>
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<tr>
<td>THR 140</td>
<td>Stage Crafts: Scenery, Lighting, and Sound</td>
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</tr>
<tr>
<td>or THR 145</td>
<td>Stage Crafts: Costuming and Makeup</td>
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</table>

Select at least 12 credits from the following:

THR 140  Stage Crafts: Scenery, Lighting, and Sound
THR 145  Stage Crafts: Costuming and Makeup
THR 245  Theatre Graphics
THR 260  Advanced Makeup
THR 345  Theatre Production Crafts
THR 351  Scene Design
THR 361  Costume Design
THR 370  Lighting Design
THR 491  Advanced Theatre Practice-Scenery
THR 492  Advanced Theatre Practice-Costumes
THR 494  Advanced Theatre Practice-Production
THR 540  Advanced Stagecrafts
THR 542  Scene Painting I
THR 549  Historical Costume Pattern Drafting and Draping
THR 548  Stage Millinery and Accessories

Drama, M.F.A.

About

The School of Theatre offers one graduate degree: the MFA in Drama (with concentrations in Acting, Design, Directing, and Theatre for Youth). The MFA is a terminal master's degree designed to develop individual artistry and provide advanced, specialized training in acting, design, directing, and theatre for youth. The MFA is accredited by the National Association of Schools of Theatre.

The School offers a rich and varied curriculum that combines theory and practice and demands the development of skills and talents. Curricular offerings are matched by an extensive co-curricular program that includes opportunities to participate in the School's extensive theatre production program, which includes UNC Greensboro Theatre, N.C. Theatre for Young People, Studio Theatre, Workshop Theatre, and a professional summer theatre workshop. Students may also be provided
production opportunities at Triad Stage, an equity regional theatre in Greensboro.

Office, classroom, laboratory, studio, and performance space is used in the Taylor, UNC Greensboro Auditorium, Brown, Ferguson, Curry, and the 326 and 328 Tate Street buildings. The faculty of talented artists and scholars have excellent national reputations and are deeply committed to teaching and learning. Graduate students are expected to work closely with faculty on creative and research projects during their course of study.

VISIONS students are restricted from taking any 500-level course without the permission of the Director of the School of Theatre and course instructor. Only students officially admitted to the MFA program can register for 600-level courses.

In addition to the information contained in The Graduate School Bulletin, students are also required to be familiar with the policies and procedures contained in all School handbooks that can be obtained from the School’s Main Office, Room 202, Taylor Building.

Mission

The UNC Greensboro School of Theatre educates and trains students as professional artists in performance, design and technology, theatre for youth, and theatre education. Our rigorous BA, BFA, and MFA programs produce exemplary theatre artists with the knowledge, skills, and vision to work professionally in the performing arts.

Graduate Programs

- Master of Fine Arts (MFA) in Drama: Acting, Design, Directing, and Theatre for Youth concentrations (60)

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

Admission to the School’s degree programs is very competitive. Marginal compliance with the requirements stated below does not automatically imply admission.

In addition to the application materials required by The Graduate School, applicants must submit a detailed resume of theatre experience and participate in an interview. Acting concentration applicants are required to audition, and applicants to the Design, Directing, and Theatre for Youth concentrations must submit a portfolio. Please contact individual Theatre programs for specific program requirements. Students entering the program normally have an undergraduate degree in Theatre with a strong background in the concentration they wish to pursue. Exceptions are occasionally made for students with significant professional or practical experience. For the Design concentration, an undergraduate degree in a related field may be acceptable. Students admitted without the appropriate undergraduate background will be expected to complete remedial work, in addition to normal degree requirements.

Degree Program Requirements

Required: 60 credit hours

Acting Concentration

The MFA in Drama with an Acting Concentration is a 60-hour degree that may be completed in four semesters (two years) for students on assistantships. The Acting Concentration is dedicated to the development of the advanced actor for professional and academic theatre. Students take classes in voice, movement, contemporary and period scene study, acting for the camera, audition techniques, and related course work in academic and performance disciplines. The program consists of a core of acting courses and practicum experiences all students take and a series of electives the student selects in consultation with his/her advisor. Internships are required for students without experience in summer theatre or a professional equivalent.

Candidates for the degree are accepted every other year.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
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<tr>
<td>THR 532</td>
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<td>THR 539</td>
<td>Professional Theatre Audition Techniques</td>
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<tr>
<td>THR 600</td>
<td>Introduction to Graduate Study</td>
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<tr>
<td>THR 603</td>
<td>Acting Seminar</td>
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<tr>
<td>THR 621</td>
<td>Advanced Dynamics: Movement *</td>
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<td>THR 622</td>
<td>Advanced Dynamics: Voice *</td>
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<tr>
<td>THR 631</td>
<td>Studies in Acting</td>
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<tr>
<td>THR 632</td>
<td>Contemporary Acting II</td>
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<tr>
<td>THR 633</td>
<td>Period Acting II</td>
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<td>THR 690</td>
<td>Graduate Practicum in Theatre **</td>
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<tr>
<td>THR 699</td>
<td>Master Production in Theatre</td>
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Academic Studies

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<td>THR 502</td>
<td>Theatre History III</td>
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<td>THR 505</td>
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<tr>
<td>THR 506</td>
<td>Non-Western Theatre and/or Film</td>
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<tr>
<td>THR 587</td>
<td>Theatre Field Studies</td>
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<tr>
<td>THR 601</td>
<td>Drama Theory and Criticism</td>
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<tr>
<td>THR 602</td>
<td>Seminar in Drama and Theatre History</td>
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<tr>
<td>ENG 540</td>
<td>Shakespeare</td>
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<tr>
<td>ENG 582</td>
<td>Modern Drama</td>
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<td>ENG 616</td>
<td>Restoration and Eighteenth-Century Drama</td>
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<tr>
<td>ENG 641</td>
<td>Elizabethan and Jacobean Drama</td>
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<tr>
<td>ENG 714</td>
<td>Studies in Shakespeare</td>
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<tr>
<td>MST 528</td>
<td>Topics in Film Studies</td>
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<tr>
<td>MUS 665</td>
<td>History of Opera</td>
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Supportive Studies

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<tbody>
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<td>THR 610</td>
<td>Applied Play Directing</td>
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<td>Acting for the Camera</td>
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<td>THR 535</td>
<td>Advanced Acting for the Camera Studio</td>
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<td>THR 596</td>
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<td>THR 620</td>
<td>Stage Dialects</td>
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<td>Advanced Physical Violence for the Stage</td>
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<td>THR 695</td>
<td>Independent Study</td>
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<tr>
<td>THR 696</td>
<td>Advanced Experimentation</td>
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</table>

* Required if not in an undergraduate academic background. 3 sections, 2 hours each.
2 sections, 3 hours each.

Required if not in an undergraduate academic background.

Reviews
All candidates are reviewed each semester for continuance in the program. Reviews assess the candidate's artistic and academic development and success in meeting degree requirements.

Design Concentration
The MFA in Drama with a Design Concentration is a 60-hour degree that may be completed in four semesters (two years) for students on assistantships. The Design Concentration is dedicated to developing well-rounded theatre designers within a scenographic tradition. The program affords students the opportunity to develop and demonstrate competencies in the major design elements used in professional theatre production. Students take classes and execute realized productions in the areas of scenery, costume, and lighting design. They are trained as artists and artisans to work in the professional entertainment industry and higher education.

Candidates for the degree are accepted every year.

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<td>Period Styles in Performance Design II</td>
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<td>THR 565</td>
<td>Costume Design Styles</td>
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<td>THR 565</td>
<td>Scene Design Styles</td>
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<td>THR 565</td>
<td>Lighting Design Styles</td>
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<td>THR 566</td>
<td>Scene Design Application</td>
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<td>THR 566</td>
<td>Costume Design Application</td>
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<td>THR 567</td>
<td>Lighting Design Application</td>
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<td>THR 567</td>
<td>Scene Design Seminar *</td>
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<td>THR 567</td>
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<td>Collaboration in Theatrical Production</td>
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<td>Theatre History III **</td>
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<td>MST 520</td>
<td>History of Film to 1938</td>
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<tr>
<td>MST 528</td>
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</tr>
<tr>
<td>MUS 665</td>
<td>History of Opera</td>
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</table>

Supportive Studies
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<tbody>
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<td>THR 541</td>
<td>Technical Direction</td>
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<tr>
<td>THR 542</td>
<td>Scene Painting I</td>
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<tr>
<td>THR 544</td>
<td>Advanced CAD for the Theatre</td>
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<tr>
<td>THR 548</td>
<td>Stage Millinery and Accessories</td>
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<tr>
<td>THR 549</td>
<td>Historical Costume Pattern Drafting and Draping</td>
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<tr>
<td>THR 648</td>
<td>Portfolio Preparation for the Theatre and Academia</td>
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<tr>
<td>THR 695</td>
<td>Independent Study</td>
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<tr>
<td>THR 651</td>
<td>Scene Design Seminar ***</td>
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</tr>
<tr>
<td>THR 660</td>
<td>Costume Design Seminar ***</td>
<td></td>
</tr>
<tr>
<td>THR 671</td>
<td>Lighting Design Seminar ***</td>
<td></td>
</tr>
</tbody>
</table>

* Students must take a minimum of 12 hrs. in Seminars. Two sections at 3 hours each.

** Required if not in undergraduate academic background.

*** Students may take a maximum of 6 additional hours in Seminars.

Reviews
All candidates are reviewed each semester for continuance in the program. Reviews assess the candidate's artistic and academic development and success in meeting degree requirements.

Directing Concentration
The MFA in Drama with a Directing Concentration is a 60-hour degree that may be completed in four semesters (two years). Two students are accepted every other year. The Directing Concentration trains advanced directors to work professionally and to teach at the collegiate level. Students direct a production every semester and take a core group of directing and academic studies classes with additional electives chosen in consultation with their advisor. Our relationship with Triad Stage, an Equity company in Greensboro, means that directing students work closely with professional directors, designers, and actors while at UNCG.

<table>
<thead>
<tr>
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<tr>
<td>THR 503</td>
<td>Period Styles in Performance Design I</td>
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<tr>
<td>THR 504</td>
<td>Period Styles in Performance Design II</td>
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</tr>
<tr>
<td>THR 500</td>
<td>Introduction to Graduate Study</td>
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</tr>
<tr>
<td>THR 603</td>
<td>Acting Seminar</td>
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</tr>
<tr>
<td>THR 610</td>
<td>Applied Play Directing</td>
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<tr>
<td>THR 611</td>
<td>Advanced Play Directing</td>
<td></td>
</tr>
<tr>
<td>THR 612</td>
<td>Directing Period Plays</td>
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<tr>
<td>THR 613</td>
<td>Directing Seminar</td>
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<tr>
<td>THR 614</td>
<td>Collaboration in Theatrical Production</td>
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<tr>
<td>THR 631</td>
<td>Studies in Acting</td>
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</tr>
<tr>
<td>THR 690</td>
<td>Graduate Practicum in Theatre *</td>
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<tr>
<td>THR 699</td>
<td>Master Production in Theatre</td>
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Select a minimum of four of the following:

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<th>Code</th>
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<tr>
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<tr>
<td>THR 502</td>
<td>Theatre History III **</td>
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<td>THR 505</td>
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<td>THR 506</td>
<td>Non-Western Theatre and/or Film</td>
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<tr>
<td>THR 587</td>
<td>Theatre Field Studies</td>
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<tr>
<td>THR 601</td>
<td>Drama Theory and Criticism</td>
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<tr>
<td>THR 602</td>
<td>Seminar in Drama and Theatre History</td>
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<tr>
<td>ENG 540</td>
<td>Shakespeare</td>
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<tr>
<td>ENG 582</td>
<td>Modern Drama</td>
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<tr>
<td>MST 515</td>
<td>Film Theory</td>
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<tr>
<td>ENG 516</td>
<td>Restoration and Eighteenth-Century Drama</td>
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<tr>
<td>ENG 641</td>
<td>Elizabethan and Jacobean Drama</td>
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<tr>
<td>ENG 714</td>
<td>Studies in Shakespeare</td>
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</tr>
<tr>
<td>MST 520</td>
<td>History of Film to 1938</td>
<td></td>
</tr>
</tbody>
</table>
The MFA in Drama with a Theatre for Youth Concentration is a 60-hour degree. The program follows the guidelines established by the American Alliance for Theatre and Education and seeks to train theatre artists to take leadership roles in the growing field of theatre for youth. Students will have classes in process drama, theatre for youth, puppetry, and directing, as well as having the opportunity to select electives from a variety of courses. There is a heavy emphasis on directing; directing projects are required each semester. The student and advisor work closely together to develop an individualized program of courses and experiences tailored to meet specific career goals. Internships are required and are individually arranged by the student and advisor.

Candidates are accepted every other year.

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<thead>
<tr>
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<td>THR 516</td>
<td>Puppetry</td>
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<td>Theatre in Education</td>
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<td>THR 600</td>
<td>Introduction to Graduate Study</td>
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<td>THR 610</td>
<td>Applied Play Directing</td>
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<td>THR 611</td>
<td>Advanced Play Directing</td>
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<td>THR 613</td>
<td>Directing Seminar</td>
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<tr>
<td>THR 614</td>
<td>Collaboration in Theatrical Production</td>
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<tr>
<td>THR 615</td>
<td>Advanced Drama in Education</td>
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<tr>
<td>THR 617</td>
<td>Trends in Theatre for Young Audiences</td>
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<tr>
<td>THR 690</td>
<td>Graduate Practicum in Theatre *</td>
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</tr>
</tbody>
</table>
JOSEPH M. BRYAN
SCHOOL OF BUSINESS AND ECONOMICS

516 Stirling Street
336-334-5338
http://bryan.uncg.edu

McRae C. Banks II, Dean of the School
William O. Brown, Associate Dean
Joseph Erba, Assistant Dean

The Bryan School is preparing you to be a new kind of leader, the exceptional problem solver that our organizations and businesses need. We want to make sure that as you expand your leadership ability, you take advantage of everything the Bryan School has developed to support and engage you too take you to the next level of success and impact.

Mission Statement
In the Bryan School of Business and Economics, we create and disseminate knowledge about the theory and practice of business. In addition to our courses and research, we accomplish this through hands-on projects, global experiences, and outreach to the community. Our work produces principled leaders and exceptional problem solvers who have a global perspective, an innovative mindset, a broad understanding of sustainability, and a commitment to improve the organizations in which they work and the communities in which they live.

Student Learning Goals
Each program within the Bryan school has separate learning goals as listed with the degree program. The essential components of a professional education in business (excluding the B.S. and B.A. in Economics, the B.S. in Consumer, Apparel, and Retail Studies and the B.A. in Sustainable Tourism and Hospitality) include common courses for breadth and opportunities for advanced work for depth in the various business disciplines. These core business programs share the following common learning goals:

1. Students will implement the various steps of the critical thinking process, supported by the appropriate use of analytical and quantitative techniques, to formulate recommendations for subsequent decision making.
2. Students will apply appropriate ethical standards when making recommendations for business decision making.
3. Students will evaluate business decisions in the context of sustainability goals, balancing environmental, social, and economic needs, conditions, and potential decision impacts.
4. Students will formulate appropriate strategies, in the context of global issues and forces, to improve business performance in the world economy.
5. Students will explain the roles of innovation and innovation management in achieving successful business strategies, decisions, and performance.
6. Students will be able to plan, schedule, contribute to, and lead projects.

Accreditation
The Bryan School is one of only 183 business schools in the world that is accredited in both business and accounting by AACSB International (The Association to Advance Collegiate Schools of Business), the premier accrediting body for business schools in the world.

Scope
Programs within the Bryan School of Business and Economics prepare students for careers in business and other managed organizations, teaching, and government, or for graduate study. These programs combine the essentials of a professional education and the breadth of general education.

- Accounting and Finance (p. 475)
  - Accounting, B.S. (p. 476)
  - Finance, B.S. (p. 477)
  - Accounting Undergraduate Minor (p. 478)
  - Accounting, M.S. (p. 478)
- The UNCG MBA Program (p. 480)
  - Business Administration, M.B.A. (p. 480)
  - Health Management, M.S.N./M.B.A. (p. 482)
  - Business Foundations, Post-Baccalaureate Certificate (p. 482)
- Business Undergraduate Minor (p. 482)
- Consumer, Apparel, and Retail Studies (p. 483)
  - Consumer, Apparel, and Retail Studies, B.S. (p. 484)
  - Retailing and Consumer Studies Undergraduate Minor (p. 485)
  - Consumer, Apparel, and Retail Studies, M.S. (p. 485)
  - Consumer, Apparel, and Retail Studies, Ph.D. (p. 487)
- Global Apparel Supply Chain Management, Post-Baccalaureate Certificate (p. 487)
- Economics (p. 488)
  - Economics, B.A. (p. 489)
  - Economics, B.S. (p. 490)
  - Economics Undergraduate Minor (p. 491)
  - Applied Economics, M.A. (p. 491)
  - Economics, M.A./Ph.D. (p. 493)
  - Economics, Ph.D. (p. 493)
- Information Systems and Supply Chain Management (p. 494)
  - Information Systems and Supply Chain Management, B.S. (p. 495)
  - Information Technology Undergraduate Minor (p. 497)
  - Information Technology and Management, M.S. (p. 497)
  - Information Systems, Ph.D. (p. 500)
  - Information Systems, Doctoral Minor (p. 501)
  - Business Analytics, Post-Baccalaureate Certificate (p. 501)
  - Cyber Security, Post-Baccalaureate Certificate (p. 501)
  - Information Technology Development, Post-Baccalaureate Certificate (p. 501)
  - Information Technology Management, Post-Baccalaureate Certificate (p. 502)
  - Information Technology, Post-Master’s Certificate (p. 502)
  - Supply Chain Management, Post-Baccalaureate Certificate (p. 502)
- Management (p. 502)
• Business Administration, B.S. (p. 504)
• International Business Studies, B.S. (p. 506)
• International Business, M.S. (p. 507)
• Marketing, Entrepreneurship, and Hospitality and Tourism (p. 508)
• Entrepreneurship, B.S. (p. 508)
• Marketing, B.S. (p. 510)
• Sustainable Tourism and Hospitality, B.A. (p. 511)
• Entrepreneurship Undergraduate Minor (p. 512)
• Professional Selling Undergraduate Minor (p. 514)

Enrollment in Bryan School Courses

Enrollment in Bryan School courses requires a minimum cumulative GPA of 2.0 on UNC Greensboro course work, regardless of the student's major or minor. This includes all courses offered under the following prefixes: ACC, BUS, ECO, ENT, FIN, ISM, MKT, MGT, and SCM. Courses in the Bryan School may have additional prerequisites or enrollment restrictions that are outlined in the university schedule and the description of each course.

Requirements for Majoring or Minoring in Bryan School Programs

Students pursuing a major or minor in the Bryan School of Business and Economics must have a cumulative grade point average no less than a 2.0 on UNC Greensboro course work. Requests to major or minor in one of the Bryan School's programs can be made online. After being accepted as a pre-major in the Bryan School, students must then work toward being fully admitted to a specific program of study.

Criteria for Admission to Programs of Study in the Bryan School of Business and Economics

The following are minimum requirements for B.S. programs and B.A. programs (except CARS B.S., Economics B.S., and Economics, B.A.) in the Bryan School. Individual programs may have additional requirements.

Bryan School Pre-Admission Courses (29 credit hours)

Students should plan to complete the pre-admission courses by the end of the sophomore year, or as soon as possible thereafter. See the Joseph M. Bryan School of Business and Economics for more information.

<table>
<thead>
<tr>
<th>Code</th>
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<tr>
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<td></td>
</tr>
<tr>
<td>ACC 201</td>
<td>Financial Accounting</td>
<td></td>
</tr>
<tr>
<td>or ACC 218</td>
<td>Financial Statement Preparation and Disclosures</td>
<td></td>
</tr>
<tr>
<td>ACC 202</td>
<td>Managerial Accounting</td>
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</tr>
<tr>
<td>ECO 201</td>
<td>Principles of Microeconomics</td>
<td>†</td>
</tr>
<tr>
<td>ECO 202</td>
<td>Principles of Macroeconomics</td>
<td>†</td>
</tr>
<tr>
<td>ECO 250</td>
<td>Economic and Business Statistics I</td>
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</tr>
<tr>
<td>ISM 110</td>
<td>Business Computing I</td>
<td></td>
</tr>
<tr>
<td>ISM 280</td>
<td>Information Systems in Organizations</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
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</tr>
<tr>
<td>ENG 101</td>
<td>College Writing I</td>
<td>††</td>
</tr>
<tr>
<td>FMS 115</td>
<td>Freshman Seminar in Reasoning and Discourse I</td>
<td>††</td>
</tr>
<tr>
<td>RCO 101</td>
<td>College Writing I</td>
<td>††</td>
</tr>
</tbody>
</table>

Completion of one of the following:

| MAT 120 | Calculus with Business Applications †††          |              |
| MAT 191 | Calculus I †††                                    |              |

* Or a grade of C or better in any one of the following courses: MAT 115, MAT 150, MAT 151, or MAT 190.
† Counts toward GEC GSB requirement.
‡ Counts toward GEC GRD requirement.
‡‡ Counts toward GEC GMT requirement.

Application for Admission to Program of Study

Students who have met the admission criteria will be notified of admission into their major by Bryan Undergraduate Student Services at the following intervals:

• by October 15, if completing required admission course work during a fall semester
• by March 15, if completing required admission course work during a spring semester
• by July 15, if completing required admission course work during a summer semester.

Departments may require additional steps in the admission to major process.

Admission to a program of study may be denied in cases where additional enrollments would threaten the academic quality of classes or programs.

Criteria for Continuing in the Bryan School of Business and Economics

Students who have been admitted to the Bryan School of Business and Economics must be in good academic standing at UNC Greensboro, must maintain at least the GPA required for program admission, and must meet the continuation requirements of their programs of study.

Transfers

Since most of the courses in the major are taken during the junior and senior years, transfer students often complete their programs without extending their total stay beyond the usual four years. As a general guide, courses taught mainly to freshmen and sophomores here will usually, but not always, be accepted in transfer from accredited two-year colleges. Courses numbered 300 and above generally will not be accepted in transfer credit from two-year institutions. In order to allow timely completion of the required courses and required prerequisites, transfer students are encouraged to complete MAT 120 Calculus with Business Applications or MAT 191 Calculus I prior to transferring.

Second Baccalaureate Degrees

Students pursuing a second bachelor's degree must meet all requirements within the Bryan School. The Bryan School cannot, at this time, accommodate persons who seek only to complete a series of courses in one field (such as Accounting or Information Systems).

Suggested Academic Workload Guidelines

The faculty of the Bryan School of Business and Economics recognizes that many Bryan School students hold jobs to support college expenses. The faculty wishes to emphasize that academic excellence and scholastic achievement usually require a significant investment of time in study, research, and out-of-class projects. To provide guidance to
students in planning their academic and work schedules, the faculty of
the Bryan School have endorsed the following recommendations:

1. In general, students should plan to devote between 2–3 hours
outside of class for each hour in class. Thus, students with a 15
credit hour course load should schedule between 30–45 hours
weekly for completing outside-of-class reading, study, and homework
assignments.

2. Students who are employed more than 5–10 hours each week should
consider reducing their course loads, depending upon their study
habits, learning abilities, and course work requirements.

3. Students should take into consideration that many business courses
require group work and plan accordingly.

Scholarships and Fellowships
Procedures and requirements for applying for undergraduate
scholarships are described in Financial Aid.

Honors Programs
The Bryan School supports and encourages students to participate in the
Honors Programs administered by the Lloyd International Honors College.

Additional Information
Additional information regarding academic planning, course sequencing,
and course requirements can be found at http://bryan.uncg.edu/advise.

Accounting and Finance
Bryan School of Business and Economics
383 Bryan Building
336-334-5647
http://bryan.uncg.edu/department/accounting-and-finance

Randal J. Elder, Department Head
Amanda Cromartie, Director of Graduate Study

Mission Statement
The mission of the Department of Accounting and Finance of the Joseph
M. Bryan School of Business and Economics is

1. to provide high quality programs of education for accounting and
finance majors at the undergraduate and graduate levels
2. to provide high quality courses to support the UNC Greensboro and
Bryan School educational missions as they relate accounting and
finance to global processes, sustainable enterprise, innovation and
ethical awareness
3. to stimulate and support high quality research, scholarship, and
publication
4. to provide service, largely through committee representation to
the University, the Bryan School, the Department, the academic
accounting and finance communities, and the accounting profession,
and
5. to foster faculty interaction with the public in ways which enhance
the common good.

The primary goal of the department is to provide programs of quality
education in accounting and finance at the undergraduate and graduate
levels. The undergraduate program provides an excellent foundation
for careers in industry and is sufficiently broad to qualify graduates for
a wide range of entry-level, business-related positions; and prepares
students for further graduate-level studies in areas such as accounting,
finance, law, and business administration.

Our accounting programs are separately accredited by The Association to
Advance Collegiate Schools of Business (AACSB), the premier accrediting
agency for business programs worldwide. Accounting is the only
discipline within business for which separate accreditation is given. With
this designation, we are among the top 1% of programs worldwide. We
strive to maintain the quality and continuous improvement expected
from programs which have achieved AACSB business and accounting
accreditation.

The Department of Accounting and Finance also offers a Bachelor of
Science degree with a major in finance. The undergraduate finance
program deals with the theory, organization, and operation of the financial
system from both a market and a managerial viewpoint. Students are
expected to develop analytical abilities and to present their analyses in
both written and oral form.

Undergraduate majors are offered a broad range of courses from the
areas of financial management, financial institutions, and investments.

Graduates may take managerial positions in controllership or treasury
work in non-financial businesses as well as a wide array of careers
in financial services and banking. In addition, the degree may lead to
positions in risk management and real estate departments of public
agencies and private corporations as well as insurance and real estate
companies.

At the graduate level, the Bryan School offers courses in finance as part
of the Master of Business Administration (MBA) program.

Student Learning Goals
Critical thinking, quantitative aptitude, teamwork, and good
communication skills are necessary to function effectively in today's
highly competitive, global environment. In order to assure that our
graduates are prepared to meet the challenges of the future:

• Students will demonstrate problem solving skills and demonstrate
technical competence necessary for entry-level accounting careers or
entry into graduate programs in accounting.
• Students will demonstrate the ability to communicate effectively and
efficiently.
• Students will have an understanding of ethical decision-making and
understand the role of professional ethics including the importance of
ethical conduct and decisions to the sustainability of the accounting
profession.
• Finance students will be able to create forward-looking financial
statements.
• Finance students will be able to analyze the current financial
condition of the firm.
• Finance students will be able to thoroughly understand the
mathematical process and application of capital budgeting.
• Finance Students will thoroughly understand the concepts of the
time value of money (TVM), the characteristics of traditional financial
securities, and the valuation of these securities.

Professor
William O. Brown
Randy J Elder
Dayong Huang
Venkataraman M Iyer
Accounting, B.S.

Daniel T Winkler

Associate Professor
Heng An
Bill Harden
Ambrose Jones
Ayalew A Lulseged
David R Upton

Assistant Professor
Soonchul Hyun
Lijun Lei
Jay Y Li

Lecturer
Patricia Fields Cates
Amanda L. Cromartie
Robert E Lamy
James A Milanese
Joshua P Moore

Graduate-level faculty

• Accounting, B.S. (p. 476)
• Finance, B.S. (p. 477)
• Accounting Undergraduate Minor (p. 478)
• Accounting, M.S. (p. 478)

Business Undergraduate Minor
The Bryan School of Business and Economics offers the Business Undergraduate Minor (p. 482).

Accounting Disciplinary Honors
Consult the departmental office. See also Honors Programs. (p. 652)

Accounting, B.S.

Overall Requirements

• 122 credit hours, to include at least 36 credits at or above the 300 course level
• Grades of C or better in: ACC 202, ACC 218, ECO 201, ISM 280
• Cumulative GPA of at least 2.0
• Grades of C or better in all ACC courses used toward the major

Degree Program Requirements

University Requirements (p. 671)
General Education Core Requirements (GEC) (p. 683)

Major Requirements

Bryan School Pre-Admission Courses (29 credit hours)
Students should plan to complete the pre-admission courses by the end of the sophomore year, or as soon as possible thereafter. See the Joseph M. Bryan School of Business and Economics for more information.

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<td>Calculus with Business Applications †††</td>
</tr>
<tr>
<td>MAT 191</td>
<td>Calculus I †††</td>
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† Counts toward GEC GSB requirement.
†† Counts toward GEC GRD requirement.
††† Counts toward GEC GMT requirement.

Common Business Core (36–39 credit hours)

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>CST 105</td>
<td>Introduction to Communication Studies †</td>
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<tr>
<td>ECO 300</td>
<td>The International Economy</td>
</tr>
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<td>FIN 315</td>
<td>Business Finance I</td>
</tr>
<tr>
<td>MAT 120</td>
<td>Calculus with Business Applications *</td>
</tr>
<tr>
<td>MAT 191</td>
<td>Calculus I                                     †††</td>
</tr>
<tr>
<td>MGT 301</td>
<td>Introduction to International Business</td>
</tr>
<tr>
<td>MGT 312</td>
<td>Organizational Behavior</td>
</tr>
<tr>
<td>MGT 330</td>
<td>The Legal Environment of Business</td>
</tr>
<tr>
<td>MGT 491</td>
<td>Business Policy and Strategy</td>
</tr>
<tr>
<td>MKT 309</td>
<td>Business Communications</td>
</tr>
<tr>
<td>MKT 320</td>
<td>Principles of Marketing</td>
</tr>
<tr>
<td>PHI 361</td>
<td>Ethical Issues in Business ††</td>
</tr>
<tr>
<td>PHI 362</td>
<td>Ethical Issues in Entrepreneurship</td>
</tr>
<tr>
<td>SCM 302</td>
<td>Operations Management</td>
</tr>
</tbody>
</table>

Global Sustainability Elective
One chosen from the list below. **

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 100</td>
<td>Economics of a Global Sustainable Society</td>
</tr>
<tr>
<td>BUS 130</td>
<td>Entrepreneurship in a Sustainable Global Environment</td>
</tr>
<tr>
<td>ENV 110</td>
<td>Introduction to Sustainability Studies</td>
</tr>
<tr>
<td>LLC 120</td>
<td>Global Crossings: Topics in Images, Media, and Texts</td>
</tr>
</tbody>
</table>
LLC 130  Global Green: Cultures of Production and/or Consumption

STH 200  Introduction to Sustainable Development

* If not taken in the Bryan School Pre-Admission Courses. All Bryan School majors must pass either MAT 120 or MAT 191.

** Or other approved Global Sustainability elective.

† Counts toward GEC GRD requirement.

†† Counts toward GEC GPR requirement.

Major-Specific Courses (30 credit hours)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 202</td>
<td>Managerial Accounting</td>
<td></td>
</tr>
<tr>
<td>ACC 218</td>
<td>Financial Statement Preparation and Disclosures</td>
<td></td>
</tr>
<tr>
<td>ACC 318</td>
<td>Intermediate Accounting I</td>
<td></td>
</tr>
<tr>
<td>ACC 319</td>
<td>Intermediate Accounting II</td>
<td></td>
</tr>
<tr>
<td>ACC 325</td>
<td>Accounting Transaction Processing Systems</td>
<td></td>
</tr>
<tr>
<td>ACC 330</td>
<td>Cost Accounting</td>
<td></td>
</tr>
<tr>
<td>ACC 420</td>
<td>Federal Tax Concepts</td>
<td></td>
</tr>
<tr>
<td>ACC 440</td>
<td>Auditing Concepts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
<td>3</td>
</tr>
<tr>
<td>ACC 450</td>
<td>Accounting, Ethics, and International Business</td>
<td></td>
</tr>
<tr>
<td>FIN 410</td>
<td>Business Finance II</td>
<td></td>
</tr>
<tr>
<td>FIN 442</td>
<td>Investments</td>
<td></td>
</tr>
<tr>
<td>FIN 450</td>
<td>Derivatives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or a 500 level ACC elective</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
<td>3</td>
</tr>
<tr>
<td>ECO 350</td>
<td>Economic and Business Statistics II</td>
<td></td>
</tr>
<tr>
<td>ISM 218</td>
<td>Database Systems</td>
<td></td>
</tr>
<tr>
<td>ISM 425</td>
<td>Business Analytics</td>
<td></td>
</tr>
</tbody>
</table>

* Transfer credit is given for Accounting courses at the 300 level or above only by examination.

Electives

Electives sufficient to complete 122 total credit hours required for the degree.

Accelerated B.S. to M.S.

Application and Admission

Qualified UNC Greensboro undergraduate students who are pursuing the Bachelor of Science in Accounting may apply for admission to the Accelerated Degree Program. A cumulative undergraduate GPA of at least 3.5 based on at least 30 credit hours earned at UNCG is required. The Department of Accounting and Finance also requires an Accounting GPA of 3.5 based on at least 9 credits of accounting classes earned at UNCG. Students must have completed accounting courses through ACC 318 Intermediate Accounting I with a minimum grade of "B" or better. Applicants must have completed at least 60 credits and may not apply for admission to the ADP before the first semester of the senior year. Applicants will not be required to take the GMAT. All applicants must submit the Request for Accelerated Degree Program to the Graduate School and must simultaneously apply for admission to the graduate degree program.

Admitted students may apply one of the following 4 courses of graduate-level coursework toward completion of both the undergraduate and graduate degree provided that they earn a grade of "B" (3.0) or better in the course and fulfill graduate-level requirements:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 630</td>
<td>Seminar in Contemporary Accounting Issues</td>
<td>3</td>
</tr>
<tr>
<td>ACC 642</td>
<td>Specialized Accounting Entities</td>
<td></td>
</tr>
<tr>
<td>ACC 655</td>
<td>Taxation of Corporations and Shareholders</td>
<td></td>
</tr>
<tr>
<td>ACC 656</td>
<td>Taxation of Flow-Through Business Entities</td>
<td></td>
</tr>
</tbody>
</table>

Degree Requirements

Required: 30 credit hours

Please consult with an advisor to determine how the courses taken at the graduate level will meet requirements in the bachelor's degree program. All degree requirements for the Master of Science in Accounting remain the same.

Finance, B.S.

Overall Requirements

• 122 credit hours, to include at least 36 credits at or above the 300 course level
• Minimum grade of C in all ACC, ECO, and FIN courses at the 300 level or above used toward the major
• At least 50 percent of the business credits required for the degree must be earned at UNC Greensboro.

Degree Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>University Requirements (p. 671)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Education Core Requirements (GEC) (p. 683)</td>
<td></td>
</tr>
</tbody>
</table>

Major Requirements

Bryan School Pre-Admission Courses (29 credit hours)

Students should plan to complete the pre-admission courses by the end of the sophomore year, or as soon as possible thereafter. See the Joseph M. Bryan School of Business and Economics for more information.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 105</td>
<td>Blueprint for Professional Success</td>
<td></td>
</tr>
<tr>
<td>ACC 201</td>
<td>Financial Accounting</td>
<td></td>
</tr>
<tr>
<td>ACC 218</td>
<td>Financial Statement Preparation and Disclosures</td>
<td></td>
</tr>
<tr>
<td>ACC 202</td>
<td>Managerial Accounting</td>
<td></td>
</tr>
<tr>
<td>ECO 201</td>
<td>Principles of Microeconomics †</td>
<td></td>
</tr>
<tr>
<td>ECO 202</td>
<td>Principles of Macroeconomics †</td>
<td></td>
</tr>
<tr>
<td>ECO 250</td>
<td>Economic and Business Statistics I</td>
<td></td>
</tr>
<tr>
<td>ISM 110</td>
<td>Business Computing I</td>
<td></td>
</tr>
<tr>
<td>ISM 280</td>
<td>Information Systems in Organizations</td>
<td></td>
</tr>
</tbody>
</table>
Accounting Undergraduate Minor

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>College Writing I ††</td>
</tr>
<tr>
<td>FMS 115</td>
<td>Freshman Seminar in Reasoning and Discourse I ††</td>
</tr>
<tr>
<td>RCO 101</td>
<td>College Writing I ††</td>
</tr>
</tbody>
</table>

Completion of one of the following:*  

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 120</td>
<td>Calculus with Business Applications †††</td>
</tr>
<tr>
<td>MAT 191</td>
<td>Calculus I †††</td>
</tr>
</tbody>
</table>

* Or a grade of C or better in any one of the following courses: MAT 115, MAT 150, MAT 151, or MAT 190.
† Counts toward GEC GSB requirement.
‡ Counts toward GEC GRD requirement.
†† Counts toward GEC GMT requirement.

Common Business Core (36–39 credit hours)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CST 105</td>
<td>Introduction to Communication Studies †</td>
<td></td>
</tr>
<tr>
<td>ECO 300</td>
<td>The International Economy</td>
<td></td>
</tr>
<tr>
<td>FIN 315</td>
<td>Business Finance I</td>
<td></td>
</tr>
<tr>
<td>MAT 120</td>
<td>Calculus with Business Applications †</td>
<td></td>
</tr>
<tr>
<td>or MAT 191</td>
<td>Calculus I †</td>
<td></td>
</tr>
<tr>
<td>MGT 301</td>
<td>Introduction to International Business</td>
<td></td>
</tr>
<tr>
<td>MGT 312</td>
<td>Organizational Behavior</td>
<td></td>
</tr>
<tr>
<td>MGT 330</td>
<td>The Legal Environment of Business</td>
<td></td>
</tr>
<tr>
<td>MGT 491</td>
<td>Business Policy and Strategy</td>
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</tr>
<tr>
<td>MKT 309</td>
<td>Business Communications</td>
<td></td>
</tr>
<tr>
<td>MKT 320</td>
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<td></td>
</tr>
<tr>
<td>PHI 361</td>
<td>Ethical Issues in Business ††</td>
<td></td>
</tr>
<tr>
<td>or PHI 362</td>
<td>Ethical Issues in Entrepreneurship</td>
<td></td>
</tr>
<tr>
<td>SCM 302</td>
<td>Operations Management</td>
<td></td>
</tr>
</tbody>
</table>

Global Sustainability Elective

One chosen from the list below:**  

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ECO 100</td>
<td>Economics of a Global Sustainable Society</td>
<td></td>
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<tr>
<td>BUS 130</td>
<td>Entrepreneurship in a Sustainable Global Environment</td>
<td></td>
</tr>
<tr>
<td>ENV 110</td>
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<td></td>
</tr>
<tr>
<td>LLC 120</td>
<td>Global Crossings: Topics in Images, Media, and Texts</td>
<td></td>
</tr>
<tr>
<td>LLC 130</td>
<td>Global Green: Cultures of Production and/or Consumption</td>
<td></td>
</tr>
<tr>
<td>STH 200</td>
<td>Introduction to Sustainable Development</td>
<td></td>
</tr>
</tbody>
</table>

* If not taken in the Bryan School Pre-Admission Courses. All Bryan School majors must pass either MAT 120 or MAT 191.
** Or other approved Global Sustainability elective.
† Counts toward GEC GRD requirement.
‡ Counts toward GEC GPR requirement.

Electives

Electives sufficient to complete 122 total credit hours required for the degree.

Accounting Undergraduate Minor

The accounting minor is available to any UNC Greensboro student, other than ACCT majors, who is in good standing in the University. The minor complements a variety of professional and arts and sciences fields. It focuses on various accounting principles in order for students to be more successful in the professional pursuits.

Program Requirements

• Minimum of 15 credit hours

  1. Admission to the minor.  
     See Undergraduate Student Services, 301 Bryan.  
  2. To receive credit for the minor, the student must achieve a grade of C or better in all courses taken for the Accounting minor.  
  3. 9 credits must be successfully completed at UNC Greensboro.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 218</td>
<td>Financial Statement Preparation and Disclosures</td>
<td></td>
</tr>
<tr>
<td>ACC 202</td>
<td>Managerial Accounting</td>
<td></td>
</tr>
<tr>
<td>ACC 318</td>
<td>Intermediate Accounting I</td>
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</tr>
</tbody>
</table>

Select an additional 6 credits of upper division accounting courses at the 300 or 400 level

Accounting, M.S.

The MS in Accounting has a successful tradition as one of the longest running programs in graduate-level accounting education in North Carolina and is among the top 1% of programs worldwide to have
The MS in Accounting program is designed for qualified students from any academic background. Students admitted without the necessary accounting and/or business background will be required to take prerequisite courses in those areas based on the UNC Greensboro Bachelor of Science in accounting curriculum before enrolling in graduate accounting courses. Individual prerequisite needs are assessed by the program director when admission decisions are made.

In addition to the applicant materials required by The Graduate School, applicants must submit a personal statement indicating the reasons for pursuing the MS in Accounting degree and a resume.

Applicants who earned membership in Beta Gamma Sigma as undergraduates may request a GMAT/GRE waiver. An applicant with a professional certification (e.g., CPA) in North Carolina OR an advanced degree (MA, MSc, etc. or higher) may request to waive the GMAT/GRE. An applicant with a professional certification (e.g., CPA) in North Carolina OR an advanced degree (MA, MSc, etc. or higher) may request to waive the GMAT/GRE. For advanced degree waiver, the following criteria must be met:

- Advanced degree from at least a regionally accredited institution which required a standardized test (such as the GMAT or equivalent) as an entrance requirement;
- A graduate GPA of at least 3.3 out of 4.0;
- At least five years of relevant professional work experience;
- A demonstration of adequate quantitative ability in the form of a statistics or algebra course at the college-level with a grade of C or better.

For further admissions information and application deadlines, please see the Guide to Graduate Admissions.

## Degree Program Requirements

**Required:** 30 credit hours

### Accelerated B.S. to M.S.

**Application and Admission**

Qualified UNC Greensboro undergraduate students who are pursuing the Bachelor of Science in Accounting may apply for admission to the Accelerated Degree Program. A cumulative undergraduate GPA of at least 3.5 based on at least 30 credit hours earned at UNCG is required. The Department of Accounting and Finance also requires an Accounting GPA of 3.5 based on at least 9 credits of accounting classes earned at UNCG. Students must have completed accounting courses through ACC 318 Intermediate Accounting I with a minimum grade of "B" or better. Applicants must have completed at least 60 credits and may not apply for admission to the AP before the first semester of the senior year. Applicants will not be required to take the GMAT. All applicants must submit the Request for Accelerated Degree Program to the Graduate School and must simultaneously apply for admission to the graduate degree program.

Admitted students may apply one of the following 4 courses of graduate-level coursework toward completion of both the undergraduate and graduate degree provided that they earn a grade of "B" (3.0) or better in the course and fulfill graduate-level requirements:

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</thead>
<tbody>
<tr>
<td>ACC 630</td>
<td>Seminar in Contemporary Accounting Issues</td>
<td>3</td>
</tr>
</tbody>
</table>

### Electives

Select 3-9 credits of graduate courses outside accounting with prior approval of the program director.

**Code**

**Title**

**Credit Hours**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 630</td>
<td>Seminar in Contemporary Accounting Issues</td>
<td>3</td>
</tr>
</tbody>
</table>
The UNCG MBA Program

301 Bryan Building • 336-334-5390 • www.mba.uncg.edu

William Brown, Associate Dean of the Bryan School and MBA Director of Graduate Study
Tuisha Fernades-Stack, Administrative Director

About

The M.B.A. is a professional program built on a strategic management theme. The curriculum emphasizes an interdisciplinary approach to decision making in a changing global environment in which globalization and sustainability are changing the way all organizations function. Students in the Early Career Professional track complete 45 credit hours of course work. The Experienced Professional track requires 42 credit hours of course work and may take up to five years to complete depending on the number of credit hours taken each semester. Concentrations in finance, information technology, business analytics, marketing, and supply chain management are offered both to Early Career Professional and Experienced Professional students.

Graduate Programs

- Post-Baccalaureate Certificate in Business Foundations (12)
- Master of Business Administration (M.B.A.) (33-45)
- Master of Science in Nursing/Master of Business Administration (M.S.N./M.B.A.) in Health Management (62)

Graduate-level faculty

- Business Administration, M.B.A. (p. 480)
- Health Management, M.S.N./M.B.A. (p. 482)
- Business Foundations, Post-Baccalaureate Certificate (p. 482)
Students are admitted to the Early Career Professional track only in August of each academic year.

**Degree Program Requirements**

**Required:** 33-45 credit hours

**Computer Literacy:** MBA degree program students should have a working knowledge of word processing and spreadsheet applications in a PC environment. Familiarity with Excel is required. Students must also be familiar with basic probability and statistics as covered in computer-based training modules.

**Early Career Professional Track**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 701</td>
<td>Quantitative Analysis for Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>MBA 702</td>
<td>Financial and Managerial Accounting</td>
<td></td>
</tr>
<tr>
<td>MBA 703</td>
<td>Economic Policies and Impact on Global Outcomes</td>
<td></td>
</tr>
<tr>
<td>MBA 706</td>
<td>Marketing Management</td>
<td></td>
</tr>
<tr>
<td>MBA 707</td>
<td>Financial Management</td>
<td></td>
</tr>
<tr>
<td>MBA 708</td>
<td>Operations for Competitive Advantage</td>
<td></td>
</tr>
<tr>
<td>MBA 712</td>
<td>Strategic Management</td>
<td></td>
</tr>
<tr>
<td>MBA 716</td>
<td>Leadership and Sustainable Business</td>
<td></td>
</tr>
<tr>
<td>MBA 717</td>
<td>Technology and Innovation</td>
<td></td>
</tr>
<tr>
<td>MBA 718</td>
<td>Global Business in Practice</td>
<td></td>
</tr>
<tr>
<td>MBA 741</td>
<td>Creating and Sustaining Competitive Advantage</td>
<td></td>
</tr>
<tr>
<td>MBA 742</td>
<td>Organizational Internship</td>
<td></td>
</tr>
</tbody>
</table>

**Electives**

Select 9 credits

* Note: MBA 741 Creating and Sustaining Competitive Advantage indicates Capstone Experience.

**Experienced Professional Track**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 701</td>
<td>Quantitative Analysis for Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>MBA 702</td>
<td>Financial and Managerial Accounting</td>
<td></td>
</tr>
<tr>
<td>MBA 703</td>
<td>Economic Policies and Impact on Global Outcomes</td>
<td></td>
</tr>
<tr>
<td>MBA 706</td>
<td>Marketing Management</td>
<td></td>
</tr>
<tr>
<td>MBA 707</td>
<td>Financial Management</td>
<td></td>
</tr>
<tr>
<td>MBA 708</td>
<td>Operations for Competitive Advantage</td>
<td></td>
</tr>
<tr>
<td>MBA 712</td>
<td>Strategic Management</td>
<td></td>
</tr>
<tr>
<td>MBA 716</td>
<td>Leadership and Sustainable Business</td>
<td></td>
</tr>
<tr>
<td>MBA 717</td>
<td>Technology and Innovation</td>
<td></td>
</tr>
<tr>
<td>MBA 718</td>
<td>Global Business in Practice</td>
<td></td>
</tr>
<tr>
<td>MBA 741</td>
<td>Creating and Sustaining Competitive Advantage</td>
<td></td>
</tr>
</tbody>
</table>

**Finance Concentration**

Select 9 credits from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 720</td>
<td>Investments</td>
<td></td>
</tr>
<tr>
<td>MBA 721</td>
<td>Financial Statement Analysis and Valuation</td>
<td></td>
</tr>
<tr>
<td>MBA 723</td>
<td>Corporate Governance</td>
<td></td>
</tr>
<tr>
<td>MBA 724</td>
<td>Financial Institutions</td>
<td></td>
</tr>
</tbody>
</table>

* Other appropriate courses as approved by the MBA Program Director or Associate Director.

**Business Analytics Concentration**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISM 645</td>
<td>Principles of Predictive Analytics</td>
<td></td>
</tr>
<tr>
<td>ISM 646</td>
<td>Visualizing Data to Design Strategy</td>
<td></td>
</tr>
</tbody>
</table>

Select 3 credits from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISM 671</td>
<td>Organizing Data for Analytics</td>
<td></td>
</tr>
<tr>
<td>ISM 688</td>
<td>Projects in Business Analytics</td>
<td></td>
</tr>
<tr>
<td>MBA 730</td>
<td>Marketing Research</td>
<td></td>
</tr>
<tr>
<td>ECO 643</td>
<td>Econometric Methods</td>
<td></td>
</tr>
</tbody>
</table>

* Other appropriate courses as approved by the MBA Program Director or Associate Director.

**Information Technology Concentration**

Select 9 credits from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISM 645</td>
<td>Principles of Predictive Analytics</td>
<td></td>
</tr>
<tr>
<td>ISM 665</td>
<td>Principles of Cyber Security</td>
<td></td>
</tr>
<tr>
<td>ISM 671</td>
<td>Organizing Data for Analytics</td>
<td></td>
</tr>
<tr>
<td>ISM/ENT 672</td>
<td>App Design and Programming</td>
<td></td>
</tr>
<tr>
<td>ISM 673</td>
<td>Designing Secure Computer and IoT Networks for Business</td>
<td></td>
</tr>
<tr>
<td>ISM 679</td>
<td>Special Topics in Information Systems</td>
<td></td>
</tr>
</tbody>
</table>

* Other appropriate courses as approved by the MBA Program Director or Associate Director.

**Marketing Concentration**

Select 9 credits from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 730</td>
<td>Marketing Research</td>
<td></td>
</tr>
<tr>
<td>MBA 731</td>
<td>Brand Management</td>
<td></td>
</tr>
</tbody>
</table>

* Other appropriate courses as approved by the MBA Program Director or Associate Director.
Health Management, M.S.N./M.B.A.

The MSN/MBA in is offered jointly by the School of Nursing and the Bryan School of Business and Economics and requires a minimum of 62 semester hours.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions. Applicants must have a baccalaureate degree in nursing from an accredited program, current unrestricted licensure as a registered nurse in one of the 50 states or International Licensure and a minimum of one year of full-time clinical nursing experience.

Degree Program Requirements

Required: 62 credit hours

Computer Literacy: Upon entry to the MSN/MBA in Health Management degree program, students should have a working knowledge of word processing and spreadsheet applications in a PC environment. Familiarity with Excel is required.

Statistics Concentration

ECO 250 Economic and Business Statistics I, MBA statistics modules, or comparable is recommended to meet the program prerequisite for statistics.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 540</td>
<td>Financial Management in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>NUR 607</td>
<td>Interprofessional/Interdisciplinary Collaboration and Negotiation</td>
<td>3</td>
</tr>
<tr>
<td>NUR 609</td>
<td>The Role of the Nurse Leader in Advanced Quality and Safety</td>
<td>3</td>
</tr>
<tr>
<td>NUR 614</td>
<td>Information Technology in Nursing Administration</td>
<td>3</td>
</tr>
<tr>
<td>NUR 620</td>
<td>Law, Policy, and Economics of Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>NUR 641</td>
<td>Leadership and Management Essentials in Healthcare: Theories and Roles</td>
<td>3</td>
</tr>
<tr>
<td>NUR 644</td>
<td>Organizational Leadership and Management</td>
<td>3</td>
</tr>
<tr>
<td>NUR 645</td>
<td>Strategic Management of Health Care Organizations</td>
<td>3</td>
</tr>
</tbody>
</table>

Business Foundations, Post-Baccalaureate Certificate

The purpose of 12-hour Post-Baccalaureate Certificate in Business Foundations is to provide professionals who have a bachelor’s degree in a non-business field the opportunity to acquire education in business administration without committing to the lengthier MBA program.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

In addition to the application materials required by The Graduate School, applicants must submit an admission essay indicating the reasons for pursuing the certificate. An interview may be required.

Qualified applicants will have relevant managerial experience indicating increasing levels of managerial responsibilities.

Current students in the MBA, MS in accounting, or MS in information technology and management programs will not be eligible for the Post-Baccalaureate Certificate. Course work taken as part of the certificate program may be applied towards the MBA degree in accordance with the policies of The Graduate School.

Certificate Requirements

Required: 12 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 701</td>
<td>Quantitative Analysis for Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>MBA 702</td>
<td>Financial and Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>MBA 703</td>
<td>Economic Policies and Impact on Global Outcomes</td>
<td>3</td>
</tr>
<tr>
<td>MBA 716</td>
<td>Leadership and Sustainable Business</td>
<td>3</td>
</tr>
</tbody>
</table>

Business Undergraduate Minor

The Business Minor, consisting of 21 credit hours, is available for majors outside the Bryan School of Business and Economics who are in good standing in the university and are NOT one of the following majors:

- Accounting
- Business Administration
- Entrepreneurship
The minor complements a variety of professional and arts and sciences fields.

**Admission to the Minor**

See Bryan School Undergraduate Student Services Office, Room 301, Bryan Building.

Admission to the minor may be denied in cases where additional enrollments would threaten the academic quality of classes or programs.

**Program Requirements**

- Minimum of 21 credit hours
- Complete the courses below in the order listed.
- Cumulative GPA of 2.0 in all courses taken for the Business minor
- 9 credits of the minor course work must be successfully completed at UNC Greensboro.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECO 101</td>
<td>Introduction to Economics</td>
<td>3</td>
</tr>
<tr>
<td>or ECO 201</td>
<td>Principles of Microeconomics</td>
<td></td>
</tr>
<tr>
<td>ISM 110</td>
<td>Business Computing I</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ACC 201</td>
<td>Financial Accounting</td>
<td></td>
</tr>
<tr>
<td>ACC 202</td>
<td>Managerial Accounting</td>
<td></td>
</tr>
<tr>
<td>ACC 218</td>
<td>Financial Statement Preparation and Disclosures</td>
<td></td>
</tr>
<tr>
<td>Select 12 additional credits from the following course prefixes: ACC, BUS, ENT, FIN, ISM, MGT, MKT, or SCM</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

**Consumer, Apparel, and Retail Studies**

*Bryan School of Business and Economics*

210 Stone Building  
336-334-5250  
http://bryan.unCG.edu/cars

**Nancy Hodges, Department Chair**  
**Kittichai Watchravesringkan, Director of Graduate Study**

The Consumer, Apparel, and Retail Studies Department offers three major concentrations: Apparel Design, Global Apparel and Related Industries, and Retailing and Consumer Studies. These concentrations prepare students for positions with companies that focus on the process of concept to consumer for apparel and consumer-related products. Graduates may take positions in apparel design, apparel product development, fashion trend forecasting and analysis, quality control, sourcing, merchandising, buying, and retail management.

During the first two years of study, students will complete the majority of their general education requirements and begin introductory consumer, apparel, and retailing courses. In order to develop a strong knowledge base and build upon previously learned concepts, many of these courses are sequential and must be completed in the established order.

The Apparel Design concentration requires students to think creatively and technically. Students must draw freehand and on the computer, make patterns, and construct garments. The Apparel Design concentration is restricted to a limited number of students in the studio courses. All students wishing to enroll in the Apparel Design studio courses must submit an Apparel Design Application. Only students who have formal, written acceptance into the Apparel Design studio courses will be permitted to register in APD 251, APD 252, APD 341, and APD 443. Admission to the university does not guarantee acceptance into the Apparel Design studio courses. In all cases, admission is competitive and limited by space available in the program.

International exposure is built into the curriculum. Study of foreign languages is encouraged and international study experiences are possible. All majors take supporting courses in the Bryan School of Business and Economics. Students in the Retailing and Consumer Studies concentration can elect to fulfill a business minor with two additional Business electives.

Internship experiences are required of all CARS students through a structured two-course sequence that includes a professional development class that prepares them both to find internships and to achieve successful internship experiences. The CARS Internship Program Coordinator structures and supervises internships to ensure quality experiences. Because of the proximity to North Carolina's strong apparel and retailing industries, the majority of students have internships within the state; however, the long-standing relationships between CARS and the apparel, fashion, and retailing industries link students to opportunities for out-of-state internships in such exciting places as New York City, Atlanta, and the West Coast.

The Department of Consumer, Apparel, and Retail Studies offers graduate programs leading to a Post-Baccalaureate Certificate and the Master of Science and Doctor of Philosophy degrees. Course work and research focus on primary concepts in the study of consumer, apparel, and retailing, integrating perspectives from the social sciences, business, economics, and humanities.

Graduate courses focus on consumer, apparel, and retail issues with emphasis on consumer behavior and marketing. Students are encouraged to select supporting course work in related disciplines such as business, economics, sociology, psychology, anthropology, statistics, and information science.

**Professor**

Nancy Nelson Hodges, *Burlington Industry Professor and Professor*  

**Associate Professor**

Melanie R Carrico  
Jin Su  
Tu Watchravesringkan  

**Assistant Professor**

Seoha Min  

**Lecturer**

Trish W Kemerly  
Anne Mitchell Wood  

Graduate-level faculty
• Consumer, Apparel, and Retail Studies, B.S. (p. 484)
• Retailing and Consumer Studies Undergraduate Minor (p. 485)
• Consumer, Apparel, and Retail Studies, M.S. (p. 485)
• Consumer, Apparel, and Retail Studies, Ph.D. (p. 487)
• Global Apparel Supply Chain Management, Post-Baccalaureate Certificate (p. 487)

**Business Undergraduate Minor**
The Bryan School of Business and Economics offers the Business Undergraduate Minor (p. 482).

**Consumer, Apparel, and Retail Studies, B.S.**

**Overall Requirements**
- 122 credit hours, to include at least 36 credits at or above the 300 course level
- Only grades of C (2.0) or higher in CRS, APD, and RCS courses will count toward completion of the CARS major and concentrations.
- A grade of C (2.0) or higher is required in MAT 115.

**Degree Program Requirements**

**University Requirements** (p. 671)
General Education Core Requirements (GEC) (p. 683)

**Major Requirements**
A grade of C in MAT 115 is required.

**Core Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRS 242</td>
<td>Design Principles and Technology</td>
<td></td>
</tr>
<tr>
<td>CRS 211</td>
<td>Textile Science: From Fiber to Finish</td>
<td></td>
</tr>
<tr>
<td>CRS 221</td>
<td>Culture, Human Behavior, and Clothing</td>
<td></td>
</tr>
<tr>
<td>CRS 231</td>
<td>Introduction to Apparel and Related Industries: From Concept to Consumer</td>
<td></td>
</tr>
<tr>
<td>CRS 255</td>
<td>Consumer Behavior in Apparel and Related Industries</td>
<td></td>
</tr>
<tr>
<td>or CRS 262</td>
<td>Fashion Marketing and Communication</td>
<td></td>
</tr>
<tr>
<td>CRS 312</td>
<td>Technical Apparel Analysis</td>
<td></td>
</tr>
<tr>
<td>CRS 331</td>
<td>Professional Development: Consumer, Apparel, and Retail Industries</td>
<td></td>
</tr>
<tr>
<td>CRS 363</td>
<td>Global Sourcing of Apparel and Related Consumer Products</td>
<td></td>
</tr>
<tr>
<td>CRS 481</td>
<td>Contemporary Professional Issues in Consumer, Apparel, and Retail Studies</td>
<td></td>
</tr>
</tbody>
</table>

**Internship**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRS 332</td>
<td>Internship: Consumer, Apparel, and Retail Industries</td>
<td>1</td>
</tr>
</tbody>
</table>

**Related Area Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CST 105</td>
<td>Introduction to Communication Studies</td>
<td>1</td>
</tr>
<tr>
<td>ISM 110</td>
<td>Business Computing</td>
<td>1</td>
</tr>
</tbody>
</table>

**Apparel Design Concentration Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>APD 200</td>
<td>Fundamentals of Apparel Product Development</td>
<td></td>
</tr>
<tr>
<td>APD 244</td>
<td>Visual Communication for the Textile Products Industry</td>
<td></td>
</tr>
<tr>
<td>APD 251</td>
<td>Studio I: Garment Construction</td>
<td></td>
</tr>
<tr>
<td>APD 252</td>
<td>Studio II: Patternmaking and Draping</td>
<td></td>
</tr>
<tr>
<td>APD 310</td>
<td>Portfolio Development for Apparel Design</td>
<td></td>
</tr>
<tr>
<td>APD 341</td>
<td>Studio III: Advanced Patternmaking and Draping</td>
<td></td>
</tr>
<tr>
<td>APD 443</td>
<td>Studio IV: Creative and Technical Design</td>
<td></td>
</tr>
</tbody>
</table>

**Global Apparel and Related Industries Concentration Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>RCS 264</td>
<td>Fashion Retail Management</td>
<td></td>
</tr>
<tr>
<td>RCS 361</td>
<td>Fundamentals of Retail Buying and Merchandising</td>
<td></td>
</tr>
<tr>
<td>RCS 464</td>
<td>Global Retail Strategy and Management</td>
<td></td>
</tr>
<tr>
<td>RCS 584</td>
<td>Advanced Retail Analysis</td>
<td></td>
</tr>
</tbody>
</table>

**Related Area Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 201</td>
<td>Financial Accounting</td>
<td></td>
</tr>
<tr>
<td>IGS 200</td>
<td>Introduction to International and Global Studies</td>
<td></td>
</tr>
<tr>
<td>IGS 333</td>
<td>Selected Topics: International and Global Studies</td>
<td></td>
</tr>
<tr>
<td>IGS 400</td>
<td>Capstone Seminar in International and Global Studies</td>
<td></td>
</tr>
</tbody>
</table>

Select two language courses at or above the 300 level

**Retailing and Consumer Studies Concentration Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>RCS 264</td>
<td>Fashion Retail Management</td>
<td></td>
</tr>
<tr>
<td>RCS 361</td>
<td>Fundamentals of Retail Buying and Merchandising</td>
<td></td>
</tr>
<tr>
<td>RCS 363</td>
<td>Visual Merchandising and Product Presentation</td>
<td></td>
</tr>
<tr>
<td>RCS 464</td>
<td>Global Retail Strategy and Management</td>
<td></td>
</tr>
<tr>
<td>RCS 560</td>
<td>Advanced Retail Buying and Merchandising</td>
<td></td>
</tr>
</tbody>
</table>

1 May replace CRS 332 with 6 credits of approved electives earned while studying abroad. These courses may not be used to satisfy any other degree requirements.

2 A grade of C is required.

† Counts toward GEC GRD requirement.

†† Counts toward GEC GMT requirement.

††† Counts toward GEC GSB requirement.
RCS 584  Advanced Retail Analysis

Related Area Courses
ACC 201  Financial Accounting
ECO 201  Principles of Microeconomics
ECO 250  Economic and Business Statistics I
MKT 320  Principles of Marketing

Electives

Apparel Product Design Concentration
• 9 credits of electives required from APD, CRS, or RCS courses in the CARS major
• One required elective from MKT, MGT, or ECO
• Remaining electives sufficient to complete total credits required for degree

Global Apparel and Related Industries Concentration
• 6 credits of electives required from APD, CRS, or RCS courses in the CARS major
• Remaining electives sufficient to complete total credits required for degree
• 6 credits of approved electives earned while studying abroad may substitute for the internship listed in Major Requirements. These courses may not be used to satisfy any other degree requirements.

Retailing and Consumer Studies Concentration
• 9 credits of electives required from APD, CRS, or RCS courses in the CARS major
• One required elective from MKT, MGT, or ECO to complete the requirements for a minor in Business, if the minor is desired
• Remaining Electives sufficient to complete total credits required for degree

Accelerated B.S. to M.S.

Application and Admission
Qualified UNC Greensboro undergraduate students who are pursuing the Bachelor of Science in Consumer, Apparel and Retail Studies may apply for admission to the Accelerated Degree Program (ADP). A cumulative undergraduate GPA of at least 3.5 based on at least 30 hours earned at UNC Greensboro is required. Applicants must have completed at least 60 semester credits and may not apply for admission to the ADP before the first semester of the junior year. Applicants are not required to take the Graduate Record Examination. All applicants must submit the Request for Accelerated Degree Program to the Graduate School and must simultaneously apply for admission to the graduate degree program.

Admitted students may apply up to, but not more than, 12 credit hours of graduate-level coursework towards completion of both the undergraduate and the graduate degrees, provided that they earn a grade of B (3.0) or better in the course and fulfill graduate-level requirements.

The following courses may be counted towards both the BS and the MS degrees:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRS 620</td>
<td>Analysis of Apparel and Related Industries</td>
<td>3</td>
</tr>
<tr>
<td>CRS 682</td>
<td>Graduate Seminar in Consumer, Apparel, and Retail Studies</td>
<td>3</td>
</tr>
<tr>
<td>RCS 560</td>
<td>Advanced Retail Buying and Merchandising</td>
<td>3</td>
</tr>
<tr>
<td>RCS 584</td>
<td>Advanced Retail Analysis</td>
<td>3</td>
</tr>
<tr>
<td>RCS 662</td>
<td>Behavior-Soft Lines Consumers</td>
<td>3</td>
</tr>
<tr>
<td>CRS 605</td>
<td>Research Methodology in Consumer, Apparel, and Retail Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

Degree Program Requirements
Please consult with an advisor to determine how courses taken at the graduate level will meet requirements in the bachelor’s degree program. All degree requirements for the Master of Science in Consumer, Apparel and Retail Studies remain the same.

Retailing and Consumer Studies Undergraduate Minor

Program Requirements
• Minimum of 15 credit hours

 Majors in programs outside of the Consumer, Apparel, and Retail Studies Department may elect a minor in Consumer, Apparel, and Retail Studies by completing 15 credits, one course of which must be at the 500 level.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRS 231</td>
<td>Introduction to Apparel and Related Industries: From Concept to Consumer</td>
<td></td>
</tr>
<tr>
<td>CRS 255</td>
<td>Consumer Behavior in Apparel and Related Industries</td>
<td></td>
</tr>
<tr>
<td>CRS 262</td>
<td>Fashion Marketing and Communication</td>
<td></td>
</tr>
<tr>
<td>CRS 312</td>
<td>Technical Apparel Analysis</td>
<td></td>
</tr>
<tr>
<td>CRS 321</td>
<td>Social Psychology of Dress</td>
<td></td>
</tr>
<tr>
<td>CRS 372</td>
<td>Survey of Historic Costume</td>
<td></td>
</tr>
<tr>
<td>CRS 363</td>
<td>Global Sourcing of Apparel and Related Consumer Products</td>
<td></td>
</tr>
<tr>
<td>RCS 361</td>
<td>Fundamentals of Retail Buying and Merchandising</td>
<td></td>
</tr>
<tr>
<td>RCS 363</td>
<td>Visual Merchandising and Product Presentation</td>
<td></td>
</tr>
<tr>
<td>RCS 464</td>
<td>Global Retail Strategy and Management</td>
<td></td>
</tr>
</tbody>
</table>

* Provided prerequisites are met.

Consumer, Apparel, and Retail Studies, M.S.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

In addition to the application materials required by The Graduate School, applicants must submit a current resume and a one to two-page goals statement. Statements should clearly outline career goals, relevant work experience, and reasons for pursuing a graduate degree; address why the...
Consumer, Apparel and Retail Studies program is of interest; and include specific areas of research interest related to the department’s graduate program emphasis. Of the three letters of reference, one should be written by a former instructor or academic contact.

**Degree Program Requirements**

**Required:** 30 credit hours

**Thesis Option**

The MS in Consumer, Apparel, and Retail Studies, thesis option, requires a minimum of 30 credit hours and focuses on research issues in consumer, apparel, and retailing. It is designed to provide students with the necessary knowledge and skills to pursue careers in academics and business.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>RCS 662</td>
<td>Behavior-Soft Lines Consumers</td>
<td>12</td>
</tr>
<tr>
<td>CRS 620</td>
<td>Analysis of Apparel and Related Industries</td>
<td></td>
</tr>
<tr>
<td>CRS 630</td>
<td>Economic Dynamics of the Retail Complex</td>
<td></td>
</tr>
<tr>
<td>CRS 682</td>
<td>Graduate Seminar in Consumer, Apparel, and Retail Studies</td>
<td></td>
</tr>
</tbody>
</table>

**Required Research Techniques**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRS 605</td>
<td>Research Methodology in Consumer, Apparel, and Retail Studies</td>
<td>9-11</td>
</tr>
</tbody>
</table>

Select one option of the following:

**Option 1:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>STA 571</td>
<td>Statistical Methods for Research I</td>
<td></td>
</tr>
<tr>
<td>STA 572</td>
<td>Statistical Methods for Research II</td>
<td></td>
</tr>
</tbody>
</table>

**Option 2:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ERM 680</td>
<td>Intermediate Statistical Methods in Education</td>
<td></td>
</tr>
<tr>
<td>ERM 681</td>
<td>Design and Analysis of Educational Experiments</td>
<td></td>
</tr>
</tbody>
</table>

**Option 3:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 701</td>
<td>Quantitative Analysis for Decision Making</td>
<td></td>
</tr>
<tr>
<td>ERM 681</td>
<td>Design and Analysis of Educational Experiments</td>
<td></td>
</tr>
</tbody>
</table>

**Electives**

Select three credits from available CRS 600-and 700-level courses

**Thesis (Capstone Experience)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRS 699</td>
<td>Thesis</td>
<td>6</td>
</tr>
</tbody>
</table>

1. As approved by the student’s chair in consultation with the committee.

**Thesis Advisory Committee**

The student will select a graduate advisor and two other graduate faculty members to serve as a Thesis Advisory Committee. The graduate advisor must be from the Department of Consumer, Apparel, and Retail Studies. The committee must be chosen and a program of study approved no later than the second semester enrolled in graduate courses.

**Global Apparel Management Concentration**

**Required:** 30 credit hours

The concentration in Global Apparel Management requires 30 credit hours of online coursework and provides state-of-the-art skills for decision making in global apparel management with a consumer focus. Additionally, the concentration requires an applied industry practicum which serves as a capstone experience.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRS 620</td>
<td>Analysis of Apparel and Related Industries</td>
<td></td>
</tr>
<tr>
<td>CRS 682</td>
<td>Graduate Seminar in Consumer, Apparel, and Retail Studies</td>
<td></td>
</tr>
<tr>
<td>RCS 560</td>
<td>Advanced Retail Buying and Merchandising</td>
<td></td>
</tr>
<tr>
<td>RCS 584</td>
<td>Advanced Retail Analysis</td>
<td></td>
</tr>
<tr>
<td>RCS 662</td>
<td>Behavior-Soft Lines Consumers</td>
<td></td>
</tr>
</tbody>
</table>

**Applied Research Techniques**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRS 605</td>
<td>Research Methodology in Consumer, Apparel, and Retail Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

Select six credits from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CRS 570</td>
<td>Apparel Brand Management</td>
<td></td>
</tr>
<tr>
<td>CRS 614</td>
<td>Global Luxury Products Market Analysis</td>
<td></td>
</tr>
<tr>
<td>SCM 650</td>
<td>Principles of Supply Chain Management</td>
<td></td>
</tr>
<tr>
<td>SCM 651</td>
<td>Analytics for Logistics and Distribution Management</td>
<td></td>
</tr>
<tr>
<td>SCM 652</td>
<td>Strategic Cost, Procurement, and Supply Chain Finance</td>
<td></td>
</tr>
<tr>
<td>SCM 655</td>
<td>Global Supply Networks</td>
<td></td>
</tr>
<tr>
<td>MBA 706</td>
<td>Marketing Management</td>
<td></td>
</tr>
<tr>
<td>MBA 716</td>
<td>Leadership and Sustainable Business</td>
<td></td>
</tr>
</tbody>
</table>

**Capstone**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRS 632</td>
<td>Supervised Industry Practicum in Consumer, Apparel, and Retail Studies *</td>
<td>6</td>
</tr>
</tbody>
</table>

* Students must demonstrate a broad knowledge of the material covered in the curriculum by undertaking an approved industry practicum. A formal contract will be established between the CARS graduate program committee and each student to clearly define the scope and requirements for the project. The student will be permitted to enroll in CRS 632 Supervised Industry Practicum in Consumer, Apparel, and Retail Studies once the Required Core Courses are complete.

**Accelerated B.S. to M.S.**

**Application and Admission**

Qualified UNC Greensboro undergraduate students who are pursuing the Bachelor of Science in Consumer, Apparel and Retail Studies may apply for admission to the Accelerated Degree Program (ADP). A cumulative undergraduate GPA of at least 3.5 based on at least 30 hours earned at UNC Greensboro is required. Applicants must have completed at least 60 semester credits and may not apply for admission to the ADP before the first semester of the junior year. Applicants are not required to take the Graduate Record Examination. All applicants must submit the Request for Accelerated Degree Program to the Graduate School and must simultaneously apply for admission to the graduate degree program.

Admitted students may apply up to, but not more than, 12 credit hours of graduate-level coursework towards completion of both the undergraduate and the graduate degrees, provided that they earn a grade of B (3.0) or better in the course and fulfill graduate-level requirements.
The following courses may be counted towards both the BS and the MS degrees:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRS 620</td>
<td>Analysis of Apparel and Related Industries</td>
<td>3</td>
</tr>
<tr>
<td>CRS 682</td>
<td>Graduate Seminar in Consumer, Apparel, and Retail Studies</td>
<td>3</td>
</tr>
<tr>
<td>RCS 560</td>
<td>Advanced Retail Buying and Merchandising</td>
<td>3</td>
</tr>
<tr>
<td>RCS 584</td>
<td>Advanced Retail Analysis</td>
<td>3</td>
</tr>
<tr>
<td>RCS 662</td>
<td>Behavior-Soft Lines Consumers</td>
<td>3</td>
</tr>
<tr>
<td>CRS 605</td>
<td>Research Methodology in Consumer, Apparel, and Retail Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

**Degree Program Requirements**

Please consult with an advisor to determine how courses taken at the graduate level will meet requirements in the bachelor's degree program. All degree requirements for the Master of Science in Consumer, Apparel and Retail Studies remain the same.

**Consumer, Apparel, and Retail Studies, Ph.D.**

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

In addition to the application materials required by The Graduate School, applicants must submit a current resume and a one to two-page goals statement. Statements should clearly outline career goals, relevant work experience, and reason for pursuing a graduate degree; address why the Consumer, Apparel and Retail Studies program is of interest; and include specific areas of research interest related to the department's graduate program emphasis. Of the three letters of reference, one should be written by a former instructor or academic contact.

**Degree Program Requirements**

**Required:** Requires minimum of 60 hours (minimum of 90 hours beyond the BS)

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>CRS 682</td>
<td>Graduate Seminar in Consumer, Apparel, and Retail Studies</td>
<td>3</td>
</tr>
<tr>
<td>CRS 701</td>
<td>Literature and Thought in Consumer, Apparel, and Retail Studies</td>
<td>3</td>
</tr>
<tr>
<td>CRS 712</td>
<td>Theory Development in Consumer, Apparel, and Retail Studies</td>
<td>3</td>
</tr>
<tr>
<td>CRS 713</td>
<td>Qualitative Methodology in Consumer, Apparel, and Retail Studies</td>
<td>3</td>
</tr>
<tr>
<td>CRS 714</td>
<td>Advanced Quantitative Methods in Consumer, Apparel, and Retail Studies</td>
<td>3</td>
</tr>
<tr>
<td>CRS 721</td>
<td>Consumer Behavior in Apparel and Retailing</td>
<td>3</td>
</tr>
<tr>
<td>RCS 662</td>
<td>Behavior-Soft Lines Consumers</td>
<td>3</td>
</tr>
<tr>
<td>CRS 605</td>
<td>Research Methodology in Consumer, Apparel, and Retail Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

**Cognate Area**

- **Select 9 hours**

**Electives**

- **Select 3 hours from available CRS 600-and 700-level courses**

**Research and Dissertation**

- **Select 15 hours of the following:**
  - CRS 790  | Independent Doctoral Research |
  - CRS 799  | Dissertation |

**Teaching**

- CRS 765  | College Teaching Practicum in Consumer, Apparel, and Retail Studies |

* In consultation with the student’s chair and Advisory/Dissertation Committee, the student will identify a supporting area that will enrich and expand his or her research interest. The student will take a minimum of 9 hours within this area.

**Global Apparel Supply Chain Management, Post-Baccalaureate Certificate**

**Certificate Requirements**

**Required:** 15 credit hours

The online graduate certificate in Global Apparel Supply Chain Management consists of a minimum of 15 s.h. of coursework. It is intended for professionals with a bachelor's degree from an accredited institution working in any field who are interested in gaining state-of-the-art, product-specific knowledge to address issues and problems within the global industry supply chain.

<table>
<thead>
<tr>
<th>Code</th>
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<td>RCS 584</td>
<td>Advanced Retail Analysis</td>
<td>3</td>
</tr>
<tr>
<td>RCS 560</td>
<td>Advanced Retail Buying and Merchandising</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives**

- **Select 6 of the following:**
  - SCM 650  | Principles of Supply Chain Management |

**Research and Dissertation**

- **Select 3 of the following:**
  - SCM 651  | Analytics for Logistics and Distribution Management |
Economics

Bryan School of Business and Economics

462 Bryan Building
336-334-5463
http://economics.uncg.edu

Jeremy W. Bray, Department Head
Dennis P. Leyden, Director of Graduate Study

Mission

The Department of Economics supports the teaching, research, and service missions of the university and the Bryan School of Business and Economics. The Department’s undergraduate courses and programs prepare students for the competitive global marketplace, career and professional development, and graduate education. Its innovative graduate programs, the M.A. in Applied Economics and the Ph.D. in Economics with a focus on applied microeconomics, provide students with a mastery of advanced empirical and analytical methods so they can conduct high-quality research and contribute to the knowledge base in business, government, nonprofit, and research settings. The Department conducts high-quality nationally recognized research that supports its academic programs, promotes economic understanding, and fosters economic development in the Triad and the state.

The Department of Economics provides students with an understanding of economic principles, concepts, and institutions and the ability to analyze a wide variety of business and public policy issues. Economics is a social science concerned with the choices people make and with public policies that affect those choices including protection of the environment, the quality and cost of health care, business productivity, inflation and unemployment, poverty, globalization, and the material well-being of the residents of the nation and of the planet.

The Department of Economics offers both Bachelor of Science and Bachelor of Arts undergraduate degrees through the Bryan School of Business and Economics. These undergraduate programs prepare students for careers in business, government, or not-for-profit organizations that involve the application of economic analysis and methods or for entry into post graduate degree programs. The undergraduate curriculum in economics offers students introductory and intermediate courses in macroeconomics, microeconomics, and statistics. These courses provide an introduction to the theory, quantitative techniques, and critical thinking needed to use economics to analyze business, social, and other issues. The department’s electives enable students to further develop their knowledge by applying these skills to economic problems and specific topics of study. Upper-division seminar courses encourage open discourse of economic topics to deepen the application of theory and economic analysis. Economics majors may elect to earn credit hours while serving in an internship to gain work experience and better prepare for their careers in the field of study.

The Bachelor of Arts (B.A.) in Economics degree builds on a comprehensive liberal arts education in the sciences, humanities, and arts and develops the student’s ability to apply economic reasoning and analysis to issues of concern in economics, public and social policy, and other disciplines in the humanities and social sciences. The BA in Economics provides the flexibility to take courses outside the department and the opportunity to double major in disciplines outside the Bryan School of Business & Economics. Students in the B.A. program can choose to double major in the liberal arts, the social sciences, or the natural sciences.

The Bachelor of Science (B.S.) in Economics builds on the analytical business foundation required of all Bryan School of Business & Economics students and develops the student’s ability to apply economic reasoning and analysis to business and public policy issues. Curriculum under the B.S. degree provides the opportunity to develop synergies with other areas of study within the Bryan School.

The department offers an Accelerated Degree Program (A.D.P) that allows exceptional UNC Greensboro undergraduate students to complete a bachelor’s degree and the M.A. in Applied Economics in 5 years—only two additional semesters of course work beyond the bachelor’s degree. Students interested in this program or the UNC Greensboro Masters in Applied Economics program are encouraged to speak with economics faculty or an advisor early in their undergraduate studies for course selection and sequencing.

The faculty of the Department of Economics has an established national reputation for scholarship in applied microeconomic research. The department’s graduate programs are specially focused on developing the theoretical and econometric tools required to formulate and interpret quality empirical research and the data handling and communication skills required to conduct and disseminate the outcomes of that research.

Student Learning Goals

Critical thinking, quantitative analysis, communication skills, and economic reasoning are highly valued in the competitive global economy. In order to prepare our students for their careers and possible future graduate work, our B.A. and B.S. graduates will be able to:

- Identify economic issues
- Analyze economic issues
- Propose policies to address economic issues
- Communicate effectively about economic issues

Professor
Jeremy W Bray
Stephen P Holland
Al Link, Virginia Batte Phillips Distinguished Professor
Kenneth A Snowden

Associate Professor
Dora Gicheva
Stephen K. Layson
Dennis Patrick Leyden
Christopher A Swann

Assistant Professor
Martin Sparre Andersen
Berrak Bahadır
Marie C. Hull
Matthew Arnold Schaffer
Martijn Van Hasselt

Lecturer
Amelia Storms Hopkins
Graduate-level faculty

- Economics, B.A. (p. 489)
- Economics, B.S. (p. 490)
- Economics Undergraduate Minor (p. 491)
- Applied Economics, M.A. (p. 491)
- Economics, M.A./Ph.D. (p. 493)
- Economics, Ph.D. (p. 493)

Business Undergraduate Minor
The Bryan School of Business and Economics offers the Business Undergraduate Minor (p. 482).

Economics Disciplinary Honors
Consult the departmental office. See also Honors Programs (p. 652).

Economics, B.A.

Overall Requirements

- 122 credit hours, to include at least 36 credits at or above the 300 course level
- A cumulative GPA of at least 2.0
- At least 15 credits of economics must be earned at UNC Greensboro.
- Grades of C (2.0) or better in each ECO course used to meet major requirements.

Degree Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>University Requirements (p. 671)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Education Core Requirements (GEC) (p. 683)</td>
<td></td>
</tr>
</tbody>
</table>

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 101</td>
<td>Introduction to Economics †</td>
<td></td>
</tr>
<tr>
<td>or ECO 201</td>
<td>Principles of Microeconomics</td>
<td></td>
</tr>
<tr>
<td>ECO 202</td>
<td>Principles of Macroeconomics †</td>
<td></td>
</tr>
<tr>
<td>ECO 250</td>
<td>Economic and Business Statistics I</td>
<td></td>
</tr>
<tr>
<td>ECO 301</td>
<td>Intermediate Microeconomic Theory</td>
<td></td>
</tr>
<tr>
<td>ECO 302</td>
<td>Intermediate Macroeconomic Theory</td>
<td></td>
</tr>
</tbody>
</table>

Select additional 15 credits of Economics electives at the 300 level or above

Related Area Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISM 110</td>
<td>Business Computing I</td>
<td></td>
</tr>
<tr>
<td>PHI 361</td>
<td>Ethical Issues in Business ††</td>
<td></td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 120</td>
<td>Calculus with Business Applications †††</td>
<td></td>
</tr>
<tr>
<td>MAT 191</td>
<td>Calculus I †††</td>
<td></td>
</tr>
</tbody>
</table>

† Counts toward GEC GSB requirement.
†† Counts toward GEC GPA requirement.
††† Counts toward GEC GMT requirement.

Electives
Electives sufficient to complete 122 total credit hours required for degree.

Economics as a Second Major
Completion of a second major in economics is a good choice for students in other social sciences, mathematics, and other professional areas. The double major can usually be fitted into a normal four-year liberal arts course of study. In highly structured professional programs, additional hours beyond the minimum required for graduation are necessary.

Students who double major in economics and another field must complete all major requirements in both areas as well as the general requirements for the degree which they are seeking.

Accelerated B.A. or B.S. to M.A.
Application and Admission
Qualified UNC Greensboro undergraduate students who are pursuing the B.A. or B.S. in Economics may apply for admission to the Accelerated Degree Program and the M.A. in Applied Economics program. A cumulative undergraduate GPA of at least 3.5 based on at least 30 hours earned at UNC Greensboro is required. At the time of the application the student should have also completed or be currently enrolled in:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 301</td>
<td>Intermediate Microeconomic Theory</td>
<td>3</td>
</tr>
<tr>
<td>ECO 319</td>
<td>Quantitative Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ECO 302</td>
<td>Intermediate Macroeconomic Theory</td>
<td>3</td>
</tr>
<tr>
<td>ECO 350</td>
<td>Economic and Business Statistics II</td>
<td>3</td>
</tr>
</tbody>
</table>

Applicants must have completed at least 60 semester credits and may not apply for admission to the ADP before the first semester of the junior year. Applicants are also required to take the Graduate Record Examination. All applicants must submit the Request for Accelerated Degree Program to the Graduate School and must simultaneously apply for admission to the M.A. program in Applied Economics.

Admitted students may apply 12 credits of graduate-level coursework toward completion of both the undergraduate and graduate degree, provided that they earn a grade of "B" (3.0) or better in the course and fulfill graduate-level requirements. The graduate courses the student will take within the Accelerated Degree Program in Economics must be approved by the Director of Graduate Study, must be specified on the Request for Accelerated Degree Program, and must be chosen from among the following required courses in the M.A. in Applied Economics curriculum:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 619</td>
<td>Mathematical Economics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 641</td>
<td>Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 642</td>
<td>Microeconomics II</td>
<td>3</td>
</tr>
<tr>
<td>ECO 643</td>
<td>Econometric Methods</td>
<td>3</td>
</tr>
<tr>
<td>ECO 644</td>
<td>Econometric Theory</td>
<td>3</td>
</tr>
</tbody>
</table>
Degree Program Requirements
Please consult with an advisor to determine how the courses taken at the graduate level will meet requirements in the bachelor’s degree program. All degree requirements for the M.A. in Applied Economics remain the same.

Economics, B.S.

Overall Requirements
• 122 credit hours, to include at least 36 credits at or above the 300 course level
• A cumulative GPA of at least 2.0
• At least 15 credits of Economics must be earned at UNC Greensboro.
• Grades of C (2.0) or better in each ECO course used to meet major requirements.
• No more than 30 credits of traditional business courses (ACC, BUS, FIN, ISM, MGT, MKT, and SCM courses taught by Bryan School faculty) will count toward the B.S. degree in Economics.

Degree Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 101 or ECO 201</td>
<td>Introduction to Economics †</td>
<td></td>
</tr>
<tr>
<td>ECO 202</td>
<td>Principles of Macroeconomics †</td>
<td></td>
</tr>
<tr>
<td>ECO 250</td>
<td>Economic and Business Statistics I</td>
<td></td>
</tr>
<tr>
<td>ECO 300</td>
<td>The International Economy</td>
<td></td>
</tr>
<tr>
<td>ECO 301</td>
<td>Intermediate Microeconomic Theory</td>
<td></td>
</tr>
<tr>
<td>ECO 302</td>
<td>Intermediate Macroeconomic Theory</td>
<td></td>
</tr>
<tr>
<td>Select 9 credits of ECO electives at the 300 level or above</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Related Area Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 201</td>
<td>Financial Accounting</td>
<td></td>
</tr>
<tr>
<td>or ACC 218</td>
<td>Financial Statement Preparation and Disclosures</td>
<td></td>
</tr>
<tr>
<td>ACC 202</td>
<td>Managerial Accounting</td>
<td></td>
</tr>
<tr>
<td>CST 105</td>
<td>Introduction to Communication Studies ††</td>
<td></td>
</tr>
<tr>
<td>ENG 101</td>
<td>College Writing I ††</td>
<td></td>
</tr>
<tr>
<td>ENG 102</td>
<td>College Writing II *</td>
<td></td>
</tr>
<tr>
<td>FIN 315</td>
<td>Business Finance I</td>
<td></td>
</tr>
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<td>ISM 110</td>
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<td></td>
</tr>
<tr>
<td>PHI 361</td>
<td>Ethical Issues in Business ††</td>
<td></td>
</tr>
<tr>
<td>MKT 309</td>
<td>Business Communications ‡</td>
<td></td>
</tr>
</tbody>
</table>

Select one of the following:

Electives
Electives sufficient to complete 122 total credit hours required for degree.

Economics as a Second Major
Completion of a second major in economics is a good choice for students in other social sciences, mathematics, and other professional areas. The double major can usually be fitted into a normal four-year liberal arts course of study. In highly structured professional programs, additional hours beyond the minimum required for graduation are necessary.

Students who double major in economics and another field must complete all major requirements in both areas as well as the general requirements for the degree which they are seeking.

Accelerated B.A. or B.S. to M.A.
Application and Admission
Qualified UNC Greensboro undergraduate students who are pursuing the B.A. or B.S. in Economics may apply for admission to the Accelerated Degree Program and the M.A. in Applied Economics program. A cumulative undergraduate GPA of at least 3.5 based on at least 30 hours earned at UNC Greensboro is required. At the time of the application the student should have also completed or be currently enrolled in:

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<td>Quantitative Analysis</td>
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<tr>
<td>ECO 350</td>
<td>Economic and Business Statistics II</td>
<td>3</td>
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</table>

Applicants must have completed at least 60 semester credits and may not apply for admission to the ADP before the first semester of the junior year. Applicants are also required to take the Graduate Record Examination. All applicants must submit the Request for Accelerated Degree Program to the Graduate School and must simultaneously apply for admission to the M.A. program in Applied Economics.

Admitted students may apply 12 credits of graduate-level coursework toward completion of both the undergraduate and graduate degree, provided that they earn a grade of ”B” (3.0) or better in the course and fulfill graduate-level requirements. The graduate courses the student will take within the Accelerated Degree Program in Economics must be approved by the Director of Graduate Study. Admitted students must submit the Request for Accelerated Degree Program, and must be chosen from among the following required courses in the M.A. in Applied Economics curriculum:
Degree Program Requirements

Please consult with an advisor to determine how the courses taken at the graduate level will meet requirements in the bachelor’s degree program. All degree requirements for the M.A. in Applied Economics remain the same.

Economics Undergraduate Minor

An economics minor is especially appropriate for students whose majors are geography, history, mathematics, political science, sociology, or for students doing interdisciplinary study in the social sciences.

Program Requirements

• Minimum of 18 credit hours

Applied Economics, M.A.

The M.A. in Applied Economics is designed for students who seek careers in business, finance, or government as economists, forecasters, policy analysts, economic researchers, or managers with strong quantitative skills. The program is structured to develop the theoretical, quantitative, and statistical skills that are required to perform and interpret economic analyses on a wide range of policy-oriented issues. Excellent training is also provided for students who wish to enter the Ph.D. program at UNC Greensboro or to pursue additional graduate education at other institutions.

Course work for the 30-hour degree combines core knowledge of economic theory and econometrics, specialized applied research methods, advanced electives, and a capstone seminar focused on the development of applied empirical research skills based on the integration of microeconomic theory and econometrics.

Students pursuing the M.A. in Applied Economics may select one of two optional areas of concentration: data analytics and policy analysis. Course work must be approved by the Director of Graduate Study and must include certain courses as explained in the discussion of the concentrations.

Admission to the program requires a completed baccalaureate degree and completion of undergraduate courses in Intermediate Microeconomics (ECO 301 at UNC Greensboro), Mathematical Economics (ECO 319 at UNC Greensboro), and Economics and Business Statistics II (ECO 350 at UNC Greensboro). Equivalent coursework in mathematics and statistics may substitute for the latter two. For information regarding deadlines and other requirements for admission, please see the Guide to Graduate Admissions.

Degree Program Requirements

Required: 30 credit hours

<table>
<thead>
<tr>
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<th>Title</th>
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<td>Econometric Methods</td>
<td>3</td>
</tr>
<tr>
<td>ECO 644</td>
<td>Econometric Theory</td>
<td>3</td>
</tr>
<tr>
<td>ECO 646</td>
<td>Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 725</td>
<td>Data Methods in Economics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 731</td>
<td>Applied Policy Methods</td>
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</tr>
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Core Knowledge Requirement

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 619</td>
<td>Mathematical Economics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 641</td>
<td>Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 643</td>
<td>Econometric Methods</td>
<td>3</td>
</tr>
<tr>
<td>ECO 731</td>
<td>Applied Policy Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

Advanced Theory Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 642</td>
<td>Microeconomics II</td>
<td>3</td>
</tr>
<tr>
<td>or ECO 646</td>
<td>Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 644</td>
<td>Econometric Theory</td>
<td>3</td>
</tr>
<tr>
<td>ECO 725</td>
<td>Data Methods in Economics</td>
<td>3</td>
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Electives

Select six hours from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 642</td>
<td>Microeconomics II</td>
<td>3</td>
</tr>
<tr>
<td>ECO 646</td>
<td>Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 663</td>
<td>Predictive Data Mining</td>
<td>3</td>
</tr>
<tr>
<td>ECO 664</td>
<td>Time Series and Forecasting</td>
<td>3</td>
</tr>
<tr>
<td>ECO 734</td>
<td>Public Policies Toward Innovation and Sustainability</td>
<td>3</td>
</tr>
<tr>
<td>ECO 735</td>
<td>Labor Economics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 736</td>
<td>Public Economics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 737</td>
<td>Health Economics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 738</td>
<td>Topics in Economics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 741</td>
<td>Advanced Mathematical Economics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 742</td>
<td>Advanced Microeconomic Theory</td>
<td>3</td>
</tr>
<tr>
<td>ECO 745</td>
<td>Advanced Econometric Theory</td>
<td>3</td>
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</table>

Research Seminar (Capstone Experience)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>ECO 721</td>
<td>Empirical Microeconomics</td>
<td>3</td>
</tr>
</tbody>
</table>

* Electives may be earned with 600- or 700-level Economics courses or with graduate courses taken outside the department. Electives not listed below must be approved by the Director of Graduate Study.

Comprehensive Examinations

As a requirement for graduation, each student must successfully complete two comprehensive examinations—one in economic theory and one in econometrics. Both examinations are administered during the first two weeks of the spring semester. Students must pass each with a minimum grade of B-(2.7). Students who do not pass either or both examination(s) may retake the examination(s) one time.

Data Analytics Concentration

The Data Analytics concentration combines the MA core knowledge, advanced theory, research seminar, and comprehensive examination requirements with courses emphasizing the combination of skills, technologies, applications, and processes used by organizations to perform advanced data analysis.
Required: 30 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Core Knowledge Requirement</td>
<td>12</td>
</tr>
<tr>
<td>ECO 619</td>
<td>Mathematical Economics</td>
<td></td>
</tr>
<tr>
<td>ECO 641</td>
<td>Microeconomics</td>
<td></td>
</tr>
<tr>
<td>ECO 643</td>
<td>Econometric Methods</td>
<td></td>
</tr>
<tr>
<td>ECO 731</td>
<td>Applied Policy Methods</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Advanced Theory Requirements</td>
<td>9</td>
</tr>
<tr>
<td>ECO 644</td>
<td>Econometric Theory</td>
<td></td>
</tr>
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<td>Macroeconomics</td>
<td></td>
</tr>
<tr>
<td>ECO 725</td>
<td>Data Methods in Economics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Electives</td>
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<tr>
<td>ECO 663</td>
<td>Predictive Data Mining</td>
<td></td>
</tr>
<tr>
<td>or ECO 664</td>
<td>Time Series and Forecasting</td>
<td></td>
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<tr>
<td></td>
<td>Select one graduate economics course or other graduate level course</td>
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<td></td>
<td>Research Seminar (Capstone Experience)</td>
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</tr>
<tr>
<td>ECO 721</td>
<td>Empirical Microeconomics</td>
<td></td>
</tr>
</tbody>
</table>

* Chosen in consultation with the Director of Graduate Study.

Comprehensive Examinations
As a requirement for graduation, each student must successfully complete two comprehensive examinations—one in economic theory and one in econometrics. Both examinations are administered during the first two weeks of the spring semester. Students must pass each with a minimum grade of B-(2.7). Students who do not pass either or both examination(s) may retake the examination(s) one time.

Policy Analysis Concentration
The Policy Analysis Concentration combines the MA core knowledge, advanced theory, research seminar, and comprehensive examination requirements with courses emphasizing policy evaluations skills and knowledge.

Degree Program Requirements
Required: 30 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Core Knowledge Requirement</td>
<td>12</td>
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<tr>
<td>ECO 619</td>
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<td></td>
</tr>
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<td>ECO 641</td>
<td>Microeconomics</td>
<td></td>
</tr>
<tr>
<td>ECO 643</td>
<td>Econometric Methods</td>
<td></td>
</tr>
<tr>
<td>ECO 731</td>
<td>Applied Policy Methods</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Advanced Theory Requirements</td>
<td>9</td>
</tr>
<tr>
<td>ECO 642</td>
<td>Microeconomics II</td>
<td></td>
</tr>
<tr>
<td>ECO 644</td>
<td>Econometric Theory</td>
<td></td>
</tr>
<tr>
<td>ECO 725</td>
<td>Data Methods in Economics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Electives</td>
<td>6</td>
</tr>
<tr>
<td>ECO 734</td>
<td>Public Policies Toward Innovation and Sustainability</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
<td>3</td>
</tr>
<tr>
<td>ECO 735</td>
<td>Labor Economics</td>
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<tr>
<td>ECO 736</td>
<td>Public Economics</td>
<td></td>
</tr>
</tbody>
</table>

ECO 737 | Health Economics 3 |
ECO 738 | Topics in Economics 3 |
Research Seminar (Capstone Experience) 3 |
ECO 721 | Empirical Microeconomics 3 |

Accelerated B.A. or B.S. to M.A.
Application and Admission
Qualified UNC Greensboro undergraduate students who are pursuing the B.A. or B.S. in Economics may apply for admission to the Accelerated Degree Program and the M.A. in Applied Economics program. A cumulative undergraduate GPA of at least 3.5 based on at least 30 hours earned at UNC Greensboro is required. At the time of the application the student should have also completed or be currently enrolled in:

<table>
<thead>
<tr>
<th>Code</th>
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<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>ECO 301</td>
<td>Intermediate Microeconomic Theory</td>
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</tr>
<tr>
<td>ECO 319</td>
<td>Quantitative Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ECO 302</td>
<td>Intermediate Macroeconomic Theory</td>
<td>3</td>
</tr>
<tr>
<td>ECO 350</td>
<td>Economic and Business Statistics II</td>
<td>3</td>
</tr>
</tbody>
</table>

Applicants must have completed at least 60 semester credits and may not apply for admission to the ADP before the first semester of the junior year. Applicants are also required to take the Graduate Record Examination. All applicants must submit the Request for Accelerated Degree Program to the Graduate School and must simultaneously apply for admission to the M.A. program in Applied Economics.

Admitted students may apply 12 credits of graduate-level coursework toward completion of both the undergraduate and graduate degree, provided that they earn a grade of "B" (3.0) or better in the course and fulfill graduate-level requirements. The graduate courses the student will take within the Accelerated Degree Program in Economics must be approved by the Director of Graduate Study, must be specified on the Request for Accelerated Degree Program, and must be chosen from among the following required courses in the M.A. in Applied Economics curriculum:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 619</td>
<td>Mathematical Economics</td>
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<tr>
<td>ECO 641</td>
<td>Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 642</td>
<td>Microeconomics II</td>
<td>3</td>
</tr>
<tr>
<td>ECO 643</td>
<td>Econometric Methods</td>
<td>3</td>
</tr>
<tr>
<td>ECO 644</td>
<td>Econometric Theory</td>
<td>3</td>
</tr>
<tr>
<td>ECO 646</td>
<td>Macroeconomics</td>
<td>3</td>
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<tr>
<td>ECO 725</td>
<td>Data Methods in Economics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 731</td>
<td>Applied Policy Methods</td>
<td>3</td>
</tr>
</tbody>
</table>
Degree Program Requirements

Please consult with an advisor to determine how the courses taken at the graduate level will meet requirements in the bachelor's degree program. All degree requirements for the M.A. in Applied Economics remain the same.

Economics, M.A./Ph.D.

The MA/PhD program is offered to superior applicants who have completed a baccalaureate degree and who seek careers in academic departments that focus on public policy and applied microeconomics, in nonacademic research organizations, in business and financial institutions, and in agencies of federal, state and local governments. The program is structured to develop the theoretical, quantitative, and statistical skills that are required to perform and interpret economic analyses on a wide range of policy-oriented issues. Our MA/PhD program is specifically designed to train students in the fields of labor, health, and public economics (including the economics of education, science and technology policy, urban economics, and resource and environmental economics).

The MA/PhD requires 75 semester hours and results in students earning both an MA and a PhD.

Admission to the program requires a completed baccalaureate degree and completion of undergraduate courses in Intermediate Microeconomics (ECO 301 Intermediate Microeconomic Theory at UNCG), Intermediate Macroeconomics (ECO 302 Intermediate Macroeconomic Theory at UNC Greensboro), Mathematical Economics (ECO 319 Quantitative Analysis at UNC Greensboro), and Economics and Business Statistics II (ECO 350 Economic and Business Statistics II at UNC Greensboro). Equivalent coursework in mathematics and statistics may substitute for the latter two. For information regarding deadlines and other requirements for admission, please see the Guide to Graduate Admissions.

Degree Program Requirements

Required: 75 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 619</td>
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<td>Microeconomics II</td>
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<td>Advanced Mathematical Economics</td>
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<td>ECO 742</td>
<td>Advanced Microeconomic Theory</td>
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<tr>
<td>ECO 721</td>
<td>Empirical Microeconomics</td>
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<td>Data Methods in Economics</td>
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<td>ECO 731</td>
<td>Applied Policy Methods</td>
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<td>ECO 643</td>
<td>Econometric Methods</td>
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<tr>
<td>ECO 644</td>
<td>Econometric Theory</td>
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<tr>
<td>ECO 745</td>
<td>Advanced Econometric Theory</td>
<td></td>
</tr>
<tr>
<td>ECO 746</td>
<td>Advanced Econometric Theory II</td>
<td></td>
</tr>
</tbody>
</table>

Research Seminar (Capstone Experience) 3

Supervised Independent Field Research 12

Dissertation Research 12

Comprehensive Examinations

In addition to course requirements, students must pass two MA comprehensive examinations (one in economic theory and one in econometrics) and two PhD comprehensive examinations (one in economic theory and one in econometrics). Students must pass each MA comprehensive examination with a minimum grade of B-(2.7). Students who do not pass one or more (MA or PhD) examination(s) may retake the examination(s) one time.

Dissertation Research

Before registering for dissertation credit (ECO 799 Dissertation), PhD students must pass a written and oral preliminary examination administered by their dissertation committee before being admitted to candidacy for the doctoral degree. The preliminary examination is coordinated by the student’s dissertation committee chair and administered after the student has completed the required independent field research courses. After being admitted to candidacy for the doctoral degree, the candidate must prepare and present a dissertation that reflects an independent investigation of an economic topic that is acceptable in form and content to the student’s advisory/dissertation committee and The Graduate School.

Economics, Ph.D.

The PhD in Economics is offered to superior applicants who hold a master's degree in economics and seek careers in academic departments that focus on public policy and applied microeconomics, in nonacademic research organizations, in business and financial institutions, and in agencies of federal, state and local governments. The program is structured to develop the theoretical, quantitative, and statistical skills that are required to perform and interpret economic analyses on a wide range of policy-oriented issues. Our doctoral program is specifically designed to train students in the fields of labor, health, and public economics (including the economics of education, science and technology policy, urban economics, and resource and environmental economics).

The degree requires 48-60 semester hours.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

Admission to the PhD program requires a completed master's degree in economics with two courses in microeconomic theory, one course in empirical microeconomics, two courses in econometrics, one course
in data methods, one course in macroeconomics, and one course in applied policy methods. Students who enter the program with a master's degree in economics may be required to take additional courses (up to a program total of 60 semester hours) if their prior degree does not fully cover these course requirements. Students interested in earning a PhD in economics who do not have a master's degree in economics or who have a master's degree in economics that deviates significantly from these course requirements should apply to the combined MA/PhD in Economics.

**Degree Program Requirements**

**Required:** 48-60 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tr>
<td></td>
<td><strong>Economic Theory and Econometric Theory</strong></td>
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<tr>
<td>ECO 642</td>
<td>Microeconomics II (or equivalent, if not on master's transcript)</td>
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<td>ECO 741</td>
<td>Advanced Mathematical Economics</td>
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<td>ECO 742</td>
<td>Advanced Microeconomic Theory</td>
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<td>ECO 745</td>
<td>Advanced Econometric Theory</td>
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<td></td>
<td><strong>Applied Research Methods</strong></td>
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</tr>
<tr>
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<td>Empirical Microeconomics (or equivalent, if not on master's transcript)</td>
<td></td>
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<tr>
<td>ECO 725</td>
<td>Data Methods in Economics (or equivalent, if not on master's transcript)</td>
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</tr>
<tr>
<td>ECO 731</td>
<td>Applied Policy Methods (or equivalent, if not on master's transcript)</td>
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</tr>
<tr>
<td></td>
<td><strong>Empirical Field Courses</strong></td>
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<tr>
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<td>Select at least 12 hours of the following: *</td>
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<td>ECO 734</td>
<td>Public Policies Toward Innovation and Sustainability</td>
<td></td>
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<td>ECO 735</td>
<td>Labor Economics</td>
<td></td>
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<tr>
<td>ECO 736</td>
<td>Public Economics</td>
<td></td>
</tr>
<tr>
<td>ECO 737</td>
<td>Health Economics</td>
<td></td>
</tr>
<tr>
<td>ECO 738</td>
<td>Topics in Economics</td>
<td></td>
</tr>
<tr>
<td>ECO 739</td>
<td>Independent Field Course</td>
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<td></td>
<td><strong>Supervised Independent Field Research</strong></td>
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<tr>
<td>ECO 797</td>
<td>Seminar in Empirical Economics</td>
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<td>ECO 798</td>
<td>Seminar in Economic Research</td>
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<td></td>
<td><strong>Dissertation Research</strong></td>
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<tr>
<td>ECO 799</td>
<td>Dissertation</td>
<td></td>
</tr>
</tbody>
</table>

* Which may be repeated for credit.

**Comprehensive Examinations**

In addition to course requirements, students must pass two PhD comprehensive examinations (one in economic theory and one in econometrics). Students who do not pass either or both examination(s) make retake the examination(s) one time.

**Dissertation Research**

Before registering for dissertation credit (ECO 799 Dissertation), PhD students must pass a written and oral preliminary examination administered by their dissertation committee before being admitted to candidacy for the doctoral degree. The preliminary examination is coordinated by the student's dissertation committee chair and administered after the student has completed the required independent field research courses. After being admitted to candidacy for the doctoral degree, the candidate must prepare and present a dissertation that reflects an independent investigation of an economic topic that is acceptable in form and content to the student's advisory/dissertation committee and The Graduate School.

**Information Systems and Supply Chain Management**

*Bryan School of Business and Economics*

479 Bryan Building
336-334-5666
http://bryan.uncg.edu/isscm

Gurpreet Dhillon, Head of Department

**Mission**

Our mission is to integrate quality instruction in information systems and supply chain management with relevant research and professional services. This integration will help students develop an appropriate background and critical skills needed to function effectively in a global, technology-driven environment. We strive to fulfill this mission as an integral part of the Bryan School of Business and Economics and in support of its mission and purposes. Our chief goal is to provide top-tier information systems and supply chain management programs in North Carolina as assessed by employers of our graduates.

Programs offered by the department include study of information technology and supply chain analysis applied to business operations and management decision making. Career opportunities are excellent for quality graduates of either of the concentrations. All students in departmental programs gain extensive experience using networked computer systems and contemporary applications software.

The department assists professional student development, and assists students with career planning. Students with appropriate academic records are encouraged to seek an internship as juniors or seniors.

**Student Learning Goals**

The primary Learning Goal for both the Information Systems and Supply Chain Management concentrations is to prepare students to utilize various information technologies and tools and deliver enhanced business productivity.

The following Learning Objectives have been endorsed by the faculty to guide the development, evaluation, and continuous improvement of the ISSC undergraduate degree program. The first two objectives are common to both concentrations, and these are followed by two more objectives for the IS concentration and two more for the SCM concentration.

- Students will be skilled in the application of appropriate end-user computing tools to enhance productivity.
- Students can model business data requirements and utilize relational database technology.

Students concentrating in Information Systems will be able to:
• Employ a systems approach and a system development method to understand business problems.
• Design and develop business software applications.

Students concentrating in Supply Chain Management will be able to:
• Apply process analysis to document supply chain management components and propose improvements.
• Apply appropriate methods and techniques to analyze and solve supply chain management problems.

Admission and Repeat Policies
Admission to the ISSC Department requires a minimum cumulative GPA of 2.0.

Requirements in future years may be higher depending upon departmental capacity and student demand. If enrollments threaten program quality, students’ registration in upper level courses will be based upon their cumulative GPAs. Information about current ISM admission requirements and policies is available in Rooms 479 and 301 in the Bryan Building.

Professor
Kwasi Amoako-Gyampah
Gurpreet Singh Dhillon
Vidyaranya B Gargeya
Prashant C Palvia, Joe Rosenthal Excellence Professor

Associate Professor
Hamid R Nemati
A. F. Salam
Rahul Singh
Larry R Taube

Assistant Professor
Indika Dissanayake
Vashkar Ghosh
Nikhil Mehta
Onyi Nwafor
Kane Jeremy Smith

Lecturer
Mary Catherine Chauvin
Malgorzata Kolotyo-Kulkarni
Apoorva Patipati Ramesh

Graduate-level faculty

• Information Technology, Post-Master’s Certificate (p. 502)
• Supply Chain Management, Post-Baccalaureate Certificate (p. 502)

Business Undergraduate Minor
The Bryan School of Business and Economics offers the Business Undergraduate Minor (p. 482).

Information Systems and Supply Chain Management Disciplinary Honors
Consult the departmental office. See also Honors Programs (p. 652).

Information Systems and Supply Chain Management, B.S.

Overall Requirements
• 122 credit hours, to include at least 36 credits at or above the 300 course level
• Grade of C or higher in ISM 110.
• A cumulative GPA of at least 2.0
• For Information Systems concentration, grades of C or better in ISM 218, ISM 240, ISM 280, and ISM 301.

Degree Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>University Requirements (p. 671)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Education Core Requirements (GEC) (p. 683)</td>
<td></td>
</tr>
</tbody>
</table>

Major Requirements
Bryan School Pre-Admission Courses (29 credit hours)
Students should plan to complete the pre-admission courses by the end of the sophomore year, or as soon as possible thereafter. See the Joseph M. Bryan School of Business and Economics for more information.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BUS 105 Blueprint for Professional Success</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ACC 201 Financial Accounting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or ACC 218 Financial Statement Preparation and Disclosures</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ACC 202 Managerial Accounting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ECO 201 Principles of Microeconomics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ECO 202 Principles of Macroeconomics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ECO 250 Economic and Business Statistics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ISM 110 Business Computing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ISM 280 Information Systems in Organizations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENG 101 College Writing I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FMS 115 Freshman Seminar in Reasoning and Discourse</td>
<td></td>
</tr>
<tr>
<td></td>
<td>RCO 101 College Writing I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MAT 120 Calculus with Business Applications</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MAT 191 Calculus I</td>
<td></td>
</tr>
</tbody>
</table>

* Completion of one of the following:

\[ \text{MAT 120 Calculus with Business Applications} \]

\[ \text{MAT 191 Calculus I} \]
* Or a grade of C or better in any one of the following courses: MAT 115, MAT 150, MAT 151, or MAT 190.
† Counts toward GEC GSB requirement.
‡ Counts toward GEC GPR requirement.
§ Counts toward GEC GMT requirement.

Common Business Core (36–39 credit hours)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CST 105</td>
<td>Introduction to Communication Studies ‡</td>
<td></td>
</tr>
<tr>
<td>ECO 300</td>
<td>The International Economy</td>
<td></td>
</tr>
<tr>
<td>FIN 315</td>
<td>Business Finance I</td>
<td></td>
</tr>
<tr>
<td>MAT 120</td>
<td>Calculus with Business Applications †</td>
<td></td>
</tr>
<tr>
<td>MGT 301</td>
<td>Introduction to International Business</td>
<td></td>
</tr>
<tr>
<td>MGT 312</td>
<td>Organizational Behavior</td>
<td></td>
</tr>
<tr>
<td>MGT 330</td>
<td>The Legal Environment of Business</td>
<td></td>
</tr>
<tr>
<td>MGT 491</td>
<td>Business Policy and Strategy</td>
<td></td>
</tr>
<tr>
<td>MKT 309</td>
<td>Business Communications</td>
<td></td>
</tr>
<tr>
<td>MKT 320</td>
<td>Principles of Marketing</td>
<td></td>
</tr>
<tr>
<td>PHI 361</td>
<td>Ethical Issues in Business ‡</td>
<td></td>
</tr>
<tr>
<td>SCM 302</td>
<td>Operations Management</td>
<td></td>
</tr>
</tbody>
</table>

Global Sustainability Elective
One chosen from the list below. **

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 100</td>
<td>Economics of a Global Sustainable Society</td>
<td></td>
</tr>
<tr>
<td>BUS 130</td>
<td>Entrepreneurship in a Sustainable Global Environment</td>
<td></td>
</tr>
<tr>
<td>ENV 110</td>
<td>Introduction to Sustainability Studies</td>
<td></td>
</tr>
<tr>
<td>LLC 120</td>
<td>Global Crossings: Topics in Images, Media, and Texts</td>
<td></td>
</tr>
<tr>
<td>LLC 130</td>
<td>Global Green: Cultures of Production and/or Consumption</td>
<td></td>
</tr>
<tr>
<td>STH 200</td>
<td>Introduction to Sustainable Development</td>
<td></td>
</tr>
</tbody>
</table>

* If not taken in the Bryan School Pre-Admission Courses. All Bryan School majors must pass either MAT 120 or MAT 191.
** Or other approved Global Sustainability elective.
† Counts toward GEC GPR requirement.
‡ Counts toward GEC GMT requirement.

Information Systems and Supply Chain Management Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISM 110</td>
<td>Business Computing I</td>
<td></td>
</tr>
<tr>
<td>ISM 280</td>
<td>Information Systems in Organizations</td>
<td></td>
</tr>
<tr>
<td>SCM 302</td>
<td>Operations Management</td>
<td></td>
</tr>
</tbody>
</table>

Information Systems Concentration Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISM 116</td>
<td>Web Design and Development</td>
<td></td>
</tr>
<tr>
<td>ISM 218</td>
<td>Database Systems</td>
<td></td>
</tr>
</tbody>
</table>

Supply Chain Management Concentration Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCM 304</td>
<td>Managing and Organizing Projects</td>
<td></td>
</tr>
<tr>
<td>SCM 206</td>
<td>Logistics and Transportation Management</td>
<td></td>
</tr>
<tr>
<td>SCM 402</td>
<td>Logistics and Supply Chain Management</td>
<td></td>
</tr>
<tr>
<td>SCM 432</td>
<td>Supply Chain Management Project</td>
<td></td>
</tr>
</tbody>
</table>

Select one of the following: 3

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISM 425</td>
<td>Business Analytics</td>
<td></td>
</tr>
<tr>
<td>ISM 498</td>
<td>Independent Study</td>
<td></td>
</tr>
<tr>
<td>ISM 499</td>
<td>Problems in Information Systems and Supply Chain Management</td>
<td></td>
</tr>
</tbody>
</table>

Electives

Electives sufficient to complete 122 total credit hours required for the degree.

Accelerated B.S. to M.S.
Application and Admission

Qualified UNC Greensboro undergraduate students who are pursuing the B.S. in Information Systems and Supply Chain Management may apply for admission to the Accelerated Degree Program and the M.S. in Information Technology and Management. A cumulative undergraduate GPA of at least 3.5 based on at least 30 hours earned at UNC Greensboro is required. Applicants must have completed at least 60 semester credits and may not apply for admission to the ADP before the first semester of the junior year. Applicants will not be required to take the GRE or GMAT entrance exam. All applicants must submit the Request for Accelerated Degree Program to the Graduate School and must simultaneously apply for admission to the M.S. in Information Technology and Management.

Admitted students may apply the following (a maximum of 12) credits of graduate-level coursework toward completion of both the undergraduate and graduate degree, provided that they earn a grade of "B" (3.0) or better in the course and fulfill graduate-level requirements of the M.S. in Information Technology and Management:

ISM 240 Business Programming I
ISM 301 Systems and Process Analysis
ISM 324 Secure Networked Systems
ISM 452 Design of Management Information Systems

Select 6 semester hours from the following: * 6

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRS 363</td>
<td>Global Sourcing of Apparel and Related Consumer Products</td>
<td></td>
</tr>
<tr>
<td>ISM 210</td>
<td>Business Computing II</td>
<td></td>
</tr>
<tr>
<td>ISM 218</td>
<td>Database Systems</td>
<td></td>
</tr>
<tr>
<td>SCM 411</td>
<td>Undergraduate Internship in Supply Chain Management</td>
<td></td>
</tr>
<tr>
<td>SCM 498</td>
<td>Independent Study</td>
<td></td>
</tr>
<tr>
<td>SCM 499</td>
<td>Problems in Supply Chain Management</td>
<td></td>
</tr>
<tr>
<td>STH 313</td>
<td>Revenue Management</td>
<td></td>
</tr>
</tbody>
</table>

* Or other approved electives.
† Counts toward GEC GPR requirement.
Information Technology and Management, M.S.

The M.S. in Information Technology and Management (MSITM) program focuses on both information technology and the management of information technology resources. The program combines technological and managerial components to train graduates who can deal effectively with the variety and complexity of issues involved in applying information technology successfully within organizations. The MSITM program seeks to extend both the knowledge of students and their ability to effectively utilize their knowledge in a collaborative work environment.

The curriculum is designed to be flexible and dynamic and provides state-of-the-art exposure to both information technology and management practices. The program places an emphasis on problem solving activities, multi-functional group decision making, and communication skills. In addition to technology and business studies, all students will be required to demonstrate acceptable competence in communication and presentation skills, interpersonal skills, teamwork skills, and problem-solving capabilities.

Students in the MSITM program have the option to specialize in one of three concentrations in Business Analytics, Cyber Security, or Supply Chain Management. Depending on the business and information technology background the student possesses, the length of the program will vary. A student can complete the program in 18 to 24 months, depending on the individual student’s background and course load.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

In addition to the application materials required by The Graduate School, applicants are encouraged to submit a resume and a personal statement. GMAT or GRE scores are required. Applicants should consult the ISSCM Graduate Program Director for specific admission requirements.

An applicant with a terminal/professional degree such as MD, JD, Ed.D, PhD, and DBA may request to waive the GMAT/GRE requirement if the applicant has:

- A minimum GPA of 3.0 for these graduate degrees.

An applicant with a Master’s Degree may request to waive the GMAT/GRE requirement if the applicant has:

- A master’s degree from at least a regionally accredited institution which required a standardized test (such as the GRE or equivalent), as an entrance requirement; AND
- A graduate GPA of at least 3.3 out of 4.0; AND
- At least five years of relevant IT work experience; AND
- A demonstration of adequate quantitative ability in the form of a statistics or algebra course at the college-level with a grade of C or better.

Applicants whose application meets the minimum requirements may be interviewed by the admissions subcommittee.

The MSITM program is open to students with diverse undergraduate degrees.

Degree Program Requirements

Required: 30-36 credit hours

Information Technology

Undergraduate Minor

The Information Technology minor is available to any UNC Greensboro student (other than ISSC majors) who is in good standing in the University. The minor complements a variety of professional and arts and sciences fields. It focuses on various IT tools and applications and the use of these technologies to improve decision-making in a variety of professional environments.

Program Requirements

- Minimum of 15 credit hours

1. Admission to the minor
   See Undergraduate Student Services, 301 Bryan.

2. Minimum GPA
   To receive credit for the minor, the student must achieve a minimum GPA of 2.0 in all courses taken for the Information Technology minor.

3. 15 credits
   A total of 15 credits, 9 of which must be successfully completed at UNC Greensboro.

Code  Title  Credit Hours
ISM 116  Web Design and Development  3
ISM 210  Business Computing II  3
ISM 110  Business Computing I  3
ISM 218  Database Systems  3
ISM 280  Information Systems in Organizations  3
ISM 324  Secure Networked Systems  3
SCM 304  Managing and Organizing Projects  3

Required

- Select two of the following:
  - Database Systems
  - Information Systems in Organizations
  - Secure Networked Systems
  - Managing and Organizing Projects

* Or an equivalent.
Depending on the business background the student possesses, the length of the program will be 30-36 credit hours. Incoming students will take the Master of Science in Information Technology and Management (MSITM) Core curriculum. Students also have the option to concentrate in one of three concentrations in Business Analytics, Cyber Security, or Supply Chain Management. MSITM thesis option is offered.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Basic Business Knowledge</strong></td>
<td>0-6</td>
</tr>
<tr>
<td></td>
<td>Select 0-6 credit hours of foundation level courses in financial accounting and operations management. ¹</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Core Courses</strong></td>
<td>12</td>
</tr>
<tr>
<td>ISM 671</td>
<td>Organizing Data for Analytics</td>
<td></td>
</tr>
<tr>
<td>ISM 672</td>
<td>App Design and Programming</td>
<td></td>
</tr>
<tr>
<td>ISM 673</td>
<td>Designing Secure Computer and IoT Networks for Business</td>
<td></td>
</tr>
<tr>
<td>ISM 678</td>
<td>Project Management for Dynamic Environments</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Elective Courses</strong></td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Electives can come from the following graduate level courses or other approved courses in consultation with the ISSCM Graduate Program Director.</td>
<td></td>
</tr>
<tr>
<td>ISM 645</td>
<td>Principles of Predictive Analytics</td>
<td></td>
</tr>
<tr>
<td>ISM 646</td>
<td>Visualizing Data to Design Strategy</td>
<td></td>
</tr>
<tr>
<td>ISM 647</td>
<td>Cognitive Computing and Artificial Intelligence Applications for Business</td>
<td></td>
</tr>
<tr>
<td>ISM 665</td>
<td>Principles of Cyber Security</td>
<td></td>
</tr>
<tr>
<td>ISM 666</td>
<td>Blockchains and Cryptography</td>
<td></td>
</tr>
<tr>
<td>ISM 667</td>
<td>Global Cyber Threat Analysis</td>
<td></td>
</tr>
<tr>
<td>ISM 670</td>
<td>IT Driven Disruptive Innovation Management</td>
<td></td>
</tr>
<tr>
<td>ISM 677</td>
<td>Information Systems Management</td>
<td></td>
</tr>
<tr>
<td>SCM 650</td>
<td>Principles of Supply Chain Management</td>
<td></td>
</tr>
<tr>
<td>SCM 651</td>
<td>Analytics for Logistics and Distribution Management</td>
<td></td>
</tr>
<tr>
<td>SCM 652</td>
<td>Strategic Cost, Procurement, and Supply Chain Finance</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Capstone Experience</strong></td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Thesis Option</td>
<td></td>
</tr>
<tr>
<td>ISM 699</td>
<td>Thesis (6 credits)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Non-Thesis Option</td>
<td></td>
</tr>
<tr>
<td>ISM 678</td>
<td>Project Management for Dynamic Environments</td>
<td>²</td>
</tr>
<tr>
<td></td>
<td>Elective course ³</td>
<td></td>
</tr>
</tbody>
</table>

¹ Foundation level courses in financial accounting and operations management will be required for students who do not have an adequate business background. These courses may be waived for students who have completed equivalent academic course work and who can meet specific learning objectives. Applicants should consult with the ISSCM Graduate Program Director for course waiver information.

² Students in the Business Analytics concentration may complete 3 credits of ISM 688 Projects in Business Analytics to fulfill the Capstone Experience requirement.

³ One course (3 credits) selected from the list of electives or from other approved courses in consultation with the ISSCM Graduate Program Director.

### MSITM Concentrations

Students have the option to specialize in one of three concentrations in Business Analytics, Cyber Security, or Supply Chain Management concentration.

#### Business Analytics Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Concentration Courses</strong></td>
<td>9</td>
</tr>
<tr>
<td>ISM 645</td>
<td>Principles of Predictive Analytics</td>
<td></td>
</tr>
<tr>
<td>ISM 646</td>
<td>Visualizing Data to Design Strategy</td>
<td></td>
</tr>
<tr>
<td>ISM 647</td>
<td>Cognitive Computing and Artificial Intelligence Applications for Business</td>
<td></td>
</tr>
</tbody>
</table>

#### Cyber Security Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Concentration Courses</strong></td>
<td>9</td>
</tr>
<tr>
<td>ISM 665</td>
<td>Principles of Cyber Security</td>
<td></td>
</tr>
<tr>
<td>ISM 666</td>
<td>Blockchains and Cryptography</td>
<td></td>
</tr>
<tr>
<td>ISM 667</td>
<td>Global Cyber Threat Analysis</td>
<td></td>
</tr>
</tbody>
</table>

#### Supply Chain Management Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Concentration Courses</strong></td>
<td>9</td>
</tr>
<tr>
<td>SCM 650</td>
<td>Principles of Supply Chain Management</td>
<td></td>
</tr>
<tr>
<td>SCM 651</td>
<td>Analytics for Logistics and Distribution Management</td>
<td></td>
</tr>
<tr>
<td>SCM 652</td>
<td>Strategic Cost, Procurement, and Supply Chain Finance</td>
<td></td>
</tr>
</tbody>
</table>

### Graduate Certificates

Students also have the option to earn one or more Graduate Certificates in Business Analytics, Cyber Security, and Supply Chain Management areas by completing 12 course credits in a Graduate Certificate area which includes 9 core credits in the certificate area and 3 course credits in an elective. Students electing to earn a graduate certificate must apply separately to Graduate School through the application process for the certificate program of choice and should consult with their advisor or the ISSCM Graduate Program Director for additional information. Elective course credits earned in the MSITM core and concentrations may count towards the Graduate Certificates and vice versa.

The Graduate Certificate core and elective courses are as follows:

#### Business Analytics Certificate

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Core Courses</strong></td>
<td>9</td>
</tr>
<tr>
<td>ISM 645</td>
<td>Principles of Predictive Analytics</td>
<td></td>
</tr>
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<td>ISM 646</td>
<td>Visualizing Data to Design Strategy</td>
<td></td>
</tr>
<tr>
<td>ISM 647</td>
<td>Cognitive Computing and Artificial Intelligence Applications for Business</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Elective Course</strong></td>
<td>3</td>
</tr>
</tbody>
</table>
The elective course credit may come from the following courses or other approved courses in consultation with the ISSCM Graduate Program Director.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISM 665</td>
<td>Principles of Cyber Security</td>
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<td>Blockchains and Cryptography</td>
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<td>ISM 667</td>
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<td>SCM 652</td>
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<td></td>
</tr>
</tbody>
</table>

**Cyber Security Certificate**

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISM 665 Principles of Cyber Security</td>
<td></td>
</tr>
<tr>
<td>ISM 666 Blockchains and Cryptography</td>
<td></td>
</tr>
<tr>
<td>ISM 667 Global Cyber Threat Analysis</td>
<td></td>
</tr>
</tbody>
</table>

**Elective Course**

The elective course credit may come from the following courses or other approved courses in consultation with the ISSCM Graduate Program Director.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISM 645</td>
<td>Principles of Predictive Analytics</td>
<td></td>
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</tr>
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<td>SCM 652</td>
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<td></td>
</tr>
</tbody>
</table>

**Supply Chain Management Certificate**

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCM 650 Principles of Supply Chain Management</td>
<td></td>
</tr>
<tr>
<td>SCM 651 Analytics for Logistics and Distribution Management</td>
<td></td>
</tr>
</tbody>
</table>

**Accelerated B.S. to M.S.**

**Application and Admission**

Qualified UNC Greensboro undergraduate students who are pursuing the B.S. in Information Systems and Supply Chain Management may apply for admission to the Accelerated Degree Program and the M.S. in Information Technology and Management. A cumulative undergraduate GPA of at least 3.5 based on at least 30 hours earned at UNC Greensboro is required. Applicants must have completed at least 60 semester credits and may not apply for admission to the ADP before the first semester of the junior year. Applicants will not be required to take the GRE or GMAT entrance exam. All applicants must submit the Request for Accelerated Degree Program to the Graduate School and must simultaneously apply for admission to the M.S. in Information Technology and Management.

Admitted students may apply the following (a maximum of 12) credits of graduate-level coursework toward completion of both the undergraduate and graduate degree, provided that they earn a grade of "B" (3.0) or better in the course and fulfill graduate-level requirements of the M.S. in Information Technology and Management:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISM 671</td>
<td>Organizing Data for Analytics</td>
<td></td>
</tr>
<tr>
<td>ISM 672</td>
<td>App Design and Programming</td>
<td></td>
</tr>
<tr>
<td>ISM 673</td>
<td>Designing Secure Computer and IoT Networks for Business</td>
<td></td>
</tr>
<tr>
<td>ISM 677</td>
<td>Information Systems Management</td>
<td></td>
</tr>
<tr>
<td>ISM 678</td>
<td>Project Management for Dynamic Environments</td>
<td></td>
</tr>
<tr>
<td>SCM 650</td>
<td>Principles of Supply Chain Management</td>
<td></td>
</tr>
<tr>
<td>SCM 651</td>
<td>Analytics for Logistics and Distribution Management</td>
<td></td>
</tr>
</tbody>
</table>

**Note:** Only four of the above six courses will be specified on a student’s ADP application after consultation with the Director of Graduate Study.

**Degree Program Requirements**

Please consult with an advisor to determine how the courses taken at the graduate level will meet requirements in the bachelor’s degree program. All degree requirements for the M.S. degree in Information Technology and Management remain the same.
Information Systems, Ph.D.

The Ph.D. in Information Systems requires 71 credit hours and is an innovative research degree program designed to prepare professionals and research scholars of the highest quality for careers in academic IS units and other organizations. The program enhances the traditional Ph.D. program with four distinctive elements: commitment to practical relevance, emphasis on producing quality teachers, research apprenticeship, and interdisciplinary research. An emphasis on global information technology is available to interested students.

The program is primarily for full-time students and is available to students with master’s degrees in appropriate areas such as business, computer science, public administration, engineering, or the social sciences.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

In addition to the application materials required by The Graduate School, applicants must submit a one-page personal statement and a resume. Applicants should consult the Ph.D. Program Director for specific admission requirements.

Students without a master’s degree in business will need to take additional courses to establish an understanding of business processes.

Degree Program Requirements

Required: 71 credit hours

Leveling Courses/Prerequisites

To be taken as needed to remedy deficiencies, in consultation with the Ph.D. Program Director.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISM 647</td>
<td>Cognitive Computing and Artificial Intelligence Applications for Business</td>
<td>3</td>
</tr>
<tr>
<td>ISM 671</td>
<td>Organizing Data for Analytics</td>
<td>3</td>
</tr>
<tr>
<td>ISM 672</td>
<td>App Design and Programming</td>
<td>3</td>
</tr>
<tr>
<td>ISM 673</td>
<td>Designing Secure Computer and IoT Networks for Business</td>
<td>3</td>
</tr>
<tr>
<td>ISM 677</td>
<td>Information Systems Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Students with no business background must take at least three of the four courses, in consultation with the PhD Program Director.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 702</td>
<td>Financial and Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>MBA 706</td>
<td>Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>MBA 708</td>
<td>Operations for Competitive Advantage</td>
<td>3</td>
</tr>
<tr>
<td>MBA 709</td>
<td>Human Capital in Organizations</td>
<td>3</td>
</tr>
</tbody>
</table>

Organizational Research Internship

Required of students lacking relevant work experience, as determined by the Ph.D. Program Director.

Research Apprenticeship

Two papers must be submitted for publication in conference proceedings or journals prior to taking written comprehensive examinations.

Comprehensive Written Examination

Upon completion of the required course work and research apprenticeship, the student will be eligible to sit for written comprehensive examinations. The major examination will have two parts: the first part will be composed of IS content from various courses and existing literature; the second part will be designed to evaluate the research readiness of the student. Typically, the major examination is given in the fall semester. If the student fails at the first attempt, a second attempt may be allowed by the PhD Program Director.

Oral Examination

Following the successful completion of the written comprehensive examination, the student will be given an oral examination by the doctoral Advisory/Dissertation Committee. Upon successful completion of the oral examination, the student may apply for doctoral candidacy.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISM 785</td>
<td>Theories of Information Systems</td>
<td>18</td>
</tr>
</tbody>
</table>
Proposal Defense
Following the oral examination, the student will prepare a dissertation proposal that will be defended before the doctoral Advisory/Dissertation Committee. The defense may be attended by others outside the committee.

Dissertation (18-24 credits)
A minimum of 18 credit hours will be devoted to research that culminates in the preparation of the required doctoral dissertation.

Information Systems, Doctoral Minor
Program Requirements
Required: 12 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select 12 credit hours from the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISM 647</td>
<td>Cognitive Computing and Artificial Intelligence Applications for Business</td>
<td>12</td>
</tr>
<tr>
<td>ISM 671</td>
<td>Organizing Data for Analytics</td>
<td></td>
</tr>
<tr>
<td>ISM 672</td>
<td>App Design and Programming</td>
<td></td>
</tr>
<tr>
<td>ISM 673</td>
<td>Designing Secure Computer and IoT Networks for Business</td>
<td></td>
</tr>
<tr>
<td>ISM 677</td>
<td>Information Systems Management</td>
<td></td>
</tr>
</tbody>
</table>

Program Director’s permission is required for taking 700 level courses.

Cyber Security, Post-Baccalaureate Certificate
The online Post-Baccalaureate Certificate in Cyber Security consists of a minimum of 12 credit hours. It is intended for professionals with a bachelor’s degree in any field from an accredited institution who are interested in gaining state-of-the-art knowledge and skills in the application of information security and privacy to solve organizational problems. The program offers an innovative and relevant educational opportunity that reflects the changing information security and privacy environment of the 21st Century by incorporating the latest thinking and best practices in the field with a solid foundation in theory and proven principles. Additionally, the program provides knowledge and skills on all aspects of information security and privacy technologies, tools, methodologies, and management.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

Certificate Requirements
Required: 12 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISM 665</td>
<td>Principles of Cyber Security</td>
<td>9</td>
</tr>
<tr>
<td>ISM 666</td>
<td>Blockchains and Cryptography</td>
<td></td>
</tr>
<tr>
<td>ISM 667</td>
<td>Global Cyber Threat Analysis</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select from the following or other approved courses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISM 671</td>
<td>Organizing Data for Analytics</td>
<td></td>
</tr>
<tr>
<td>ISM 672</td>
<td>App Design and Programming</td>
<td></td>
</tr>
<tr>
<td>ISM 673</td>
<td>Designing Secure Computer and IoT Networks for Business</td>
<td></td>
</tr>
</tbody>
</table>

Information Technology Development, Post-Baccalaureate Certificate
The online Post-Baccalaureate Certificate in Information Technology Development consists of 12 credit hours. It is intended for professionals who have a bachelor’s degree in any field from an accredited institution and are interested in gaining state-of-the-art knowledge and skills in the application of information technology to solve organizational problems.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

Certificate Requirements
Required: 12 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISM 671</td>
<td>Organizing Data for Analytics</td>
<td>9</td>
</tr>
<tr>
<td>ISM 672</td>
<td>App Design and Programming</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select three credits from the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECO 643</td>
<td>Econometric Methods</td>
<td></td>
</tr>
<tr>
<td>CSC 671</td>
<td>Advanced Database Systems</td>
<td></td>
</tr>
<tr>
<td>CSC 676</td>
<td>Topics in Database Systems</td>
<td></td>
</tr>
<tr>
<td>LIS 643</td>
<td>Metadata</td>
<td></td>
</tr>
</tbody>
</table>
Information Technology Management, Post-Baccalaureate Certificate

The Post-Baccalaureate Certificate in Information Technology Management offers information systems management and IT-driven disruptive innovation theories and concepts and their application in solving organizational and business problems.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

Certificate Requirements

Required: 12 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISM 670</td>
<td>IT Driven Disruptive Innovation Management</td>
<td>9</td>
</tr>
<tr>
<td>ISM 677</td>
<td>Information Systems Management</td>
<td></td>
</tr>
<tr>
<td>ISM 678</td>
<td>Project Management for Dynamic Environments</td>
<td></td>
</tr>
</tbody>
</table>

Electives

Select from the following or other approved courses:

- ISM 645 Principles of Predictive Analytics
- ISM 670 IT Driven Disruptive Innovation Management
- ISM 679 Special Topics in Information Systems

Supply Chain Management, Post-Baccalaureate Certificate

The online Post-Baccalaureate Certificate in Supply Chain Management consists of a minimum of 12 credit hours. It provides state-of-the-art knowledge and skills in the operation and management of supply chain and logistics systems and the use of various technologies to improve the performance of these business systems.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

Certificate Requirements

Required: 12 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCM 650</td>
<td>Principles of Supply Chain Management</td>
<td>9</td>
</tr>
<tr>
<td>SCM 651</td>
<td>Analytics for Logistics and Distribution Management</td>
<td></td>
</tr>
<tr>
<td>SCM 652</td>
<td>Strategic Cost, Procurement, and Supply Chain Finance</td>
<td></td>
</tr>
</tbody>
</table>

Electives

Select from the following or other approved courses:

- SCM 655 Global Supply Networks
- SCM 678 Project Management for Dynamic Environments
- SCM 680 Independent Study in Supply Chain Management
- SCM 681 Supply Chain Management Internship
- SCM 682 Executive Mentorship in Supply Chain Management

Management

Bryan School of Business and Economics

366 Bryan Building
336-334-5691
http://bryan.uncg.edu/mgt

Moses Acquaah, Department Head
Mission
The mission of the Department of Management is to support the mission of the Bryan School, primarily through the imparting of knowledge through instructional programs and secondarily through the creation of knowledge through basic and applied research. A third priority is to provide service through involvement in university, professional and community activities.

The Department of Management offers two majors that lead to the Bachelor of Science degree: Business Administration and International Business Studies. The Business Administration major is comprised of three concentrations: Business Studies, Human Resources, and Management.

Business Administration Major
The objective of the Business Administration major is to provide liberally educated students with a broad exposure to the functional areas of business and a more comprehensive understanding of one of the managerial specialties through a choice of a concentration:

- **Business Studies** is most appropriate for those who want a broad business exposure without the need to concentrate specifically in only one functional area. (A student can complete the Business Studies concentration by careful planning of the Career Profile.)
- **Human Resources** focuses on skills and knowledge needed by the professional human resources manager: job analysis, recruiting, screening, selection, training and development, performance appraisal, job evaluation, and salary administration.
- **Management** focuses on courses in the management area with courses in leadership, organizational behavior, human resources, decision-making, cross cultural management, and strategy. The concentration is designed for students that want a more focused education on issues and problems faced by those involved in business management.

International Business Studies Major
The International Business Studies major is distinctive in the Bryan School by requiring experiences and competence in areas such as language and study abroad that are not required in other business programs. The need to understand other cultures, societies, and economies is met by requiring/recommending more in liberal education and related areas than is required in General Education requirements for other business programs.

Professor
Moses Acquaah\(^G\)
E. Holly Buttner\(^G\)
Nir B Kshetri\(^G\)
William L Tullar\(^G\)

Associate Professor
Riikka M Sarala\(^G\)
Vasyl Taras\(^G\)

Assistant Professor
Dane Patrick Blevins\(^G\)
Yonghong Liu\(^G\)
Vladislav Maksimov\(^G\)
Jason Reed Pierce\(^G\)

Graduate-level faculty

Madelynn Raissa Dawn Stackhouse\(^G\)
Jun Yang

Lecturer
Michael A Beiter\(^G\)
John Joseph Ceneviva\(^G\)
Nadia A Clark-Brown
Maria Di Benedetto
Joseph R. Erba\(^G\)
Eloise McCain Hassell
April C Judge
Karen Lynden
C. Gail Pack
Amanda Rae Pelon
Jessica Ellen Quattrucci

Business Undergraduate Minor
The Bryan School of Business and Economics offers the Business Undergraduate Minor (p. 482).

Business Administration Disciplinary Honors
The Department of Business Administration supports and encourages students to participate in an appropriate Honors Program administered by the Lloyd International Honors College. The Lloyd College espouses that the students who complete the Disciplinary Honors program gain advanced understanding and skills in their major. Further, it is believed that participation in the Honors programs provides students with a competitive edge in applying to a graduate schools and those seeking employment will find that prospective employers view participation in Honors as a good proxy for workers who are capable, well-trained, eager to learn, and intellectually curious.

Ms. Eloise McCain Hassell is the Honors Advisor for the Department. If, after reading this section, you still have questions, please see Ms. Hassell, Room 373, Bryan.

Requirements
The Honors student must take a total of 12 credit hours as provided below.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSS 310</td>
<td>Honors Abroad</td>
<td></td>
</tr>
<tr>
<td>ENT/BUS 240</td>
<td>Introduction to the Entrepreneurial Experience</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 493</td>
<td>Honors Work</td>
</tr>
<tr>
<td>ENT 493</td>
<td>Honors Work in Entrepreneurship</td>
</tr>
<tr>
<td>MGT 493</td>
<td>Honors Work</td>
</tr>
<tr>
<td>MKT 493</td>
<td>Honors Work</td>
</tr>
</tbody>
</table>
Senior Honors Project

Select 3 credits ** ***

* Instructions for establishing a contract honors course can be found this website: http://honorscollege.uncg.edu/current/course-types.htm.

** A departmental Honors Work course is preferred. The Senior Honors Project can be viewed as similar to a master’s-level research paper done in the student’s major/concentration. All Projects must be supervised by a faculty member of the Department and whose discipline is appropriate to the topic. Thus, the student must obtain the agreement of a departmental faculty member who has an interest in the research area of the proposed project. The step-by-step requirements can be found at this website: http://www.uncg.edu/hss/academics/hcourses/seniorproject.html.

*** HSS 490 Senior Honors Project may also be substituted for the departmental Honors Work course.

Qualifications

- A declared major in the Department of Business Administration.
- A minimum grade of B in all course work applicable to Disciplinary Honors in Business Administration.
- A minimum 3.30 overall GPA at graduation.

Recognition

Students who complete the requirements for Disciplinary Honors in Business Administration receive a Certificate of Disciplinary Honors and have that honor, along with the title of their Senior Honors Project, noted on their official transcripts. In addition, students who complete an Honors Program are recognized at a banquet held at the end of the semester.

Honors Advisor

See Eloise McCain Hassell for further information and guidance about the program in Disciplinary Honors in Business Administration.

Management Disciplinary Honors

Refer to Honors Programs (p. 652) for overall program information.

Requirements

1. Minimum overall 3.30 GPA at graduation
2. Grade of A or B in a minimum of 12 s.h. of honors course work, including the courses below.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select 6-9 credits of Honors course work in the major</td>
<td>6-9</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MGT 493</td>
<td>Honors Work</td>
<td></td>
</tr>
<tr>
<td>BUS 493</td>
<td>Honors Work</td>
<td></td>
</tr>
<tr>
<td>HSS 490</td>
<td>Senior Honors Project</td>
<td></td>
</tr>
</tbody>
</table>

Select 0-3 credits of other Honors course work 0-3

Recognition

The designation “Completed Disciplinary Honors in Management” and the title of the Senior Honors Project will be printed on the student’s official transcript. Also, students are recognized at a banquet held at the end of the academic year.

Honors Advisor

See Eloise McCain Hassell for further information and guidance about Disciplinary Honors in Management.

Important Websites

http://honorscollege.uncg.edu
Main website for the Lloyd International Honors College at UNCG.

http://honorscollege.uncg.edu/prospective/applying-admissions.htm
Application information. Scroll down to External Transfer Student Admissions for admissions into the Disciplinary Honors Program for transfer students and for those entering their last two years at UNCG.

http://honorscollege.uncg.edu/faculty/creating-course.htm
Instructions for transforming a regular class into a contract honors course.

http://honorscollege.uncg.edu/faculty/creating-course.htm
The step-by-step requirements for the Senior Honors Project can be found at this website. The Senior Honors Project can be viewed as similar to a master’s-level research paper done in the student’s major/concentration. All projects must be supervised by a faculty member of the Department and whose discipline is appropriate to the topic. Thus, the student must obtain the required agreement in writing, early in the preceding semester, with a departmental faculty member who has an interest in the research area of the proposed project.

Business Administration, B.S.

Overall Requirements

- 122 credit hours, to include at least 36 credits at or above the 300 course level.
- A cumulative GPA of at least 2.0
- Grades of C or better in courses used to meet concentration requirements
- Courses used for either General Education Core Requirements or General Education Marker Requirements cannot be used to satisfy the 21 credits requirements for the major. (This includes courses such as PHI 361 Ethical Issues in Business.)

Degree Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Requirements (p. 671)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Education Core Requirements (GEC) (p. 683)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major Requirements</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Bryan School Pre-Admission Courses (29 credit hours)

Students should plan to complete the pre-admission courses by the end of the sophomore year, or as soon as possible thereafter. See the Joseph M. Bryan School of Business and Economics for more information.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 105</td>
<td>Blueprint for Professional Success</td>
<td></td>
</tr>
<tr>
<td>ACC 201</td>
<td>Financial Accounting</td>
<td></td>
</tr>
<tr>
<td>or ACC 218</td>
<td>Financial Statement Preparation and Disclosures</td>
<td></td>
</tr>
<tr>
<td>ACC 202</td>
<td>Managerial Accounting</td>
<td></td>
</tr>
</tbody>
</table>
## Business Studies Concentration Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Required</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>MGT 375 Management Process Skills</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Business Courses</strong></td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Select 9 credits with a prefix of BUS, ENT, MGT, or MKT.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Career Profile Courses</strong></td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Select an additional 9 credits with academic advisor.</td>
<td></td>
</tr>
</tbody>
</table>

## Online Business Studies Concentration Requirements

Additional University Admission Requirements for Online Business Studies Concentration

- Completion of 30 credits or more of transferable college credit from a regionally accredited institution
- Minimum overall and transferable GPA of 2.0 as calculated by UNC Greensboro
- Eligible to return to last institution attended

## Common Business Core (36–39 credit hours)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CST 105</td>
<td>Introduction to Communication Studies †</td>
<td></td>
</tr>
<tr>
<td>ECO 300</td>
<td>The International Economy</td>
<td></td>
</tr>
<tr>
<td>FIN 315</td>
<td>Business Finance I</td>
<td></td>
</tr>
<tr>
<td>MAT 120</td>
<td>Calculus with Business Applications *</td>
<td></td>
</tr>
<tr>
<td>or MAT 191</td>
<td>Calculus I †††</td>
<td></td>
</tr>
<tr>
<td>MGT 301</td>
<td>Introduction to International Business</td>
<td></td>
</tr>
<tr>
<td>MGT 312</td>
<td>Organizational Behavior</td>
<td></td>
</tr>
<tr>
<td>MGT 330</td>
<td>The Legal Environment of Business</td>
<td></td>
</tr>
<tr>
<td>MGT 491</td>
<td>Business Policy and Strategy</td>
<td></td>
</tr>
<tr>
<td>MKT 309</td>
<td>Business Communications</td>
<td></td>
</tr>
<tr>
<td>MKT 320</td>
<td>Principles of Marketing</td>
<td></td>
</tr>
<tr>
<td>PHI 361</td>
<td>Ethical Issues in Business ††</td>
<td></td>
</tr>
<tr>
<td>or PHI 362</td>
<td>Ethical Issues in Entrepreneurship</td>
<td></td>
</tr>
<tr>
<td>SCM 302</td>
<td>Operations Management</td>
<td></td>
</tr>
<tr>
<td>Global Sustainability Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One chosen from the list below: **</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECO 100</td>
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<tr>
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<td>Introduction to Sustainable Development</td>
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</tr>
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* Or a grade of C or better in any one of the following courses: MAT 115, MAT 150, MAT 151, or MAT 190.
† Counts toward GEC GSB requirement.
‡ Counts toward GEC GRD requirement.
§ Counts toward GEC GMT requirement.

## Human Resources Concentration Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td></td>
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<tr>
<td></td>
<td>MGT 313 Human Resource Management</td>
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<tr>
<td></td>
<td>MGT 315 Selection and Compensation</td>
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<tr>
<td></td>
<td>MGT 354 Diversity and Inclusion in Organizations</td>
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<td></td>
<td>MGT 475 Employment and Human Resource Law</td>
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<td><strong>Select two of the following:</strong></td>
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<tr>
<td></td>
<td>BUS 328 Organizational Leadership</td>
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<td></td>
<td>BUS 450 Directed Business Practice</td>
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</tr>
<tr>
<td></td>
<td>MGT 314 Industrial and Organizational Psychology</td>
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</tr>
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<td></td>
<td>MGT 317 Training and Development in Organizations</td>
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<tr>
<td></td>
<td>MGT 318 Organizational Change and Development</td>
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<tr>
<td></td>
<td>MGT 375 Management Process Skills</td>
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<tr>
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<td>MGT 414 Human Resource Information Systems</td>
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<tr>
<td></td>
<td>MGT 493 Honors Work</td>
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<td></td>
<td>MGT 499 Problems in Management</td>
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</table>

## Management Concentration Requirements

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<th>Credit Hours</th>
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<tbody>
<tr>
<td></td>
<td><strong>Required</strong></td>
<td>12</td>
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<tr>
<td></td>
<td>BUS 328 Organizational Leadership</td>
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<tr>
<td></td>
<td>MGT 300 Management of Organizations</td>
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</table>
International Business Studies, B.S.

Overall Requirements
- 122 credit hours, to include at least 36 credits at or above the 300 course level
- A cumulative GPA of at least 2.0
- Minimum grade of C in all courses used to meet major requirements

Major Requirements

Bryan School Pre-Admission Courses (29 credit hours)
Students should plan to complete the pre-admission courses by the end of the sophomore year, or as soon as possible thereafter. See the Joseph M. Bryan School of Business and Economics for more information.

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<thead>
<tr>
<th>Code</th>
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<tbody>
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<td>BUS 105</td>
<td>Blueprint for Professional Success</td>
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<tr>
<td>ACC 201</td>
<td>Financial Accounting</td>
<td></td>
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<tr>
<td>ACC 218</td>
<td>Financial Statement Preparation and Disclosures</td>
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<tr>
<td>ACC 202</td>
<td>Managerial Accounting</td>
<td></td>
</tr>
<tr>
<td>ECO 201</td>
<td>Principles of Microeconomics †</td>
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<tr>
<td>ECO 202</td>
<td>Principles of Macroeconomics †</td>
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<td>ECO 250</td>
<td>Economic and Business Statistics I</td>
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<td>ISM 110</td>
<td>Business Computing I</td>
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<td>ISM 280</td>
<td>Information Systems in Organizations</td>
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<tr>
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<td>ENG 101</td>
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<td>FMS 115</td>
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<td>RCO 101</td>
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Completion of one of the following: *

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>MAT 120</td>
<td>Calculus with Business Applications †††</td>
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<tr>
<td>MAT 191</td>
<td>Calculus I †††</td>
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<tr>
<td>MAT 191</td>
<td>Calculus I †††</td>
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</table>

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† Counts toward GEC GSB requirement.
†† Counts toward GEC GRD requirement.
††† Counts toward GEC GMT requirement.

Common Business Core (36–39 credit hours)

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<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>CST 105</td>
<td>Introduction to Communication Studies †</td>
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<tr>
<td>ECO 300</td>
<td>The International Economy</td>
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<tr>
<td>FIN 315</td>
<td>Business Finance I</td>
<td></td>
</tr>
<tr>
<td>MAT 120</td>
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<td></td>
</tr>
<tr>
<td>or MAT 191</td>
<td>Calculus I †</td>
<td></td>
</tr>
<tr>
<td>MGT 301</td>
<td>Introduction to International Business</td>
<td></td>
</tr>
<tr>
<td>MGT 312</td>
<td>Organizational Behavior</td>
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<tr>
<td>MGT 330</td>
<td>The Legal Environment of Business</td>
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<tr>
<td>MGT 491</td>
<td>Business Policy and Strategy</td>
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<tr>
<td>MKT 309</td>
<td>Business Communications</td>
<td></td>
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<tr>
<td>MKT 320</td>
<td>Principles of Marketing</td>
<td></td>
</tr>
<tr>
<td>PHI 361</td>
<td>Ethical Issues in Business †</td>
<td></td>
</tr>
<tr>
<td>or PHI 362</td>
<td>Ethical Issues in Entrepreneurship</td>
<td></td>
</tr>
<tr>
<td>SCM 302</td>
<td>Operations Management</td>
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</tbody>
</table>

Global Sustainability Elective
One chosen from the list below. **

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>ECO 100</td>
<td>Economics of a Global Sustainable Society</td>
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<tr>
<td>BUS 130</td>
<td>Entrepreneurship in a Sustainable Global Environment</td>
<td></td>
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<tr>
<td>ENV 110</td>
<td>Introduction to Sustainability Studies</td>
<td></td>
</tr>
<tr>
<td>LLC 120</td>
<td>Global Crossings: Topics in Images, Media, and Texts</td>
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<td></td>
</tr>
</tbody>
</table>

* If not taken in the Bryan School Pre-Admission Courses. All Bryan School majors must pass either MAT 120 or MAT 191.
** Or other approved Global Sustainability elective.
† Counts toward GEC GRD requirement.
†† Counts toward GEC GPR requirement.

Major Course Work

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>Code</td>
<td>Title</td>
<td>Credit Hours</td>
</tr>
</tbody>
</table>

Foreign Language *
Completion of 6 credits in a foreign language at the intermediate level (203-204 level) or above

Global Experiences **
2–6

MGT 303 Experience Business Abroad

Required Course Work
Completion of the following with a minimum grade of C:
MGT 302  International Business: Operations and Environments in Foreign Jurisdictions
MGT 304  Current Issues in International Business

Electives within the Major  
Select 9 credits from the following:

- BUS 328  Organizational Leadership
- BUS 342  International Entrepreneurship
- ECO 365  The Economics of European Integration
- FIN 330  Financial Institutions and Markets
- FIN 410  Business Finance II
- FIN 442  Investments
- MGT 313  Human Resource Management
- MGT 314  Industrial and Organizational Psychology
- MGT 315  Selection and Compensation
- MGT 317  Training and Development in Organizations
- MGT 332  Legal Aspects of Management
- MGT 354  Diversity and Inclusion in Organizations
- MGT 375  Management Process Skills
- MGT 475  Employment and Human Resource Law
- MGT 493  Honors Work
- MKT 326  Introduction to Retailing
- MKT 328  Sales Leadership
- MKT 403  Entrepreneurial Marketing
- MKT 421  Promotion Management
- MKT 422  Fundamentals of Marketing Research
- MKT 424  Consumer Behavior
- MKT 426  International Marketing
- SCM 402  Logistics and Supply Chain Management

* Non-native speakers of English are exempted from the foreign language requirements and from foreign study.

** MGT 303 or one semester of study abroad or other approved electives or short-term study abroad programs.

1 Minimum grade of C in 9 s.h. at the 300-level and above selected from the courses below or 300-level and above courses with the LLC prefix or other electives approved by Bryan School Undergraduate Student Services or approved by the faculty advisor.

Electives
Electives sufficient to complete the 122 credit hours required for the degree.

International Business, M.S.

The Bryan School of Business and Economics offers a graduate program of study leading to a Master of Science in International Business degree. The degree program is only offered as an online but is offered on a part-time or full-time basis. A minimum of 30 hours must be completed to earn the degree.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

The MS in International Business program is designed for qualified students from any academic background.

In addition to the applicant’s materials required by The Graduate School, applicants must submit an admission essay indicating the reasons for pursuing the degree.

An applicant that is a member of the Beta Gamma Sigma honor society with a minimum 3.3 GPA out of 4.0; no waiver application necessary. BGS must be noted on application for admission and a copy of the BGS certificate must be submitted.

An applicant with a terminal/professional degree such as MD, JD, EdD, PhD, or DBA may request to waive the GMAT/GRE requirement if the applicant has:

- A minimum GPA of 3.0 for these graduate degrees.

An applicant with a master’s degree may request to waive the GMAT/GRE requirement if the applicant has:

- A master’s degree from at least a regionally accredited institution which required a standardized test (such as the GRE or equivalent) as an entrance requirement; AND
- A graduate GPA of at least 3.0 out of 4.0; AND
- Relevant professional work experience (may include military service), to be determined by the department admission committee; AND
- A demonstration of adequate quantitative ability in the form of a statistics or algebra course at the college-level with a grade of C or better.

An applicant with a bachelor’s degree from a regionally accredited institution and significant work experience may request to waive the GMAT/GRE if the applicant has:

- At least seven years of significant progressive professional work experience (may include military service), to be determined by the department admission committee; AND
- A minimum GPA of 3.0

Students are admitted to the MS International Business program only in August of each academic year.

Degree Requirements

Required: 30 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<tr>
<td>BUS 606</td>
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<td>BUS 614</td>
<td>Global Business</td>
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<td>BUS 615</td>
<td>International Strategy</td>
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<td>BUS 617</td>
<td>International Collaboration Project I</td>
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<tr>
<td>BUS 618</td>
<td>International Collaboration Project II</td>
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<td>BUS 621</td>
<td>Research Methods</td>
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<td>BUS 622</td>
<td>Cross-Cultural Management</td>
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<td>BUS 623</td>
<td>International Marketing</td>
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<td>BUS 695</td>
<td>Special Topics in International Business</td>
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</tbody>
</table>
Marketing, Entrepreneurship, and Hospitality and Tourism

Bryan School of Business and Economics

441 Bryan Building
336-334-3797
http://bryan.uncg.edu/meht

Zhiyong Yang, Head of Department

Vision Statement

To be a leader in marketing, entrepreneurship, hospitality, tourism, and business communication education that is recognized for our innovative and dynamic curriculum and multidisciplinary faculty and scholarship.

Mission

To create and disseminate knowledge through research, experiential education, and service, by: equipping students with relevant knowledge and skills to participate, communicate, and compete successfully in 21st century global society and economy; preparing students to use innovation to achieve the triple bottom line of economic viability (profit), social responsibility (people), and environmental protection (planet); preparing students to contribute positively to the betterment of society and the environment; helping to develop sustainable and innovative businesses; producing and disseminating high-quality scholarship that responds to timely and relevant social, cultural, economic, and environmental domains; and utilizing skills and expertise of faculty and students in collaboration with community partners for the benefit of UNC Greensboro, the Bryan School of Business and Economics (BSBE), entrepreneurs, marketing professionals, the tourism and hospitality sectors, and the economic, social, and environmental wellbeing of the local and global community.

Entrepreneurship Major

The entrepreneurship major focuses on the skills necessary to start a business, grow a business, or enhance creativity and innovation in a corporate environment. These skills are necessary in today’s competitive business world.

Marketing Major

The Marketing major is concerned with the development and pricing of products, selection of distribution channels, and promotion of products to consumers and businesses. This major leads to careers in sales, sales management, advertising, and retailing as well as marketing management.

Sustainable Tourism and Hospitality Major

The Sustainable Tourism and Hospitality major prepares students for a variety of management positions in the hotel, restaurant, and travel and tourism fields. Students complete a set of courses that gives them a broad foundation in all areas of hospitality and tourism management.

Professor

McRae Cave Banks, Virginia Batte Phillips Distinguished Professor
James S Boles
Cheryl C Nakata, Professor/Joseph M. Bryan Professor of Innovation
Dianne H.B. Welsh, Charles A. Hayes Distinguished Professor of Entrepreneurship

Graduate-level faculty

• Entrepreneurship, B.S. (p. 508)
• Marketing, B.S. (p. 510)
• Sustainable Tourism and Hospitality, B.A. (p. 511)
• Entrepreneurship Undergraduate Minor (p. 512)
• Professional Selling Undergraduate Minor (p. 514)

Business Undergraduate Minor

The Bryan School of Business and Economics offers the Business Undergraduate Minor (p. 482).

Entrepreneurship, B.S.

Overall Requirements

• 122 credit hours, to include at least 36 credits at or above the 300 course level
• A cumulative GPA of at least 2.0
• Grades of C or better in courses used to meet concentration requirements

Major Requirements

Bryan School Pre-Admission Courses (29 credit hours)

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<td>SCM 302</td>
<td>Operations Management</td>
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<tr>
<td>Global Sustainability Elective</td>
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<td>One chosen from the list below.**</td>
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<tr>
<td>ECO 100</td>
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** Or other approved Global Sustainability elective.

† Counts toward GEC GRD requirement.

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Entrepreneurship Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>ENT 300</td>
<td>Ideas to Opportunities: Feasibility Analysis</td>
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<tr>
<td>ENT 335</td>
<td>Entrepreneurial Finance</td>
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<tr>
<td>ENT 336</td>
<td>Opportunities to Action: Business Plan</td>
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<tr>
<td>ENT 450</td>
<td>Directed Business Practice</td>
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</table>

Profile Courses *  
Choose one of the following Profiles:

Creative Industries

<table>
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<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>CRS 431</td>
<td>Entrepreneurship in Apparel Retailing and Design</td>
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<tr>
<td>ENT 201</td>
<td>Creativity, Innovation, and Vision</td>
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<tr>
<td>ENT 276</td>
<td>Creative Space: The Meeting of Art and Entrepreneurship</td>
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<tr>
<td>ENT 321</td>
<td>Design Thinking and/or Entrepreneur Thinking</td>
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<tr>
<td>ENT 327</td>
<td>Writing for Professionals and Entrepreneurs</td>
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<td>ENT 394</td>
<td>Advanced Studio Practicum: Art and Entrepreneurship</td>
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<tr>
<td>ENT 402</td>
<td>Entrepreneurship in the Performing Arts</td>
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<tr>
<td>ENT 421</td>
<td>Entrepreneurship Practicum in Apparel and Consumer Retailing: Store Operations</td>
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<tr>
<td>ENT 455</td>
<td>Arts and Entrepreneurship: Career Strategies for Artists</td>
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<tr>
<td>MST 524</td>
<td>Media Financing and Distribution</td>
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<td>MST 525</td>
<td>Media Organization and Management</td>
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<tr>
<td>THR 584</td>
<td>Theatre Management</td>
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Education

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<tbody>
<tr>
<td>CED 574</td>
<td>Contemporary Topics in Counseling</td>
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Family Business

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<tr>
<td>ENT 337</td>
<td>Family Business</td>
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<tr>
<td>ENT 338</td>
<td>Global Franchising</td>
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<tr>
<td>ENT 354</td>
<td>Restaurant Entrepreneurship</td>
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<tr>
<td>ENT 404</td>
<td>Entrepreneurship and Innovation in Community Leadership</td>
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<td>ENT 451</td>
<td>Service Management</td>
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Franchising

<table>
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Health Care

<table>
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<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>BUS 305</td>
<td>Introduction to the Business of Health-Care Management</td>
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<tr>
<td>CED 574</td>
<td>Contemporary Topics in Counseling</td>
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<tr>
<td>ENT 307</td>
<td>Global Health</td>
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<tr>
<td>ENT 511</td>
<td>Silver Industries</td>
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</tbody>
</table>

International

<table>
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<tbody>
<tr>
<td>ENT 130</td>
<td>Entrepreneurship in a Sustainable Global Environment</td>
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<tr>
<td>ENT 338</td>
<td>Global Franchising</td>
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<tr>
<td>ENT 342</td>
<td>International Entrepreneurship</td>
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Social

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<tr>
<th>Code</th>
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<tbody>
<tr>
<td>ENT 250</td>
<td>Purpose-Driven Entrepreneurship</td>
<td></td>
</tr>
<tr>
<td>ENT 320</td>
<td>Multimedia for Social Entrepreneurship and Civic Engagement</td>
<td></td>
</tr>
</tbody>
</table>
ENT 340  Social Entrepreneurship 
ENT 404  Entrepreneurship and Innovation in Community Leadership 
ENT 540  Social Entrepreneurship: Justice and a Green Environment 

Sports 
TBA 

Technology, Innovation, and Sciences 
ENT 312  Economics of Technology 
ENT 315  The Economics of Entrepreneurship 
ENT 502  Entrepreneurial Urban Planning 
ENT 530  Researching Opportunities in Entrepreneurship and Economic Development 

Direct Electives 

1 Select at least 3 credits from the following: 
BUS 305  Introduction to the Business of Health-Care Management 
CED 574  Contemporary Topics in Counseling 
CRS 421  Entrepreneurship Practicum in Apparel and Consumer Retailing: Store Operations 
CRS 431  Entrepreneurship in Apparel Retailing and Design 
ENT 130  Entrepreneurship in a Sustainable Global Environment 
ENT 201  Creativity, Innovation, and Vision 
ENT 206  Start Something 
ENT 240  Introduction to the Entrepreneurial Experience 
ENT 250  Purpose-Driven Entrepreneurship 
ENT 275  Entrepreneurial Personal Branding 
ENT 276  Creative Space: The Meeting of Art and Entrepreneurship 
ENT 307  Global Health 
ENT 312  Economics of Technology 
ENT 315  The Economics of Entrepreneurship 
ENT 324  Professional Selling 
ENT 327  Writing for Professionals and Entrepreneurs 
ENT 328  Sales Leadership ** 
ENT 337  Family Business 
ENT 338  Global Franchising 
ENT 339  Entrepreneurial Leadership 
ENT 340  Social Entrepreneurship 
ENT 342  International Entrepreneurship 
ENT 354  Restaurant Entrepreneurship 
ENT 394  Advanced Studio Practicum: Art and Entrepreneurship 
ENT 402  Entrepreneurship in the Performing Arts 
ENT 403  Entrepreneurial Marketing ** 
ENT 404  Entrepreneurship and Innovation in Community Leadership 
ENT 427  Personal Selling Internship ** 
ENT 450  Directed Business Practice 
ENT 451  Service Management 
ENT 455  Arts and Entrepreneurship: Career Strategies for Artists 
ENT 470  Entrepreneurial/Small Business Management 
ENT 493  Honors Work in Entrepreneurship 
ENT 499  Selected Topics in Entrepreneurship 
ENT 502  Entrepreneurial Urban Planning 
ENT 511  Silver Industries 
ENT 530  Researching Opportunities in Entrepreneurship and Economic Development 
ENT 540  Social Entrepreneurship: Justice and a Green Environment 
MST 524  Media Financing and Distribution 
MST 525  Media Organization and Management 
PSC 511  Topics in Public Affairs 2 
PSC 540  Nonprofit Management and Leadership 
THR 584  Theatre Management 

To qualify for a specific Profile, the student must complete a minimum of one 3 credit course in the Profile. 
** Entrepreneurship and Marketing double majors are permitted only 6 credits of duplicated credits. Only two of the following courses may count for both majors: ENT 328, ENT 403, ENT 427, and ENT 530. 
1 Course may not be repeated for elective credit if chosen as Profile course. 
2 Only approved sections of PSC 511 qualify. 

Electives 
Electives sufficient to complete 122 total credit hours required for the degree. 

Marketing, B.S. 

Overall Requirements 
- 122 credit hours, to include at least 36 credits at or above the 300 course level 
- A cumulative GPA of at least 2.0 
- Grades of C or better in courses used to meet major requirements 

Major Requirements 

Bryan School Pre-Admission Courses (29 credit hours) 
Students should plan to complete the pre-admission courses by the end of the sophomore year, or as soon as possible thereafter. See the Joseph M. Bryan School of Business and Economics for more information. 

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>BUS 105</td>
<td>Blueprint for Professional Success</td>
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</tr>
<tr>
<td>ACC 201</td>
<td>Financial Accounting</td>
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<td>ISM 110</td>
<td>Business Computing I</td>
<td></td>
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<tr>
<td>ISM 280</td>
<td>Information Systems in Organizations</td>
<td></td>
</tr>
<tr>
<td>ENG 101</td>
<td>College Writing I ††</td>
<td></td>
</tr>
</tbody>
</table>
FMS 115 Freshman Seminar in Reasoning and Discourse I ††

RCO 101 College Writing I ††

Completion of one of the following:

MAT 120 Calculus with Business Applications †††

MAT 191 Calculus I †††

* Or a grade of C or better in any one of the following courses: MAT 115, MAT 150, MAT 151, or MAT 190.
† Counts toward GEC GSB requirement.
†† Counts toward GEC GRD requirement.
††† Counts toward GEC GMT requirement.

Common Business Core (36–39 credit hours)

<table>
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<tbody>
<tr>
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<tr>
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<tr>
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<td>Calculus with Business Applications *</td>
<td></td>
</tr>
<tr>
<td>or MAT 191</td>
<td>Calculus I</td>
<td></td>
</tr>
<tr>
<td>MGT 301</td>
<td>Introduction to International Business</td>
<td></td>
</tr>
<tr>
<td>MGT 312</td>
<td>Organizational Behavior</td>
<td></td>
</tr>
<tr>
<td>MGT 330</td>
<td>The Legal Environment of Business</td>
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<tr>
<td>MGT 491</td>
<td>Business Policy and Strategy</td>
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<td>MKT 309</td>
<td>Business Communications</td>
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<td>MKT 320</td>
<td>Principles of Marketing</td>
<td></td>
</tr>
<tr>
<td>PHI 361</td>
<td>Ethical Issues in Business ††</td>
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</tr>
<tr>
<td>or PHI 362</td>
<td>Ethical Issues in Entrepreneurship</td>
<td></td>
</tr>
<tr>
<td>SCM 302</td>
<td>Operations Management</td>
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</table>

Global Sustainability Elective

One chosen from the list below. **

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<td>Economics of a Global Sustainable Society</td>
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<tr>
<td>BUS 130</td>
<td>Entrepreneurship in a Sustainable Global Environment</td>
<td></td>
</tr>
<tr>
<td>ENV 110</td>
<td>Introduction to Sustainability Studies</td>
<td></td>
</tr>
<tr>
<td>LLC 120</td>
<td>Global Crossings: Topics in Images, Media, and Texts</td>
<td></td>
</tr>
<tr>
<td>LLC 130</td>
<td>Global Green: Cultures of Production and/or Consumption</td>
<td></td>
</tr>
<tr>
<td>STH 200</td>
<td>Introduction to Sustainable Development</td>
<td></td>
</tr>
</tbody>
</table>

* If not taken in the Bryan School Pre-Admission Courses. All Bryan School majors must pass either MAT 120 or MAT 191.

** Or other approved Global Sustainability elective.
† Counts toward GEC GRD requirement.
†† Counts toward GEC GPR requirement.

Marketing Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKT 320</td>
<td>Principles of Marketing *</td>
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<tr>
<td>MKT 422</td>
<td>Fundamentals of Marketing Research</td>
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<tr>
<td>MKT 426</td>
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</table>

MKT 429 Advanced Marketing Management

Major Electives 6

Select two of the following:

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>MKT 324</td>
<td>Professional Selling</td>
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<tr>
<td>MKT 325</td>
<td>E-commerce in Marketing</td>
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<tr>
<td>MKT 326</td>
<td>Introduction to Retailing</td>
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<tr>
<td>MKT 328</td>
<td>Sales Leadership ‡</td>
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<tr>
<td>MKT 330</td>
<td>Social Media: A Marketing Perspective</td>
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</tr>
<tr>
<td>MKT 403</td>
<td>Entrepreneurial Marketing **</td>
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<td>MKT 407</td>
<td>Sports Marketing</td>
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<td>MKT 420</td>
<td>Key Account Selling</td>
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<tr>
<td>MKT 421</td>
<td>Promotion Management</td>
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<td>MKT 427</td>
<td>Personal Selling Internship ‡, 1</td>
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<tr>
<td>MKT 424</td>
<td>Consumer Behavior</td>
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<tr>
<td>MKT 444</td>
<td>Effective Selling</td>
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<tr>
<td>MKT 450</td>
<td>Marketing Internship</td>
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</tr>
<tr>
<td>MKT 493</td>
<td>Honors Work</td>
<td></td>
</tr>
</tbody>
</table>

* All students pursuing the Marketing major must receive a C or better in MKT 320.

** Entrepreneurship and Marketing double majors are permitted only 6 credits of duplicated credits. Only two of the following courses may count for both majors: MKT 326, MKT 403, MKT 427, and MKT 530.

† Only one of the following internship courses may count as a Marketing major elective: MKT 427 or MKT 450.

Electives

Electives sufficient to complete 122 total credit hours required for the degree.

Sustainable Tourism and Hospitality, B.A.

Overall Requirements

• 122 credit hours, to include at least 36 credits at or above the 300 course level
• A cumulative GPA of at least 2.0

Major Requirements

Bryan School Pre-Admission Courses (29 credit hours)

Students should plan to complete the pre-admission courses by the end of the sophomore year, or as soon as possible thereafter. See the Joseph M. Bryan School of Business and Economics for more information.

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<td>ISM 110</td>
<td>Business Computing I</td>
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</tr>
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</table>

Electives sufficient to complete 122 total credit hours required for the degree.

Sustainable Tourism and Hospitality, B.A.

Overall Requirements

• 122 credit hours, to include at least 36 credits at or above the 300 course level
• A cumulative GPA of at least 2.0

Major Requirements

Bryan School Pre-Admission Courses (29 credit hours)

Students should plan to complete the pre-admission courses by the end of the sophomore year, or as soon as possible thereafter. See the Joseph M. Bryan School of Business and Economics for more information.

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</tr>
</tbody>
</table>
Entrepreneurship Undergraduate Minor

The Entrepreneurship minor, consisting of 15 credit hours, is available for majors outside of the Bryan School of Business and Economics, as well as for majors in the Bryan School—other than Entrepreneurship majors—who are in good standing with the university. Minimum average GPA of 2.0 required in all courses used toward minor. The two paths are outlined below.

### Program Requirements

- **Minimum of 15 credit hours**

### Non-Business Majors

The minor brings an entrepreneurial perspective to all major fields of study, either to start or grow a business or to be creative and innovative in any organization, profit or nonprofit. To earn an entrepreneurship minor, a student must meet the following requirements in the order listed below.

### Sustainable Tourism and Hospitality Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>STH 231</td>
<td>Tourism, Cultures, and Places</td>
<td>4</td>
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<tr>
<td>or STH 251</td>
<td>Multicultural Issues in Hospitality and Tourism</td>
<td></td>
</tr>
<tr>
<td>STH 310</td>
<td>Hotel Operations</td>
<td>3</td>
</tr>
<tr>
<td>STH 311</td>
<td>Sustainable Food and Beverage</td>
<td>3</td>
</tr>
<tr>
<td>STH 313</td>
<td>Revenue Management</td>
<td>3</td>
</tr>
<tr>
<td>STH 332</td>
<td>Sustainable Destination Planning and Management</td>
<td>3</td>
</tr>
<tr>
<td>STH 451</td>
<td>Service Management</td>
<td>3</td>
</tr>
<tr>
<td>STH 491</td>
<td>Tourism and Hospitality Strategic Management</td>
<td>3</td>
</tr>
</tbody>
</table>

### Electives

Electives sufficient to complete the 122 credit hours required for degree.

### Entrepreneurship Undergraduate Minor

<table>
<thead>
<tr>
<th>Course</th>
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<td>SCM 302</td>
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</tbody>
</table>

### Practice *

STHP majors are required to work a total of 600 hours, paid or unpaid, in the tourism or hospitality industries.

* See departmental website regarding practice credit requirement.
Apply
Apply for the entrepreneurship minor in the Bryan School Student Services Office, Room 301 Bryan Building

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>ENT 200</td>
<td>Introduction to Entrepreneurial Finance</td>
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<tr>
<td>ENT 300</td>
<td>Ideas to Opportunities: Feasibility Analysis</td>
<td></td>
</tr>
<tr>
<td>ENT 336</td>
<td>Opportunities to Action: Business Plan</td>
<td></td>
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</tbody>
</table>

Advising
Consult with an advisor in the Bryan School Student Services Office (Bryan 301) or Dr. Dianne Welsh, Director (Bryan 328), to select one of the nine profiles offered: Creative Industries; Education; Family Business; Franchising; Health Care; International; Social; Sports; or Technology, Innovation, and Sciences

Profile courses
Once admitted to minor, student takes at least 3 credits within the selected profile.

Electives
At least 3 credits from approved electives to meet minimum of required 15 credits

Track choice
The courses listed below cannot be counted toward both the Bryan School core and also as an elective.

<table>
<thead>
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Profiles
3 credits from the courses listed below.

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<tr>
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<tbody>
<tr>
<td>ENT 276</td>
<td>Creative Space: The Meeting of Art and Entrepreneurship</td>
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<tr>
<td>ENT 394</td>
<td>Advanced Studio Practicum: Art and Entrepreneurship</td>
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<td>ENT 201</td>
<td>Creativity, Innovation, and Vision</td>
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</tr>
<tr>
<td>CRS 431</td>
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<td>ENT 455</td>
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<td>ENT 321</td>
<td>Design Thinking and/or Entrepreneurial Thinking</td>
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<tr>
<td>MST 524</td>
<td>Media Financing and Distribution</td>
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<td>MST 525</td>
<td>Media Organization and Management</td>
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<tr>
<td>ENT 402</td>
<td>Entrepreneurship in the Performing Arts</td>
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<tr>
<td>THR 584</td>
<td>Theatre Management</td>
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</table>

Creative Industries

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<td>MST 524</td>
<td>Media Financing and Distribution</td>
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<td>ENT 402</td>
<td>Entrepreneurship in the Performing Arts</td>
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<td>THR 584</td>
<td>Theatre Management</td>
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Education

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<tbody>
<tr>
<td>CED 574</td>
<td>Contemporary Topics in Counseling</td>
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<tr>
<td>ENT 404</td>
<td>Entrepreneurship and Innovation in Community Leadership</td>
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Family Business

<table>
<thead>
<tr>
<th>Code</th>
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<tr>
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<tr>
<td>ENT 451</td>
<td>Service Management</td>
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<td>ENT 354</td>
<td>Restaurant Entrepreneurship</td>
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Franchising

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Health Care

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<tbody>
<tr>
<td>BUS 305</td>
<td>Introduction to the Business of Health-Care Management</td>
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<tr>
<td>CED 574</td>
<td>Contemporary Topics in Counseling</td>
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<tr>
<td>ENT 307</td>
<td>Global Health</td>
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<tr>
<td>ENT 291</td>
<td>Entrepreneurship and Technology in Health Care</td>
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International

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<tbody>
<tr>
<td>ENT 130</td>
<td>Entrepreneurship in a Sustainable Global Environment</td>
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<tr>
<td>ENT 342</td>
<td>International Entrepreneurship</td>
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Social

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<tr>
<th>Code</th>
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<tbody>
<tr>
<td>ENT 340</td>
<td>Social Entrepreneurship</td>
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</tr>
<tr>
<td>ENT 540</td>
<td>Social Entrepreneurship: Justice and a Green Environment</td>
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</tr>
<tr>
<td>ENT 404</td>
<td>Entrepreneurship and Innovation in Community Leadership</td>
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</tr>
</tbody>
</table>
ENT 250  Purpose-Driven Entrepreneurship
ENT 320  Multimedia for Social Entrepreneurship and Civic Engagement

Sports
ENT 286  Foundations of Sport Coaching

Technology
ENT 315  The Economics of Entrepreneurship
ENT 312  Economics of Technology
ENT 530  Researching Opportunities in Entrepreneurship and Economic Development

Only one may be selected from the following:
ENT 290  Entrepreneurship and the Internet
ENT 291  Entrepreneurship and Technology in Health Care
ENT 292  IT Entrepreneurship

Electives
Only one 200-level elective may count toward the minor. In rare cases an Independent Study focused on entrepreneurial research or a special project may qualify with faculty approval.

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<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>ENT 276</td>
<td>Creative Space: The Meeting of Art and Entrepreneurship</td>
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<td>ENT 394</td>
<td>Advanced Studio Practicum: Art and Entrepreneurship</td>
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<tr>
<td>ENT 130</td>
<td>Entrepreneurship in a Sustainable Global Environment</td>
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<tr>
<td>ENT 201</td>
<td>Creativity, Innovation, and Vision</td>
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<tr>
<td>ENT 206</td>
<td>Start Something</td>
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<tr>
<td>ENT 240</td>
<td>Introduction to the Entrepreneurial Experience</td>
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<tr>
<td>BUS 305</td>
<td>Introduction to the Business of Health-Care Management</td>
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<tr>
<td>ENT 337</td>
<td>Family Business</td>
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<tr>
<td>ENT 338</td>
<td>Global Franchising</td>
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<td>ENT 339</td>
<td>Entrepreneurial Leadership</td>
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<td>ENT 340</td>
<td>Social Entrepreneurship</td>
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<td>ENT 342</td>
<td>International Entrepreneurship</td>
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<tr>
<td>ENT 450</td>
<td>Directed Business Practice</td>
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<td>ENT 470</td>
<td>Entrepreneurial/Small Business Management</td>
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<tr>
<td>ENT 499</td>
<td>Selected Topics in Entrepreneurship</td>
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<td>ENT 540</td>
<td>Social Entrepreneurship: Justice and a Green Environment</td>
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<tr>
<td>CED 574</td>
<td>Contemporary Topics in Counseling</td>
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<td>CRS 431</td>
<td>Entrepreneurship in Apparel Retailing and Design</td>
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<td>ENT 451</td>
<td>Service Management</td>
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<td>ENT 455</td>
<td>Arts and Entrepreneurship: Career Strategies for Artists</td>
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<td>ENT 312</td>
<td>Economics of Technology</td>
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<tr>
<td>ENT 315</td>
<td>The Economics of Entrepreneurship</td>
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<td>ENT 404</td>
<td>Entrepreneurship and Innovation in Community Leadership</td>
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<tr>
<td>ENT 327</td>
<td>Writing for Professionals and Entrepreneurs</td>
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<tr>
<td>ENT 493</td>
<td>Honors Work in Entrepreneurship</td>
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<tr>
<td>ENT 335</td>
<td>Entrepreneurial Finance</td>
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<table>
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<tr>
<td>ENT 502</td>
<td>Entrepreneurial Urban Planning</td>
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<td>ENT 530</td>
<td>Researching Opportunities in Entrepreneurship and Economic Development</td>
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<tr>
<td>ENT 511</td>
<td>Silver Industries</td>
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<tr>
<td>ENT 307</td>
<td>Global Health</td>
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<tr>
<td>ENT 250</td>
<td>Purpose-Driven Entrepreneurship</td>
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<tr>
<td>ENT 275</td>
<td>Entrepreneurial Personal Branding</td>
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<tr>
<td>ENT 290</td>
<td>Entrepreneurship and the Internet</td>
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<tr>
<td>ENT 291</td>
<td>Entrepreneurship and Technology in Health Care</td>
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<tr>
<td>ENT 286</td>
<td>Foundations of Sport Coaching</td>
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<tr>
<td>ENT 324</td>
<td>Professional Selling</td>
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<tr>
<td>ENT 328</td>
<td>Sales Leadership</td>
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<td>ENT 403</td>
<td>Entrepreneurial Marketing</td>
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<td>Media Financing and Distribution</td>
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<td>MST 525</td>
<td>Media Organization and Management</td>
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<td>ENT 402</td>
<td>Entrepreneurship in the Performing Arts</td>
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<td>ENT 362</td>
<td>Ethical Issues in Entrepreneurship</td>
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<td>PSC 540</td>
<td>Nonprofit Management and Leadership</td>
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<td>ENT 354</td>
<td>Restaurant Entrepreneurship</td>
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<td>THR 584</td>
<td>Theatre Management</td>
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<tr>
<td>PSC 511</td>
<td>Topics in Public Affairs *</td>
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</tbody>
</table>

* Only approved sections of the course listed qualify.

**Professional Selling Undergraduate Minor**

The Professional Selling Minor, consisting of 15 credits is available for majors outside of the Bryan School of Business and Economics, as well as for majors in the Bryan School, who are in good standing with the university. Minimum average GPA of 2.50 is required in all courses used toward minor.

**Apply**

Apply for the professional selling minor in the Bryan School Student Services Office, Room 232 Bryan Building.

**Business and Non-Business Majors**

The minor is useful to majors in the professional and arts and sciences fields of study, as well as business majors. The professional selling minor is intended to provide students with skills useful in sales positions and in making the individual more effective in any knowledge-based position in all major fields of study where one may need to influence people. To earn a professional selling minor, a student must meet the following requirements in the order listed below.

**Program Requirements**

- Minimum of 15 credit hours

<table>
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<td>MKT 420</td>
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<td>MKT 427</td>
<td>Personal Selling Internship</td>
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<tr>
<td>MKT 444</td>
<td>Effective Selling</td>
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</table>
The Departments in the School of Education are as follows:

- Counseling and Educational Development
- Educational Leadership and Cultural Foundations
- Educational Research Methodology
- Library and Information Studies
- Specialized Educational Services
- Teacher Education and Higher Education

The faculty of the SOE includes nearly 100 full-time professors who are highly accomplished scholars, teachers, and partners with community organizations and schools.

The SOE has a student body of approximately 1,500 students that is among the most diverse in the UNC system. Approximately 75% of our students are enrolled in graduate programs and 25% are enrolled in undergraduate programs.

The SOE offers over 20 different graduate degree programs, many of which include a range of specialty concentrations to allow our students to focus on topics most relevant to their interests and professional goals. Degree programs include 5 undergraduate programs and 15 graduate programs spanning Master, Specialist, and Doctoral degrees. The 20 degree programs are complemented by numerous non-degree certificate and add-on licensure programs.

- Collaborative for Educator Preparation (p. 517)
- NC TEACH Alternative Licensure Program (p. 517)
- Counseling and Educational Development (p. 517)
- Counseling, M.S. (p. 519)
- Counseling, Ed.S. (p. 521)
- Counseling and Counselor Education, Ph.D. (p. 522)
- Advanced School Counseling, Post-Master's Certificate (Admission Suspended) (p. 523)
- Educational Leadership and Cultural Foundations (p. 523)
- School Administration, M.S.A. (p. 524)
- Educational Leadership, Ed.D. (p. 524)
- Educational Leadership, Ed.S. (Admission Suspended) (p. 526)
- Educational Studies, Ph.D. (p. 527)
- Cultural Foundations and Social Justice Education, Post-Master's Certificate (p. 527)
- School Administration - Specialized Education, Post-Master's Certificate (Admission Suspended) (p. 527)
- School Administration, Post-Master's Certificate (p. 528)
- Educational Research Methodology (p. 528)
- Educational Research, Measurement, and Evaluation, M.S. (p. 529)
- Educational Research, Measurement, and Evaluation, M.S./Ph.D. (p. 529)
- Educational Research, Measurement, and Evaluation, Ph.D. (p. 530)
- Educational Research Methodology, Doctoral Minor (p. 530)
- Educational Assessment, Post-Baccalaureate Certificate (p. 530)
- Library and Information Studies (p. 531)
- Library and Information Studies, M.L.I.S. (p. 531)
- Special Endorsement in Computer Education, Post-Baccalaureate Certificate (p. 532)
- Specialized Education Services (p. 533)
- Elementary Education and Special Education: General Curriculum Dual Major, B.S. (p. 534)
- Professions in Deafness, B.S. (p. 534)
- Special Education: General Curriculum Major, B.S. (p. 539)
- Birth-Kindergarten Interdisciplinary Studies in Education and Development, M.Ed. (p. 540)
- Special Education: General Curriculum, M.Ed. (p. 541)

CAEP is the single specialized accreditor for educator preparation, and administers NCATE accreditation.

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- Educational Research Methodology, Doctoral Minor (p. 530)
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- Special Education: General Curriculum, M.Ed. (p. 541)
• Special Education, Ph.D. (p. 542)
• Alternative Initial Teacher Licensure, Post-Baccalaureate
  Alternative Initial Teacher Licensure (PAIL) (p. 543)
• Birth-Kindergarten, Post-Baccalaureate Initial Licensure
  Certificate (p. 543)
• Leadership in Infant and Toddler Learning, Post-Baccalaureate
  Certificate (p. 544)
• Teacher Education and Higher Education (p. 544)
  • Elementary Education with K–6 Teacher Licensure, B.S. (p. 546)
  • Elementary Education and Special Education: General Curriculum
    Dual Major, B.S. (p. 547)
• Middle Grades Education, B.S. (p. 548)
• Master of Arts in Teaching, M.A.T. (p. 550)
• Student Affairs Administration in Higher Education, M.Ed.
  (p. 551)
• Teacher Education, M.Ed. (p. 552)
• Educational Studies, Ph.D. (p. 555)
• Design and Making in Education, Post-Baccalaureate Certificate
  (p. 557)
• Special Endorsement in Computer Education, Post-Baccalaureate
  Certificate (p. 557)
• Teaching English to Speakers of Other Languages, Post-
  Baccalaureate Certificate (p. 557)

Collaborative for Educator Preparation

School of Education • School of Education Building • (336) 334-3045 •
soe.uncg.edu/partners/collaborative-for-educator-preparation

Jacqueline Dozier, Director

Graduate

The Collaborative for Educator Preparation oversees policies and
practices of professional education programs at UNC Greensboro,
accreditation and DPI reviews in conjunction with the SOE Director
of Assessment; dissemination of information about North Carolina State
Department of Public Instruction (SDPI) licensing requirements; and
the administration of school-university partnership activities related to
USTEP funding.

The Collaborative for Educator Preparation is comprised of a Council
of Program Coordinators (CPC) that represents all the professional
education programs on the UNC Greensboro campus; an Executive
Council with an administrative representative from each unit; a
Leadership Council composed of representatives from teaching and
non-teaching programs, from within and outside the SOE, and from local
school districts.

Graduate Programs
  • NC TEACH Alternative Licensure Program, (12-18)

Administration

Jacqueline Dozier, Director
Amanda Shirk, Advisor

• NC TEACH Alternative Licensure Program (p. 517)

NC TEACH Alternative Licensure Program

North Carolina Teachers of Excellence for All Children (NC TEACH) is
designed to recruit, train, support, and retain mid-career professionals
as they become licensed teachers in North Carolina. The program
is designed to offer lateral entry teachers the opportunity to earn an
initial standard professional license to teach in North Carolina. The
Collaborative for Educator Preparation (CEP) administers the NC TEACH
Alternative Licensure Program in the following areas: Middle Grades (6-9)
Language Arts, Mathematics, Science, and Social Studies; Secondary
(9-12) English, Latin, Mathematics, Science, and Social Studies; and
K-12 Foreign Language (Spanish or French). Depending on the academic
background of the student, the alternative licensure program consists of
12-18 semester hours. Students in the program enroll in a sequence of
education courses and engage in field-based experiences as lateral entry
teachers in local public school systems. Students may be required to take
additional course work in their teaching area for licensure. For most of
these teaching areas, students may apply up to 18 semester hours of
NC TEACH course work toward a master’s degree program provided they
apply and are accepted.

For information regarding deadlines and requirements for admission,
please see the Guide to Graduate Admissions.

Alternative Licensure Requirements
  • 12-18 s.h.

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<tr>
<td>TED 535</td>
<td>Literacy in the Content Area</td>
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<td>TED 545</td>
<td>Diverse Learners</td>
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<tr>
<td>TED 669</td>
<td>Educational Implications of Learning and Developmental Theory</td>
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</tr>
<tr>
<td>TED 680A</td>
<td>Clinical Experience in Teaching</td>
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</table>

Select one 3 hour methods course in the licensure area

Content Courses

Students must have at least 24 s.h. in their teaching areas or passing
scores on the PRAXIS II teaching examinations. After a review of
transcripts, students may also be required to complete additional course
work to meet teaching standards.

Counseling and Educational Development

School of Education

228 Curry Building
336-334-3423
www.uncg.edu/ced

Craig S. Cashwell, Chair of the Department
L. DiAnne Borders, Director of Graduate Study
About

There are two primary program areas in counselor education for which the Master’s, Specialist, and Doctorate degrees are offered: clinical mental health counseling and school counseling. Within these two program areas, the Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council on Postsecondary Accreditation (COPA), has conferred accreditation to the following programs and specializations in the Department of Counseling and Educational Development at UNC Greensboro: clinical mental health counseling (M.S.), school counseling (M.S.), couple and family counseling (M.S.), and counseling and counselor education (Ph.D.). Applicants admitted to a program are expected to enroll as full-time students, registering for a minimum of 12 credit hours each semester. Students appointed to graduate assistantships, however, may reduce their credit load and retain full-time status.

Curriculum

The Counselor Education program faculty adheres to the scientist-practitioner model of training. Consistent with this approach is the program’s goal of graduating students who have broad knowledge of counseling theory and process, possess a high level of competency in providing professional services to diverse client populations, and view assessment and research in counseling as a continuous cyclical activity throughout the counseling process. Research is a means for obtaining and using information to generate and establish counseling goals and strategies, and for identifying “best practices” or empirically-based practices that are integral to effectiveness in counseling. The focus of this ongoing process is to bring about client change. The major tenets underlying the program include:

1. Exposure to a variety of theoretical orientations to counseling,
2. Reliance on both the clinical-counseling and vocational-educational approaches in designing counseling and programmatic interventions,
3. A commitment to developing the student’s skills as a clinician who uses research methodology in practice,
4. A strong emphasis on the normal developmental issues of the individual as opposed to an approach based on pathology, and
5. Intentionality around challenging students to increase their self-awareness about and knowledge of diverse populations, and to use culturally-appropriate interventions in an effort to become multicultural competent practitioners.

Especially important to the program faculty are the commitment to mental “health” (or wellness) and the value attached to understanding the common developmental themes throughout a person’s life. An appealing feature is the diversity of the faculty’s theoretical orientations, which translates into a variety of research opportunities available to creative students, as well as varied counseling approaches and different applied settings for gaining training experience.

To achieve the program’s curriculum goals of the scientist-practitioner model of training, students are required to demonstrate satisfactory knowledge in each of the following core areas: the helping relationship; group dynamics, process, and counseling; social and cultural diversity; career and lifestyle development; appraisal of individuals; research and evaluation; and professional orientation. Available within the program requirements are courses offered by other departments that enable students to benefit from the resources of the entire University.

Required professional core courses constitute the cognitive foundation for the development of skills in providing professional services. Also available are specialized courses dealing with particular groups and environmental settings, such as courses in family intervention, counseling children and adolescents, and substance abuse. Supervised clinical experience in the Vaccc Counseling and Consulting Clinic is offered throughout the program parallel to core and specialty courses. Experience in applied settings is available on the campus as well as at off-campus sites; these include community mental health services; career counseling and placement; inpatient facilities; college counseling centers; public and private K-12 schools; child, youth, and family agencies; and sports, outreach, and alcohol and drug programs. Students are encouraged to explore internship experiences specifically tailored to their individual needs and interests. This diversity of opportunities allows students to develop programs consistent with their own particular goals and talents.

Students are given strong encouragement to participate in professional organizations and collaborate on original research projects. Opportunities for professional involvement and leadership development include the student organization in the Department as well as state and national counseling organizations. Applied research courses are available at the entry level and required at the doctoral level. To help students design and complete high quality relevant dissertations, doctoral students are required to take courses in research design and statistical and qualitative methods of data analysis. In addition to being given strong encouragement to participate in original research projects and presentations at professional meetings, students are expected to work closely with their selected professors in conducting their research projects. Close consultation with the faculty is strongly encouraged, particularly for students working on doctoral dissertations. The faculty views doctoral research as providing students with a starting point for developing an ongoing research program that continues beyond completion of their degree.

Mechanisms for student evaluation include progress evaluations by instructors, practicum supervisors, and internship supervisors, and reports from host internship supervisors. Capstone projects and comprehensive exams provide valuable feedback to students regarding their progress in the program. Faculty supervisors appraise the student’s clinical skills, and this feedback is available to students.

A majority of M.S. students complete the required curriculum in two years, although students are encouraged to attend summer school after their first year in the program. A majority of students can complete the M.S. and Ed.S. in two and a half years, and Ph.D. students generally complete their degree in three years. Although a few doctoral students complete their dissertations after their full-time study at the University, students are strongly encouraged to complete all degree requirements before leaving.

Graduates are eligible for one or more state and national credentials. Because the program is CACREP-approved, all fully enrolled master’s students can take the National Counselor Examination for Licensure and Certification (NCE) during their last semester of the program. The NCE is the first step toward becoming a National Certified Counselor (NCC) and a Licensed Professional Counselor (LPC) in North Carolina. In addition, the post-master’s experience requirement for the NCC credential is waived. The NCC credential is a prerequisite for national specialty certifications offered by the National Board of Certified Counselors (NBCC), including school counseling and clinical mental health counseling. School counseling graduates are eligible for the “S” state school counseling license. Graduates of the clinical mental health counseling specialization...
in couple and family counseling qualify for the National Academy for Certified Family Therapist (NACFT) credential. Preparation for American Association of Marriage and Family Therapy (AAMFT) membership (see Departmental secretary for additional information) and for the Certified Substance Abuse Counselor (CSAC) in North Carolina also is available.

Recent graduates of the program have accepted positions in diverse settings similar to the breadth of internships available for students. The interest and talents of the students have served as the major criteria for determining the type of internship and employment obtained.

Professor
James M Benshoff
L. DiAnne Borders, Burlington Industries Excellence Professor
Craig S. Cashwell
Christine E Murray
Kelly L Wester
Scott Young

Associate Professor
Carrie Wachter Morris

Assistant Professor
Pamela N Harris
Connie T Jones

Visiting Assistant Professor
Kelli E Scanlon
Alwin Edward Wagener

Graduate-level faculty
• Counseling, M.S. (p. 519)
• Counseling, Ed.S. (p. 521)
• Counseling and Counselor Education, Ph.D. (p. 522)
• Advanced School Counseling, Post-Master’s Certificate (Admission Suspended) (p. 523)

Counseling, M.S.

The M.S. in Counseling with a concentration either in Clinical Mental Health Counseling or School Counseling requires 60 credit hours. The M.S. in Counseling with a concentration in Couple and Family Counseling requires 66 credit hours.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

In addition to the application materials required by The Graduate School, applicants must submit a current resume/vita and a personal statement. Applicants should have vocational goals compatible with the selected program and sub-specialty. Program standards are competitive and not all applicants may be admitted. Preference is given to students desiring full-time study.

Degree Program Requirements

Clinical Mental Health Counseling Concentration
Required: 60 credit hours

<table>
<thead>
<tr>
<th>Code</th>
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</thead>
<tbody>
<tr>
<td>CED 605</td>
<td>Counseling Diverse Populations</td>
<td>3</td>
</tr>
<tr>
<td>CED 612</td>
<td>Developmental Counseling</td>
<td>3</td>
</tr>
</tbody>
</table>

Professional Core (18 credits)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CED 610</td>
<td>Helping Relationships</td>
<td>3</td>
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<tr>
<td>CED 620</td>
<td>Counseling Theories and Practice</td>
<td>3</td>
</tr>
<tr>
<td>CED 650</td>
<td>Group Counseling Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>CED 669</td>
<td>Career Development and Career Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CED 678</td>
<td>Professional Orientation</td>
<td>3</td>
</tr>
<tr>
<td>CED 682</td>
<td>Application of Measurement and Clinical Appraisal Techniques</td>
<td>3</td>
</tr>
</tbody>
</table>

Research (3 credits)

Research methods used in counseling practice, ethical and legal considerations in counseling research, CED 611 The Counselor as Scientist-Practitioner.

Specialized and Environmental Curricular Studies (12 credits as advised)

Twelve (12) credits, as advised, in one of the following areas (see departmental program planner for specific courses):

- Child and youth settings
- Clinical mental health settings
- College counseling settings
- Employment settings
- Older adult settings
- Organizational development/business and industrial settings
- Public offender settings
- Substance abuse settings
- Sports counseling settings (Students should meet with faculty in Kinesiology to plan course of study.)

Supervised Practica and Internships (18 credits)

Twelve (12) credits of counseling internship across two (2) semesters, plus three (3) credits of field practicum, three (3) credits of advanced counseling practicum, and other practicum experiences across the curriculum as required in the Schedule of Courses.

<table>
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<td>Practicum in Counseling *</td>
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<td>Counseling Field Practicum</td>
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<td>CED 679</td>
<td>Advanced Counseling Practicum</td>
<td>3</td>
</tr>
<tr>
<td>CED 680A</td>
<td>Counseling Internship</td>
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</tr>
<tr>
<td>CED 680B</td>
<td>Counseling Internship</td>
<td>6</td>
</tr>
</tbody>
</table>

* CED 653 does not count towards the required 18 credits.

Curricular Electives (3 credits)

Under advisement, a student will select from courses in Required Core Areas.
Collateral Expertise
A student must demonstrate satisfactory performance in professional practice. This requirement is satisfied by successfully completing practicum and internship requirements.

Comprehensive Examination (Capstone Experience)
Please consult with Departmental office for dates of this examination.

School Counseling Concentration
Required: 60 credit hours

<table>
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<tbody>
<tr>
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Professional Core (18 credits)

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</tr>
<tr>
<td>CED 682</td>
<td>Application of Measurement and Clinical Appraisal Techniques</td>
<td>3</td>
</tr>
</tbody>
</table>

Research (3 credits)
Research methods used in counseling practice, ethical and legal considerations in counseling research, CED 611 The Counselor as Scientist-Practitioner.

Specialized and Environmental Curricular Studies (15 credits)
Fifteen (15) credits across elementary, middle, and high school:

<table>
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<tr>
<th>Code</th>
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<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CED 641</td>
<td>Counseling Children</td>
<td>3</td>
</tr>
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<td>CED 648</td>
<td>Foundations of School Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CED 671</td>
<td>Understanding and Counseling Adolescents</td>
<td>3</td>
</tr>
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<td>CED 698</td>
<td>Implementing and Evaluating School Counseling Programs</td>
<td>3</td>
</tr>
<tr>
<td>SES 540</td>
<td>Introduction to Special Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Supervised Practica and Internships (18 credits)
Twelve (12) credits of school counseling internship across two (2) semesters, plus three (3) credits of CED 677 School Certification (counseling field practicum), three (3) credits of advanced counseling practicum and other practicum experiences across the curriculum as required in the Schedule of Courses.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>CED 653</td>
<td>Practicum in Counseling*</td>
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</tr>
<tr>
<td>CED 677</td>
<td>School Certification</td>
<td>3</td>
</tr>
<tr>
<td>CED 679</td>
<td>Advanced Counseling Practicum</td>
<td>3</td>
</tr>
<tr>
<td>CED 680A</td>
<td>Counseling Internship</td>
<td>6</td>
</tr>
<tr>
<td>CED 680B</td>
<td>Counseling Internship</td>
<td>6</td>
</tr>
</tbody>
</table>

Collateral Expertise
A student must demonstrate satisfactory performance in professional practice. This requirement is satisfied by successfully completing practicum and internship requirements.

Comprehensive Examination (Capstone Experience)
Please consult with departmental office for dates of this examination.

Couple and Family Counseling Concentration
Required: 66 credit hours

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<tr>
<th>Code</th>
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<tbody>
<tr>
<td>CED 605</td>
<td>Counseling Diverse Populations</td>
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Professional Core (18 credits)

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<tbody>
<tr>
<td>CED 610</td>
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<td>3</td>
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<td>CED 620</td>
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<td>CED 678</td>
<td>Professional Orientation</td>
<td>3</td>
</tr>
<tr>
<td>CED 682</td>
<td>Application of Measurement and Clinical Appraisal Techniques</td>
<td>3</td>
</tr>
</tbody>
</table>

Research (3 credits)
Research methods used in counseling practice, ethical and legal considerations in counseling research, CED 611 The Counselor as Scientist-Practitioner.

Specialized and Environmental Curricular Studies (21 credits)
Fifteen (15) credits across elementary, middle, and high school:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CED 644</td>
<td>Foundations of Mental Health Counseling</td>
<td>3</td>
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<td>CED 642</td>
<td>Substance Abuse Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CED 687</td>
<td>Diagnosis and Treatment Planning in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CED 690</td>
<td>Counselors Working with Families</td>
<td>3</td>
</tr>
<tr>
<td>CED 691</td>
<td>Advanced Clinical Topics in Couple and Family Counseling/Therapy</td>
<td>9</td>
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</tbody>
</table>

* A total of 9 credits of CED 691 must be completed.

Supervised Practica and Internships (18 credits)
Twelve (12) credits of counseling internship across two (2) semesters, plus three (3) credits of field practicum, three (3) credits of advanced counseling practicum, and other practicum experiences across the curriculum as required in the Schedule of Courses.

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<td>CED 679</td>
<td>Advanced Counseling Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>
CED 680A Counseling Internship 6
CED 680B Counseling Internship 6

* CED 653 does not count towards the required 18 credits.

Collateral Expertise
A student must demonstrate satisfactory performance in professional practice. This requirement is satisfied by successfully completing practicum and internship requirements.

Comprehensive Examination (Capstone Experience)
Please consult with Departmental office for dates of this examination.

Counseling, Ed.S.
The Ed.S. in Counseling allows students the opportunity to achieve a level of professional attainment (breadth and depth) beyond the M.S. degree. The Ed.S degree is available as an option for students also seeking the M.S. degree at UNCG. Program requirements must be completed for both degrees concurrently.

Concentrations are offered in Clinical Mental Health Counseling, Couple and Family Counseling, and School Counseling. All concentrations require 72 credit hours.

On average, the completion of the Ed.S. degree program takes two and a half years.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

In addition to the application materials required by The Graduate School, applicants must submit a current resume/vita and a personal statement. Applicants should have vocational goals compatible with the selected program and subspecialty. Program standards are competitive and not all applicants may be admitted. Preference is given to students desiring full-time study.

Degree Program Requirements
Required: 72 credit hours

Clinical Mental Health Counseling Concentration
Required Core Courses (6 credits)

<table>
<thead>
<tr>
<th>Code</th>
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</thead>
<tbody>
<tr>
<td>CED 605</td>
<td>Counseling Diverse Populations</td>
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Professional Core (21 credits)

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<tbody>
<tr>
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<td>CED 642</td>
<td>Substance Abuse Counseling</td>
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<td>CED 650</td>
<td>Group Counseling Theory and Practice</td>
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<td>Professional Orientation</td>
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</tr>
<tr>
<td>CED 682</td>
<td>Application of Measurement and Clinical Appraisal Techniques</td>
<td>3</td>
</tr>
</tbody>
</table>

Research (3 credits)
Research methods used in counseling practice, ethical and legal considerations in counseling research, CED 611 The Counselor as Scientist-Practitioner.

Specialized and Environmental Curricular Studies (18 credits as advised)
(Prerequisite: A course in abnormal behavior.)
Choose one of the following eight areas as an emphasis:

- Child and youth settings
- Clinical mental health settings
- College counseling settings
- Employment settings
- Older adult settings
- Organizational development/business and industrial settings
- Public offender settings
- Substance abuse settings
- Sports counseling settings (Students should meet with faculty in Kinesiology to plan course of study.)

Supervised Practica and Internships (18 credits)
Twelve (12) credits of counseling internship across two (2) semesters, plus three (3) credits of field practicum, three (3) credits of advanced counseling practicum and other practicum experiences across the curriculum as required in the Schedule of Courses.

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<td>6</td>
</tr>
</tbody>
</table>

* CED 653 does not count towards the required 18 credits.

Curricular Electives (6 credits)
Under advisement, a student will select from courses in Required Core Areas.

Collateral Expertise
A student must demonstrate satisfactory performance in professional practice. This requirement is satisfied by successfully completing practicum and internship requirements.

Comprehensive Examination (Capstone Experience)
Please consult with departmental office for dates of this examination.

Couple and Family Counseling Concentration
The Couple and Family Counseling concentration requires that students follow the basic plan of study for the Clinical Mental Health Counseling concentration but with specialized studies in couple and family counseling. Students enroll in specialized course work to include CED 690 Counselors Working with Families , CED 691 Advanced Clinical Topics in Couple and Family Counseling/Therapy, and internships in family counseling. Other couple and family counseling coursework is selected under advisement.
# School Counseling Concentration

## Required Core Areas (6 credits)

<table>
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## Professional Core (21 credits)

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</table>

## Research (3 credits)

Research methods used in counseling practice, ethical and legal considerations in counseling research, CED 611 The Counselor as Scientist-Practitioner.

## Specialized and Environmental Curricular Studies (15 credits)

Fifteen (15) credits across elementary, middle and high school:

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<td>Foundations of School Counseling</td>
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<td>SES 540</td>
<td>Introduction to Special Education</td>
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</table>

## Supervised Practica and Internships (18 credits)

Twelve (12) credits of school counseling internship across two (2) semesters, plus three (3) credits of field practicum, three (3) credits of advanced counseling practicum, and other practicum experiences across the curriculum as required in the Schedule of Courses.

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<tr>
<td>CED 680B</td>
<td>Counseling Internship</td>
<td>6</td>
</tr>
</tbody>
</table>

* CED 653 does not count towards the required 18 credits.

## Curricular Electives (9 credits)

Under advisement, a student will select from courses in Required Core Areas.

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# Collateral Expertise

A student must demonstrate satisfactory performance in professional practice. This requirement is satisfied by successfully completing practicum and internship requirements.

# Comprehensive Examination (Capstone Experience)

Please consult with departmental office for dates of this examination.

# Counseling and Counselor Education, Ph.D.

The Ph.D. in Counseling and Counselor Education requires 82-88 credit hours beyond the master’s degree. Because master’s-level preparation programs vary, the doctoral program requirements are cumulative from the baccalaureate degree for entering Ph.D. students who have completed a master’s degree program at another institution. The doctoral program focuses on developing professional competencies of the student through advanced study of theory and practice of counseling as it relates to research, the behavioral sciences, teaching, and clinical supervision.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

In addition to the application materials required by The Graduate School, doctoral applicants are required to have graduated from a master’s program in counseling or acceptable equivalent that is accredited by the Council for Accreditation of Counseling and Related Educational Programs. They also may present evidence of an appropriate degree from a regional accredited university. (CACREP requirements for a master’s program are needed; if missing, these are prerequisites for admission.) Applicants to all graduate counseling programs should have vocational goals compatible with the selected program and subspecialty. Program standards are competitive and not all applicants may be admitted. Preference is given to students desiring full-time study.

# Degree Program Requirements

## Required: 82-88 credit hours

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<th>Code</th>
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<tr>
<td>CED 756A</td>
<td>Advanced Counseling Theory and Research</td>
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<td>CED 756B</td>
<td>Advanced Counseling Theory and Research</td>
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<td>CED 760A</td>
<td>Consultation in Counseling and Counselor Education</td>
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<tr>
<td>CED 760B</td>
<td>Leadership in Counseling and Counselor Education</td>
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</tr>
<tr>
<td>CED 777A</td>
<td>Seminar in Counseling</td>
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<tr>
<td>CED 777C</td>
<td>Seminar in Counseling</td>
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<tr>
<td>CED 781A</td>
<td>Clinical Supervision</td>
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Select a CED elective

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</tr>
</thead>
<tbody>
<tr>
<td>Select 12 hours under advisement</td>
</tr>
</tbody>
</table>

## Supervised Practica and Internships *

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CED 779</td>
<td>Advanced Counseling Practicum</td>
<td>3</td>
</tr>
<tr>
<td>CED 757</td>
<td>Internship in University Teaching in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CED 780A</td>
<td>Advanced Counseling Internship</td>
<td>3</td>
</tr>
<tr>
<td>CED 781B</td>
<td>Clinical Supervision</td>
<td>3</td>
</tr>
</tbody>
</table>
Research Apprenticeship
CED 720A Research Apprenticeship
CED 720B Research Apprenticeship
CED 740 Seminar in Counseling
CED 777B Seminar in Counseling
CED 777D Seminar in Counseling
Select ERM or STA sequence, 9 credits minimum
Dissertation
CED 799 Dissertation

* Note: Students who enter the doctoral program directly from their master's program will be required to complete an additional semester of internship CED 780B Advanced Counseling Internship. Students may enroll in additional semesters of teaching (CED 757 Internship in University Teaching in Counseling) and supervision (CED 781C Clinical Supervision and CED 781D Clinical Supervision), assuming successful experience in prior semesters.

Comprehensive Examination
Requires consultation with major advisor concerning format and dates of this examination.

Advanced School Counseling, Post-Master's Certificate (Admission Suspended)

The Post-Master's Certificate in Advanced School Counseling is currently not accepting applications for admission.

Post-Master's Certificate programs are designed to meet practicing counselors' needs for professional development, in response to advances and greater specialization in the profession.

The certificate is based on national accreditation standards, competency statements, and certification standards. The certificate consists of 12 semester hours of required course work (all online).

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions. Post-Master's Certificate applicants must hold a Master's degree in counseling.

Advanced School Counseling

In addition to the application materials required by The Graduate School, applicants should submit a complete vita/resume, a statement of professional goals in applying for this certificate, a copy of the school counseling license, and a letter of endorsement from current principal or other school administrator.

A cohort model is used in the PMC in advanced school counseling. The application deadline is December 1; cohorts begin each spring semester. Applications remain active for 1 year; if not accepted for one cohort, the application is considered for the next cohort.

The online advanced school counseling certificate is designed to allow fully licensed, practicing school counselors with at least 2 years experience as a school counselor to move from the "M" level license to the "S" level license.

Degree Program Requirements

Required: 12 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CED 661</td>
<td>Group Counseling in Schools</td>
<td>3</td>
</tr>
<tr>
<td>CED 662</td>
<td>Multicultural Considerations in School Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CED 663</td>
<td>School Counselors as Consultants in Educational Settings</td>
<td>3</td>
</tr>
<tr>
<td>CED 664</td>
<td>Advanced Contemporary Topics in School Counseling</td>
<td>3</td>
</tr>
</tbody>
</table>

Educational Leadership and Cultural Foundations

School of Education

366 School of Education Building
336-334-3490
http://elc.uncg.edu

Rochelle Brock, Chair of the Department
Brian Clarida, Director of Graduate Study- MSA/PMC/Principal Fellows
Kathy Hytten, Director of Graduate Study for the EdD Program
Craig Peck, Director of Graduate Study for the EdS Program
Silvia C. Bettez, Director of Graduate Study for the PhD Program

About

A major component of this department is an undergraduate course, ELC 381 Cultural Foundations of Education, "The Institution of Education," which is required of all students who are planning to seek teacher licensure.

The Department of Educational Leadership and Cultural Foundations (ELC) is concerned with issues of educational theory and philosophy, sociocultural analysis, educational leadership and school organization, educational policy, and critical pedagogy. The faculty members share a sociopolitical perspective that undergirds our scholarship, teaching, and service. We are committed to the development of a just and caring democratic society in which schools serve as centers of inquiry and forces for social transformation that foster social, economic, and educational equity by honoring differences in race, class, gender, ethnicity, and sexual preference. The ELC faculty seek to prepare thoughtful and effective leaders in education through programs of study that are interdisciplinary in focus and that emphasize questions of moral concern, the cultural context of education, and a reconstructive vision for excellent and equitable schooling. Our purpose is to create change agents who work with parents, staff, students, and communities to develop critical understandings of the assumptions, beliefs, and regularities that support schooling and who identify and create practices that allow schools to function more fully as democracies while preparing students for democracy.

The department offers four graduate programs and two certificate programs: Master of School Administration, Specialist in Education in Educational Leadership, Doctor of Education in Educational Leadership, and Doctor of Philosophy in Educational Studies with a concentration in Cultural Studies and Post Masters in School Administration and Post Masters in Cultural Foundations and Social Justice Education. As a valued member of our academic community, you will have the advantage...
of a supportive environment in which you are known, cared for, challenged
and invested in. Faculty members take your preparation and your success
very seriously. For that same reason, we equip you with more than
knowledge; we give you the tools and experience to understand what
your future decisions in the field will mean to learners and how you can
use your position to bring about positive change for education. ELC is
committed to embodying our shared commitments in all of our actions,
with social justice and equity as the expressed centerpiece of who we
are.

Professor
Rochelle Brock
Glenn M Hudak
Kathryn Ann Hytten
Leila E Villaverde

Associate Professor
Silvia C Bettez
Kimberly K Hewitt
Carl Lashley
Katherine Cumings Mansfield
Craig M Peck

Clinical Associate Professor
Brian Clarida

Assistant Professor
Tiffanie C Lewis-Durham
Sophia C Rodriguez

G Graduate-level faculty

- School Administration, M.S.A. (p. 524)
- Educational Leadership, Ed.D. (p. 524)
- Educational Leadership, Ed.S. (Admission Suspended) (p. 526)
- Educational Studies, Ph.D. (p. 527)
- Cultural Foundations and Social Justice Education, Post-Master’s
Certificate (p. 527)
- School Administration - Specialized Education, Post-Master’s
Certificate (Admission Suspended) (p. 527)
- School Administration, Post-Master’s Certificate (p. 528)

School Administration, M.S.A.

The Master of School Administration (MSA) meets state standards for
North Carolina Level 1 administrator licensure (school principal). The
degree requires 42 semester hours. Students engage the content of
leadership preparation through graduate classroom engagement and
assignments, observing schools and school leaders in their practice, and
performing tasks under the supervision of a school-based and university
mentor during the internship.

Courses are offered in the evenings during the Fall and Spring terms and
at various times in the Summer term. Courses are offered off campus or
in blended, online formats. Most students are enrolled part-time.

For information regarding deadlines and requirements for admission,
please see the Guide to Graduate Admissions.

In addition to the application materials required by The Graduate School,
applicants will have at least 3 years of teaching or other professional
educational experience (not limited to public schools).

Application Deadline: March 30th

Degree Program Requirements
Required: 42 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELC 616</td>
<td>Culturally Responsive Leadership</td>
<td>3</td>
</tr>
<tr>
<td>ELC 660</td>
<td>The School Principalship</td>
<td>3</td>
</tr>
<tr>
<td>ELC 670</td>
<td>Leadership for Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>ELC 673</td>
<td>Principal Leadership for Special Education</td>
<td>3</td>
</tr>
<tr>
<td>ELC 675</td>
<td>Schools as Centers of Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>ELC 683</td>
<td>Engaging the Public in Education</td>
<td>3</td>
</tr>
<tr>
<td>ELC 684</td>
<td>Teacher Rights, Recruitment, Retention, and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>ELC 694</td>
<td>Cultural and Political Dimensions of Schooling</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives 6

Select two electives with advisors *

Required Field Experiences 12

ELC 690 Practicum in Educational Administration **

* Students will work with their advisors to choose two electives (6) — either
in the Department or outside it — that match the student’s interests
and provide both content and activities that are necessary to complete
the student’s preparation. Advisors will encourage students to choose
electives that create interdisciplinary and interprofessional connections
in the student’s preparation.

** Students are required to complete an internship experience that is the
equivalent of one year of full-time administrative field experience.

Capstone Experience
To be eligible to receive North Carolina state licensure as a principal,
students must submit a Licensure Portfolio to the department for review.
The portfolio will include material drawn from the student’s coursework
and internship and provide documentary evidence of meeting state
leadership standards. ELC faculty members will review the student’s
portfolio for approval.

Program and Course Delivery
We offer students a coordinated blend of online and hybrid online/
face-to-face courses. Our approach to program and course delivery
is academically rigorous at the same time it is mindful of students’
professional obligations and personal lives.

Educational Leadership, Ed.D.

For information regarding deadlines and requirements for admission,
please see the Guide to Graduate Admissions.

In addition to the application materials required by The Graduate School,
the applicant must submit a resume or curriculum vitae and a personal
statement (see departmental website for topic and details).
Degree Program Requirements

Required: 54 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Foundational Coursework</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Select 18 hours</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Major Focus Area Coursework</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Select 12 hours</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Research</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Select 12 hours</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dissertation</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>ELC 799 Dissertation</td>
<td></td>
</tr>
</tbody>
</table>

Foundational Coursework (18)
Coursework from the areas of administration and leadership, curriculum and instruction, social and cultural foundations, or research that provides a foundation for the student's in-depth inquiry in the major focus area (see below). Coursework in this category may be counted from the EdS program if courses meet Graduate School regulations and are approved by the student's doctoral committee.

Major Focus Area Coursework (12)
Coursework in this category should be carefully selected to help the student develop scholarly expertise in her/his chosen area of focus within educational leadership. Focus areas and supporting coursework include the following:

Organizational and Leadership Studies

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELC 662</td>
<td>Power, Politics, and Schools</td>
<td>3</td>
</tr>
<tr>
<td>ELC 688</td>
<td>Contemporary Problems Seminar</td>
<td>1-3</td>
</tr>
<tr>
<td>ELC 691</td>
<td>Urban School Organizational Leadership: Best Practices</td>
<td>3</td>
</tr>
<tr>
<td>ELC 752</td>
<td>Theories in Educational Administration</td>
<td>3</td>
</tr>
<tr>
<td>ELC 754</td>
<td>Personal Leadership Assessment and Enhancement</td>
<td>3</td>
</tr>
</tbody>
</table>

Law, Policy and Finance

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELC 659</td>
<td>Education Finance</td>
<td>3</td>
</tr>
<tr>
<td>ELC 688</td>
<td>Contemporary Problems Seminar</td>
<td>1-3</td>
</tr>
<tr>
<td>ELC 751</td>
<td>Cases and Concepts in Educational Leadership</td>
<td>3</td>
</tr>
<tr>
<td>ELC 755</td>
<td>Law and Policy in Special Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Curricular and Instructional Leadership

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELC 615</td>
<td>Foundations of Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>ELC 672</td>
<td>Technology and Administrative Leadership</td>
<td>3</td>
</tr>
<tr>
<td>ELC 673</td>
<td>Principal Leadership for Special Education</td>
<td>3</td>
</tr>
<tr>
<td>ELC 675</td>
<td>Schools as Centers of Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>ELC 686</td>
<td>Curriculum Theory</td>
<td>3</td>
</tr>
</tbody>
</table>

Social, Cultural, Historical, and Ethical Foundations of Educational Leadership

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELC 604</td>
<td>Moral Dimensions of Education</td>
<td>3</td>
</tr>
<tr>
<td>ELC 616</td>
<td>Culturally Responsive Leadership</td>
<td>3</td>
</tr>
<tr>
<td>ELC 661</td>
<td>Ethics and Education</td>
<td>3</td>
</tr>
<tr>
<td>ELC 663</td>
<td>Educational Administration in Historical Perspective</td>
<td>3</td>
</tr>
<tr>
<td>ELC 683</td>
<td>Engaging the Public in Education</td>
<td>3</td>
</tr>
<tr>
<td>ELC 688</td>
<td>Contemporary Problems Seminar</td>
<td>1-3</td>
</tr>
<tr>
<td>ELC 697</td>
<td>Selected Critical Issues in American Education</td>
<td>3</td>
</tr>
<tr>
<td>ELC 721</td>
<td>Social and Cultural Change and Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Research (12)
Coursework in this category should be carefully selected to help the student develop research expertise that facilitates the completion of a high-quality dissertation. Courses may be selected from a single or multiple methodological perspectives.

Students pursuing a qualitative track would typically complete the following course:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELC 665</td>
<td>Approaches to Qualitative Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>or ELC 664</td>
<td>Introduction to Qualitative Inquiry: A Social Justice Approach</td>
<td></td>
</tr>
<tr>
<td>Select 9 additional hours from the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELC 767</td>
<td>Qualitative Data Collection and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ELC 668</td>
<td>Contemporary Problems Seminar</td>
<td>3</td>
</tr>
<tr>
<td>ELC 666</td>
<td>Writing Preparation and Proposal Development</td>
<td>3</td>
</tr>
<tr>
<td>ELC 775</td>
<td>Directed Doctoral Research ** **</td>
<td>3</td>
</tr>
<tr>
<td>Select other research courses pre-approved by the advisor committee</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Selected by the student in consultation with her/his committee chair.
** ELC 775 Directed Doctoral Research should not be taken until 9 hours of research courses have been completed.

Students pursuing a quantitative track would typically select, in consultation with their committee chair, from courses such as the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELC 688</td>
<td>Contemporary Problems Seminar</td>
<td>1-3</td>
</tr>
<tr>
<td>ERM 604</td>
<td>Methods of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>ERM 605</td>
<td>Educational Measurement and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>ERM 642</td>
<td>Evaluation of Educational Programs</td>
<td>3</td>
</tr>
<tr>
<td>ERM 668</td>
<td>Survey Research Methods in Education</td>
<td>3</td>
</tr>
<tr>
<td>ERM 680</td>
<td>Intermediate Statistical Methods in Education</td>
<td>3</td>
</tr>
<tr>
<td>ERM 682</td>
<td>Multivariate Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ERM 732</td>
<td>Hierarchical Linear Modeling</td>
<td>3</td>
</tr>
<tr>
<td>ERM 750</td>
<td>Case Study Methods in Educational Research</td>
<td>3</td>
</tr>
</tbody>
</table>
Educational Leadership, Ed.S. (Admission Suspended)

The Ed.S. in Educational Leadership is currently not accepting applications for admission.

The Ed.S. in Educational Leadership is a 33-hour degree program intended for students with a previous Master of School Administration degree and/or P licensure who seek preparation for advanced building-level administrator, district-level administrator, and superintendent positions. The degree leads to eligibility for specialist-level principal licensure and superintendent licensure (AP and AS licensure).

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

In addition to the application materials required by The Graduate School, the applicant must submit a resume or curriculum vitae and a personal statement (see departmental Web site for topic and details).

Degree Program Requirements

**Required:** 33 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration and Leadership Courses</td>
<td></td>
<td>21</td>
</tr>
<tr>
<td>ELC 700</td>
<td>Critical Perspectives in Education, Leadership, and Culture</td>
<td></td>
</tr>
<tr>
<td>ELC 701</td>
<td>The School Superintendency</td>
<td>*</td>
</tr>
<tr>
<td>ELC 702</td>
<td>School District Leadership</td>
<td></td>
</tr>
<tr>
<td>ELC 750</td>
<td>Advanced Seminar in School Law Research</td>
<td></td>
</tr>
<tr>
<td>ELC 751</td>
<td>Cases and Concepts in Educational Leadership</td>
<td></td>
</tr>
<tr>
<td>ELC 790</td>
<td>Internship in Educational Leadership</td>
<td>*</td>
</tr>
</tbody>
</table>

Organizational & Instructional Leadership and Social & Cultural Foundations | | 9 |

Select 9 credits from the following: **

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELC 615</td>
<td>Foundations of Curriculum</td>
<td></td>
</tr>
<tr>
<td>ELC 616</td>
<td>Culturally Responsive Leadership</td>
<td></td>
</tr>
<tr>
<td>ELC 661</td>
<td>Ethics and Education</td>
<td></td>
</tr>
<tr>
<td>ELC 672</td>
<td>Technology and Administrative Leadership</td>
<td></td>
</tr>
<tr>
<td>ELC 675</td>
<td>Schools as Centers of Inquiry</td>
<td></td>
</tr>
<tr>
<td>ELC 683</td>
<td>Engaging the Public in Education</td>
<td></td>
</tr>
<tr>
<td>ELC 685</td>
<td>Passionate Pedagogies</td>
<td></td>
</tr>
<tr>
<td>ELC 686</td>
<td>Curriculum Theory</td>
<td></td>
</tr>
<tr>
<td>ELC 688</td>
<td>Contemporary Problems Seminar</td>
<td></td>
</tr>
<tr>
<td>ELC 709</td>
<td>Introduction to Critical Pedagogy</td>
<td></td>
</tr>
<tr>
<td>ELC 752</td>
<td>Theories in Educational Administration</td>
<td></td>
</tr>
<tr>
<td>ELC 754</td>
<td>Personal Leadership Assessment and Enhancement</td>
<td></td>
</tr>
<tr>
<td>ELC 755</td>
<td>Law and Policy in Special Education</td>
<td></td>
</tr>
</tbody>
</table>

Research | | 3 |

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELC 710</td>
<td>Data Literacy and Structured Inquiry</td>
<td>***</td>
</tr>
</tbody>
</table>

* ELC 701 The School Superintendency to be taken in conjunction with ELC 790 Internship in Educational Leadership.

** Or from other courses in curriculum & instructional leadership and social & cultural foundations.

*** Or from other courses in research.

Capstone Experience

The EdS Capstone experience consists of an essay and hearing.

Essay

The student will write a paper that responds to the following:

- Reflect on the ways in which your approach to leadership practice in schools (or other contexts) has changed as a result of your learning experiences in the Specialist in Education program.
- Reflecting on your course work and the literature on education, leadership, and culture, describe the core values you want to promote in your professional practice, and discuss how they would be reflected in your response to several challenges you expect to face in your work.
- Discuss some of the lingering questions you still have about education, leadership, and culture and society, questions that may frame your personal and professional learning in the future.
- The capstone essay should be both reflective and scholarly. It should include reference citations to works that were influential in the student’s development, and a properly-formatted reference list (that is, using APA format, as detailed in the 6th edition of the Publication Manual of the American Psychological Association). The essay should reflect growth beyond the student’s master’s degree work. A copy of the capstone paper is due to each of the 2 faculty members participating in the student’s capstone hearing 2 weeks prior to the capstone hearing.
- The discussion of the capstone essay prompts (see above) should be thoroughly grounded in the professional literature. The essay should provide evidence not only of the student’s professional growth in the Ed.S. program, but it should also document how the professional literature contributed to that growth. It is likely that in order to adequately address the prompts and to ground them in the professional literature, the capstone essay will be 15-20 double-spaced pages in length, plus references.

Hearing

The capstone hearing may be an individual hearing with the student’s advisor, or a group hearing with multiple students and faculty members participating in each hearing. During individual CAP hearings, the student will discuss the essay with the advisor. During group CAP hearings, each student will have 10 minutes to make a presentation about the content in their CAP essay. The student will answer questions specific to his/her presentation and dialogue about it with fellow students and faculty members. Students are welcome to use PowerPoint or other media for their individual presentations, but they are not obligated to do so.

Capstone hearings will take place during late October/November (Fall semester) or March/April (Spring semester). Students will typically be notified of the date and time for their capstone hearing by early October Fall or mid to late February Spring.

Applying for the Ed.S. Capstone

The student should provide notice of intent to complete the Capstone Experience at the beginning of the semester in which they intend to do so by submitting a written memo to their advisor and to the Coordinator of the Ed.S. program.
Educational Studies, Ph.D.

Cultural Foundations Concentration

The program in educational studies with a concentration in cultural foundations is concerned with the breadth and depth of what is fundamental to educational practice—its ideology, philosophical assumptions, and moral claims—and is grounded in the study of education and culture with a particular interest in the integration of social analysis, cultural analysis and praxis.

The program focuses on theoretical and policy issues related to educational practice. In particular the degree emphasizes the following concerns.

- A concern for the disciplined study of the relationship between culture and education, encompassing philosophy, sociology, history, critical theory and pedagogy as it pertains to issues of power, equity, access, and privilege.
- A concern for providing broad philosophical, moral, and spiritual perspectives on educational policies and practices.
- A concern for the impact of current important intellectual movements in educational theory, including feminist theory, gender studies, queer studies, critical race theory and neoliberal critiques.
- A concern for the disciplined study of the relationships among visual studies, media culture, and community engaged work.
- A concern for the interdisciplinary work and serious study of emerging forms of inquiry.
- A concern for integrating personal and professional selves and for providing synthesis, perspective, and direction.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

In addition to the application materials required by The Graduate School, applicants must submit a resume or curriculum vitae and a personal statement (see departmental website for details).

Degree Requirements

Required: 60 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>ELC 705</td>
<td>Foundations of Critical Theory</td>
<td>18</td>
</tr>
<tr>
<td>ELC 706</td>
<td>History of Education in the United States</td>
<td></td>
</tr>
<tr>
<td>ELC 707</td>
<td>Philosophies in Education</td>
<td></td>
</tr>
<tr>
<td>ELC 708</td>
<td>Educational Sociology: Race, Class, and Gender Power Dynamics</td>
<td></td>
</tr>
<tr>
<td>ELC 709</td>
<td>Introduction to Critical Pedagogy</td>
<td></td>
</tr>
</tbody>
</table>

Curriculum and Teaching

15-24 credits of courses that encourage a broad, critical understanding of school, pedagogy, and society

Research and Methods of Inquiry

15

ERM 517 Statistical Methods in Education *

Dissertation

12

ELC 799 Dissertation

* Or another ELC course as approved by advisor.

Cultural Foundations and Social Justice Education, Post-Master's Certificate

The Post-Master's Certificate in Cultural Foundations and Social Justice Education requires 18 credit hours and offers students a broad, interdisciplinary, scholarly tradition that currently shapes cultural foundations and social justice education. Attention is given to preparing students to teach in this area. Students have five academic years to complete the certificate.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

Program Requirements

Required: 18 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELC 679</td>
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<tr>
<td>ELC 696</td>
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<tr>
<td>ELC 706</td>
<td>History of Education in the United States</td>
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</tr>
<tr>
<td>ELC 708</td>
<td>Educational Sociology: Race, Class, and Gender Power Dynamics</td>
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<tr>
<td>ELC 729</td>
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</table>

Select one of the following:

<table>
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<tr>
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<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>ELC 661</td>
<td>Ethics and Education</td>
<td></td>
</tr>
<tr>
<td>ELC 682</td>
<td>Teaching Social Justice</td>
<td></td>
</tr>
<tr>
<td>ELC 685</td>
<td>Passionate Pedagogies</td>
<td></td>
</tr>
<tr>
<td>ELC 688</td>
<td>Contemporary Problems Seminar</td>
<td></td>
</tr>
</tbody>
</table>

School Administration - Specialized Education, Post-Master's Certificate (Admission Suspended)

The PMC in School Administration – Specialized Education is currently not accepting applications for admission.

The Post-Master’s Certificate in School Administration - Specialized Education Focus requires 15 semester hours and is specifically designed for students graduating from the UNC Greensboro MEd in special education curriculum who have completed the leadership emphasis area of focused study. The certificate meets the requirements of the state legislation that supports an alternative path to school administration licensure (also known as "add-on" principal licensure).

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

In addition to the application materials required by The Graduate School, applicants must submit a current resume that details all previous leadership and professional roles and a personal statement...
(see departmental website for topic and details). One of the required recommendations must come from a principal or education supervisor. Some applicants may be requested to participate in an interview.

Qualified applicants will hold an MEd in special education and have at least 3 years of teaching or other professional educational experience (not limited to public schools).

**Program Requirements**

**Required:** 15 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Required Courses</td>
<td></td>
</tr>
<tr>
<td>Select 3 semester hours from the following: *</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELC 660</td>
<td>The School Principalship</td>
<td>3</td>
</tr>
<tr>
<td>ELC 670</td>
<td>Leadership for Teaching and Learning</td>
<td></td>
</tr>
<tr>
<td>ELC 684</td>
<td>Teacher Rights, Recruitment, Retention, and Evaluation</td>
<td></td>
</tr>
<tr>
<td>ELC 694</td>
<td>Cultural and Political Dimensions of Schooling</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Required Field Experiences</td>
<td>12</td>
</tr>
<tr>
<td>ELC 690</td>
<td>Practicum in Educational Administration **</td>
<td></td>
</tr>
</tbody>
</table>

* Students will complete the courses below that were not taken as part of the MEd in Special Education, leadership emphasis.
** Students are required to complete an internship experience equivalent to one year of full-time administrative field experience.

**Licensure Portfolio/Capstone Experience**

To receive NC state licensure as a principal, students must submit a Licensure Portfolio to the department for review. The portfolio will include material drawn from the student’s course work and internship and provide documentary evidence of meeting state leadership standards. ELC faculty members will review the student’s portfolio for approval.

**School Administration, Post-Master's Certificate**

The Post-Master’s Certificate in School Administration requires 24-27 s.h. and is designed to prepare students for positions as principals or assistant principals and meets the requirements of the state legislation that supports an alternative path to school administration licensure (also known as “add-on” principal licensure).

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

In addition to the application materials required by The Graduate School, applicants must submit a current resume that details all previous leadership and professional roles and a personal statement (see departmental website for topic and details). One of the required recommendations must come from a principal or education supervisor. Some applicants may be requested to participate in an interview.

Qualified applicants will have a master’s degree in education or a field closely affiliated with youth or adult development and at least 3 years of teaching or other professional educational experience (not limited to public schools).

Application Deadlines: March 30th (face-to-face PMC program) and April 30th (online PMC program)

**Program Requirements**

**Required:** 24-27 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Required Courses</td>
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</tr>
<tr>
<td>ELC 660</td>
<td>The School Principalship</td>
<td>12-15</td>
</tr>
<tr>
<td>ELC 670</td>
<td>Leadership for Teaching and Learning</td>
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<tr>
<td>ELC 684</td>
<td>Teacher Rights, Recruitment, Retention, and Evaluation</td>
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</tr>
<tr>
<td>ELC 694</td>
<td>Cultural and Political Dimensions of Schooling</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Required Field Experiences</td>
<td>12</td>
</tr>
<tr>
<td>ELC 690</td>
<td>Practicum in Educational Administration **</td>
<td></td>
</tr>
</tbody>
</table>

* Based on an assessment of a student’s academic and professional background as reflected in the application, the PMC committee may require students to take an additional course in the ELC department to help prepare them for a school leadership role.

** Students are required to complete an internship experience equivalent to one year of full-time administrative field experience.

**Capstone Experience**

To be eligible to receive NC state licensure as a principal, students must submit a Licensure Portfolio to the department for review. The portfolio will include material drawn from the student’s course work and internship and provide documentary evidence of meeting state leadership standards.

ELC faculty members will review the student’s portfolio for approval.

**Educational Research Methodology**

*School of Education*

254 School of Education Building
336-334-3471
www.uncg.edu/erm (http://www.uncg.edu/erm)

**John Willse, Chair of the Department**

**Bob Henson, Director of Graduate Study**

Graduates of the degree programs offered by the Department of Educational Research Methodology are prepared for careers in such settings as universities and colleges, school systems, state and federal departments of education, social service agencies, educational research and development centers, and the corporate sector. Course work is supplemented with research experience on grants and funded projects that include measurement research and evaluation that are being conducted by individual faculty and the UNC Greensboro Center for Educational Research and Evaluation.

**Professor**
Micheline B Chalhoub-Deville
Richard M Luecht
Randall D Penfield

**Associate Professor**
Bob Henson
Educational Research, Measurement, and Evaluation, M.S.

The M.S. in Educational Research, Measurement, and Evaluation requires 30 credit hours.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

Degree Program Requirements

Required: 33 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<td>ERM 600</td>
<td>Validity and Validation</td>
<td>24</td>
</tr>
<tr>
<td>ERM 604</td>
<td>Methods of Educational Research</td>
<td></td>
</tr>
<tr>
<td>ERM 642</td>
<td>Evaluation of Educational Programs</td>
<td></td>
</tr>
<tr>
<td>ERM 650</td>
<td>Foundations of Qualitative Research Methods</td>
<td></td>
</tr>
<tr>
<td>ERM 667</td>
<td>Foundations of Educational Measurement Theory</td>
<td></td>
</tr>
<tr>
<td>ERM 680</td>
<td>Intermediate Statistical Methods in Education</td>
<td></td>
</tr>
<tr>
<td>ERM 681</td>
<td>Design and Analysis of Educational Experiments</td>
<td></td>
</tr>
</tbody>
</table>

Additional Required Core 6

Select one of the following:

**Measurement and Quantitative Methods Concentration**

ERM 633 Second Language Assessment and Testing
ERM 669 Item Response Theory
ERM 682 Multivariate Analysis
ERM 685 R for Education and the Social Sciences

**Program Evaluation Concentration**

ERM 643 Applied Educational Evaluation
ERM 645 Culturally Responsive Approaches to Research and Evaluation
ERM 720 Evaluation and Public Policy
ERM 743 Advanced Theory in Program Evaluation

**Electives** 30

Select 30 hours in elective courses at the 600 level or higher

Dissertation 12

ERM 799 Dissertation

**Comprehensive Examination (Capstone Experience)**

The student will successfully complete a written comprehensive examination to be arranged by the major advisor, usually in the semester in which course work is completed.

Educational Research, Measurement, and Evaluation, M.S./Ph.D.

The PhD in Educational Research, Measurement, and Evaluation requires 78 s.h. beyond the baccalaureate degree (for student’s entering the program in the MS/PhD track).

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

Degree Program Requirements

Required: 78 credit hours

<table>
<thead>
<tr>
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<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ERM 600</td>
<td>Validity and Validation</td>
<td>24</td>
</tr>
<tr>
<td>ERM 604</td>
<td>Methods of Educational Research</td>
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</tr>
<tr>
<td>ERM 642</td>
<td>Evaluation of Educational Programs</td>
<td></td>
</tr>
<tr>
<td>ERM 650</td>
<td>Foundations of Qualitative Research Methods</td>
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</tr>
<tr>
<td>ERM 667</td>
<td>Foundations of Educational Measurement Theory</td>
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</tr>
<tr>
<td>ERM 668</td>
<td>Survey Research Methods in Education</td>
<td></td>
</tr>
<tr>
<td>ERM 680</td>
<td>Intermediate Statistical Methods in Education</td>
<td></td>
</tr>
<tr>
<td>ERM 681</td>
<td>Design and Analysis of Educational Experiments</td>
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</tr>
</tbody>
</table>

Additional Required Core 12

Select one of the following:

**Measurement and Quantitative Methods Concentration**

ERM 633 Second Language Assessment and Testing
ERM 669 Item Response Theory
ERM 682 Multivariate Analysis
ERM 685 R for Education and the Social Sciences

**Program Evaluation Concentration**

ERM 643 Applied Educational Evaluation
ERM 645 Culturally Responsive Approaches to Research and Evaluation
ERM 720 Evaluation and Public Policy
ERM 743 Advanced Theory in Program Evaluation

**Electives** 30

Select 30 hours in elective courses at the 600 level or higher

Dissertation 12

ERM 799 Dissertation

**In cases where students have previously satisfied these requirements, course substitutions may be allowed with the approval of the major advisor.**

**Electives may come from any ERM courses not included in the required core or from non-ERM courses with the approval of the major advisor. At least 15 hours must be ERM courses.**
Comprehensive Examination

Students are required to take the MS comprehensive exam following 24 hours of core courses and electives. Students must successfully pass the MS comprehensive exam and formally apply to graduate from the MS program by The Graduate School deadline before taking courses in the doctoral program.

The student will successfully complete a written comprehensive examination to be arranged by the doctoral advisor, usually in the semester in which course work is completed.

Educational Research, Measurement, and Evaluation, Ph.D.

The Ph.D. in Educational Research, Measurement, and Evaluation requires 60 credit hours.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

Degree Program Requirements

Required: 60 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ERM 600</td>
<td>Validity and Validation</td>
<td>3</td>
</tr>
<tr>
<td>ERM 642</td>
<td>Evaluation of Educational Programs</td>
<td>3</td>
</tr>
<tr>
<td>ERM 650</td>
<td>Foundations of Qualitative Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>ERM 667</td>
<td>Foundations of Educational Measurement Theory</td>
<td>3</td>
</tr>
<tr>
<td>ERM 668</td>
<td>Survey Research Methods in Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Additional Required Core 12

Select one option of the following:

- Measurement and Quantitative Methods Concentration
- ERM 633 Second Language Assessment and Testing
- ERM 669 Item Response Theory
- ERM 682 Multivariate Analysis
- ERM 685 R for Education and the Social Sciences

- Program Evaluation Concentration
- ERM 643 Applied Educational Evaluation
- ERM 645 Culturally Responsive Approaches to Research and Evaluation
- ERM 720 Evaluation and Public Policy
- ERM 743 Advanced Theory in Program Evaluation

Electives 18

Select 18 hours in elective courses at the 600 level or higher

Dissertation 12

ERM 799 Dissertation

* In cases where students have previously satisfied these requirements, course substitutions must be made pending agreement of the major advisor.

** Electives may come from any ERM courses not included in the required core or from non-ERM courses with the approval of the major advisor. At least 9 hours must be ERM courses.

*** Research that culminates in the preparation of a required doctoral dissertation.

Educational Research Methodology, Doctoral Minor

Program Requirements

Required: 15 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>ERM 600</td>
<td>Validity and Validation</td>
<td>3</td>
</tr>
<tr>
<td>ERM 633</td>
<td>Second Language Assessment and Testing</td>
<td>3</td>
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<tr>
<td>ERM 636</td>
<td>Advanced Studies in Second Language Testing</td>
<td>3</td>
</tr>
<tr>
<td>ERM 642</td>
<td>Evaluation of Educational Programs</td>
<td>3</td>
</tr>
<tr>
<td>ERM 643</td>
<td>Applied Educational Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>ERM 667</td>
<td>Foundations of Educational Measurement Theory</td>
<td>3</td>
</tr>
<tr>
<td>ERM 668</td>
<td>Survey Research Methods in Education</td>
<td>3</td>
</tr>
<tr>
<td>ERM 669</td>
<td>Item Response Theory</td>
<td>3</td>
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<tr>
<td>ERM 675</td>
<td>Data Presentation and Reporting</td>
<td>3</td>
</tr>
<tr>
<td>ERM 680</td>
<td>Intermediate Statistical Methods in Education</td>
<td>3</td>
</tr>
<tr>
<td>ERM 681</td>
<td>Design and Analysis of Educational Experiments</td>
<td>3</td>
</tr>
<tr>
<td>ERM 682</td>
<td>Multivariate Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ERM 685</td>
<td>R for Education and the Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>ERM 726</td>
<td>Advanced Topics in Educational Measurement</td>
<td>3</td>
</tr>
<tr>
<td>ERM 727</td>
<td>Computer-Based Testing: Methods and Applications</td>
<td>3</td>
</tr>
<tr>
<td>ERM 728</td>
<td>Exploratory and Confirmatory Factor Analytic Methods for Scale Construction</td>
<td>3</td>
</tr>
<tr>
<td>ERM 729</td>
<td>Advanced Item Response Theory</td>
<td>3</td>
</tr>
<tr>
<td>ERM 731</td>
<td>Structural Equation Modeling in Education</td>
<td>3</td>
</tr>
<tr>
<td>ERM 732</td>
<td>Hierarchical Linear Modeling</td>
<td>3</td>
</tr>
<tr>
<td>ERM 734</td>
<td>Equating</td>
<td>3</td>
</tr>
<tr>
<td>ERM 735</td>
<td>Multidimensional Item Response Theory</td>
<td>3</td>
</tr>
<tr>
<td>ERM 742</td>
<td>Advanced Topics in the Evaluation of Educational Programs</td>
<td>3</td>
</tr>
<tr>
<td>ERM 750</td>
<td>Case Study Methods in Educational Research</td>
<td>3</td>
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</tbody>
</table>

Educational Assessment, Post-Baccalaureate Certificate

The Post-Baccalaureate Certificate in Educational Assessment requires 15 s.h. and provides school district testing coordinators or school administrators the opportunity to acquire focused education in educational assessment and evaluation.
Program Requirements

Required: 15 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ERM 517</td>
<td>Statistical Methods in Education</td>
<td>3</td>
</tr>
<tr>
<td>ERM 604</td>
<td>Methods of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>ERM 605</td>
<td>Educational Measurement and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>ERM 642</td>
<td>Evaluation of Educational Programs</td>
<td>3</td>
</tr>
<tr>
<td>ERM 675</td>
<td>Data Presentation and Reporting</td>
<td>3</td>
</tr>
</tbody>
</table>

Library and Information Studies

School of Education

446 School of Education Building
336-334-3477
www.uncg.edu/lis (http://www.uncg.edu/lis)

Lisa O’Connor, Professor and Chair of the Department
Nora Bird, Director of Graduate Study

Mission

The central mission of the program is to “connect people, libraries, and information through research, teaching and service to enrich living and working in a global environment.” This informs the work of its faculty, students and alumni.

This program is accredited by the American Library Association and leads to the Master of Library and Information Studies degree and appropriate state-level certification for school media personnel and public librarians.

About

The Master of Library and Information Studies program prepares its graduates for an exciting and rewarding career in a field that is broad and deep in its vocational variety and committed to freedom of speech, equitable access to information and lifelong learning. The program is accredited by the American Library Association and graduates find positions in academic, public, school and special libraries, as well as in a wide array of other information work.

The MLIS program is available on the main campus in Greensboro and also totally online for students unable to attend class in Greensboro. Our online program is based on a philosophy of connection and for many classes attendance at synchronous web sessions is required. It is a 36-hour degree program designed for either working or full-time students and the average completion rate is 2.5 years for part-time study. There are only four core courses that cover the essential concepts common to all information work and these are supplemented by a full complement of elective courses in specialized information resources, archival management and computer applications. Every student works with an advisor to construct a program that fits the student’s interests, background and career aspirations. There is room for customization with the possibility of two independent study courses and a practicum, or field experience.

The Department also offers the degree with a school library focus that has additional accreditation by the Council for the Accreditation of Educator Preparation (formerly NCATE). This concentration includes all of the courses necessary to prepare students for licensure by the North Carolina Department of Public Instruction which carries reciprocity with many other states.

Application and Admission

In addition to the application materials requested by The Graduate School, applicants for the MLIS program and for the licensure only programs must submit a resume and personal statement. Admission for all programs are processed as received and there is no fixed deadline for fall and spring admission. Applicants are urged to submit complete applications as early as possible for thorough review.

Professor
Jim Carmichael

Associate Professor
Nora J Bird
Anthony S Chow
Julia A Hersberger
Lisa Gaye O’Connor
Fatih Oguz

Assistant Professor
April M Dawkins
Noah J Lenstra
Heather Michele Moorefield Lang

Clinical Assistant Professor
Sonia Marie Archer-Capuzzo
Tammy A Gruer

Lecturer
LaTesha M Velez

G Graduate-level faculty

- Library and Information Studies, M.L.I.S. (p. 531)
- Special Endorsement in Computer Education, Post-Baccalaureate Certificate (p. 532)

Library and Information Studies, M.L.I.S.

The Master of Library and Information Studies (MLIS) emphasizes the rapidly changing library and information field and prepares students for positions of leadership in school, public, special, and academic libraries and other information centers, and for a variety of roles in both public and private agencies as information specialists. The MLIS requires 36 semester hours. In addition to the general MLIS degree, there are two concentrations that students may choose with their MLIS: the Instructional Technology concentration and the School Library Media Coordinator concentration. The Instructional Technology (077) licensure concentration requires 36 semester hours and prepares students to apply for 077 licensure in North Carolina. The School Library Media Coordinator concentration requires 36 semester hours and prepares students to apply for 076 licensure. All MLIS graduates may qualify for North Carolina Public Library Certification.
The MLIS program is accredited by the American Library Association and is approved by the North Carolina Department of Public Instruction for the licensure of school library media personnel. The school library media specialist program is approved by NCATE using the AASL/ALA professional education association guidelines.

The MLIS program with all concentrations is offered on the UNC Greensboro campus and online.

### Degree Program Requirements

**Required:** 36 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Required Core Courses</td>
<td>13</td>
</tr>
<tr>
<td>LIS 600</td>
<td>Foundations of Library and Information Studies</td>
<td></td>
</tr>
<tr>
<td>LIS 620</td>
<td>Information Sources and Services</td>
<td></td>
</tr>
<tr>
<td>LIS 640</td>
<td>Information Organization and Access</td>
<td></td>
</tr>
<tr>
<td>LIS 650</td>
<td>Leadership and Management in Information Organizations</td>
<td></td>
</tr>
<tr>
<td>LIS 698</td>
<td>Capstone Experience in Library and Information Studies</td>
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</tr>
<tr>
<td></td>
<td>Additional Technology Requirement</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select 3 credits with advisement from the following:</td>
<td></td>
</tr>
<tr>
<td>LIS 630</td>
<td>Computer-Related Technologies for Information Management</td>
<td></td>
</tr>
<tr>
<td>LIS 631</td>
<td>Emerging Technological Trends in Information Access</td>
<td></td>
</tr>
<tr>
<td>LIS 632</td>
<td>Managing School/Library Computer Laboratories</td>
<td></td>
</tr>
<tr>
<td>LIS 635</td>
<td>Media Production Services for Library Programs</td>
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</tr>
<tr>
<td></td>
<td>Electives</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Select 20 credits with advisement from graduate courses in Library and Information Studies or cognate fields *</td>
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</tr>
</tbody>
</table>

*Students in licensure programs in schools or state certification in public libraries should confer with faculty advisors for specific requirements.

### M.L.I.S. with Instructional Technology (077) Licensure Concentration

The instructional technology (077) licensure concentration is designed for teachers and other candidates who wish to focus their studies on instructional technology as it relates to library and information studies.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
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<td>M.L.I.S. Core Courses</td>
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<td>LIS 600</td>
<td>Foundations of Library and Information Studies</td>
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<tr>
<td>LIS 620</td>
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</tr>
<tr>
<td>LIS 650</td>
<td>Leadership and Management in Information Organizations</td>
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</tr>
<tr>
<td>LIS 698</td>
<td>Capstone Experience in Library and Information Studies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Designated Electives</td>
<td>15</td>
</tr>
<tr>
<td>LIS 617</td>
<td>Materials for Children</td>
<td></td>
</tr>
<tr>
<td>or LIS 618</td>
<td>Materials for Adolescents</td>
<td></td>
</tr>
<tr>
<td>LIS 635</td>
<td>Media Production Services for Library Programs</td>
<td></td>
</tr>
<tr>
<td>LIS 653</td>
<td>The School Library</td>
<td></td>
</tr>
<tr>
<td>LIS 654</td>
<td>School Library Media Specialist and the Curriculum</td>
<td></td>
</tr>
<tr>
<td>LIS 693</td>
<td>Practicum in School Library Media</td>
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<td></td>
<td>Electives</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Select electives to total at least 36 credit hours</td>
<td></td>
</tr>
</tbody>
</table>

### M.L.I.S. with School Library Media Coordinator (076) Licensure Concentration

The School Library Media Coordinator (076) licensure only program is designed for anyone with a M.L.I.S. degree who would like to work in public school libraries. Students without a current North Carolina teaching license will be required to take additional course work including an additional practicum.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M.L.I.S. Core Courses</td>
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<tr>
<td>LIS 600</td>
<td>Foundations of Library and Information Studies</td>
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<tr>
<td>LIS 620</td>
<td>Information Sources and Services</td>
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<tr>
<td>LIS 640</td>
<td>Information Organization and Access</td>
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</tr>
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<td>LIS 650</td>
<td>Leadership and Management in Information Organizations</td>
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</tr>
<tr>
<td>LIS 698</td>
<td>Capstone Experience in Library and Information Studies</td>
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<tr>
<td></td>
<td>Designated Electives</td>
<td>15</td>
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<tr>
<td>LIS 617</td>
<td>Materials for Children</td>
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<td>Media Production Services for Library Programs</td>
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</table>

### Special Endorsement in Computer Education, Post-Baccalaureate Certificate

The Post-Baccalaureate Certificate for Special Endorsement in Computer Education requires 18 semester hours and is offered jointly by the departments of Library and Information Studies and Teacher Education and Higher Education. The certificate provides educators with extensive knowledge and skills to work with students and other teachers to use computers in on-going instructional programs and to serve as a computer education leader for a school. Completion of the certificate provides NC licensed teachers the opportunity to fulfill requirements to apply for the NC endorsement for the position of Technology Facilitator. Offered on-campus or online.
For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

In addition to the requirements set forth by The Graduate School, applicants must submit a resume and personal statement and currently hold a NC teaching license.

**Program Requirements**

**Required:** 18 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
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<tbody>
<tr>
<td>TED 610</td>
<td>Integrating Technology into Subject Matter Instruction</td>
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<tr>
<td>LIS 631</td>
<td>Emerging Technological Trends in Information Access</td>
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</tr>
<tr>
<td>LIS 632</td>
<td>Managing School/Library Computer Laboratories or LIS 630 Computer-Related Technologies for Information Management</td>
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</tr>
<tr>
<td>LIS 635</td>
<td>Media Production Services for Library Programs</td>
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</tr>
<tr>
<td>LIS 672</td>
<td>Instructional Design</td>
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</tr>
<tr>
<td>SES 662</td>
<td>Assistive Technology for Inclusive Education</td>
<td></td>
</tr>
</tbody>
</table>

**Specialized Education Services**

*School of Education*

444 School of Education Building  
336-334-5843  
www.unCG.edu/ses (http://www.unCG.edu/ses)

*Stephanie Kurtts, Associate Professor and Interim Chair of Department  
Sam Parker, Clinical Professor and Interim Associate Chair of Department  
Pamela Williamson, Director of Graduate Study*

**About**

The primary goal of the Department of Specialized Education Services is to prepare professionals for diverse roles in working with individuals with disabilities and individuals who are D/deaf or hard of hearing across the life span in a variety of educational and community environments. Programs in the department emphasize the delivery of services in the continuum settings, with a focus on interdisciplinary and interagency collaboration.

Upon graduation from the undergraduate programs, students are prepared for professional careers in public and private schools, residential settings, community agencies, clinics, and organizations. Faculty teaching, research, and service activities facilitate these outcomes.

Upon graduation from the graduate programs, students are prepared for leadership roles in early childhood, special education, and deaf education that enable them to assume positions such as consultant, teacher, early interventionist, community college teacher, special services administrator, advocate, researcher, and university faculty member or other leadership roles.

All students in SES programs are required to demonstrate that they have read, understand, and are able to completely meet the technical standards for their programs. Technical standards are outlined in each program's handbook. All students in SES programs must have reliable transportation to and from practicum and/or internship sites.

**Accreditation(s)**

All teacher education programs are fully accredited by the Council for Accreditation of Educator Preparation. Graduate study in the Department of Specialized Education Services may lead to teacher licensure with the degree of Master of Education. All students enrolled in SES programs must meet departmental technical standards.

**Professor**  
Claudia M. Pagliaro  
Diane Lea Ryndak

**Clinical Professor**  
Samuel Deveaux Parker

**Associate Professor**  
Stephanie A Kurtts  
Salih Rakap  
Marcia L Rock  
Pamela S Williamson

**Assistant Professor**  
Heather Megan Coleman  
Shaqwana Marie Freeman-Green  
Jonathan Henner  
Jean Kang  
Campbell Alexander McDermid

**Clinical Assistant Professor**  
Christie L Cavanaugh

**Visiting Assistant Professor**  
Kara B Holden  
Debra Gordon Holzberg

**Lecturer**  
Lynne B. Allen  
Jennifer Boyd Johnson  
Jennifer L Jones

G Graduate-level faculty

- Elementary Education and Special Education: General Curriculum Dual Major, B.S. (p. 534)
- Professions in Deafness, B.S. (p. 535)
- Special Education: General Curriculum Major, B.S. (p. 539)
- Birth-Kindergarten Interdisciplinary Studies in Education and Development, M.Ed. (p. 540)
- Special Education: General Curriculum, M.Ed. (p. 541)
- Special Education, Ph.D. (p. 542)
- Alternative Initial Teacher Licensure, Post-Baccalaureate Alternative Initial Teacher Licensure (PAIL) (p. 543)
- Birth-Kindergarten, Post-Baccalaureate Initial Licensure Certificate (p. 543)
- Leadership in Infant and Toddler Learning, Post-Baccalaureate Certificate (p. 544)
Elementary Education and Special Education: General Curriculum Dual Major, B.S.

The Departments of Teacher Education and Higher Education and Specialized Education Services offer a dual major in elementary education and special education. Students completing the dual major will have initial licensure in elementary education K–6 and special education: general curriculum K–12. Students must be admitted to the teacher education program during the fall of their sophomore year and will begin professional course work spring of the sophomore year.

The 127 credit hour dual major in elementary education and special education follows the admission guidelines to the School of Education teacher programs regarding

1. Achievement of minimum passing score requirements set forth by the North Carolina Department of Public Instruction on the Professional Assessment for Beginning Teachers (Praxis I);
2. The recommendation of the departments; and
3. Completion of at least 12 credits at UNC Greensboro [waived for transfer students who meet GPA requirements, have departmental recommendation, and have passed the Professional Assessment for Beginning Teachers (Praxis I)].

Additional departmental requirements include:

1. A grade of C or better in a qualifying course* and
2. Completion of all courses needed to fulfill the UNC Greensboro general education requirements (GEC).

A minimum 3.0 GPA is required for admission.

* Additional departmental requirements include a grade of C or better in a qualifying course: either TED 250 Teaching as a Profession or SES 250 Introduction to Professions in Specialized Education.

Admission to Student Teaching

3.0 or better GPA, recommendation of departments, and C (2.0) or better in professional courses.

Overall Requirements

Degree Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>TED 250</td>
<td>Teaching as a Profession</td>
<td>3</td>
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<tr>
<td>or SES 250</td>
<td>Introduction to Professions in Specialized Education</td>
<td>3.0</td>
</tr>
<tr>
<td>TED 222</td>
<td>Mathematics for Teaching</td>
<td>3</td>
</tr>
<tr>
<td>TED 320</td>
<td>Language Arts Education</td>
<td>3</td>
</tr>
<tr>
<td>TED 335</td>
<td>Language Foundations for Teachers</td>
<td>3</td>
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Major Requirements

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<tr>
<td>TED 350</td>
<td>Internship I: Inquiry in Teaching and Learning</td>
<td>3</td>
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<tr>
<td>TED 360</td>
<td>Integrating the Social Studies in Elementary Grades</td>
<td>3</td>
</tr>
<tr>
<td>TED 370</td>
<td>Science Education in the Elementary School</td>
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</tr>
<tr>
<td>TED 380</td>
<td>Mathematics Education</td>
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</tr>
<tr>
<td>TED 400</td>
<td>Internship III: Inquiry in Teaching and Learning</td>
<td>3</td>
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<tr>
<td>TED 420</td>
<td>Reading Education</td>
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</tr>
<tr>
<td>TED 428</td>
<td>Advanced Methods in the Elementary Grades</td>
<td>3</td>
</tr>
<tr>
<td>TED 461</td>
<td>Student Teaching and Seminar: Elementary Grades</td>
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Special Education

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>SES 252</td>
<td>Survey of Learning and Behavior Differences</td>
<td>3</td>
</tr>
<tr>
<td>SES 250</td>
<td>Introduction to Professions in Specialized Education</td>
<td>3</td>
</tr>
<tr>
<td>SES 352</td>
<td>Interprofessional and Instructional Field Experience 3</td>
<td>3</td>
</tr>
<tr>
<td>SES 360</td>
<td>Assessment for Exceptional Learners</td>
<td>3</td>
</tr>
<tr>
<td>SES 447</td>
<td>Service Delivery Systems and Role Management</td>
<td>3</td>
</tr>
<tr>
<td>SES 460</td>
<td>Home-School Partnerships for Students with Exceptional Needs</td>
<td>3</td>
</tr>
<tr>
<td>SES 465</td>
<td>Student Teaching and Seminar: Students with Mild and/or Moderate Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SES 466</td>
<td>Positive Behavior Supports for Exceptional Learners</td>
<td>3</td>
</tr>
<tr>
<td>SES 469</td>
<td>Reading Instruction for Learners with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SES 469L</td>
<td>Laboratory in Mild Disabilities</td>
<td>3</td>
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<tr>
<td>SES 471</td>
<td>Teaching Exceptional Learners the General Curriculum I</td>
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<tr>
<td>SES 472</td>
<td>Teaching Exceptional Learners the General Curriculum II</td>
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</table>

Student Teaching*

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TED 461</td>
<td>Student Teaching and Seminar: Elementary Grades</td>
<td>3</td>
</tr>
<tr>
<td>SES 465</td>
<td>Student Teaching and Seminar: Students with Mild and/or Moderate Disabilities</td>
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</table>

Teacher Licensure Requirements

Select one of the following:

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<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>ARE 367</td>
<td>Child Art and Teaching</td>
</tr>
<tr>
<td>DCE 345</td>
<td>Dance in Preschool and Elementary Settings</td>
</tr>
<tr>
<td>MUE 361</td>
<td>Music for Preschool and Elementary Teachers</td>
</tr>
<tr>
<td>THR 315</td>
<td>Creative Drama for the Classroom Teacher</td>
</tr>
<tr>
<td>ELC 381</td>
<td>Cultural Foundations of Education</td>
</tr>
<tr>
<td>HDF 302</td>
<td>Infant and Child Development†</td>
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<tr>
<td>HEA 341</td>
<td>Health Pedagogy for Elementary School Teachers</td>
</tr>
<tr>
<td>LIS 120</td>
<td>Introduction to Instructional Technology for Educational Settings</td>
</tr>
<tr>
<td>SPA 101</td>
<td>Beginning Spanish I</td>
</tr>
</tbody>
</table>

* Students will student-teach for a total of 12 credits Ten weeks in an elementary education setting that enrolls students with identified disabilities and six weeks in a secondary special education setting is required. This will apply to the courses listed as part of the requirements above that are noted below.

† Counts toward GEC GSB requirement.
Electives

Electives sufficient to complete the 127 credit hours required for the degree.

Professions in Deafness, B.S.

The Professions in Deafness major provides opportunities for study in three concentrations: Advocacy and Services for the Deaf; K–12 Deaf and Hard of Hearing Teacher Licensure; and Interpreter Preparation. All areas of study focus on the unique educational needs of deaf and hard of hearing children emphasizing language acquisition, teaching methods, and communication modes. Specialized training in communication modes is offered through sign classes and the Sign Language Laboratory. Supervised experiences are available for student observations, volunteer work, and practicum in area public schools and other settings.

See also School of Education Licensure Programs for Teacher Education admission requirements.

Overall Requirements

- 124-127 credit hours, to include at least 36 credits at or above the 300 course level

Degree Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Requirements (p. 671)</td>
<td>General Education Core Requirements (GEC) (p. 683)</td>
<td></td>
</tr>
</tbody>
</table>

Major Requirements

The Professions in Deafness B.S. offers three concentrations from which students may choose.

Advocacy and Services for the Deaf Concentration

The Advocacy and Services for the Deaf concentration is designed to prepare professionals to work with individuals who are Deaf or hard of hearing in a variety of settings other than K–12 schools. Students in the concentration have required courses in SES and a variety of options regarding course work in related fields and departments. Students will have acquired the skills necessary for jobs in Resource Centers for the Deaf, Service Centers for the Deaf, Vocational Rehabilitation, Mental Health services, and group home settings.

Upon completion of the Advocacy and Services for the Deaf program, students are able to:

- Identify and explain the services/roles of different community agencies available to individuals who are Deaf or hard of hearing.
- Identify specific needs of individuals who are Deaf or hard of hearing relative to their age, gender, ethnicity, and English language ability to identify appropriate services in the community where these individuals’ needs may be addressed.
- Identify different helping professions and select one in which they would like to pursue graduate-level studies.
- Discuss the organizational structures and funding sources of community agencies that advocate for and serve individuals who are Deaf or hard of hearing.
- Take part in collaborating with service providers from multiple agencies to develop a rehabilitation/habilitation plan for clients who are Deaf or hard of hearing.

Interpreter Preparation Concentration

The Interpreter Preparation concentration provides training at the undergraduate level to prepare students to work as interpreters for Deaf and Hard of hearing individuals in the community as well as in educational settings. Internships take place in inclusive settings in the public schools, post-secondary institutions, and in the community.

Students desiring to pursue a degree in interpreting must:

- have adequate visual and auditory abilities necessary to interpret in a variety of settings.
- have time available in their schedules for the purpose of interacting with the Deaf Community and completing their observation, community service, and interpreting hours.
- be physically capable of completing all movements that occur in the production of American Sign Language that is conveyed via hands, mouth, morphemes, eyebrows, torso, eyes, and facial expressions.
- have reliable transportation to and from practicum and/or observation sites.

Upon completion of this program, students will be able to:

- Demonstrate a basic level of proficiency in interpreting consecutively and/or simultaneously from the source language to the target language via American Sign Language or various forms of English.
- Incorporate various interpreting and facilitation techniques with regard to the setting and the age, gender, ethnicity, and special needs of the clients involved.
- Articulate the roles and responsibilities of the interpreter/transliterator as well as the Code of Ethics, health issues, certification process, and best practices established by the profession.
- Discuss the audiological, social, emotional, linguistic, cultural and academic implications for individuals who are Deaf or hard of hearing and their impact on the interpreting process.
- Utilize the broad spectrum of information learned through various liberal arts, communication, and educational courses to enhance their ability to interpret general discourse within several fields.
- Assess their interpreting/transliterating performance and develop a plan for continued professional growth.

K-12 Deaf and Hard of Hearing Teacher Licensure Concentration

The K–12 Deaf and Hard of Hearing Teacher Licensure program provides preparation at the undergraduate level for students planning to provide educational services for children who are D/deaf or hard of hearing from kindergarten through grade 12 and for school-aged learners with mild to moderate disabilities (specific learning disabilities, emotional disabilities, and mild intellectual disabilities). Students successfully completing all program requirements will be recommended for initial licensure from the North Carolina Department of Public Instruction in K–12 Deaf and Hard of Hearing Teacher Licensure and in Special Education: General Curriculum (K–12). Coursework and field work are designed to ensure that graduates acquire the twenty-first-century professional teaching knowledge and skills to communicate with and facilitate language and academic learning in students with hearing loss and students with mild to moderate disabilities.

Student Learning Goals

Students completing the program are able to:
• Demonstrate understanding of current federal and North Carolina law and policy related to special education and related services.
• Explain the basic educational and clinical concepts relative to definitions, characteristics, identification, and diagnosis of students with hearing loss and students with mild to moderate disabilities.
• Demonstrate a comprehensive working knowledge of language through spoken and signed communication, and implement programs for infants, young children, and youth who are D/deaf or hard of hearing that successfully incorporate these understandings.
• Use a variety of assessments to develop educational plans, document learning, and evaluate the effectiveness of instruction with young children and youth who are D/deaf or hard of hearing and with students in K–12 settings who have mild to moderate disabilities.
• Facilitate access to the standard curriculum by young children and youth who are D/deaf or heard of hearing and by school aged learners with mild to moderate disabilities based on communicative, linguistic, social, and cognitive abilities of the learner.
• Work collaboratively with other school professionals, paraprofessionals, parents, and community and agency personnel to meet the needs of students with mild to moderate disabilities and/or those with hearing loss.

Advocacy and Services for the Deaf Concentration Requirements

• 124 credit hours, to include at least 36 credits at or above the 300 course level

Admission Process
There is no formal admission into the program. Upon enrollment in the university, students must meet with the advisor designated for their specific concentration to review forms outlining technical standards, dispositions, and program requirements. Students must then satisfy the progression requirements in order to continue in the program.

Progression Requirements
1. Satisfactory progress on Dispositions Review each semester
2. Continued demonstration of required competencies outlined in the Technical Standards
3. Passing scores on the Professions in Deafness program benchmark assessments. If the student does not pass any of the benchmark assessments, they will not be permitted to continue in the program.
4. Achievement of a B- or higher in SES courses
5. Achievement of the following minimum GPA Requirements:
   - Freshman year: 1.75
   - Sophomore year: 2.0
   - Junior and Senior year: 2.50

Graduation Requirements
Completion of degree requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SES 200</td>
<td>People with Disabilities in American Society</td>
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<tr>
<td>SES 245</td>
<td>History and Culture of the Deaf Community</td>
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</tr>
<tr>
<td>SES 357</td>
<td>The Profession of Interpreting</td>
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<td>SES 445</td>
<td>Advocacy and Services for the Deaf</td>
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<tr>
<td>SES 463</td>
<td>Visual English Systems</td>
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<tr>
<td>SES 467</td>
<td>Advocacy and Services for the Deaf Internship</td>
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<tr>
<td>SES 480</td>
<td>Interpreting in Specialized Settings</td>
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<tr>
<td>SES 486</td>
<td>Seminar and Practicum</td>
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Select a minimum of 15 credits from the following:

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<tbody>
<tr>
<td>SES 101</td>
<td>American Sign Language I</td>
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<tr>
<td>SES 102</td>
<td>American Sign Language II</td>
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<tr>
<td>SES 203</td>
<td>American Sign Language III</td>
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<tr>
<td>SES 204</td>
<td>American Sign Language IV</td>
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<tr>
<td>SES 305</td>
<td>American Sign Language: English Translation</td>
</tr>
<tr>
<td>SES 306</td>
<td>Advanced Narrative Structures and Storytelling in American Sign Language</td>
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<tr>
<td>SES 366</td>
<td>Discourse Analysis: English/American Sign Language</td>
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<tr>
<td>SES 369</td>
<td>Linguistics of American Sign Language</td>
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</table>

Related Area Requirements

<table>
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<tbody>
<tr>
<td>CST 105</td>
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<td>CST 207</td>
<td>Relational Communication</td>
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<tr>
<td>CED 310</td>
<td>Helping Skills</td>
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<td>CED 393</td>
<td>Adult Violence and Victimization</td>
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<tr>
<td>HDF 211</td>
<td>Human Development Across the Life Span</td>
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<tr>
<td>or HDF 212</td>
<td>Families and Close Relationships</td>
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<tr>
<td>HDF 304</td>
<td>Adult Development</td>
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<tr>
<td>or HDF 321</td>
<td>Issues in Parenting</td>
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<tr>
<td>HEA 310</td>
<td>Mental Health and Well-Being</td>
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<td>PSY 121</td>
<td>General Psychology</td>
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<tr>
<td>SOC 101</td>
<td>Introduction to Sociology</td>
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<td>SOC 327</td>
<td>Race and Ethnic Relations</td>
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<tr>
<td>SWK 215</td>
<td>Introduction to Social Work</td>
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† Counts toward GEC GSB requirement.

Electives

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<tr>
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<td>Select a minimum of 21 credits from the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSD 334</td>
<td>Introduction to Audiology</td>
<td></td>
</tr>
<tr>
<td>CST 200</td>
<td>Communication and Community</td>
<td></td>
</tr>
<tr>
<td>CST 210</td>
<td>Communicating Ethically</td>
<td></td>
</tr>
<tr>
<td>CST 308</td>
<td>Organizational Communication</td>
<td></td>
</tr>
<tr>
<td>CST 337</td>
<td>Intercultural Communication</td>
<td></td>
</tr>
<tr>
<td>CST 341</td>
<td>Communication and Workplace Relationships</td>
<td></td>
</tr>
<tr>
<td>CST 342</td>
<td>Communication and Public Relations: Strategies and Innovations</td>
<td></td>
</tr>
<tr>
<td>CTR 101</td>
<td>Leisure and American Lifestyles</td>
<td></td>
</tr>
<tr>
<td>HDF 302</td>
<td>Infant and Child Development</td>
<td></td>
</tr>
<tr>
<td>HDF 303</td>
<td>Adolescent Development: From Puberty to Young Adulthood</td>
<td></td>
</tr>
<tr>
<td>HDF 422</td>
<td>Interrelationships between Families and the Community</td>
<td></td>
</tr>
<tr>
<td>HEA 260</td>
<td>Human Sexuality</td>
<td></td>
</tr>
<tr>
<td>HEA 306</td>
<td>Topics in Stress Management</td>
<td></td>
</tr>
<tr>
<td>HEA 303</td>
<td>Topics in Violence, Injury, and Health</td>
<td></td>
</tr>
<tr>
<td>HEA 447</td>
<td>Income, Social Status, and Health</td>
<td></td>
</tr>
<tr>
<td>PSY 260</td>
<td>Psychological Perspectives on Social Psychology</td>
<td></td>
</tr>
<tr>
<td>PSY 341</td>
<td>Abnormal Psychology</td>
<td></td>
</tr>
</tbody>
</table>
Interpreter Preparation Concentration Requirements

Admission Process
There is no formal admission into the program. Upon enrollment in the university, students must meet with the advisor designated for their specific concentration to review forms outlining technical standards, dispositions, and program requirements. Students then must satisfy the progression requirements in order to continue in the program.

Progression Requirements
1. Satisfactory progress on Dispositions Review each semester
2. Continued demonstration of required competencies outlined in the Technical Standards
3. Passing scores on the Professions in Deafness program benchmark assessments. If a student does not pass any of the benchmark assessments, they will not be permitted to continue in the program.
4. Achievement of a B- or higher in SES courses
5. Achievement of the following minimum GPA Requirements:
   a. Freshmen year—1.75
   b. Sophomore year—2.0
   c. Junior and Senior year—2.50

Graduation Requirements
Completion of degree requirements.

- 125 credit hours, to include at least 36 credits at or above the 300 course level

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SES 203</td>
<td>American Sign Language III</td>
<td></td>
</tr>
<tr>
<td>SES 204</td>
<td>American Sign Language IV</td>
<td></td>
</tr>
<tr>
<td>SES 205</td>
<td>American Sign Language: English Translation</td>
<td></td>
</tr>
<tr>
<td>SES 206</td>
<td>Advanced Narrative Structures and Storytelling in American Sign Language</td>
<td></td>
</tr>
<tr>
<td>SES 207</td>
<td>Discourse Analysis: English/American Sign Language</td>
<td></td>
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<tr>
<td>SES 208</td>
<td>Linguistics of American Sign Language</td>
<td></td>
</tr>
<tr>
<td>SES 209</td>
<td>American Sign Language/Deaf Literature</td>
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Core Requirements 59

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>SES 240</td>
<td>Communication Development in Children †</td>
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<tr>
<td>SES 244</td>
<td>Cognitive Processing Skills for Interpreting</td>
</tr>
<tr>
<td>SES 245</td>
<td>History and Culture of the Deaf Community</td>
</tr>
<tr>
<td>SES 246</td>
<td>The Profession of Interpreting</td>
</tr>
<tr>
<td>SES 357</td>
<td>Interpreting Strategies: Language Facilitation</td>
</tr>
<tr>
<td>SES 411</td>
<td>Diagnostics and Assessment of Interpreters</td>
</tr>
<tr>
<td>SES 445</td>
<td>Advocacy and Services for the Deaf</td>
</tr>
<tr>
<td>SES 446</td>
<td>Working with Diverse Deaf Populations</td>
</tr>
<tr>
<td>SES 462</td>
<td>Interpreting in Educational Settings</td>
</tr>
<tr>
<td>SES 463</td>
<td>Visual English Systems</td>
</tr>
<tr>
<td>SES 477</td>
<td>Interpreting English to ASL I</td>
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<tr>
<td>SES 478</td>
<td>Interpreting English to ASL II</td>
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<tr>
<td>SES 480</td>
<td>Interpreting in Specialized Settings</td>
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<tr>
<td>SES 486</td>
<td>Seminar and Practicum</td>
</tr>
<tr>
<td>SES 487</td>
<td>Interpreting Internship</td>
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<td>SES 488</td>
<td>Interpreting ASL to English I</td>
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<tr>
<td>SES 496</td>
<td>Interpreting ASL-to-English II</td>
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Related Area Requirements 6

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<tr>
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<tr>
<td>CST 105</td>
<td>Introduction to Communication Studies</td>
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<tr>
<td>HDF 211</td>
<td>Human Development Across the Life Span</td>
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<tr>
<td>HDF 212</td>
<td>Families and Close Relationships</td>
</tr>
<tr>
<td>HDF 302</td>
<td>Infant and Child Development</td>
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</table>

† Counts toward GEC GSB requirement.

Electives

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>CST 207</td>
<td>Relational Communication</td>
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<td>CST 337</td>
<td>Intercultural Communication</td>
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<td>ELC 381</td>
<td>Cultural Foundations of Education</td>
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<tr>
<td>ENG 111</td>
<td>Introduction to Linguistics</td>
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<tr>
<td>ENG 262</td>
<td>Language and Society</td>
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<td>ENG 321</td>
<td>Linguistics for Teachers</td>
<td></td>
</tr>
<tr>
<td>HEA 113</td>
<td>Medical Terminology for Public Health Professionals</td>
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<tr>
<td>HEA 201</td>
<td>Personal Health</td>
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<tr>
<td>HEA 260</td>
<td>Human Sexuality</td>
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<tr>
<td>HEA 310</td>
<td>Mental Health and Well-Being</td>
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<tr>
<td>ISM 110</td>
<td>Business Computing I</td>
<td></td>
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<tr>
<td>PSY 121</td>
<td>General Psychology</td>
<td></td>
</tr>
<tr>
<td>PSY 341</td>
<td>Abnormal Psychology</td>
<td></td>
</tr>
</tbody>
</table>

Select a minimum of 6 credits from the following:
SES 100 Visual Gestural Communication
SES 200 People with Disabilities in American Society
SES 252 Survey of Learning and Behavior Differences
SES 270 Fingerspelling and Numbers in ASL
SES 333 Special Projects
SES 400 Perspectives on the Global Deaf Community
SES 460 Home-School Partnerships for Students with Exceptional Needs
SES 495 Interpreting in Medical Settings
SES 497 Interpreting in Mental Health Settings
SES 498 Interpreting in Social Service Settings
SES 499 Theatrical/Artistic Uses of American Sign Language
SOC 101 Introduction to Sociology
SOC 225 Race, Class, and Gender: Social Inequalities
STA 108 Elementary Introduction to Probability and Statistics
TED 445 Human Diversity, Teaching, and Learning

**K–12 Deaf and Hard of Hearing Teacher Licensure Concentration Requirements**

- 127 credit hours, to include at least 36 credits at or above the 300 course level

**Program Admission Requirements**

1. Documentation of an overall 3.0 or better GPA and 20 hours of documented successful experience with children
2. A passing score on the PEPSI (Program Entry Potential Signing and Interpreting) and SPIL (Sign Potential at the Intermediate Level)
3. Signed and completed forms outlining Technical Standards, Dispositions, and Program Requirements
4. Grade of B- or better in specified course*
5. Completed application form and successful acceptance into the Teacher Education Program
6. A passing score on Praxis I or documented passing scores on the SAT and/or ACT as required by the NC Department of Public Instruction

* Specified Course SES 250 Introduction to Professions in Specialized Education.

**Progression Requirements**

1. Grades
   - Maintain an overall GPA 3.0 or better throughout the program and receive at least a B- or better grade in all SES and related area courses. A student will be required to retake any SES or related area course if he or she earns a grade lower than B- in the course.
2. Admission
   - Students must be admitted to Teacher Education before enrolling in the courses listed below.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SES 252</td>
<td>Survey of Learning and Behavior Differences</td>
<td>51</td>
</tr>
<tr>
<td>SES 321</td>
<td>Seminar/Practicum with Deaf Students I</td>
<td></td>
</tr>
<tr>
<td>SES 350</td>
<td>Interprofessional and Instructional Field Experience 1</td>
<td></td>
</tr>
</tbody>
</table>

**Fieldwork and Student Teaching Internship**

Students complete three field experiences prior to student teaching. Before being placed at a school site for student teaching, a student must earn a passing score on the Sign Proficiency Test. Students must have reliable transportation to and from practicum and/or internship sites.

**American Sign Language Proficiency Requirement**

Students progress in developing receptive and expressive American Sign Language (ASL) throughout their course work. Prior to being placed for student teaching, students must pass three program-designated American Sign Language competency evaluations (See below.) given at scheduled times within the program.

**Program Entry Potential for Signing and Interpreting (PEPSI)**

Students generally take the PEPSI during the semester in which they take ASL 1 (SES 101).

**Signed Proficiency at the Intermediate Level (SPIL)**

Students generally take the SPIL during the semester in which they take ASL 2 (SES 102).

**American Sign Language Proficiency Interview (ASLPI)**

Students must pass the ASLPI according to the program level requirement before they are placed in student teaching.

**Program Completion Requirements**

Students must be admitted to the Teacher Education program at least one semester before being admitted to Student Teaching. Practicum and student teaching internship experiences take place within the Piedmont area in public and private school programs.

Students will be required to take and attain passing scores on standardized tests required by the NC Department of Public Instruction before being recommended for licensure.
Students will be required to complete an electronic teaching portfolio of successfully completed required artifacts before being recommended for licensure.

Transfer students may require additional semesters to complete the undergraduate degree program.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<tr>
<td>SES 102</td>
<td>American Sign Language II</td>
<td>3</td>
</tr>
<tr>
<td>SES 203</td>
<td>American Sign Language III</td>
<td>3</td>
</tr>
<tr>
<td>SES 204</td>
<td>American Sign Language IV</td>
<td>3</td>
</tr>
<tr>
<td>SES 240</td>
<td>Communication Development in Children</td>
<td>3</td>
</tr>
<tr>
<td>SES 245</td>
<td>History and Culture of the Deaf Community</td>
<td>3</td>
</tr>
<tr>
<td>SES 250</td>
<td>Introduction to Professions in Specialized Education</td>
<td>3</td>
</tr>
<tr>
<td>SES 252</td>
<td>Survey of Learning and Behavior Differences</td>
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</tr>
<tr>
<td>SES 321</td>
<td>Seminar/Practicum with Deaf Students I</td>
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</tr>
<tr>
<td>SES 333</td>
<td>Special Projects</td>
<td>3</td>
</tr>
<tr>
<td>SES 350</td>
<td>Interprofessional and Instructional Field Experience 1</td>
<td>3</td>
</tr>
<tr>
<td>SES 351</td>
<td>Interprofessional and Instructional Field Experience 2</td>
<td>3</td>
</tr>
<tr>
<td>SES 360</td>
<td>Assessment for Exceptional Learners</td>
<td>3</td>
</tr>
<tr>
<td>SES 378</td>
<td>Language Teaching Methods with Deaf Students</td>
<td>3</td>
</tr>
<tr>
<td>SES 447</td>
<td>Service Delivery Systems and Role Management</td>
<td>3</td>
</tr>
<tr>
<td>SES 451</td>
<td>Spoken Language Facilitation in Deaf Children</td>
<td>3</td>
</tr>
<tr>
<td>SES 460</td>
<td>Home-School Partnerships for Students with Exceptional Needs</td>
<td>3</td>
</tr>
<tr>
<td>SES 461</td>
<td>Internship in Teaching Students with Hearing Loss</td>
<td>3</td>
</tr>
<tr>
<td>SES 463</td>
<td>Visual English Systems</td>
<td>3</td>
</tr>
<tr>
<td>SES 466</td>
<td>Positive Behavior Supports for Exceptional Learners</td>
<td>3</td>
</tr>
<tr>
<td>SES 469</td>
<td>Reading Instruction for Learners with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SES 469L</td>
<td>Laboratory in Mild Disabilities: Reading Instruction</td>
<td>3</td>
</tr>
<tr>
<td>SES 471</td>
<td>Teaching Exceptional Learners the General Curriculum I</td>
<td>3</td>
</tr>
<tr>
<td>SES 472</td>
<td>Teaching Exceptional Learners the General Curriculum II</td>
<td>3</td>
</tr>
<tr>
<td>SES 481</td>
<td>Instructional ASL for Educating Deaf Students</td>
<td>3</td>
</tr>
<tr>
<td>SES 483</td>
<td>Instructional Methods: Students with Hearing Loss</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives**

* Select 3 credits of the following:
  - SES 435 Preschool: Development, Learning, and Curriculum
  - SES 446 Working with Diverse Deaf Populations

**Related Area Requirements**

* CSD 334 Introduction to Audiology
* TED 335 Language Foundations for Teachers
* TED 401 Child and Adolescent Development and Learning
* TED 403 Teaching English Learners with Diverse Abilities

**Additional Requirements**

In addition to course work, the items below must be accomplished.

- Completion of the Program Entry Potential for Sign Language Interpreters (PEPSI)
- Completion of the Signed Proficiency at the Intermediate Level (SPIL)
- Passing score on the Sign Proficiency Test

**Portfolio Requirement**

Completion and submission of the electronic teaching portfolio via TaskStream.

**Electives**

Electives sufficient to complete the 124-127 credit hours required for degree.

**Special Education: General Curriculum Major, B.S.**

The Special Education Program provides opportunities for the study of school-age learners with mild to moderate disabilities (learning disabilities, behavior and/or emotional disabilities, and educable mental disabilities). Students enrolling in this program learn about trends and issues in the field of special education, characteristics and needs of students with mild to moderate disabilities, specialized teaching methods for working with these students, strategies for collaboration with parents and/or families and colleagues, positive means for providing behavior supports, and technology applications that support students’ education.

In addition to courses in the major area, students elect a second academic concentration (e.g., psychology, sociology, interdepartmental studies). Field experiences and student teaching take place at local public and private schools with students who have mild to moderate disabilities. Students completing this program and its requirements are eligible for licensure by the North Carolina Department of Public Instruction in special education: general curriculum (K-12).

Transfer students may require additional semesters to complete this undergraduate degree program.

Also see Teacher Education and Higher Education for Teacher Education admission requirements and second academic concentration requirements.

**Student Learning Goals**

Students completing the teacher preparation program in Special Education: General Curriculum are able to:

- Demonstrate understanding of current federal and North Carolina law and policy related to special education and related services.
- Explain the basic educational and clinical concepts relative to definition, characteristics, identification, and diagnosis of students with mild to moderate disabilities.
- Create or revise program models for effective special education service delivery, including transition, based on a system of care philosophy and issues related to competent professional role management.
• Use exemplary diagnostic, instructional, and therapeutic approaches, including those based on technology applications, for effectively and positively meeting the academic and social and/or emotional needs of students with mild to moderate disabilities.

• Evaluate the effectiveness of students’ special education programs and services as well as overall program and service structures.

• Work collaboratively with other school professionals, paraprofessionals, parents, and community and agency personnel to meet the needs of students with mild to moderate disabilities.

Overall Requirements

• 127 credit hours, to include at least 36 credits at or above the 300 course level

Degree Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
</table>

University Requirements (p. 671)

General Education Core Requirements (GEC) (p. 683)

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
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</table>

Required

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
</table>

SES 200 People with Disabilities in American Society
SES 240 Communication Development in Children
SES 250 Introduction to Professions in Specialized Education
SES 252 Survey of Learning and Behavior Differences
SES 350 Interprofessional and Instructional Field Experience 1
SES 351 Interprofessional and Instructional Field Experience 2
SES 352 Interprofessional and Instructional Field Experience 3
SES 350 Interprofessional and Instructional Field Experience 1
SES 360 Assessment for Exceptional Learners
SES 447 Service Delivery Systems and Role Management
SES 460 Home-School Partnerships for Students with Exceptional Needs
SES 465 Student Teaching and Seminar: Students with Mild and/or Moderate Disabilities
SES 466 Positive Behavior Supports for Exceptional Learners
SES 469 Reading Instruction for Learners with Disabilities
SES 469L Laboratory in Mild Disabilities: Reading Instruction
SES 471 Teaching Exceptional Learners the General Curriculum I
SES 472 Teaching Exceptional Learners the General Curriculum II

Teacher Licensure Requirements

Students must have a 3.0 overall grade point average to be admitted to teacher education, and a 3.0 grade point average in all courses with an SES prefix in order to be admitted to student teaching. Students must earn a grade of C or better in program course work. Students must also have a passing score on the Praxis I, as required by the North Carolina Department of Public Instruction, to be admitted to the Teacher Education Program. In addition to the General Education Core Requirements as identified above, students must complete the following courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</table>

Required

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
</table>

ELC 381 Cultural Foundations of Education
LIS 120 Introduction to Instructional Technology for Educational Settings
SPA 101 Beginning Spanish I
or SPA 121 Basic Spanish for Teachers
TED 450 Psychological Foundations of Education
TED 335 Language Foundations for Teachers
TED 545 Diverse Learners

Second Academic Concentration Requirement

All students majoring in Special Education: General Curriculum are required to complete an approved second academic concentration consisting of course work in an academic discipline.

The following 18 credits concentrations have been approved for Special Education: General Curriculum: Biology, Chemistry and Biochemistry, English, History, Interdisciplinary Science, Mathematics, and Physics and Astronomy.

The following 24 credit concentration has been approved for Special Education: General Curriculum: Spanish.

Electives

Electives sufficient to complete the 127 credit hours required for degree.

Birth-Kindergarten Interdisciplinary Studies in Education and Development, M.Ed.

The synchronous online Master of Education (M.Ed.) program in Birth-Kindergarten Interdisciplinary Studies in Education and Development prepares students to assume leadership roles in diverse settings (both education and community-based) that develop and implement programming for young children with and without disabilities, ages birth to five, and their families. The degree consists of a minimum of 37 credit hours of graduate course work beyond the Bachelor’s degree. Additional academic work may need to be completed by students without foundational skills or content knowledge in early childhood. Prerequisite credits may not be applied toward the M.Ed. degree unless they are Birth-Kindergarten Initial Licensure program courses (see Birth-Kindergarten: Post-Baccalaureate Initial Licensure Certificate). Prerequisite requirements must be satisfied as early as possible in the program. The Birth-Kindergarten Graduate Program Committee approves any transfer credit.

Two concentrations are offered: one on Early Childhood Leadership & Advanced Teaching and another on Early Childhood Leadership & Program Administration.
The concentration in Early Childhood Leadership & Advanced Teaching is designed for students with a Standard Professional I or initial license seeking education in early childhood leadership and an advanced teaching license. Those with an initial license in another field of education must satisfy prerequisite requirements and complete eight (8) weeks of student teaching (which adds 6 credit hours to the program). Students are eligible for the "M" advanced license in BK upon successful completion of the program.

The concentration in Early Childhood Leadership & Program Administration equips teachers, directors/administrators, technical assistance providers, and other professionals working closely with early childhood educators to be leaders in the field. It includes advanced training in a variety of areas, including personnel development and support, financial management, early childhood systems and policy, leadership and mentoring, child and program assessment, and curriculum within the context of family-centered practices to work effectively with diverse children and families in inclusive settings.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

Applicants must submit an application to The Graduate School, which includes: a professional statement, a current resume, official transcripts with a GPA of 3.0 or higher, and three letters of recommendation with at least one academic reference if possible. Applicants to the Early Childhood Leadership & Advanced Teaching concentration must also submit documentation of their initial teaching license. The GRE is not required. An interview and writing sample may be required.

Degree Program Requirements

Required: 37 credit hours

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<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>SES 601</td>
<td>Introduction to Inclusive Birth-Kindergarten Services</td>
<td>3</td>
</tr>
<tr>
<td>SES 602</td>
<td>Inclusive Family-Centered Practices in Early Childhood</td>
<td>3</td>
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<tr>
<td>SES 603</td>
<td>Screening/Assessment in Inclusive Early Childhood Services</td>
<td>3</td>
</tr>
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<td>HDF 636</td>
<td>Leadership and Mentoring in Educating Young Children</td>
<td>3</td>
</tr>
<tr>
<td>HDF 633</td>
<td>Advanced Curriculum in Early Childhood Education</td>
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</table>

Coursework Related to Research

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>ERM 604</td>
<td>Methods of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>HDF 650</td>
<td>Theory and Research in Early Childhood</td>
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</table>

Practicum

<table>
<thead>
<tr>
<th>Code</th>
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<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SES 604</td>
<td>Internship in Inclusive Early Childhood</td>
<td>6</td>
</tr>
</tbody>
</table>

Professional Portfolio (Capstone Experience)

The final portfolio is the culminating experience. It includes two components:

1. A written document that includes a series of reflective essays and an oral defense, discussing the content of the essays and rationale for the use of documents.
2. A portfolio that demonstrates the mastery of skills and knowledge in the program competency areas. It is submitted on TaskStream by the student and evaluated by a team of two faculty and one practicing professional. The portfolio and presentation do not meet departmental standards, one revision is allowed. The final portfolio is required of all students graduating from the program.

Early Childhood Leadership and Advanced Teaching Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<td>SES/HDF 606</td>
<td>Preschool-Kindergarten Learning in Inclusive Settings</td>
<td>4</td>
</tr>
</tbody>
</table>

Electives

Select 6 credits from the following:

- **SES 605** Diversity and Inclusive Early Care and Education
- **SES 608** Seminar in Early Childhood Education
- **SES 647** Collaboration and Leadership
- **SES 662** Assistive Technology for Inclusive Education

Practicum

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SES 649C</td>
<td>Practicum in Special Education **</td>
<td>6</td>
</tr>
</tbody>
</table>

**To be selected from list or with approval of advisor.

**As applicable, if student’s initial licensure is in an area other than Birth-Kindergarten

Early Childhood Leadership and Program Administration Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDF 602</td>
<td>Special Topics in Human Development and Family Studies</td>
<td>4</td>
</tr>
</tbody>
</table>

Required Electives

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDF 634</td>
<td>Contemporary Issues in Early Childhood Policy</td>
<td>6</td>
</tr>
<tr>
<td>SES 605</td>
<td>Diversity and Inclusive Early Care and Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Special Education: General Curriculum, M.Ed.

The Masters of Education (M.Ed.) program in Special Education: General Curriculum is designed to provide the opportunity for students licensed in special education or another area of education to gain advanced skills in serving students with disabilities. Students with a license in education but not special education will need to successfully
complete two prerequisite courses (6 credit hours) before beginning the M.Ed. program. Throughout the course work, students have numerous opportunities to use cases and problem-based learning that include appropriate implementation of inclusive practices. The M.Ed. program leads to eligibility for advanced licensure in Special Education: General Curriculum. At least 27 credit hours in the program of study must be in 600-level courses.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

In addition to the application materials required by The Graduate School, applicants must submit a resume and Personal Statement of goals, past experience, and unique skills. Applicants must submit all application materials required by The Graduate School by the appropriate deadline. Students are admitted in Fall, Spring, and Summer semesters.

### Degree Program Requirements

**Required: 33 credit hours**

#### Prerequisites for Students Without Initial Licensure in Special Education

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SES 540</td>
<td>Introduction to Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SES 659</td>
<td>Behavior Management</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Required Coursework

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SES 610</td>
<td>Ecologically Based Instruction</td>
<td>3</td>
</tr>
<tr>
<td>SES 611</td>
<td>Universal Design for Learning</td>
<td>3</td>
</tr>
<tr>
<td>SES 612</td>
<td>Transition Across the Age-Span</td>
<td>3</td>
</tr>
<tr>
<td>SES 642</td>
<td>Reading Instruction</td>
<td>3</td>
</tr>
<tr>
<td>SES 643</td>
<td>Special Education Trends/Issues</td>
<td>3</td>
</tr>
<tr>
<td>SES 645</td>
<td>Advanced Seminar: Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SES 647</td>
<td>Collaboration and Leadership</td>
<td>3</td>
</tr>
<tr>
<td>SES 652</td>
<td>Writing Instruction</td>
<td>3</td>
</tr>
<tr>
<td>SES 656</td>
<td>Math and Science Instruction</td>
<td>3</td>
</tr>
<tr>
<td>SES 658</td>
<td>Positive Behavior Supports</td>
<td>3</td>
</tr>
<tr>
<td>ERM 604</td>
<td>Methods of Educational Research</td>
<td>3</td>
</tr>
</tbody>
</table>

All department programs are fully accredited by the National Council for the Accreditation of Teacher Education. Graduate study in the Department of Specialized Education Services may lead to advanced teacher licensure with the degree of Master of Education. All students enrolled in SES programs must meet departmental technical standards.

### Additional Requirements for ALL Special Education M.Ed. Students

#### Portfolio (Capstone Experience)

In addition to satisfactorily completing the above course work, students also are required to submit a portfolio of work that demonstrates their mastery of knowledge and skills in the six program competency areas: multiple service delivery models, interdisciplinary planning and service delivery, advanced skills for assessing learner needs, advanced skills for effective instruction, collaborative planning and intervention, and improved special education services. Each student’s portfolio will be developed in consultation with an advisor and will be based on the student’s particular educational and work experiences. The portfolio is designed during the initial semester, refined each semester, and evaluated during the last semester prior to planned graduation. Detailed instructions for completing the portfolio are provided on the SES website (http://www.uncg.edu/ ses/gradprog/med_special_edu.html).

### Special Education, Ph.D.

The Ph.D. in Special Education is intended for students interested in special education, deaf education, or early intervention. The program requires a minimum of 69 credit hours beyond the master’s degree, and it emphasizes four areas: generating knowledge to help shape the future of the field; sharing knowledge with others so that they can understand it and use it to improve their practice; facilitating strong professional relationships through collaboration; and creating, interpreting, and implementing special education policy and procedures. Required and elective courses, including the research component, are listed below. Students in the SES doctoral program are required to successfully complete all listed course work. Additional course requirements are determined on an individual basis and in consultation with the student’s major advisor and advisory/dissertation committee.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

In addition to the application materials required by The Graduate School, applicants must submit a resume and Personal Statement of goals, past experience and unique skills. Applicants must have 3 years of related professional experience.

### Degree Program Requirements

**Required: 69-81 credit hours**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SES 533</td>
<td>Issues and Trends in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SES 555</td>
<td>Critical Review of Special Education Literature</td>
<td>3</td>
</tr>
<tr>
<td>SES 557</td>
<td>School Reform and Leadership in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SES 558</td>
<td>History and Future of Specialized Education</td>
<td>3</td>
</tr>
<tr>
<td>SES 559</td>
<td>Grant Writing in Special Education</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Research/inquiry

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ERM 680</td>
<td>Intermediate Statistical Methods in Education</td>
<td>3</td>
</tr>
<tr>
<td>ERM 681</td>
<td>Design and Analysis of Educational Experiments</td>
<td>3</td>
</tr>
<tr>
<td>SES 760</td>
<td>Single Subject Research Design</td>
<td>3</td>
</tr>
<tr>
<td>SES 775</td>
<td>Directed Research (May be repeated once)</td>
<td>3</td>
</tr>
<tr>
<td>TED 730</td>
<td>Qualitative Methods in Curriculum and Instruction</td>
<td>3</td>
</tr>
</tbody>
</table>
Students are expected to work closely with the major advisor and advisory/dissertation committee members to identify a set of courses in a related area of interest that forms a specialization, including an internship. This course work may be in the areas of counseling, educational leadership, teacher education, early childhood, family studies, psychology, or others.

** Each candidate for a doctoral degree must prepare and present a dissertation that focuses on some aspect of special education, that is, in one of the three areas noted above (early childhood, special education, deaf education). This product must demonstrate independent investigation and a synthesis of the skills learned in the program. The dissertation must be acceptable in form and content to the student’s dissertation committee and The Graduate School.

** Alternative Initial Teacher Licensure, Post-Baccalaureate Alternative Initial Teacher Licensure (PAIL)**

The Post-Baccalaureate Alternative Initial Teacher Licensure (PAIL) program is designed to provide the opportunity for initial teacher licensure in Special Education: General Curriculum to individuals who have an undergraduate degree in a field other than special education. In PAIL, students complete foundation courses in assessment in special education, instructional practices for students with mild to moderate disabilities, learning theory, and models of teaching. Specialty area courses in instructional practices for students with mild to moderate disabilities provide an introduction to the field, methods for teaching in the field, programming for the field, and clinical field experience. Throughout the course work, students have numerous opportunities to use cases and problem-based learning that include appropriate implementation of inclusive practices.

Students also have an option for transitioning from this program into the M.Ed. program in which they may be eligible for an advanced license in special education general curriculum. Course work from the plan of study for the Post-Baccalaureate Alternative Initial Teacher Licensure program in Special Education: General Curriculum may be applied to the M.Ed. in Special Education provided the student meets all admission requirements of The Graduate School and the Department of Specialized Education Services.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

In addition to the application materials required by The Graduate School, applicants must submit a resume and Personal Statement of goals, past experience and unique skills.

Students who wish to transition into the MEd program must submit a new application for the MEd to The Graduate School. It is the students’ responsibility to initiate the process and review it with their advisor. It is recommended that the student take the GRE within the first 6 hours of study to guarantee a timelier processing of their application package. Students must maintain a GPA of 3.0.

** Licensure Requirements**

** Required: 21 credit hours**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SES 540</td>
<td>Introduction to Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SES 640</td>
<td>Policies and Procedures in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SES 641</td>
<td>Assessment in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SES 642</td>
<td>Reading Instruction</td>
<td>3</td>
</tr>
<tr>
<td>SES 652</td>
<td>Writing Instruction</td>
<td>3</td>
</tr>
<tr>
<td>SES 659</td>
<td>Behavior Management</td>
<td>3</td>
</tr>
<tr>
<td>SES 661</td>
<td>Student Teaching: Special Education</td>
<td>3</td>
</tr>
</tbody>
</table>

** PAIL with MEd in Special Education General Curriculum**

Courses listed in General Curriculum plus the following 18 hours:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ERM 604</td>
<td>Methods of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>SES 643</td>
<td>Special Education Trends/Issues</td>
<td>3</td>
</tr>
<tr>
<td>SES 647</td>
<td>Collaboration and Leadership</td>
<td>3</td>
</tr>
<tr>
<td>SES 649</td>
<td>Practicum in Special Education (High-Incidence focus)</td>
<td>3</td>
</tr>
<tr>
<td>SES 658</td>
<td>Positive Behavior Supports</td>
<td>3</td>
</tr>
<tr>
<td>SES 660</td>
<td>Families, Schools, and Students with Exceptionalities</td>
<td>3</td>
</tr>
</tbody>
</table>

** Birth-Kindergarten, Post-Baccalaureate Initial Licensure Certificate**

The online Birth-Kindergarten (BK) Post-Baccalaureate Initial Licensure Certificate provides training for students with a bachelor’s degree seeking an initial NC Birth-Kindergarten teaching license. This certificate program requires 20 credit hours and is offered jointly by the departments of Human Development and Family Studies and Specialized Education Services.
Leadership in Infant and Toddler Learning, Post-Baccalaureate Certificate

The online Post-Baccalaureate Certificate in Infant and Toddler Learning requires 19 credit hours and is offered jointly by the departments of Human Development and Family Studies and Specialized Education Services. The program is designed to provide students with graduate level training and a credential to pursue careers in leadership positions in early care and education settings focusing on infants and toddlers, including early intervention, Smart Start, resource and referral, and community college instruction.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

The certificate is available to students with a bachelor’s or master’s degree who do not plan to pursue a degree program or for students who are pursuing a master’s degree in Human Development and Family Studies or Specialized Education Services. If pursuing a master’s degree simultaneously, students must meet all requirements for admission to The Graduate School, Human Development and Family Studies, and Specialized Education Services. The Certificate is also open to graduate students with background knowledge in early childhood education, child development, early childhood special education, or a closely related field.

Program Requirements

Required: 19 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SES/HDF 607</td>
<td>Infant-Toddler Learning in Inclusive Settings</td>
<td></td>
</tr>
<tr>
<td>SES 601</td>
<td>Introduction to Inclusive Birth-Kindergarten Services</td>
<td>3</td>
</tr>
<tr>
<td>HDF 636</td>
<td>Leadership and Mentoring in Educating Young Children</td>
<td></td>
</tr>
<tr>
<td>HDF 650</td>
<td>Theory and Research in Early Childhood</td>
<td></td>
</tr>
<tr>
<td>SES 601</td>
<td>Introduction to Inclusive Birth-Kindergarten Services</td>
<td></td>
</tr>
<tr>
<td>SES 602</td>
<td>Inclusive Family-Centered Practices in Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>HDF 636</td>
<td>Leadership and Mentoring in Educating Young Children</td>
<td></td>
</tr>
<tr>
<td>SES 602</td>
<td>Inclusive Family-Centered Practices in Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>SES 603</td>
<td>Screening/Assessment in Inclusive Early Childhood Services</td>
<td>3</td>
</tr>
</tbody>
</table>

Certificate with MEd in Birth-Kindergarten: Interdisciplinary Studies in Education and Development

Required: 44 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDF 650</td>
<td>Theory and Research in Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>ERM 604</td>
<td>Methods of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>SES 602</td>
<td>Inclusive Family-Centered Practices in Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>HDF 633</td>
<td>Advanced Curriculum in Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>HDF 636</td>
<td>Leadership and Mentoring in Educating Young Children</td>
<td></td>
</tr>
<tr>
<td>SES 604</td>
<td>Internship in Inclusive Early Childhood</td>
<td>6</td>
</tr>
<tr>
<td>Electives</td>
<td>Select 3 credits of Professional Portfolio</td>
<td>3</td>
</tr>
</tbody>
</table>

Teacher Education and Higher Education

School of Education

488 School of Education Building
336-334-3437
http://tehe.uncg.edu

Colleen Fairbanks, Professor and Chair of Department
Kerri Richardson, Director of Graduate Study for the Teacher Education M.Ed. Program
Dale Schunk, Director of Graduate Study for the Teacher Education Ph.D. Program
Brad Johnson, Director of Graduate Study for the Higher Education M.Ed. Program
Laura Gonzalez, Director of Graduate Study for the Higher Education Ph.D. Program

About

Undergraduate majors in this department are prepared to receive the North Carolina Standard Professional I License for teaching in public schools, grades K–6 and 6–9. The majors in this department include Elementary (K–6) and Middle Grades (6–9) Education.

Elementary and Middle Grades Education majors progress through their professional studies in Inquiry Teams of about 25 students under the guidance of a university instructor, who serves as their field supervisor, academic advisor, and weekly seminar leader. Students assigned to an inquiry team take all Elementary or Middle Grades methods courses together and do 10-hour per week internships in schools. Three internships are required prior to student teaching. New inquiry teams begin in the fall semester of the junior year and continue for four consecutive semesters.

Student Learning Goals

Student learning goals are consistent with standards set forth by the Council for Accreditation of Educator Preparation (CAEP) at www.caepnet.org, the Interstate New Teacher Assessment and Support Consortium (INTASC) at www.ccsso.org, the National Educational Technology Standards at www.iste.org, and the North Carolina Department of Public Instruction at www.ncpublicschools.org.

Admission to the Teacher Education Program and to the Elementary or Middle Grades Education Majors

Admission to the University does not guarantee admission to Teacher Education with a major in the Department of Teacher Education and Higher Education. The School of Education’s Department of Teacher Education and Higher Education reserves the right to refuse admission where additional enrollments would threaten the academic quality of classes or programs. The size of each junior class coming into Elementary or Middle Grades Education is determined by the availability of instructors for student practicum and student teaching experiences. Therefore, it may not be possible to assure space for each student who meets the quantitative criteria for admission to the major as specified above. Interviews and/or other qualitative criteria will be implemented in such instances. Students must apply for admission by July 1 to be admitted for the fall semester. In addition to admission to teacher education (see School of Education), a student who seeks admission to the Elementary or Middle Grades Education major is expected to achieve:

- A minimum grade point average (GPA) of 3.0;
- A grade of C or better in the specified course*;
- Completion of all courses needed to fulfill the General Education Requirements; and
- Satisfactory scores on the Praxis I.
- Specified Course TED 250 Teaching as a Profession.

Admission to Student Teaching

The department has specific grade point average expectations and performance criteria to remain active in the program. Please contact the department office for this information.

Eligibility to enter student teaching requires maintaining a grade point average of 3.0 or better after being admitted to the major, and achieving a grade of C or better in each professional course. After admission to the major, if a student fails to maintain a grade point average of 3.0, the student has one semester to improve his/her grade point average. If a student receives a C- or lower in a professional course, the student is eligible to retake the course at its next offering.

Second Academic Concentration Requirement

- All students majoring in Elementary Education are required to complete an approved second concentration of at least 18 credit hours in a basic academic discipline or in an approved interdisciplinary studies program, although some departments (e.g., French and Spanish) have a 24 credit requirement. Depending upon the academic discipline selected, a maximum of 6 credits in either of the concentrations may be counted toward the General Education requirements.
- All students majoring in Middle Grades Education must complete 24, 25, or 27 credits in two of four middle level content fields (concentrations): Language Arts, Mathematics, Science, Social Studies.

Professor

Heidi B Carlone, Professor and Jennifer Smith Hooks and Jacob T. Hooks Distinguished Professor
Jewell E Cooper
Colleen M Fairbanks
Melinda G Ivey, Professor and William E. Moran Distinguished Professor
Victoria R Jacobs, James D. and Hohanna F. Yopp Excellence Professor
Sam D Miller
Dale H Schunk

Associate Professor

Beverly S Faircloth
Laura McLaughlin Gonzalez
Ye He
Wayne Journell
Melody J Patterson Zoch
Kerri D Richardson
Edna Tan
Amy M Vetter
Holt Holt Wilson

Clinical Associate Professor

Jennifer R Mangrum

Assistant Professor

Sara Catherine Heredia
Brian Lamont McGowan
Delma Margot Ramos
Jamie L Schissel

Clinical Assistant Professor

Scott Howerton
Elementary and Middle Grades Education Disciplinary Honors

The Disciplinary Honors Program allows students in all majors to do Honors work in their majors or in upper-division interdisciplinary studies. Through Disciplinary Honors, students have the opportunity to study topics in depth and to do advanced research under the supervision of a faculty member, thus giving themselves a competitive advantage when applying for graduate school or beginning a career. In order to participate in and take Disciplinary Honors courses, students must have a 3.50 grade point average at the time of registration and meet all other course prerequisites.

Recognition

Students who complete the requirements for the Disciplinary Honors Program receive a Certificate of Disciplinary Honors in Elementary and Middle Grades Education; have that accomplishment, along with the title of their Senior Honors Project, noted on their official transcript; and are recognized at a banquet held at the end of the academic year.

Requirements

The student requirements for the Disciplinary Honors Program in Elementary and Middle Grades Education include those provided below.

1. Minimum GPA
   Maintain a UNCG GPA of 3.50 or higher through graduation
2. Good standing
   Maintaining a “good standing” status in the Elementary and Middle Grades Education program, which means he/she is not on a Professional Improvement Plan and is managing the extensive workload and internship,
3. Honors assignments
   Self-initiating, managing, and taking responsibility for the honor assignments with input from the faculty.
4. Honors course work
   Completing at least 12 credit hours of Honors course work with grades of A or B as listed below.
   a. Course work in the major
      6-9 credits of Honors course work in the major
   b. Honors project course
      Code | Title         | Credit Hours
      ---------|--------------|----------------
      HSS 490 | Senior Honors Project |              
   c. Additional course work
      0-3 credits of other Honors course work

Honors Advisor

See Dr. Jennifer Mangrum, Faculty Honors Liaison, for further information and guidance about Honors in Elementary and Middle Grades Education.

Elementary Education with K–6 Teacher Licensure, B.S.

Requirements for Admission to the Major

1. Scores
   Satisfactory scores on Praxis I, ACT, or SAT I.
2. GPA
   GPA of 3.0 or higher.
3. Courses
   Grades of C or better in the courses listed below.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 115</td>
<td>College Algebra</td>
<td></td>
</tr>
<tr>
<td>TED 222</td>
<td>Mathematics for Teaching</td>
<td></td>
</tr>
<tr>
<td>TED 250</td>
<td>Teaching as a Profession</td>
<td></td>
</tr>
</tbody>
</table>

Overall Requirements

- 122 credit hours, to include at least 36 credits at or above the 300 course level
- Minimum grade of C required in all courses listed under Major Requirements.

Degree Program Requirements

University Requirements (p. 671)
General Education Core Requirements (GEC) (p. 683)

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 115</td>
<td>College Algebra</td>
<td></td>
</tr>
<tr>
<td>TED 222</td>
<td>Mathematics for Teaching</td>
<td></td>
</tr>
<tr>
<td>TED 250</td>
<td>Teaching as a Profession</td>
<td></td>
</tr>
</tbody>
</table>
Elementary Education and Special Education: General Curriculum Dual Major, B.S.

The Departments of Teacher Education and Higher Education and Specialized Education Services offer a dual major in elementary education and special education. Students completing the dual major will have initial licensure in elementary education K–6 and special education: general curriculum K–12. Students must be admitted to the teacher education program during the fall of their sophomore year and will begin professional course work spring of the sophomore year.

The 127 credit hour dual major in elementary education and special education follows the admission guidelines to the School of Education teacher programs regarding:

1. Achievement of minimum passing score requirements set forth by the North Carolina Department of Public Instruction on the Professional Assessment for Beginning Teachers (Praxis I);
2. The recommendation of the departments; and
3. Completion of at least 12 credits at UNC Greensboro [waived for transfer students who meet GPA requirements, have departmental recommendation, and have passed the Professional Assessment for Beginning Teachers (Praxis I)].

Additional departmental requirements include:

1. A grade of C or better in a qualifying course* and
2. Completion of all courses needed to fulfill the UNC Greensboro general education requirements (GEC).

A minimum 3.0 GPA is required for admission.

* Additional departmental requirements include a grade of C or better in a qualifying course: either TED 250 Teaching as a Profession or SES 250 Introduction to Professions in Specialized Education.

Admission to Student Teaching

3.0 or better GPA, recommendation of departments, and C (2.0) or better in professional courses.

Overall Requirements

• 127 credit hours

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TED 250</td>
<td>Teaching as a Profession or SES 250 Introduction to Professions in Specialized Education</td>
<td></td>
</tr>
<tr>
<td>TED 222</td>
<td>Mathematics for Teaching</td>
<td></td>
</tr>
<tr>
<td>TED 320</td>
<td>Language Arts Education</td>
<td></td>
</tr>
<tr>
<td>TED 335</td>
<td>Language Foundations for Teachers</td>
<td></td>
</tr>
<tr>
<td>TED 350</td>
<td>Internship I: Inquiry in Teaching and Learning</td>
<td></td>
</tr>
<tr>
<td>TED 360</td>
<td>Integrating the Social Studies in Elementary Grades</td>
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</tr>
<tr>
<td>TED 370</td>
<td>Science Education in the Elementary School</td>
<td></td>
</tr>
<tr>
<td>TED 375</td>
<td>Internship II: Inquiry in Teaching and Learning</td>
<td></td>
</tr>
<tr>
<td>TED 380</td>
<td>Mathematics in the Elementary School</td>
<td></td>
</tr>
</tbody>
</table>

Electives

Electives sufficient to complete the 122 credit hours required for the degree. Electives should increase students' knowledge in general education and in a content field (such as psychology or multicultural education).
**Overall Requirements**

- 124–128 credit hours, to include at least 36 credits at or above the 300 course level
- Minimum grade of C required in all courses listed under Major Requirements.

**Degree Program Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>University Requirements (p. 671)</td>
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<tr>
<td></td>
<td>General Education Core Requirements (GEC) (p. 683)</td>
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<tr>
<td></td>
<td><strong>Major Requirements</strong></td>
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<tr>
<td></td>
<td><strong>Language Arts with Grade 6–9 Teacher Licensure</strong></td>
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<tr>
<td></td>
<td><strong>Concentration Requirements</strong></td>
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</tr>
<tr>
<td>Code</td>
<td>Title</td>
<td>Credit Hours</td>
</tr>
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<tr>
<td></td>
<td><strong>Prerequisite</strong></td>
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<tr>
<td>ENG 103</td>
<td>Essentials of Professional and Business Writing</td>
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<tr>
<td>TED 250</td>
<td>Teaching as a Profession</td>
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<tr>
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<td><strong>Required</strong></td>
<td>37</td>
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<tr>
<td>ERM 405</td>
<td>Measurement and Assessment in Teaching</td>
<td></td>
</tr>
<tr>
<td>SES 450</td>
<td>Audition Development of Deaf Children</td>
<td></td>
</tr>
<tr>
<td>TED 350</td>
<td>Internship I: Inquiry in Teaching and Learning</td>
<td></td>
</tr>
<tr>
<td>TED 375</td>
<td>Internship II: Inquiry in Teaching and Learning</td>
<td></td>
</tr>
<tr>
<td>TED 400</td>
<td>Internship III: Inquiry in Teaching and Learning</td>
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</tr>
<tr>
<td>TED 403</td>
<td>Reading Education in the Middle Grades</td>
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</tr>
<tr>
<td>TED 412</td>
<td>Reading Education in the Middle Grades</td>
<td></td>
</tr>
<tr>
<td>TED 442</td>
<td>Teaching and Learning in the Middle Grades</td>
<td></td>
</tr>
<tr>
<td>TED 462</td>
<td>Student Teaching and Seminar: Middle Grades</td>
<td></td>
</tr>
<tr>
<td>TED 535</td>
<td>Literacy in the Content Area</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Teacher Licensure Requirements</strong></td>
<td>9</td>
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<tr>
<td>ELC 381</td>
<td>Cultural Foundations of Education</td>
<td></td>
</tr>
<tr>
<td>TED 445</td>
<td>Human Diversity, Teaching, and Learning</td>
<td></td>
</tr>
<tr>
<td>TED 452</td>
<td>Educational Psychology for the Middle Grades</td>
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</tr>
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<td></td>
<td><strong>Second Academic Concentration Requirements</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students must complete a coherent course of study in a middle-level content field.</td>
<td></td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
<td>Credit Hours</td>
</tr>
<tr>
<td>---------</td>
<td>-----------------------------------------------------------------------</td>
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<tr>
<td></td>
<td><strong>English Language Arts</strong></td>
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</tr>
<tr>
<td>ENG 104</td>
<td>Approach to Literature</td>
<td></td>
</tr>
<tr>
<td>ENG 211</td>
<td>Major British Authors: Medieval to Eighteenth Century</td>
<td></td>
</tr>
<tr>
<td>ENG 212</td>
<td>Major British Authors: Romantic to Modern</td>
<td></td>
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<tr>
<td></td>
<td><strong>Select one of the following:</strong></td>
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<tr>
<td>ENG 204</td>
<td>Nonwestern Literary Classics</td>
<td></td>
</tr>
<tr>
<td>ENG 208</td>
<td>Topics in Global Literature</td>
<td></td>
</tr>
<tr>
<td>ENG 209</td>
<td>Topics in Non-Western Literature</td>
<td></td>
</tr>
<tr>
<td>ENG 223</td>
<td>Writing Opinion Essays</td>
<td></td>
</tr>
<tr>
<td>ENG 251</td>
<td>Major American Authors: Colonial to Romantic</td>
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</tr>
<tr>
<td>ENG 252</td>
<td>Major American Authors: Realist to Modern</td>
<td></td>
</tr>
</tbody>
</table>

**Electives**

Electives sufficient to complete the 127 credit hours required for the degree.

**Middle Grades Education, B.S.**
### Math with Grade 6–9 Teacher Licensure Concentration Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 310</td>
<td>Young Adult Literature</td>
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</tr>
<tr>
<td>ENG 321</td>
<td>Linguistics for Teachers</td>
<td></td>
</tr>
<tr>
<td>ENG 324</td>
<td>Teaching Writing in Elementary and Middle Grades</td>
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</tr>
</tbody>
</table>

#### Prerequisite
- ENG 103 Essentials of Professional and Business Writing
- TED 250 Teaching as a Profession

#### Required
- ERM 405 Measurement and Assessment in Teaching
- SES 540 Introduction to Special Education
- TED 350 Internship I: Inquiry in Teaching and Learning
- TED 375 Internship II: Inquiry in Teaching and Learning
- TED 400 Internship III: Inquiry in Teaching and Learning
- TED 403 Teaching English Learners with Diverse Abilities
- TED 421 Reading Education in the Middle Grades
- TED 442 Teaching and Learning in the Middle Grades
- TED 462 Student Teaching and Seminar: Middle Grades
- TED 535 Literacy in the Content Area

#### Teacher Licensure Requirements
- ELC 381 Cultural Foundations of Education
- TED 445 Human Diversity, Teaching, and Learning
- TED 452 Educational Psychology for the Middle Grades

### Second Academic Concentration Requirements

Students must complete a coherent course of study in a middle-level content field.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
</table>
| Science
- AST 209 Astronomy: The Solar System
- BIO 111 Principles of Biology I
- BIO 112 Principles of Biology II
- BIO 277 Human Physiology
- CHE 111 General Chemistry I
- CHE 112 General Chemistry I Laboratory
- GES 164 Introduction to Environmental Studies
- GES 103 Introduction to Earth Science
- NTR 213 Introductory Nutrition
- PHY 205 Conceptual Physics
- PHY 205L Conceptual Physics Laboratory

### Social Studies with Grade 6–9 Teacher Licensure Concentration Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
</table>
| Prerequisite
- ENG 103 Essentials of Professional and Business Writing
- TED 250 Teaching as a Profession

#### Required
- ERM 405 Measurement and Assessment in Teaching
- SES 540 Introduction to Special Education
- TED 350 Internship I: Inquiry in Teaching and Learning
- TED 375 Internship II: Inquiry in Teaching and Learning
- TED 400 Internship III: Inquiry in Teaching and Learning
- TED 403 Teaching English Learners with Diverse Abilities
- TED 421 Reading Education in the Middle Grades
- TED 442 Teaching and Learning in the Middle Grades
- TED 462 Student Teaching and Seminar: Middle Grades
- TED 535 Literacy in the Content Area

#### Teacher Licensure Requirements
- ELC 381 Cultural Foundations of Education
Second Academic Concentration Requirements

Students must complete a coherent course of study in a middle-level content field.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
</table>

**Social Studies**

**Base Courses**
- ECO 201 Principles of Microeconomics
- ECO 202 Principles of Macroeconomics
- HIS 211 The United States: A General Survey to 1865
- HIS 212 The United States: A General Survey Since 1865
- HIS 308 Navigating World History
- HIS 316 Interpreting American History
- HIS 347 History of North Carolina
- HIS 430 Historical Methods for Social Studies Teachers
- or HIS 440 Principles and Practices for Teaching History
- PSC 200 American Politics
- PSC 260 Introduction to Comparative Politics

**Comparative Politics**

*Select two of the following:*
- GES 104 World Regional Geography
- GES 105 Introduction to Human Geography
- GES 106 Geosystems Science
- GES 110 Introduction to Geography

**Global Perspectives**

*Select one of the following:*
- HIS 203 History of Africa to 1870
- HIS 204 History of Africa since 1870
- HIS 215 The Civilizations of Asia
- HIS 216 The Civilizations of Asia
- HIS 239 The First America: Latin America, 1492-1830
- HIS 240 (Dis)order and Progress: Latin America since 1810
- HIS 304 Gender, Family, and Wealth in African History
- HIS 306 Islam and Popular Culture in Africa
- HIS 320 History of Mexico and Central America
- HIS 321 Latin America and the United States
- HIS 380 Topics in the Near and Middle East
- HIS 381 The Near and Middle East since World War I
- HIS 383 Chinese History to 1800
- HIS 384 The Modern Transformation of China: 1800 to Present Day
- HIS 385 Japanese History to 1867, Izanagi and Izanami to Emperor Meiji
- HIS 386 Creating Modern Japan, 1867 to the Present
- HIS 387 History of the Chinese Frontier
- HIS 389 West Africa during the Atlantic Slave Trade

**Electives**

Electives sufficient to complete the 124–128 credits required for the degree. Electives should increase students’ knowledge in general education and in a content field (such as psychology or multicultural education).

---

**Master of Arts in Teaching, M.A.T.**

**Various Concentrations**

The Master of Arts in Teaching offers five concentrations—elementary education, middle grades education, social studies education, science education, teaching English to speakers of other languages (TESOL)—that culminate with the development of an Initial Competencies Portfolio, providing eligibility for candidates to apply for “A” licensure from the North Carolina Department of Public Instruction and require 39 credit hours.

The Master of Arts in Teaching is designed for candidates who have a bachelor’s degree but did not pursue teacher education or licensure as an undergraduate. All concentrations in this track will also have prerequisite or corequisite courses, which are required for teaching licensure in North Carolina. The prerequisite or corequisite courses must be completed before a candidate can be recommended for licensure. A list of prerequisite or corequisite courses is available on the Teacher Education and Higher Education website at http://soe.uncg.edu/academics/departments/tehe/tehe-programs/ or the School of Education’s list of majors and degrees (http://soe.uncg.edu/academics/majors-and-degrees/).

The Department of Languages, Literatures, and Cultures offers a Master of Arts in Teaching with a concentration in French Education or Spanish Education.

**Degree Program Requirements**

**Required:** 39 credit hours

**Elementary Education Concentration**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
</table>

**Core Courses**

- TED 545 Diverse Learners
- TED 636 Educational Psychology and Differentiated Instruction
- ERM 605 Educational Measurement and Evaluation

**Pedagogical Expertise**

- TED 641 Literacy I: Reading Instruction
- TED 518 Mathematics in the Elementary Schools
- TED 519 Science in the Elementary School
- TED 520 Social Studies in the Elementary School
- TED 642 Literacy II: Language Arts Instruction
- TED 625 Mathematics in the Elementary School II

**Professional Development/Leadership**

- TED 650 Establishing and Maintaining a Responsive Classroom Environment
- TED 680A Clinical Experience in Teaching
- TED 680B Clinical Experience in Teaching Seminar

Total Credit Hours 39
### Middle Grades Education Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TED 545</td>
<td>Diverse Learners</td>
<td>9</td>
</tr>
<tr>
<td>TED 669</td>
<td>Educational Implications of Learning and Developmental Theory</td>
<td></td>
</tr>
<tr>
<td>ERM 605</td>
<td>Educational Measurement and Evaluation</td>
<td></td>
</tr>
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</table>

**Pedagogical Expertise**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TED 535</td>
<td>Literacy in the Content Area</td>
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</tr>
<tr>
<td>TED 626</td>
<td>Middle Grades Curriculum and Instruction</td>
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<tr>
<td>TED 634</td>
<td>Seminar in Middle Grades Education</td>
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</table>

Select 6 credits of content courses

Select 3 credits of methods courses

**Professional Development/Leadership**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TED 650</td>
<td>Establishing and Maintaining a Responsive Classroom Environment</td>
<td>12</td>
</tr>
<tr>
<td>TED 680A</td>
<td>Clinical Experience in Teaching</td>
<td></td>
</tr>
<tr>
<td>TED 680B</td>
<td>Clinical Experience in Teaching Seminar</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours: 39

### Science Education Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TED 545</td>
<td>Diverse Learners</td>
<td>9</td>
</tr>
<tr>
<td>TED 669</td>
<td>Educational Implications of Learning and Developmental Theory</td>
<td></td>
</tr>
<tr>
<td>ERM 605</td>
<td>Educational Measurement and Evaluation</td>
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</table>

**Pedagogical Expertise**

<table>
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<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>TED 559</td>
<td>Teaching Practices and Curriculum in Science</td>
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<tr>
<td>TED 623</td>
<td>Environmental Education</td>
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</tr>
<tr>
<td>TED 632</td>
<td>Science Education: Teaching Practices and Curriculum</td>
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<tr>
<td>TED 657</td>
<td>Nature of Science, Technology, and Society</td>
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Select one 3 credit content course

**Professional Development/Leadership**

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<tbody>
<tr>
<td>TED 638A</td>
<td>Seminar in Secondary Education</td>
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<tr>
<td>or TED 638B</td>
<td>Seminar in Secondary Education</td>
<td></td>
</tr>
<tr>
<td>TED 680A</td>
<td>Clinical Experience in Teaching</td>
<td></td>
</tr>
<tr>
<td>TED 680B</td>
<td>Clinical Experience in Teaching Seminar</td>
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Total Credit Hours: 39

### Social Studies Education Concentration

<table>
<thead>
<tr>
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<tr>
<td>TED 545</td>
<td>Diverse Learners</td>
<td>9</td>
</tr>
<tr>
<td>TED 669</td>
<td>Educational Implications of Learning and Developmental Theory</td>
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<td>ERM 605</td>
<td>Educational Measurement and Evaluation</td>
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**Pedagogical Expertise**

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</thead>
<tbody>
<tr>
<td>TED 553</td>
<td>Teaching Practices and Curriculum in Social Studies</td>
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**Select 18 credits of content courses**

**Professional Development/Leadership**

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<tr>
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<td>Emergent Literacy and Literature</td>
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<tr>
<td>or TED 535</td>
<td>Literacy in the Content Area</td>
<td></td>
</tr>
<tr>
<td>TED 523</td>
<td>Legal, Historical, and Cultural Issues in ESL</td>
<td></td>
</tr>
<tr>
<td>TED 603</td>
<td>Literacy Instruction for ESL Teachers</td>
<td></td>
</tr>
<tr>
<td>TED 604</td>
<td>Applied Linguistics for ESL Teachers</td>
<td></td>
</tr>
<tr>
<td>TED 614</td>
<td>Word Study</td>
<td></td>
</tr>
<tr>
<td>TED 618</td>
<td>Teaching English as a Second Language</td>
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</tr>
</tbody>
</table>

**Total Credit Hours: 39**

### Teaching English to Speakers of Other Languages (TESOL) Concentration

**Core Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>TED 545</td>
<td>Diverse Learners</td>
<td>9</td>
</tr>
<tr>
<td>TED 636</td>
<td>Educational Psychology and Differentiated Instruction</td>
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</tr>
<tr>
<td>ERM 605</td>
<td>Educational Measurement and Evaluation</td>
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</tbody>
</table>

**Pedagogical Expertise**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TED 516</td>
<td>Emergent Literacy and Literature</td>
<td>18</td>
</tr>
<tr>
<td>or TED 535</td>
<td>Literacy in the Content Area</td>
<td></td>
</tr>
<tr>
<td>TED 523</td>
<td>Legal, Historical, and Cultural Issues in ESL</td>
<td></td>
</tr>
<tr>
<td>TED 603</td>
<td>Literacy Instruction for ESL Teachers</td>
<td></td>
</tr>
<tr>
<td>TED 604</td>
<td>Applied Linguistics for ESL Teachers</td>
<td></td>
</tr>
<tr>
<td>TED 614</td>
<td>Word Study</td>
<td></td>
</tr>
<tr>
<td>TED 618</td>
<td>Teaching English as a Second Language</td>
<td></td>
</tr>
</tbody>
</table>

**Professional Development/Leadership**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TED 650</td>
<td>Establishing and Maintaining a Responsive Classroom Environment</td>
<td>12</td>
</tr>
<tr>
<td>TED 680A</td>
<td>Clinical Experience in Teaching</td>
<td></td>
</tr>
<tr>
<td>TED 680B</td>
<td>Clinical Experience in Teaching Seminar</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credit Hours: 39**

### Student Affairs Administration in Higher Education, M.Ed.

The M.Ed. in Student Affairs Administration in Higher Education prepares graduates to implement transformative and integrated learning experiences in college, university, and other postsecondary settings. In preparation for careers in college student affairs administration, graduate learners complete a minimum of 42 credit hours in foundation studies, professional studies, assessment and research, and a coherent sequence of supporting courses as well as an internship in college student affairs administration. Graduates may select supporting courses for an emphasis in student affairs.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

In addition to the application materials required by The Graduate School, applicants must submit a personal statement and resume. GRE score submission is optional.
Degree Program Requirements

Required: 42 credit hours

<table>
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<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td></td>
<td><strong>Foundational Studies</strong></td>
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<tr>
<td>HED 601</td>
<td>Foundations of College Student Affairs Administration</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Professional Studies</strong></td>
<td>24</td>
</tr>
<tr>
<td>HED 602</td>
<td>Student Development Theory in Higher Education</td>
<td></td>
</tr>
<tr>
<td>HED 603</td>
<td>Effects of College on Students</td>
<td></td>
</tr>
<tr>
<td>HED 606</td>
<td>Organization and Administration of Student Affair in Higher Education</td>
<td></td>
</tr>
<tr>
<td>HED 608</td>
<td>Leadership in Higher Education</td>
<td></td>
</tr>
<tr>
<td>HED 609</td>
<td>Student Development Theory II</td>
<td></td>
</tr>
<tr>
<td>HED 612</td>
<td>Current Issues in Higher Education</td>
<td></td>
</tr>
<tr>
<td>HED 663</td>
<td>Planning Programs in Postsecondary Education</td>
<td></td>
</tr>
<tr>
<td>CED 610</td>
<td>Helping Relationships</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Assessment and Research</strong></td>
<td>3</td>
</tr>
<tr>
<td>ERM 604</td>
<td>Methods of Educational Research</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Supervised Practice</strong></td>
<td>3</td>
</tr>
<tr>
<td>HED 690</td>
<td>Internship and Professionalism in Student Affairs</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Supporting Courses</strong></td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Select 9 credits</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Credit Hours</strong></td>
<td>42</td>
</tr>
</tbody>
</table>

* Students select a coherent sequence of supporting courses in consultation with the advisor.

Capstone Experience

In lieu of a thesis or comprehensive examinations, students will complete an academic portfolio of their work accomplished during the program as submission for their capstone experience.

Teacher Education, M.Ed.

Various Concentrations

The M.Ed. in Teacher Education (formerly Teacher Leadership Track) offers thirteen concentrations, including seven concentrations that culminate with the development of an Advanced Competencies Portfolio, providing eligibility for candidates to apply for "M" licensure from the North Carolina Department of Public Instruction or preparation for advanced graduate study in educational research or policy. All concentrations and tracks require 33-42 credit hours for the master's degree.

The program is designed for candidates who already hold the Standard Professional I license or initial license to teach and wish to pursue more advanced study in a field of education.

The Instructional Technology concentration is designed for teachers and other candidates who wish to focus their studies on instructional technology as it relates to curriculum and instruction. The Instructional Technology Specialist—Computers (077) licensure is attached to this concentration.

Field experiences (school-based activities) are required across the curriculum of the M.Ed. programs.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

In addition to the application materials required by The Graduate School, applicants must submit a personal statement and resume.

Degree Program Requirements

Required: 33-39 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Core Courses for All Concentrations</strong></td>
<td>9</td>
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<tr>
<td>TED 545</td>
<td>Diverse Learners</td>
<td></td>
</tr>
<tr>
<td>or TED 646</td>
<td>Intro to Equity Education</td>
<td></td>
</tr>
<tr>
<td>TED 669</td>
<td>Educational Implications of Learning and Developmental Theory</td>
<td></td>
</tr>
<tr>
<td>ERM 605</td>
<td>Educational Measurement and Evaluation</td>
<td></td>
</tr>
<tr>
<td>or ERM 604</td>
<td>Methods of Educational Research</td>
<td></td>
</tr>
</tbody>
</table>

* Unless otherwise noted. Or approved substitutes.

Advanced Competencies Portfolio and Other Required Culminating Experiences (Capstone Experience)

For some tracks, a technology portfolio and PRAXIS exams are necessary for licensure and graduation, while for others only the Advanced Competencies Portfolio and a possible assessment day are required.

Elementary Science Education Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Intro to Equity Education</td>
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</tr>
<tr>
<td>TED 669</td>
<td>Educational Implications of Learning and Developmental Theory</td>
<td></td>
</tr>
<tr>
<td>ERM 605</td>
<td>Educational Measurement and Evaluation</td>
<td></td>
</tr>
<tr>
<td>or ERM 604</td>
<td>Methods of Educational Research</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Pedagogical Expertise</strong></td>
<td>15</td>
</tr>
<tr>
<td>TED 651</td>
<td>Life Sciences in the Elementary School</td>
<td></td>
</tr>
<tr>
<td>TED 652</td>
<td>Physical Sciences in the Elementary School</td>
<td></td>
</tr>
<tr>
<td>TED 653</td>
<td>Earth and Space Sciences in the Elementary School</td>
<td></td>
</tr>
<tr>
<td>TED 623</td>
<td>Environmental Education</td>
<td></td>
</tr>
<tr>
<td>TED 657</td>
<td>Nature of Science, Technology, and Society</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Professional Development-Leadership</strong></td>
<td>9</td>
</tr>
<tr>
<td>TED 616</td>
<td>Literacy Development and Instruction Across the Elementary Grades</td>
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<tr>
<td>TED 676</td>
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<td>TED 677</td>
<td>Teacher as Researcher and Leader II</td>
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</table>
### Add-on Licensure in Elementary Science

<table>
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<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>TED 651</td>
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<td>18</td>
</tr>
<tr>
<td>TED 652</td>
<td>Physical Sciences in the Elementary School</td>
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<tr>
<td>TED 653</td>
<td>Earth and Space Sciences in the Elementary School</td>
<td></td>
</tr>
<tr>
<td>TED 623</td>
<td>Environmental Education</td>
<td></td>
</tr>
<tr>
<td>TED 657</td>
<td>Nature of Science, Technology, and Society</td>
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<th>Code</th>
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<tbody>
<tr>
<td>TED 632</td>
<td>Science Education: Teaching Practices and Curriculum</td>
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<td>TED 616</td>
<td>Literacy Development and Instruction Across the Elementary Grades</td>
<td></td>
</tr>
<tr>
<td>TED 644</td>
<td>Supervised Practicum in Curriculum and Teaching</td>
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Total Credit Hours

### Add-On Licensure in Elementary Mathematics

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<tr>
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<th>Title</th>
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<tbody>
<tr>
<td>TED 658</td>
<td>Number Systems and Operations: K-5 Mathematical Tasks</td>
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<tr>
<td>TED 659</td>
<td>Rational Numbers and Operations: K-5 Learning Trajectories</td>
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<tr>
<td>TED 660</td>
<td>Data Analysis and Measurement: K-5 Classroom Interactions</td>
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<tr>
<td>TED 661</td>
<td>Algebraic Reasoning: K-5 Discourse and Questioning</td>
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<tr>
<td>TED 662</td>
<td>Geometry and Spatial Visualization: K-5 Assessment</td>
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<tr>
<td>TED 663</td>
<td>Mathematical Modeling: K-5 Leadership</td>
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Total Credit Hours

### Elementary Education Concentration

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<tr>
<td>TED 652</td>
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<tr>
<td>TED 644</td>
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Total Credit Hours

### Elementary Mathematics Education Concentration

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<tr>
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<tbody>
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</tr>
<tr>
<td>TED 663</td>
<td>Mathematical Modeling: K-5 Leadership</td>
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Total Credit Hours

### The Learning Sciences (Educational Psychology) Concentration

<table>
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<tr>
<td>TED 545</td>
<td>Diverse Learners</td>
<td>9</td>
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<tr>
<td>or TED 646</td>
<td>Intro to Equity Education</td>
<td></td>
</tr>
<tr>
<td>TED 669</td>
<td>Educational Implications of Learning and Developmental Theory</td>
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</tr>
<tr>
<td>ERM 605</td>
<td>Educational Measurement and Evaluation</td>
<td></td>
</tr>
<tr>
<td>or ERM 604</td>
<td>Methods of Educational Research</td>
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Total Credit Hours

### Instructional Technology Concentration

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<tbody>
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<td>TED 672</td>
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<tr>
<td>LIS 635</td>
<td>Media Production Services for Library Programs</td>
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<tr>
<td>SES 662</td>
<td>Assistive Technology for Inclusive Education</td>
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</tbody>
</table>

Total Credit Hours

---

* On basis of approved plan of study.

---

** As a capstones experience, students in the Learning Sciences Concentration will choose between a Teacher as Researcher and Leader option or, with advisor approval, students who are interested in exploring a specific research problem in depth may choose to complete a thesis.
Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>TED 610</td>
<td>Integrating Technology into Subject Matter Instruction</td>
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</tr>
<tr>
<td>TED 628</td>
<td>Trends and Issues in Curriculum and Instruction **</td>
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<tr>
<td>TED 667</td>
<td>Technology in Mathematics Education</td>
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Select one of the following:

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<th>Title</th>
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<tbody>
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<td>TED 674</td>
<td>Seminar: Issues and the Virtual Community</td>
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<tr>
<td>LIS 631</td>
<td>Emerging Technological Trends in Information Access</td>
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<tr>
<td>LIS 688</td>
<td>Seminar in Selected Topics I</td>
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Select one of the following:

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<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>LIS 632</td>
<td>Managing School/Library Computer Laboratories</td>
<td></td>
</tr>
<tr>
<td>LIS 630</td>
<td>Computer-Related Technologies for Information Management</td>
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</table>

**Professional Development/Leadership**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TED 676</td>
<td>Teacher as Researcher and Leader I</td>
<td></td>
</tr>
<tr>
<td>TED 677</td>
<td>Teacher as Researcher and Leader II</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 33

* Or approved substitutes.

** When topic is Integrating Technology into the K-12 Curriculum.

### Middle/Secondary English Language Arts Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TED 626</td>
<td>Middle Grades Curriculum and Instruction *</td>
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</tr>
<tr>
<td>TED 628</td>
<td>Trends and Issues in Curriculum and Instruction **</td>
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</tr>
<tr>
<td>TED 695</td>
<td>Youth Literacies: Advanced Topics in Education</td>
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**Content Area Specialization Courses**

<table>
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<tr>
<td>TED 645</td>
<td>Critical Perspectives on English Language Arts ***</td>
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<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>ENG 522</td>
<td>Teaching Composition: Theories and Applications</td>
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</tr>
<tr>
<td>ENG 590</td>
<td>Literacy, Learning, and Fieldwork</td>
<td></td>
</tr>
<tr>
<td>ENG 602</td>
<td>Electronic Research, Writing, and Editing</td>
<td></td>
</tr>
</tbody>
</table>

Approved substitute

Select one of the following:***

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TED 604</td>
<td>Applied Linguistics for ESL Teachers</td>
<td></td>
</tr>
<tr>
<td>TED 618</td>
<td>Teaching English as a Second Language</td>
<td></td>
</tr>
<tr>
<td>TED 616</td>
<td>Literacy Development and Instruction Across the Elementary Grades</td>
<td></td>
</tr>
</tbody>
</table>

Approved substitute

**Professional Development/Leadership**

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
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<td>Teacher as Researcher and Leader I</td>
<td></td>
</tr>
<tr>
<td>TED 677</td>
<td>Teacher as Researcher and Leader II</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 36

* Or TED 638A Seminar in Secondary Education or TED 638B Seminar in Secondary Education.

** Or approved substitute.

### Add-on Licensure in Reading

The add-on program in reading is designed for professionals who have already completed a master's program in education or who are currently enrolled in a master's program and would like additional licensure as a reading specialist. The program requires 18 hours of course work. Some of these hours may be completed as part of another master's program such as those offered by the Department of Teacher Education and Higher Education or the Department of Specialized Education Services.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>TED 614</td>
<td>Word Study</td>
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</tr>
<tr>
<td>TED 616</td>
<td>Literacy Development and Instruction Across the Elementary Grades</td>
<td></td>
</tr>
<tr>
<td>TED 617A</td>
<td>Practicum in Literacy Assessment and Instruction</td>
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</tr>
<tr>
<td>TED 617B</td>
<td>Advanced Practicum in Literacy Assessment, Instruction, and Leadership</td>
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</tr>
<tr>
<td>TED 619</td>
<td>Issues and Trends in Literacy Education</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 18

* Or TED 638A Seminar in Secondary Education or TED 638B Seminar in Secondary Education.

** Note: TED 628 Trends and Issues in Curriculum and Instruction: with appropriate topics: Gender and Education, Identity Matters, Youth Literacies.

*** With consent of advisor.
### Middle/Secondary Mathematics Education Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td></td>
<td><strong>Core Courses</strong></td>
<td>9</td>
</tr>
<tr>
<td>TED 640</td>
<td>Writing Instruction Across the Grade Levels</td>
<td>3</td>
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<tr>
<td>TED 640</td>
<td>Writing Instruction Across the Grade Levels</td>
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</tr>
<tr>
<td></td>
<td><strong>Pedagogical Expertise</strong></td>
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</tr>
<tr>
<td>TED 630</td>
<td>Mathematics Teaching in Middle and Secondary Studies</td>
<td>3</td>
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<tr>
<td>TED 671</td>
<td>Thinking and Learning in Middle Grades and Secondary Mathematics: Number and Algebra</td>
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<tr>
<td>TED 673</td>
<td>Thinking and Learning in Middle Grades and Secondary Mathematics: Geometry, Statistics, and Probabil</td>
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<tr>
<td>MAT 503</td>
<td>Problem Solving in Mathematics</td>
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<tr>
<td>MAT 505</td>
<td>Foundations of Mathematics for Teachers</td>
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</tr>
<tr>
<td>MAT 513</td>
<td>Historical Development of Mathematics</td>
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<tr>
<td>MAT 514</td>
<td>Theory of Numbers</td>
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<tr>
<td>MAT 516</td>
<td>Intermediate Abstract Algebra</td>
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</tr>
<tr>
<td>MAT 519</td>
<td>Intuitive Concepts in Topology</td>
<td>3</td>
</tr>
<tr>
<td>MAT 520</td>
<td>Non-Euclidean Geometry</td>
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<tr>
<td>MAT 521</td>
<td>Projective Geometry</td>
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</tr>
<tr>
<td>MAT 540</td>
<td>Introductory Complex Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MAT 545</td>
<td>Differential Equations and Orthogonal Systems</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Professional Development/Leadership</strong></td>
<td>9</td>
</tr>
<tr>
<td>TED 676</td>
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Total Credit Hours: 18

* Select courses under advisement from the Departments of Mathematics and Statistics and Teacher Education and Higher Education.

** Or TED 670 if offered.

### Middle/Secondary Social Studies Education Concentration

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<tr>
<td></td>
<td><strong>Core Courses</strong></td>
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<td></td>
<td><strong>Pedagogical Expertise</strong></td>
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</tr>
<tr>
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<td>Nature of Science, Technology, and Society</td>
<td>3</td>
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<tr>
<td>TED 623</td>
<td>Environmental Education</td>
<td>3</td>
</tr>
<tr>
<td>TED 632</td>
<td>Science Education: Teaching Practices and Curriculum</td>
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<td></td>
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<td>Teacher as Researcher and Leader II</td>
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<td>or TED 670 Research in Mathematics Education</td>
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</table>

Total Credit Hours: 18

* Or a second semester of TED 623 Environmental Education, TED 657 Nature of Science, Technology, and Society, and/or TED 632 Science Education: Teaching Practices and Curriculum with instructor permission or approved substitutes.

** Or TED 626 Middle Grades Curriculum and Instruction.

### Teaching English to Speakers of Other Languages (TESOL) Concentration

<table>
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<tr>
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</tr>
<tr>
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<tr>
<td></td>
<td><strong>Pedagogical Expertise</strong></td>
<td>15</td>
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<tr>
<td>TED 523</td>
<td>Legal, Historical, and Cultural Issues in ESL</td>
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</tr>
<tr>
<td>TED 603</td>
<td>Literacy Instruction for English Language Learners</td>
<td>5</td>
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<tr>
<td>TED 604</td>
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<tr>
<td>TED 614</td>
<td>Word Study</td>
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<tr>
<td>TED 618</td>
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</table>

Total Credit Hours: 36

* Or approved substitute.

** Or TED 626 Middle Grades Curriculum and Instruction.
Educational Studies, Ph.D.

Teacher Education and Development Concentration

The Ph.D. in Educational Studies with a concentration in Teacher Education and Development requires a minimum of 60 credit hours.

Higher Education Concentration

The Ph.D. in Educational Studies with a concentration in Higher Education requires 60 credit hours and is intended for experienced higher education administrators, student affairs professionals, and qualified scholars. Students develop the skills, knowledge, and attitudes necessary for investigating, understanding, and shaping the dynamic relations among students, institutions of higher education, and society. Graduates pursue careers as scholar-practitioners in student affairs and higher education or as faculty or adjunct instructors.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

In addition to the application materials required by The Graduate School, applicants must submit a personal statement and resume.

Degree Program Requirements

Required: 60 credit hours

Teacher Education and Development Concentration

All students must meet requirements as described below. Additional course requirements are determined on an individual basis through planning by the student and his/her doctoral advisory/dissertation committee.

Core Course Requirements (12 credits)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TED 646</td>
<td>Intro to Equity Education</td>
<td></td>
</tr>
<tr>
<td>or TED 765</td>
<td>Research in Equity Education</td>
<td></td>
</tr>
<tr>
<td>TED 746</td>
<td>Seminar: Research on Teaching</td>
<td></td>
</tr>
<tr>
<td>TED 747</td>
<td>Doctoral Seminar in Learning and Cognition</td>
<td></td>
</tr>
<tr>
<td>TED 749</td>
<td>Disciplined Inquiry in Teacher Education</td>
<td></td>
</tr>
</tbody>
</table>

Research Requirements (21 credits)

The research component must include both qualitative and quantitative research courses, plus an applied research component. Students are expected to acquire a deep understanding of the concepts of research and inquiry as they relate to curriculum and instruction. The knowledge base should include understanding of various research paradigms, criticisms of these paradigms, and the ability to conduct scholarly research.

Research Component

The research component must include one doctoral-level statistics course, one doctoral-level qualitative methods course, one doctoral-level mixed methods research course and at least 6 credits of applied research courses as follows.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TED 730</td>
<td>Qualitative Methods in Curriculum and Instruction</td>
<td></td>
</tr>
<tr>
<td>TED 738</td>
<td>Mixed Methods Research Design in Curriculum and Instruction</td>
<td></td>
</tr>
<tr>
<td>TED 775</td>
<td>Directed Doctoral Research</td>
<td></td>
</tr>
<tr>
<td>ERM 681</td>
<td>Design and Analysis of Educational Experiments*</td>
<td></td>
</tr>
</tbody>
</table>

* Notes: ERM 680 Intermediate Statistical Methods in Education , prerequisite for ERM 681 Design and Analysis of Educational Experiments, can be counted in the 21 credits; The remaining research courses must be selected with advice and approval of the doctoral committee.

Concentration Courses (15 credits)

Students will decide on courses with the advice and approval of the doctoral committee. By carefully selecting courses, students may develop a focus in any of several areas including teacher education, elementary education, middle grades education, reading and literacy education, mathematics education, social studies education, science education, equity education, or an interdisciplinary focus.

Comprehensive Examination

Each candidate for the doctoral degree is required to successfully pass an oral and written comprehensive examination. Dates for this examination are determined by the student and the doctoral advisory/dissertation committee chair.

Dissertation (12 credits minimum)

Each candidate for a doctoral degree must prepare and present a dissertation that focuses on some aspect of teacher education, shows independent investigation, and is acceptable in form and content to the student’s committee and The Graduate School.

Higher Education Concentration

Core Course Requirements (15 credits)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HED 745</td>
<td>Higher Education: Equity, Inclusion and Learning</td>
<td></td>
</tr>
<tr>
<td>HED 746</td>
<td>Organizational Theory in Higher Education</td>
<td></td>
</tr>
<tr>
<td>HED 747</td>
<td>Advanced Student Devel Theory</td>
<td></td>
</tr>
<tr>
<td>HED 748</td>
<td>The Law of Higher Education</td>
<td></td>
</tr>
<tr>
<td>HED 749</td>
<td>Professional Seminar in Higher Education Research</td>
<td></td>
</tr>
</tbody>
</table>

Add-on Licensure in ESL

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TED 677</td>
<td>Teacher as Researcher and Leader II</td>
<td>36</td>
</tr>
</tbody>
</table>

* Or approved substitute.

** Electives under advisement: to include courses in reading, language arts, math, science, social studies, instructional technology, and special education.
Concentration Course Requirements (15 credits)
The concentration should complement the student’s interests and, therefore, is individually designed. In consultation with the advisor, students will select a coherent set of concentration courses focusing on specific problems of theory, policy, or practice in higher education and are appropriate for the student’s professional goals and interests.

Research Methods (18 credits)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ERM 680</td>
<td>Intermediate Statistical Methods in Education</td>
<td></td>
</tr>
<tr>
<td>ERM 681</td>
<td>Design and Analysis of Educational Experiments</td>
<td></td>
</tr>
<tr>
<td>HED 775</td>
<td>Directed Doctoral Research</td>
<td></td>
</tr>
</tbody>
</table>

Select one course in qualitative or interpretive research methods
Select one advanced course in research methods
Select one elective research methods course

Examinations
Upon completing the curriculum, and prior to beginning a doctoral dissertation, students must pass a qualifying examination in their major area of study before the student advances to candidacy. The comprehensive examination is an opportunity for Ph.D. students to demonstrate they can apply the knowledge gained in the program curriculum to a series of questions linked to a specific case or problem. Following review by the faculty, the student must orally defend the written examination in a meeting with the approved doctoral committee. In effect, this examination process is intended to determine if a student is qualified to begin work on a doctoral dissertation.

Dissertation (12 credits)
Each candidate will complete an original research project and orally defend at the final defense of the dissertation.

Design and Making in Education, Post-Baccalaureate Certificate
The Design and Making in Education Post-Baccalaureate Certificate focuses on Making/Makerspaces across formal and informal learning contexts. Students learn a suite of Making practices, informed by theoretical lenses grounded in equity and strength-based approaches.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

Program Requirements
Required: 12 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TED 646</td>
<td>Intro to Equity Education</td>
<td></td>
</tr>
<tr>
<td>TED 647</td>
<td>Teaching and Learning in Makerspaces</td>
<td></td>
</tr>
<tr>
<td>TED 648</td>
<td>Design-based Action Research in Education</td>
<td></td>
</tr>
</tbody>
</table>

Select 3 credits from one of the following:

* Or other courses approved by advisor.

Special Endorsement in Computer Education, Post-Baccalaureate Certificate
The Post-Baccalaureate Certificate for Special Endorsement in Computer Education requires 18 credit hours and is offered jointly by the departments of Library and Information Studies and Teacher Education and Higher Education. The certificate provides educators with extensive knowledge and skills to work with students and other teachers to use computers in on-going instructional programs and to serve as a computer education leader for a school. Completion of the certificate provides NC licensed teachers the opportunity to fulfill requirements to apply for the NC endorsement for the position of Technology Facilitator.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions. Applicants must currently hold a NC teaching license.

Program Requirements
Required: 18 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TED 610</td>
<td>Integrating Technology into Subject Matter Instruction</td>
<td></td>
</tr>
<tr>
<td>LIS 631</td>
<td>Emerging Technological Trends in Information Access</td>
<td></td>
</tr>
<tr>
<td>LIS 632</td>
<td>Managing School/Library Computer Laboratories</td>
<td></td>
</tr>
<tr>
<td>or LIS 630</td>
<td>Computer-Related Technologies for Information Management</td>
<td></td>
</tr>
<tr>
<td>LIS 635</td>
<td>Media Production Services for Library Programs</td>
<td></td>
</tr>
<tr>
<td>TED 672</td>
<td>Instructional Design</td>
<td></td>
</tr>
<tr>
<td>SES 662</td>
<td>Assistive Technology for Inclusive Education</td>
<td></td>
</tr>
</tbody>
</table>

Teaching English to Speakers of Other Languages, Post-Baccalaureate Certificate
The Post-Baccalaureate Certificate in Teaching English to Speakers of Other Languages requires 18 credit hours and is intended for those with a bachelor’s degree in any field and documented evidence of having studied a foreign language. The curriculum is designed to develop the knowledge, skills, and dispositions of those who are currently teaching or desire to teach language-minority adults and children to understand, speak, read, and write English in a variety of community, educational, and business settings.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

In addition to the application materials required by The Graduate School, applicants must submit a personal statement and resume.
# Program Requirements

**Required:** 18 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Required Courses</td>
<td>18</td>
</tr>
<tr>
<td>TED 523</td>
<td>Legal, Historical, and Cultural Issues in ESL</td>
<td></td>
</tr>
<tr>
<td>TED 603</td>
<td>Literacy Instruction for English Language Learners</td>
<td></td>
</tr>
<tr>
<td>TED 604</td>
<td>Applied Linguistics for ESL Teachers</td>
<td></td>
</tr>
<tr>
<td>TED 614</td>
<td>Word Study</td>
<td></td>
</tr>
<tr>
<td>TED 618</td>
<td>Teaching English as a Second Language</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select 3 credits</td>
<td></td>
</tr>
</tbody>
</table>
SCHOOL OF HEALTH AND HUMAN SCIENCES

401 Coleman Building
336-334-5744
www.uncg.edu/health

David H. Demo, Interim Dean of School
Kathleen Williams, Senior Associate Dean
Robert W. Strack, Interim Associate Dean for Academic Administration
Esther M. Leerkes, Associate Dean for Research
Charles C. Dent, Assistant Dean
Larissa Witmer, Assistant Dean
Lisa Walker, Assistant Dean

About

In the School of Health and Human Sciences, academic programs are offered through the Department of Communication Sciences and Disorders, the Department of Community and Therapeutic Recreation, the Department of Human Development and Family Studies, the Department of Kinesiology, the Department of Nutrition, the Department of Peace and Conflict Studies, the Department of Public Health Education, and the Department of Social Work. There is also a graduate program in Genetic Counseling. Each department and program offers varied courses for all university students and programs of study leading to undergraduate and graduate majors and minors in their respective areas. The school’s programs are designed to meet specialized interests of students and also the requirements of state and national accrediting agencies and professional associations.

The Department of Communication Sciences and Disorders provides opportunities for the study of normal speech, language, and hearing and the associated disorders, leading to the bachelor of science degree in Speech Pathology and Audiology. The courses offered in this program are pre-professional and prepare the student for further study at the graduate level. Faculty and students in Communication Sciences and Disorders provide services to clients in the University Speech and Hearing Center, and engage in cooperative work with area schools, hospitals, and other human service agencies. In addition, a Master of Arts degree is offered, preparing clinicians to serve children, youth, and adults with communication disorders. There is also a Ph.D. degree offering advanced study in teaching and research.

In the Department of Community and Therapeutic Recreation a student majoring in Recreation and Parks Management may choose from two areas of concentration: Therapeutic Recreation or Community Recreation and Event Planning. These concentrations lead to the bachelor of science degree. A Community and Therapeutic Recreation and a minor in Travel, Tourism, and Commercial Recreation, in addition to a master of science (M.S.) degree, are also available. The undergraduate program has been fully accredited by the NRPA/AALR Council on Accreditation since 1981.

The Program in Genetic Counseling offers an interdisciplinary master of science degree. The program is accredited by the American Board of Genetic Counseling (ABGC). Applicants admitted to the program are expected to enroll as full-time students, registering for the required courses for each of the four semesters of the program and the intervening summer sessions.

Programs in the Department of Human Development and Family Studies focus on early care and education, child and adolescent development, and family studies. At the undergraduate level, students prepare for entry level positions in early childhood settings and agencies; birth through Kindergarten classrooms; community agencies serving children, adolescents and their families; and family-related careers in family, government, and community service agencies. Master’s and doctoral programs provide advanced study in these areas.

The Department of Kinesiology offers the major in Kinesiology leading to the bachelor of science degree. Students may select concentrations in Kinesiology and Physical Education and Health Teacher Education (licensure track). The department also offers a minor in Sport Coaching and Community Youth and Sport Development. Kinesiology prepares students for careers in preventive and rehabilitative exercise and fitness, and may be tailored to meet the needs and interests of students planning graduate study in athletic training, medicine, occupational therapy, or physical therapy. This department also offers graduate studies leading to the master’s degree and doctoral degrees.

The Department of Nutrition offers undergraduate studies with majors in Human Nutrition and Dietetics, Nutrition and Wellness, and Nutrition Science and graduate programs for the master’s degree, doctoral degree, and a post-baccalaureate dietetic internship certificate. The undergraduate Human Nutrition and Dietetics concentration also known as the Didactic Program in Dietetics) and the Dietetic Internship program are accredited by the Commission on Accreditation for Dietetics Education of the American Dietetic Association.

The Department of Peace and Conflict Studies offers a Bachelor of Arts, a Master of Arts, and a Post-Baccalaureate Certificate. Peace and Conflict Studies is an area of interdisciplinary study focusing on conflict management and resolution. Students receive professional preparation including strategies for building peaceful and just social systems, communities, and societies.

The Department of Public Health Education offers the Public Health major, leading to the bachelor of science degree. Within the Public Health major, students may select a concentration in Community Health Education or Health Studies (online only). The Community Health Education concentration is a professional program preparing graduates to become Health Educators. The requirements of the Community Health Education concentration meet the professional standards of the field of Health Education allowing graduating students to sit for the Certified Health Education Specialist (CHES) national credentialing exam. An online Health Studies concentration is available for those looking for a pre-professional or non-professional degree option. A Health Studies minor is also available. The department also offers graduate studies leading to a master of public health (M.P.H.) degree and the doctor of philosophy (Ph.D.) degree in community health education. As a complement to the academic enterprise of the department, faculty, and students within Public Health Education are also actively involved in local and national research and outreach.

The Department of Social Work prepares undergraduate students for entry level generalist social work positions in public and private social service agencies, health care organizations, courts, and school systems. The master of social work degree, offered in collaboration with N.C. A&T State University, is the only joint program of its kind in the nation. The B.S.W. and J.M.S.W. programs are both accredited by the Council on Social Work Education.

The Program in Gerontology is housed in the Department of Social Work and offers an undergraduate minor in gerontology, a post-baccalaureate certificate in gerontology, and an online master of science
in gerontology. Courses fulfilling the certificate program may be used to meet requirements in a degree program in accordance with the policies of the Graduate School.

- Communication Sciences and Disorders (p. 560)
  - Speech Pathology and Audiology, B.S. (p. 561)
  - Speech-Language Pathology, M.A. (p. 562)
  - Communication Sciences and Disorders (IDEALL), Ph.D. (p. 564)
  - Communication Sciences and Disorders, Ph.D. (p. 565)
- Community and Therapeutic Recreation (p. 566)
  - Recreation and Parks Management, B.S. (p. 566)
  - Community and Therapeutic Recreation Undergraduate Minor (p. 568)
  - Parks and Recreation Management, M.S. (p. 569)
- Genetic Counseling (p. 570)
  - Genetic Counseling, M.S. (p. 570)
- Human Development and Family Studies (p. 571)
  - Birth Through Kindergarten Teacher Education, B.S. (p. 573)
  - Human Development and Family Studies, B.S. (p. 574)
  - Human Development and Family Studies Undergraduate Minor (p. 576)
  - Birth-Kindergarten: Interdisciplinary Studies in Education and Development, M.Ed. (p. 577)
  - Human Development and Family Studies, M.S. (p. 578)
  - Human Development and Family Studies, Ph.D. (p. 578)
  - Human Development and Family Studies, Doctoral Minor (p. 579)
  - Birth-Kindergarten Post-Baccalaureate Initial Licensure Certificate (p. 579)
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  - Integrated Professional Studies Online, B.S. (p. 580)
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  - Kinesiology, B.S. (p. 582)
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  - Community Youth Sport Development Undergraduate Minor (p. 587)
  - Sport Coaching Undergraduate Minor (p. 588)
  - Athletic Training, M.S.A.T. (p. 588)
  - Kinesiology, M.S. (p. 589)
  - Kinesiology, M.S./Ph.D. (p. 592)
  - Kinesiology, Ed.D. (p. 593)
  - Kinesiology, Ph.D. (p. 594)
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  - Nutrition Undergraduate Minor (p. 599)
  - Nutrition, M.S. (p. 599)
  - Nutrition, Ph.D. (p. 600)
  - Dietetic Internship, Post-Baccalaureate Certificate (p. 601)
  - Didactic Program in Nutrition and Dietetics, Post-Baccalaureate Certificate (Admission Suspended) (p. 602)
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  - Peace and Conflict Studies, B.A. (p. 602)
  - Peace and Conflict Studies Undergraduate Minor (p. 603)
  - Peace and Conflict Studies, M.A. (p. 603)
  - Peace and Conflict Studies, Post-Baccalaureate Certificate (p. 604)
- Public Health Education (p. 604)
  - Public Health Education, B.S. (p. 605)
  - Community Health Education, M.P.H. (p. 608)
  - Community Health Education, Ph.D. (p. 609)
- Social Work (p. 610)
  - Social Work, B.S.W. (p. 612)
  - Gerontology Undergraduate Minor (p. 614)
  - Social Work Undergraduate Minor (p. 614)
  - Gerontology, M.S. (p. 614)
  - Social Work, M.S.W. offered jointly with North Carolina A&T State University (p. 615)
  - Gerontology, Post-Baccalaureate Certificate (p. 617)

**Communication Sciences and Disorders**

*School of Health and Human Sciences*

300 Ferguson Building
336-334-5184
http://uncg.edu/csd

**Kristine Lundgren, Chair of Department and Director of Graduate Study**

**Virginia Hinton, Program Coordinator for Master's Program**

**Amy Myers, Coordinator of Undergraduate Studies**

**About**

The Department of Communication Sciences and Disorders (CSD) offers two graduate programs of study: a two-year Masters degree program in Speech Language Pathology and a Ph.D. program in CSD. An extension of the CSD Ph.D. program, entitled The Inter-Institutional Distance Education Agreement for Learning and Leadership in Communication Sciences and Disorders (IDEALL CSD) is available to part-time doctoral students living in the western region of North Carolina. IDEALL CSD is a distance educational agreement between UNC Greensboro and Western Carolina University (WCU). The UNC Greensboro Masters Degree Program in Speech-Language Pathology (SLP) is a nationally ranked program, accredited by the American Speech-Language Hearing Association’s Council on Academic Accreditation in Audiology and Speech-Language Pathology. Our undergraduate, pre-professional program prepares students with a background in speech, language, and hearing sciences, and in speech, language, and hearing disorders in anticipation of their continued studies at the graduate level.

**Professor**

Celia R Hooper

Alan G Kamhi

Kristine Lundgren

Robert Mayo

Denise A Tucker

**Academic Professional Professor**

Perry F Flynn

**Associate Professor**

Virginia A Hinton
Speech Pathology and Audiology, B.S.

The Speech Pathology and Audiology major provides a preprofessional program for those preparing for graduate study in speech-language pathology or audiology. The major is designed to satisfy some requirements for the N.C. license in speech-language pathology or audiology, although no license is awarded until completion of the master’s degree in speech language pathology and the Au.D. or Ph.D. in audiology. Instruction is designed to meet American Speech-Language-Hearing Association standards. Transfer students may require an additional semester to complete the undergraduate degree program. All undergraduates will register with the major code of SPAU, but will not be allowed to take CSD courses at the 300 level or above until formally accepted into the major.

Student Learning Goals

Students majoring in Speech Pathology and Audiology will be able to meet the standards detailed below.

• Identify the foundations of normal communication (speech, language, hearing).
• Explain the theories and processes involved in the identification and evaluation of communication disorders.
• Identify disorders of receptive and expressive written and oral language (phonology, morphology, syntax, semantics, and pragmatics).
• Identify disorders of speech production (articulation, voice, and fluency).
• Describe the cognitive and social aspects of communication.
• Relate issues of cultural diversity to communication and its disorders.
• Explain relationships of hearing and hearing disorders to speech and language development and disorders.
• Analyze and measure hearing function.
• Describe habilitation and rehabilitation of individuals with hearing impairment.

Admission Requirements

1. Students must be formally admitted to the Speech Pathology and Audiology Major. Only students with a written acceptance will be permitted to enroll in required courses at the 300 level or above.
2. Applicants for admission to the Speech Pathology and Audiology major may apply only after completion and/or transfer of 55 credit hours and must apply before enrollment in any required courses at or above the 300 level in the major. Applicants must have an overall grade point average of at least 3.0 to apply to the major.
3. The grade point average is a minimum requirement and simple compliance does not automatically imply admission. In all cases, admission is competitive and limited by space available in the program.
4. Students seeking admission to the Speech Pathology and Audiology Major should proceed as detailed below.
   a. Secure an official transcript(s) of undergraduate course work completed at colleges and universities other than UNCG, and an unofficial transcript from UNC Greensboro;
b. Secure an application from the Communication Sciences and Disorders Program Office, 300 Ferguson Building, or online at http://www.uncg.edu/csd/ugapp.htm;

c. Deliver both the transcripts and the completed application to the Program Office, 300 Ferguson Building, by May 15.

d. In some cases the Program may require additional information or an interview, so the application process should be initiated immediately after completion of 55 credits.

Criteria for Continuing in the Speech Pathology and Audiology Major

Failure to meet these criteria will result in dismissal from the major and loss of approval to graduate.

1. Students must maintain a 2.50 GPA.

2. Students who earn a grade of D+ or below, as consistent with university policy, in a major course will be placed on academic probation. Students must repeat the course at UNC Greensboro within the probationary period. If the student does not earn a grade of C or better the student will be dismissed from the major. No more than one course can be taken at an outside institution. Courses must be taken at a four-year university.

3. Failure to comply with all university regulations, including the Academic Integrity Policy, will result in dismissal from the major.

CSD Residency Requirement

Students seeking an undergraduate degree in Communication Sciences and Disorders may not apply more than three semester hours from another college or university toward upper division (300 level or above) major coursework, unless prior written permission is received from the Department Chair. For the purpose of departmental residency, courses taken at schools in the Greater Greensboro Consortium (Bennett College, Elon University, Greensboro College, GTCC, Guilford College, High Point University, North Carolina A&T State University) will be counted toward the 3 credit hours of accepted transfer coursework.

Any student transferring to UNC Greensboro from another university with an undergraduate CSD program should contact the CSD Department Head or Coordinator of Undergraduate Studies to discuss specific course transfer requests prior to enrollment in the department.

Overall Requirements

- 122 credit hours, to include at least 36 credits at or above the 300 course level

Degree Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>University Requirements (p. 671)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Education Core Requirements (GEC) (p. 683)</td>
<td></td>
</tr>
</tbody>
</table>

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Required</td>
<td></td>
</tr>
<tr>
<td>CSD 250</td>
<td>Concepts in Communication Sciences</td>
<td>31</td>
</tr>
<tr>
<td>CSD 306</td>
<td>Introduction to Phonetics</td>
<td></td>
</tr>
</tbody>
</table>
two double-spaced typed pages, focusing on the applicant’s unique qualifications and interests in the field of speech-language pathology and the master’s program at UNC Greensboro.

Students are admitted for full-time study only. Permission for exceptions must be approved by faculty. Typically, students are enrolled full-time for two consecutive academic years including one summer session.

Students without an undergraduate degree in communication sciences and disorders should expect to spend approximately one year taking pre-professional courses (see Undergraduate Bulletin, CSD major) required for graduate course work and should consult with advisors in this program for course selection that will meet degree, certification, and licensure requirements.

Upon admission, students will be assigned an academic advisor, who will provide information regarding academic and clinical aspects of the program.

### Degree Program Requirements

**Required: 66 credit hours**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title, Title, Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSD 632</td>
<td>Research Techniques</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Select one course (3 credits) from the following:</td>
<td></td>
</tr>
<tr>
<td>CSD 633</td>
<td>Special Projects in Communication Sciences and Disorders</td>
<td></td>
</tr>
<tr>
<td>CSD 699</td>
<td>Thesis ²</td>
<td></td>
</tr>
</tbody>
</table>

**Required Professional Area Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSD 600</td>
<td>Professional Issues and Ethics in Speech-Language Pathology</td>
<td></td>
</tr>
<tr>
<td>CSD 604</td>
<td>Fluency Disorders</td>
<td></td>
</tr>
<tr>
<td>CSD 606</td>
<td>Cognitive-Linguistic Disorders in Adults</td>
<td></td>
</tr>
<tr>
<td>CSD 612</td>
<td>Augmentative and Alternative Communication</td>
<td></td>
</tr>
<tr>
<td>CSD 614</td>
<td>Language Learning Disabilities</td>
<td></td>
</tr>
<tr>
<td>CSD 616</td>
<td>Motor Speech Disorders</td>
<td></td>
</tr>
<tr>
<td>CSD 627</td>
<td>Cultural and Linguistic Diversity in Communication Sciences and Disorders</td>
<td></td>
</tr>
<tr>
<td>CSD 629</td>
<td>Dysphagia</td>
<td></td>
</tr>
<tr>
<td>CSD 636</td>
<td>Prevention, Assessment, and Intervention of Communication Disorders: Birth-5</td>
<td></td>
</tr>
<tr>
<td>CSD 637</td>
<td>Prevention, Assessment, and Intervention of Communication Disorders: School Age</td>
<td></td>
</tr>
</tbody>
</table>

Select one course (3 credits) from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSD 602</td>
<td>Seminar in Speech Pathology: Organic Disorders</td>
<td></td>
</tr>
<tr>
<td>CSD 603</td>
<td>Seminar in Voice Problems</td>
<td></td>
</tr>
<tr>
<td>CSD 605</td>
<td>Seminar in Speech and Language Pathology</td>
<td></td>
</tr>
<tr>
<td>CSD 608</td>
<td>Seminar in Cleft Palate</td>
<td></td>
</tr>
<tr>
<td>CSD 650</td>
<td>Independent Study</td>
<td></td>
</tr>
</tbody>
</table>

**Electives in Speech-Language Pathology**

May select courses in the elective professional areas of the following: ³

<table>
<thead>
<tr>
<th>Code</th>
<th>Title, Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSD 619</td>
<td>The Supervisory Process in Communication Sciences and Disorders</td>
<td></td>
</tr>
<tr>
<td>CSD 630</td>
<td>Fundamentals for Speech and Language Analysis</td>
<td></td>
</tr>
</tbody>
</table>

**Clinical Practicum**

Select 32 credits from the following: ⁴

<table>
<thead>
<tr>
<th>Code</th>
<th>Title, Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSD 638</td>
<td>Minor Area Clinical Practicum for Speech-Language Pathology Majors</td>
<td></td>
</tr>
<tr>
<td>CSD 671</td>
<td>Beginning Clinical Practice in Speech-Language Pathology</td>
<td></td>
</tr>
<tr>
<td>CSD 677</td>
<td>Internship in Communication Disorders</td>
<td></td>
</tr>
<tr>
<td>CSD 678</td>
<td>Advanced Clinical Practice in Speech-Language Pathology</td>
<td></td>
</tr>
</tbody>
</table>

¹ Non-thesis students must take this course.
² Thesis students must also enroll in this course.
³ In consultation with an academic advisor in the discipline.
⁴ In order to meet requirements for clinical certification and state licensure, students must complete specific clinical practicum requirements.

### Collateral Expertise

Additional courses may be selected to meet basic science requirements for certification or licensure from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title, Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSD 552</td>
<td>Communication and Aging</td>
<td></td>
</tr>
<tr>
<td>CSD 554</td>
<td>Advanced Speech Science</td>
<td></td>
</tr>
<tr>
<td>CSD 588</td>
<td>Neurology of Speech, Language and Hearing</td>
<td></td>
</tr>
<tr>
<td>CSD 601</td>
<td>Special Topics in Communication Sciences and Disorders</td>
<td></td>
</tr>
</tbody>
</table>

**Capstone Experience**

Non-thesis degree candidates will complete the research courses CSD 632 Introduction to Research in Communication Sciences and Disorders and CSD 633 Special Projects in Communication Sciences and Disorders as capstone experiences. Thesis students will complete CSD 632 and CSD 699.

Note: Fully admitted students will become academically ineligible to continue in the Department of Communication Sciences and Disorders under any of the following circumstances:

- Academic Ineligibility
- Grades of U, F, or WF are received in any course;
- Grades of C⁺ or C are received in more than 6 semester hours;
- Grades of C⁺ or C are received in CSD 678 Advanced Clinical Practice in Speech-Language Pathology; or
- The required 3.0 for graduation is not achieved within the minimum number of semester hours required for the degree.

### Residence Requirement

In most cases, students will enroll as full-time students in the fall semester and continue full-time enrollment for the subsequent four semesters.
Communication Sciences and Disorders (IDEALL), Ph.D.

The Inter-Institutional Distance Education Agreement for Learning and Leadership in Communication Sciences and Disorders (IDEALL CSD) Ph.D. is an extension of the UNCG CSD Ph.D. program to part-time doctoral students living in the western region of North Carolina and will prepare those who pursue careers in higher education for research careers in the academy and other settings. IDEALL CSD Program will prepare both UNCG and WCU graduates to teach and mentor undergraduate and graduate students in the areas of research and clinical supervision delivery as they create new knowledge. The educational objective of IDEALL CSD is to prepare teachers, scholars, and professional leaders. This objective will be achieved by providing an innovative, responsive, high quality, and accessible course of study to part-time CSD doctoral students who have demonstrated excellent academic achievement in CSD or closely-related disciplines.

IDEALL CSD is a UNCG degree. Students apply to IDEALL CSD through the UNCG Graduate School and graduate with a UNCG Graduate doctoral degree.

The Ph.D. in Communication Sciences and Disorders is designed for advanced study in communication sciences and disorders, intersecting disciplines, and development of research and teaching strategies. Students with backgrounds in speech language pathology, audiology, or other disciplines are encouraged to explore with the faculty the new frontiers in scientific discovery that link previous academic achievement and future study. IDEALL CSD is designed for part-time doctoral study.

The program requires a minimum of 66 credit hours. Students who enter with a master's degree are required to earn 54 credits of coursework and 12 credits minimum of dissertation. IDEALL CSD doctoral students will follow the exact course requirements that on-campus UNCG CSD Ph.D. students are required to take. A listing of those core areas is found below.

The IDEALL CSD Ph.D. program requires students to obtain 66 credit hours with 27 credits completed through WCU and 39 credits completed through UNCG. WCU courses will be delivered in a face-to-face format while UNCG courses will be delivered via distance/hybrid/face-to-face technologies.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

Prospective students will apply to the IDEALL CSD Ph.D. program through the Graduate School at UNCG. Admission procedures will follow those described in the UNCG Graduate Bulletin and practiced by the doctoral program in Communication Sciences and Disorders.

Applications to the IDEALL CSD Ph.D. Program are completed online through the UNCG Graduate School website. The following materials are required for an applicant to be considered for admission to the UNCG CSD Ph.D. Program:

- Current vita
- University Transcripts
- GRE scores; TOFL scores for international students.
- GPA minimum of 3.0
- Three letters of recommendation
- Sample of writing
- Interview with the CSD Director of Graduate Study for Doctoral Education and a potential faculty sponsor in the applicant's research area of expertise
- Deadline for application is February 1

A WCU faculty representative will sit on the program admissions committee for IDEALL CSD applicants. WCU will allow visiting IDEALL CSD students to enroll in courses pertaining to their studies. UNCG will remain the students' home institution.

Degree Program Requirements

Required: 66 credit hours

Plan of Study and Individual Program Planning Committee (IPPC)

Each doctoral student will have an IPPC assigned by the UNCG CSD Department Chair. Admitted students will work with their CSD faculty mentor in designing the student's Plan of Study; the IPPC helps evaluate the student's needs and assists in developing the Plan of Study.

IDEALL CSD students will have a UNCG faculty sponsor as chair of their IPPC, in charge of directing the dissertation and the submission of all UNCG Graduate School forms. The UNCG CSD Department will submit names of WCU faculty with PhD adjunct appointments with UNCG, and the UNCG Adjunct WCU faculty can serve on an IDEALL CSD's student committee.

The student must pass each of the reviews and examinations listed below.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSD Courses</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Select 18 credits from Communication Sciences and Disorder (CSD) courses</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Intersecting Disciplines</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Select 12 credits of coursework in related disciplines</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Tools Courses</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>Select 12 credits in statistics</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Select 3 credits in teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select 3 credits in teaching practicum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select 3 credits in grant-writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Seminars</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CSD 751 Professional Seminars in Communication Sciences and Disorders</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Dissertation</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>CSD 799 Dissertation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 CSD courses include CSD 760 Seminars, CSD 780 Independent Study, and CSD 790 Directed Research.
IDEALL CSD doctoral students select a related minor area theme and take courses from one or more disciplines around that theme. Thus, not all the minor area courses will be taken in the same department. The Intersecting Disciplines are individualized for each doctoral student and will be the same requirement for WCU IDEALL CSD students. Many of our UNCG CSD students have selected courses from Psychology, Gerontology, and Special Education Departments for their Intersecting Disciplines topic area. With the approval of the IPPC, select at least 12 credits of coursework in a related discipline that is centered around a theme rather than a single area of study (i.e. aging, neuroscience, leadership, clinical supervision, etc.) The IPPC helps evaluate the student's needs and assists in developing the Plan of Study.

Students may select tools courses from CSD courses or interdisciplinary doctoral courses taught by the UNCG School of Health and Human Sciences. The UNCG CSD department and the UNCG School of Health and Human Sciences will offer hands-on practicum courses in the areas of teaching, grant writing, clinical supervision, and academic administration.

IDEALL CSD students may take a 5th statistics course and earn a minor in statistics. 12 credits of statistics courses at WCU. These courses will then be transferred to UNCG. This requirement follows the UNCG CSD Ph.D. program requirement of 12 credits of statistics courses. The CSD Department does not have a specific statistics course sequence that all students must follow. Most of our Ph.D. students take their statistics courses through the UNCG Educational Research Methodology department.

Students will take three terms of CSD 751 to fulfill this requirement.

Reviews and Examinations
Qualifying Exams: The IPPC will prescribe the areas and elements of the exams. The exams will take place after at least three-quarters of the course work in the Plan of Study is completed and will follow the policies and guidelines as outlined in the UNCG Graduate School policies.

Dissertation: Dissertation Proposal Defense, Approval, and Advancement to Candidacy. Following completion of course work, qualifying exams, the student will have an oral defense of their dissertation proposal (topic, literature review, and methods). Upon approval of their doctoral committee of their and approval of dissertation proposal, the student may make application to The Graduate School for admission to candidacy for the doctoral degree.

Final Oral Examination: Doctoral candidates will successfully pass an oral examination of their independent dissertation study to members of their doctoral committee.

Communication Sciences and Disorders, Ph.D.

The Ph.D. in Communication Sciences and Disorders is designed for advanced study in communication sciences and disorders, intersecting disciplines, and development of research and teaching strategies. Students with backgrounds in speech language pathology, audiology, or other disciplines are encouraged to explore with the faculty the new frontiers in scientific discovery that link previous academic achievement and future study. Part-and full-time study is available.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.
Students may select tools courses from CSD courses or interdisciplinary doctoral courses taught by the UNCG School of Health and Human Sciences. The UNCG CSD department and the UNCG School of Health and Human Sciences will offer hands-on practicum courses in the areas of teaching, grant writing, clinical supervision, and academic administration.

Students may take a 5th statistics course and earn a minor in statistics.

Students will take three terms of CSD 751 to fulfill this requirement.

Reviews and Examinations

Qualifying Exams: The IPPC will prescribe the areas and elements of the exams. The exams will take place after at least three-quarters of the course work in the Plan of Study is completed and will follow the policies and guidelines as outlined in the UNCG Graduate School policies.

Dissertation: Dissertation Proposal Defense, Approval, and Advancement to Candidacy. Following completion of course work, qualifying exams, student will have an oral defense of their dissertation proposal (topic, literature review, and methods). Upon approval of their doctoral committee of their dissertation proposal, the student may make application to The Graduate School for admission to candidacy for the doctoral degree.

Final Oral Examination: Doctoral candidates will successfully pass an oral examination of their independent dissertation study to members of their doctoral committee.

Community and Therapeutic Recreation

School of Health and Human Sciences
524 Highland Avenue, 208B Ferguson Building
336-334-5327
www.uncg.edu/ctr

Stuart J. Schleien, Department Chair and Director of Graduate Study
Leandra A. Bedini, Director of Undergraduate Studies

About

The Department of Community and Therapeutic Recreation is committed to offering an academically challenging program of undergraduate education coupled with a solid foundation of a liberal arts education. The program has been accredited by the NRPA/Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT) since 1981.

Mission

The Department of Community and Therapeutic Recreation prepares recreation, park, and leisure services professionals to enhance health, wellness, and quality of life among individuals and communities through excellence in teaching, research, and community engagement.

Vision Statement

The Department of Community and Therapeutic Recreation aims to shape individuals and communities to be healthy, active, inclusive, and empowered through recreation and parks.

Values

The Department of Community and Therapeutic Recreation is guided by the execution of its mission and vision by the following fundamental values. We value:

• recreation as a basic human need and right of all people;
• enhanced health, wellness, and quality-of-life for individuals and communities;
• human growth and development through opportunities for self-expression, creativity, and self-determination;
• protection and equitable access to parks, open space, and other natural resources; and
• inclusive communities.

Professor
Leandra A. BediniG
Stuart J. SchleienG

Associate Professor
Benjamin D HickersonG

Academic Professional Associate Professor
Kimberly Diane MillerG

Assistant Professor
Justin Tyler HarmonG
Judy S KinneyG

G Graduate-level faculty

• Recreation and Parks Management, B.S. (p. 566)
• Community and Therapeutic Recreation Undergraduate Minor (p. 568)
• Parks and Recreation Management, M.S. (p. 569)

Recreation and Parks Management, B.S.

The Recreation and Parks Management major prepares students to pursue careers in community recreation and event planning and therapeutic recreation, and prepares students to pursue graduate study at the master’s level.

Overall Requirements

• 122 credit hours to include at least 36 credits at or above the 300 course level
• Both field experiences are typically offered only during the summer sessions and should not be taken during the same summer; students should plan accordingly.

Degree Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
</table>

University Requirements (p. 671)
General Education Core Requirements (GEC) (p. 683)
## Major Requirements

### Community Recreation and Event Planning Concentration Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>48-52</td>
</tr>
<tr>
<td>Required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CTR 111</td>
<td>Introduction to Recreation and Parks</td>
<td></td>
</tr>
<tr>
<td>CTR 212</td>
<td>Leadership in Recreation and Parks</td>
<td></td>
</tr>
<tr>
<td>CTR 213</td>
<td>Program Planning in Recreation and Parks</td>
<td></td>
</tr>
<tr>
<td>CTR 241</td>
<td>Community Recreation</td>
<td></td>
</tr>
<tr>
<td>CTR 314</td>
<td>Recreation Services with Underrepresented Groups</td>
<td></td>
</tr>
<tr>
<td>CTR 342</td>
<td>Recreation Area and Facility Development</td>
<td></td>
</tr>
<tr>
<td>CTR 416</td>
<td>Management in Recreation and Parks</td>
<td></td>
</tr>
<tr>
<td>CTR 423</td>
<td>Meeting and Event Planning and Management</td>
<td></td>
</tr>
<tr>
<td>CTR 451</td>
<td>Service Management</td>
<td></td>
</tr>
<tr>
<td>CTR 511</td>
<td>Financing and Budgeting in Recreation and Parks</td>
<td></td>
</tr>
<tr>
<td>CTR 544</td>
<td>Recreation, Parks, and Health</td>
<td></td>
</tr>
<tr>
<td>CTR 315</td>
<td>Practicum in Recreation and Parks *</td>
<td></td>
</tr>
<tr>
<td>CTR 417</td>
<td>Internship in Recreation and Parks *</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
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</tr>
<tr>
<td>KIN 520</td>
<td>Physical Activity Programs for Underserved Youth</td>
<td></td>
</tr>
<tr>
<td>PSC 540</td>
<td>Nonprofit Management and Leadership</td>
<td></td>
</tr>
<tr>
<td>CTR 346</td>
<td>Campus Recreation Management</td>
<td></td>
</tr>
<tr>
<td>CTR 429</td>
<td>Special Event Management</td>
<td></td>
</tr>
</tbody>
</table>

### Related Area Requirements

Select a minor in one of the following areas, with approval by the student’s academic advisor: Business Administration, Communication Studies, Environmental & Sustainability Studies, Political Science, and Sociology.

---

## Therapeutic Recreation Concentration Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>63-67</td>
</tr>
<tr>
<td>Required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CTR 111</td>
<td>Introduction to Recreation and Parks</td>
<td></td>
</tr>
<tr>
<td>CTR 212</td>
<td>Leadership in Recreation and Parks</td>
<td></td>
</tr>
<tr>
<td>CTR 213</td>
<td>Program Planning in Recreation and Parks</td>
<td></td>
</tr>
<tr>
<td>CTR 231</td>
<td>Introduction to Therapeutic Recreation</td>
<td></td>
</tr>
<tr>
<td>CTR 314</td>
<td>Recreation Services with Underrepresented Groups</td>
<td></td>
</tr>
<tr>
<td>CTR 315</td>
<td>Practicum in Recreation and Parks *</td>
<td></td>
</tr>
<tr>
<td>CTR 416</td>
<td>Management in Recreation and Parks</td>
<td></td>
</tr>
<tr>
<td>CTR 417</td>
<td>Internship in Recreation and Parks *</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select two of the following:</td>
<td></td>
</tr>
<tr>
<td>CED 574</td>
<td>Contemporary Topics in Counseling</td>
<td></td>
</tr>
<tr>
<td>CTR 316</td>
<td>Leisure for Older Adults</td>
<td></td>
</tr>
<tr>
<td>CTR 342</td>
<td>Recreation Area and Facility Development</td>
<td></td>
</tr>
<tr>
<td>CTR 535</td>
<td>Animal Assisted Therapy</td>
<td></td>
</tr>
<tr>
<td>GRO 201</td>
<td>Envisioning Your Old Age</td>
<td></td>
</tr>
<tr>
<td>HDF 212</td>
<td>Families and Close Relationships</td>
<td></td>
</tr>
<tr>
<td>HDF 302</td>
<td>Infant and Child Development</td>
<td></td>
</tr>
<tr>
<td>HDF 303</td>
<td>Adolescent Development: From Puberty to Young Adulthood</td>
<td></td>
</tr>
<tr>
<td>HDF 304</td>
<td>Adult Development</td>
<td></td>
</tr>
<tr>
<td>KIN 376</td>
<td>Biomechanics of Sport and Physical Activity</td>
<td></td>
</tr>
<tr>
<td>KIN 386</td>
<td>Motor Development and Learning</td>
<td></td>
</tr>
<tr>
<td>KIN 579</td>
<td>Exercise and Older Adults</td>
<td></td>
</tr>
<tr>
<td>PHI 301</td>
<td>Topics in Philosophy</td>
<td></td>
</tr>
<tr>
<td>PSY 444</td>
<td>Changing Behavior in Real World Settings</td>
<td></td>
</tr>
<tr>
<td>PSY 470</td>
<td>Psychological Disorders of Children</td>
<td></td>
</tr>
<tr>
<td>SES 101</td>
<td>American Sign Language I</td>
<td></td>
</tr>
<tr>
<td>or ASL 101</td>
<td>Elementary American Sign Language I</td>
<td></td>
</tr>
<tr>
<td>SES 200</td>
<td>People with Disabilities in American Society</td>
<td></td>
</tr>
<tr>
<td>SES 540</td>
<td>Introduction to Special Education</td>
<td></td>
</tr>
<tr>
<td>SOC 222</td>
<td>Sociology of Deviant Behavior</td>
<td></td>
</tr>
<tr>
<td>SOC 323</td>
<td>Global Deviance</td>
<td></td>
</tr>
</tbody>
</table>

### Related Area Requirements

Select a minor in one of the following areas, with approval by the student’s academic advisor: Business Administration, Communication Studies, Environmental & Sustainability Studies, Political Science, and Sociology.

---

### Required

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CST 105</td>
<td>Introduction to Communication Studies</td>
<td>12</td>
</tr>
<tr>
<td>ENG 102</td>
<td>College Writing II †</td>
<td></td>
</tr>
<tr>
<td>or ENG 103</td>
<td>Essentials of Professional and Business Writing</td>
<td></td>
</tr>
<tr>
<td>MAT 115</td>
<td>College Algebra ** ††</td>
<td></td>
</tr>
<tr>
<td>or STA 108</td>
<td>Elementary Introduction to Probability and Statistics</td>
<td></td>
</tr>
</tbody>
</table>

** An overall GPA of 2.0 or better is required prior to registration for this course.

** MAT courses numbered higher than the specified course are also accepted.

† Counts toward GEC GRD requirement.

†† Counts toward GEC GMT requirement.
Community and Therapeutic Recreation Undergraduate Minor

### Related Area Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 111</td>
<td>Principles of Biology I †††††</td>
<td></td>
</tr>
<tr>
<td>BIO 271</td>
<td>Human Anatomy</td>
<td></td>
</tr>
<tr>
<td>or KIN 291</td>
<td>Clinical Human Anatomy</td>
<td></td>
</tr>
<tr>
<td>BIO 277</td>
<td>Human Physiology</td>
<td></td>
</tr>
<tr>
<td>or KIN 292</td>
<td>Clinical Human Physiology</td>
<td></td>
</tr>
<tr>
<td>CED 310</td>
<td>Helping Skills</td>
<td></td>
</tr>
<tr>
<td>HDF 211</td>
<td>Human Development Across the Life Span †††††</td>
<td></td>
</tr>
<tr>
<td>HEA 113</td>
<td>Medical Terminology for Public Health Professionals</td>
<td></td>
</tr>
<tr>
<td>PSY 121</td>
<td>General Psychology ††††††</td>
<td></td>
</tr>
<tr>
<td>PSY 341</td>
<td>Abnormal Psychology</td>
<td></td>
</tr>
</tbody>
</table>

* An overall GPA of 2.0 or better is required prior to registration for this course.
** MAT courses numbered higher than the specified course are also accepted.
† Counts toward GEC GRD requirement.
†† Counts toward GEC GNS requirement.
††† Counts toward GEC GMT requirement.
†††† Counts toward GEC GSB requirement.

### Electives

Electives sufficient to complete 122 total credit hours required for degree.

### Accelerated B.S. to M.S.

Qualified UNC Greensboro undergraduate students who are pursuing the B.S. in Recreation and Parks Management may apply for admission to the Accelerated Degree Program (Applying for Admission). A cumulative undergraduate GPA of at least 3.5 based on at least 30 hours earned at UNC Greensboro is required. Applicants must have completed at least 60 semester credits and may not apply for admission to the ADP before the first semester of the junior year. Applicants will not be required to take an entrance exam. All applicants must submit the Request for Accelerated Degree Program to The Graduate School and must simultaneously apply for admission to the graduate degree program.

Admitted students may apply a maximum of 12 credits of graduate-level coursework (each course carries 3 credits) from the following course list toward completion of both the undergraduate and graduate degree, provided that they earn a grade of “B” (3.0) or better in each course and fulfill graduate-level requirements:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTR 611</td>
<td>Foundations of Recreation and Parks</td>
<td>3</td>
</tr>
<tr>
<td>CTR 613</td>
<td>Recreation and Parks Management</td>
<td>3</td>
</tr>
<tr>
<td>CTR 241</td>
<td>Community Recreation</td>
<td></td>
</tr>
<tr>
<td>CTR 342</td>
<td>Recreation Area and Facility Development</td>
<td></td>
</tr>
<tr>
<td>CTR 423</td>
<td>Meeting and Event Planning and Management</td>
<td></td>
</tr>
<tr>
<td>CTR 429</td>
<td>Special Event Management</td>
<td></td>
</tr>
<tr>
<td>CTR 445</td>
<td>Financing Recreation and Parks</td>
<td></td>
</tr>
<tr>
<td>CTR 446</td>
<td>Advanced Management Practices in Recreation and Parks</td>
<td></td>
</tr>
<tr>
<td>CTR 451</td>
<td>Service Management</td>
<td></td>
</tr>
<tr>
<td>CTR 231</td>
<td>Introduction to Therapeutic Recreation</td>
<td></td>
</tr>
<tr>
<td>CTR 314</td>
<td>Recreation Services with Underrepresented Groups</td>
<td></td>
</tr>
<tr>
<td>CTR 332</td>
<td>Clinical Procedures in Therapeutic Recreation</td>
<td></td>
</tr>
<tr>
<td>CTR 338</td>
<td>Client Assessment in Therapeutic Recreation</td>
<td></td>
</tr>
<tr>
<td>CTR 433</td>
<td>Trends and Issues in Therapeutic Recreation</td>
<td></td>
</tr>
<tr>
<td>CTR 437</td>
<td>Interventions and Facilitation Techniques in Therapeutic Recreation</td>
<td></td>
</tr>
</tbody>
</table>

Students interested in a minor in community and therapeutic recreation can declare their minor with the University Registrar’s Office, but should
also contact the Department of Community and Therapeutic Recreation to speak with an advisor.

**Parks and Recreation Management, M.S.**

The MS in Parks and Recreation Management requires 36 semester hours. Students may choose one of the following two concentrations: community recreation management or therapeutic recreation.

The student, after discussing career goals with his/her advisor, may choose either the thesis or non-thesis option. If the student selects the non-thesis option, the advisor will determine (based on amount of professional experience) whether the student completes a project, an internship, or a combination of a project and an internship. For example, a student choosing the non-thesis option and having minimal professional experience will be required to complete an internship. Students must meet with their advisor or the Director of Graduate Study before registering for any coursework.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

In addition to the application materials required by The Graduate School, applicants must submit a current resume and a professional statement including career goals. Interviews are encouraged for all applicants and required for graduate assistants. Students who do not have an undergraduate degree in recreation and parks and/or appropriate professional experience will be required to take one undergraduate course from their concentration; i.e., CTR 241 Community Recreation. Students in the therapeutic recreation concentration will be required to take two of the following three courses; i.e., CTR 231 Introduction to Therapeutic Recreation, CTR 332 Clinical Procedures in Therapeutic Recreation, CTR 338 Client Assessment in Therapeutic Recreation.

**Degree Program Requirements**

**Required: 36 credit hours**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Required Core Courses</strong></td>
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</tr>
<tr>
<td>CTR 611</td>
<td>Foundations of Recreation and Parks</td>
<td>3</td>
</tr>
<tr>
<td>CTR 613</td>
<td>Recreation and Parks Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Select one of the following:</strong></td>
<td></td>
</tr>
<tr>
<td>CTR 614</td>
<td>Organizational Behavior in Recreation and Parks</td>
<td>3</td>
</tr>
<tr>
<td>MBA 710</td>
<td>Ethical Leadership and Sustainable Business</td>
<td>3</td>
</tr>
<tr>
<td>PSC 540</td>
<td>Nonprofit Management and Leadership</td>
<td>3</td>
</tr>
<tr>
<td>PCS 605</td>
<td>Skills and Techniques of Conflict Management</td>
<td>3</td>
</tr>
<tr>
<td>PCS 606</td>
<td>Organizational Conflict: Diagnostic and Intervention Tools</td>
<td>3</td>
</tr>
<tr>
<td>PCS 685</td>
<td>Resolving Conflict in Health Care Systems: Achieving Peace through Health</td>
<td>3</td>
</tr>
<tr>
<td>PSC 600</td>
<td>Public Administration and Management</td>
<td>3</td>
</tr>
<tr>
<td>PSC 604</td>
<td>Public Personnel Management</td>
<td>3</td>
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<tr>
<td></td>
<td><strong>Concentration Courses</strong></td>
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<tr>
<td></td>
<td>Select 9 hours in a concentration</td>
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</tr>
<tr>
<td></td>
<td><strong>Research Techniques</strong></td>
<td>6</td>
</tr>
<tr>
<td></td>
<td><strong>Select one of the following:</strong></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Specialized Line of Study**

Select 6-9 hours of 500-to 700-level coursework **

**Capstone Experience**

Select one of the following:

- CTR 697 Internship in Recreation and Parks
- CTR 698 Field Project in Recreation and Parks
- CTR 697 Internship in Recreation and Parks & CTR 698 Field Project in Recreation and Parks
- CTR 699 Thesis

* Require of all CTR Graduate Students.

**Community Recreation Management Concentration**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>CTR 511</td>
<td>Financing and Budgeting in Recreation and Parks</td>
<td>3</td>
</tr>
<tr>
<td>CTR 544</td>
<td>Recreation, Parks, and Health</td>
<td>3</td>
</tr>
<tr>
<td>CTR 646</td>
<td>Community Development</td>
<td>3</td>
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</tbody>
</table>

**Therapeutic Recreation Concentration**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTR 633</td>
<td>Professional Issues in Therapeutic Recreation</td>
<td>3</td>
</tr>
<tr>
<td>CTR 634</td>
<td>Advanced Procedures in Therapeutic Recreation</td>
<td>3</td>
</tr>
<tr>
<td>CTR 637</td>
<td>Advanced Interventions and Facilitation Techniques in Therapeutic Recreation</td>
<td>3</td>
</tr>
</tbody>
</table>

**Accelerated B.S. to M.S.**

Qualified UNC Greensboro undergraduate students who are pursuing the B.S. in Recreation and Parks Management may apply for admission to the Accelerated Degree Program (Applying for Admission). A cumulative undergraduate GPA of at least 3.5 based on at least 30 hours earned at UNC Greensboro is required. Applicants must have completed at least 60 semester credits and may not apply for admission to the ADP before the first semester of the junior year. Applicants will not be required to take an entrance exam. All applicants must submit the Request for Accelerated Degree Program to The Graduate School and must simultaneously apply for admission to the graduate degree program.

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<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tr>
<td>HEA 604</td>
<td>Public Health Statistics</td>
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<td>KIN 610</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ERM 604</td>
<td>Methods of Educational Research</td>
<td></td>
</tr>
<tr>
<td>HHS 625</td>
<td>Research Methods in the Health and Human Sciences</td>
<td>3</td>
</tr>
<tr>
<td>KIN 601</td>
<td>Applying Research to Professional Practice</td>
<td>3</td>
</tr>
<tr>
<td>SOC 616</td>
<td>Advanced Research Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following:

- CTR 697 Internship in Recreation and Parks
- CTR 698 Field Project in Recreation and Parks
- CTR 697 Internship in Recreation and Parks & CTR 698 Field Project in Recreation and Parks
- CTR 699 Thesis

**Required Core Courses**

- CTR 611: Foundations of Recreation and Parks
- CTR 613: Recreation and Parks Management

**Select one of the following:**

- CTR 614: Organizational Behavior in Recreation and Parks
- MBA 710: Ethical Leadership and Sustainable Business
- PSC 540: Nonprofit Management and Leadership
- PCS 605: Skills and Techniques of Conflict Management
- PCS 606: Organizational Conflict: Diagnostic and Intervention Tools
- PCS 685: Resolving Conflict in Health Care Systems: Achieving Peace through Health
- PSC 600: Public Administration and Management
- PSC 604: Public Personnel Management

**Concentration Courses**

Select 9 hours in a concentration

**Research Techniques**

Select one of the following:

- CTR 697: Internship in Recreation and Parks
- CTR 698: Field Project in Recreation and Parks
- CTR 697: Internship in Recreation and Parks & CTR 698: Field Project in Recreation and Parks
- CTR 699: Thesis

* Require of all CTR Graduate Students.

**After consultation and approval of his/her academic advisor, the student selects 6-9 hours of 500-to 700-level coursework that constitute a specialized knowledge base (line of study) relevant to the student's academic and professional interests and goals.**
Genetic Counseling

School of Health and Human Sciences

996 Spring Garden Street
336-256-0175
www.uncg.edu/gen (http://www.uncg.edu/gen)

Lauren Doyle, Program Director and Director of Graduate Study

About

An interdisciplinary Master of Science in Genetic Counseling is offered through The School of Health and Human Sciences. The program is accredited by the Accreditation Council for Genetic Counseling (ACGC). Applicants admitted to the program are expected to enroll as full-time students, registering for the required courses for each of the four semesters of the program and the intervening summer sessions.

Academic Professional Associate Professor
Randi L Culp Stewart

*Graduate-level faculty

• Genetic Counseling, M.S. (p. 570)

Genetic Counseling, M.S.

The MS in Genetic Counseling program is accredited by the Accreditation Council for Genetic Counseling (ACGC). The program is designed to prepare students with the knowledge and proficiencies necessary to practice as genetic counselors in a variety of settings including prenatal, pediatric, adult, and cancer genetics. Upon completion of the program, students are eligible to apply for certification by the American Board of Genetic Counseling (ABGC).

A total of 58 semester hours are required for the MS in Genetic Counseling. The program includes required and elective course work, laboratory experience and clinical internships. Students are also required to complete a research project as the culminating experience for the degree.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

In addition to the application materials required by The Graduate School, applicants must submit a personal essay, resume, and evidence of successful completion of at least one upper level undergraduate course each in general genetics and biochemistry and at least one undergraduate course in statistics. Applicants who are evaluated as meeting the standards for admission will be invited for a required personal interview with the admissions committee.

It is recommended that applicants have previous experience in a volunteer or paid position working in social service agencies or with crisis counseling organizations. It is also recommended that applicants have previous exposure to genetic counseling via shadowing or internship experiences.

Degree Program Requirements

Required: 58 credit hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEN 601</td>
<td>Principles of Genetic Counseling</td>
<td>3</td>
</tr>
<tr>
<td>GEN 610</td>
<td>Genetic Counseling and the Community</td>
<td>2</td>
</tr>
<tr>
<td>GEN 618</td>
<td>Psychosocial Seminar</td>
<td>1</td>
</tr>
<tr>
<td>GEN 658</td>
<td>Molecular Diagnostics</td>
<td>2</td>
</tr>
<tr>
<td>GEN 688</td>
<td>Genetics Journal Club</td>
<td>1</td>
</tr>
<tr>
<td>BIO 614</td>
<td>Prenatal Development: Embryology and Teratology</td>
<td>3</td>
</tr>
<tr>
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Summer Session I

<table>
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<tr>
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<th>Credit Hours</th>
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</thead>
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<tr>
<td>GEN 669</td>
<td>Clinical Skills Seminar</td>
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<tr>
<td></td>
<td>Credit Hours</td>
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</table>

Summer Session II

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEN 698</td>
<td>Summer Clinical Rotations</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Credit Hours</td>
<td>2</td>
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</table>

Spring

<table>
<thead>
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<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>GEN 602</td>
<td>Principles of Genetic Counseling II</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>GEN 618</td>
<td>Psychosocial Seminar</td>
<td>1</td>
</tr>
<tr>
<td>GEN 630</td>
<td>Medical/Clinical Genetics I</td>
<td>3</td>
</tr>
<tr>
<td>GEN 648</td>
<td>Capstone Preparation Seminar</td>
<td>1</td>
</tr>
<tr>
<td>GEN 688</td>
<td>Genetics Journal Club</td>
<td>1</td>
</tr>
<tr>
<td>CSD 632</td>
<td>Introduction to Research in Communication Sciences and Disorders</td>
<td>3</td>
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</table>

**Approved elective**: 3 credit hours

**Year Two**

**Fall**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>GEN 618</td>
<td>Psychosocial Seminar</td>
<td>1</td>
</tr>
<tr>
<td>GEN 701</td>
<td>Principles of Genetic Counseling III</td>
<td>3</td>
</tr>
<tr>
<td>GEN 718</td>
<td>Clinical Rotations I</td>
<td>4</td>
</tr>
<tr>
<td>GEN 730</td>
<td>Medical/Clinical Genetics I</td>
<td>3</td>
</tr>
<tr>
<td>GEN 748</td>
<td>Research Project (Comprise Capstone Experience)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Credit Hours**: 15

**Spring**

<table>
<thead>
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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CED 645</td>
<td>Mental Health Issues for Genetic Counselors</td>
<td>3</td>
</tr>
<tr>
<td>GEN 618</td>
<td>Psychosocial Seminar</td>
<td>1</td>
</tr>
<tr>
<td>GEN 719</td>
<td>Clinical Rotations II</td>
<td>4</td>
</tr>
<tr>
<td>GEN 749</td>
<td>Research Project (Comprise Capstone Experience)</td>
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</tr>
<tr>
<td>PHI 620</td>
<td>Ethics and Genetics</td>
<td>3</td>
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</table>

**Optional Elective**: 0-2 credit hours

**Credit Hours**: 14-16

**Total Credit Hours**: 58-60

**Elective (3-6 credits)**

An elective relevant to the student’s professional goals will be selected during the second semester of the program. Electives must be approved by the program director. With approval of the program director, students may select an additional (optional) elective in the fourth semester of the program.

**Clinical Internships (10 credits)**

The clinical rotations are an integral part of the program and serve to provide students with opportunities to increase their general clinical knowledge, gain experience with genetic counseling for a variety of indications, and develop the necessary skills and competencies required for the practice of genetic counseling. Under the supervision of on-site, board certified genetic counselors, students will progress from observation to participation in various aspects of clinical genetic services. Evaluation/feedback of the student’s activities and progress will be an ongoing component of the clinical rotations. At the end of each rotation, a formal written evaluation will be conducted by the Clinical Supervisor and reviewed with the student. Students will be required to keep an accurate logbook of clinical cases according to guidelines provided by the Accreditation Council for Genetic Counseling. Students will complete a summer clinical rotation (GEN 698 Summer Clinical Rotations) during Summer Session II of the program. Summer clinical rotations will be available at the following sites: Carolinas Healthcare System, Duke University Medical Center, Fullerton Genetics Clinic, Cone Health System, University of North Carolina at Chapel Hill, Wake Forest School of Medicine, and Women’s Health Specialties in Wilmington. Students may also make arrangements for a summer clinical rotation at another site with permission of the program director.

During the second year of the program, students will be assigned to four clinical rotations (GEN 718 Clinical Rotations I/GEN 719 Clinical Rotations II). Second year clinical rotations will be available at the following sites: Carolinas Healthcare System, Duke University Medical Center, Cone Health System, University of North Carolina at Chapel Hill, and Wake Forest School of Medicine, and Fullerton Genetics Clinic.

**Research Project (6 credits)**

The culminating experience for students in the genetic counseling program will be a formal research project (GEN 748 Research Project/GEN 749 Research Project). The research project may consist of a detailed case study and library synthesis, a clinical application, or an original clinical or laboratory research project. Students must select a project during the second semester of the program. All projects must be approved by the program director. Projects will be completed under the guidance of a research project committee, which will consist of a chair and two other members. Adjunct clinical faculty may serve on research project committees. Students will be required to submit a detailed written report of their project and to make an oral presentation about their project to their classmates and the faculty.

**Human Development and Family Studies**

*School of Health and Human Sciences*

248 Stone Building
336-334-5307
www.uncg.edu/hdf (http://www.uncg.edu/hdf)

Catherine Scott-Little, Interim Chair of Department
Stephanie伊rby Coard, Director of Graduate Studies
Anne C. Fletcher, Director of Undergraduate Studies
Karen La Paro, Director of Birth through Kindergarten Program
About

The Department of Human Development and Family Studies offers an undergraduate program leading to the Bachelor of Science degree in Human Development and Family Studies. The programs include the study of the development of individuals and families throughout the life span, seeking to improve their well-being through the creation, use, and dissemination of knowledge. Programs of study in the department are multidisciplinary, requiring a synthesis of knowledge from the social and behavioral sciences and from the field of education. The goal of the Department of Human Development and Family Studies is to provide the best opportunity in North Carolina for undergraduates to prepare for careers in child, adolescent, adult, and family care services; in the care and education of children with/without disabilities from birth to kindergarten; teaching in community child care programs and in preschool and kindergarten classrooms in the public school; and in cooperative extension and state agencies.

The Human Development and Family Studies major offers students the choice of three concentrations. The Early Care and Education concentration prepares students for careers in child care centers and agencies, private kindergartens, and hospital child care. Teacher licensure in birth through kindergarten education prepares students to teach in North Carolina public preschools and kindergartens. The Birth—Kindergarten and Early Care and Education concentrations are also available as online programs for students transferring in with an A.A.S. degree in early childhood from a N.C. Community College. The Child, Youth, and Family Development concentration prepares students for careers in family, governmental, and community service agencies that serve children, adolescents, adults, the elderly, and their families.

The internship program within the department provides students with opportunities for professional experiences in the career field of their choice. The department also administers the Child Care Education Program at three sites with an enrollment of 80 children in all-day child care. All serve as laboratories for the study of children and their families.

The Department of Human Development and Family Studies faculty have a wide range of research interests and methodological approaches. The faculty's research interests cluster in five focal areas:

- Early childhood development, care, and education including social, emotional, and cognitive development in young children, child care, and early childhood education;
- Parent-child relationships;
- Adolescence;
- Close relationships, marriage, and divorce; and
- Human development and family diversity in sociocultural context.

Faculty use a variety of quantitative and qualitative approaches including tests of children's social and cognitive development, micro-analytic analyses of peer and parent-child interactions, surveys, interviews, feminist methodologies such as photovoice and interpretive inquiry, and the design and evaluation of educational and intervention programs for children, family members, and educational personnel. Within these general areas of concentration and varied methods of inquiry, students focus upon more specific topics of study.

Graduate course work in human development and family studies focuses on individuals and families as they relate to friendship and kinship networks, the workplace, and economic, human service, health, and formal and informal educational systems. Graduate students have considerable flexibility in tailoring their studies to special interests and career goals.

Professor
Arthur D Anastopoulos
Cheryl A Buehler
Susan D Calkins, Bank of America Excellence Professor
David H Demo
Mark A Fine
Anne C Fletcher
Heather M Helms
Linda L Hestenes
Andrea G Hunter
Karen M. La Paro
Esther M Leekes
Daniel Perlman
Catherine Scott-Little
Jonathan R Tudge

Associate Professor
Stephanie Irby Coard
Jennifer L Coffman
Danielle A Crosby
Sudha Shreenivas
Andrew J Supple

Academic Professional Associate Professor
Joi W Bulls

Assistant Professor
Rachel Jepkembo Boit
Bridget L. Richardson
Jocelyn R. Smith Lee

Academic Professional Assistant Professor
Kathryn Aldridge
Harriette Bailey

Visiting Assistant Professor
Hatice A Ghulamani

Academic Professional Instructor
Garon S Smith

Graduate-level faculty

- Birth Through Kindergarten Teacher Education, B.S. (p. 573)
- Human Development and Family Studies, B.S. (p. 574)
- Human Development and Family Studies Undergraduate Minor (p. 576)
- Birth-Kindergarten: Interdisciplinary Studies in Education and Development, M.Ed. (p. 577)
- Human Development and Family Studies, M.S. (p. 578)
- Human Development and Family Studies, Ph.D. (p. 578)
- Human Development and Family Studies, Doctoral Minor (p. 579)
- Birth-Kindergarten Post-Baccalaureate Initial Licensure Certificate (p. 579)
- Leadership in Infant and Toddler Learning, Post-Baccalaureate Certificate (p. 580)
Birth Through Kindergarten Teacher Education, B.S.

Admission to the HDF department is subject to space availability. If space is available, admission to the programs is granted to students who meet the minimum criteria that follow. Admission forms are available on the department website.

Minimum Requirements for Admission

Foundation Courses

Completion of the following group of foundation courses with minimum grade of C:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>HDF 211</td>
<td>Human Development Across the Life Span</td>
<td></td>
</tr>
<tr>
<td>HDF 212</td>
<td>Families and Close Relationships</td>
<td></td>
</tr>
<tr>
<td>HDF 302</td>
<td>Infant and Child Development</td>
<td></td>
</tr>
</tbody>
</table>

Minimum GPA

51 credit hours with a minimum overall 2.70 GPA.

Transfer Students

Transfer students with 60 s.h. may apply for admission after completing 12 credits at UNC Greensboro with a minimum overall 2.70 GPA.

Preference

If space is limited in the Birth Through Kindergarten Teacher Education major, preference will be given to students based on the criteria that follow:

1. Overall GPA
2. Performance in HDF 315 and HDF 341.

Overall Requirements

• 122 credit hours, to include at least 36 credits at or above the 300 course level.

Degree Program Requirements

University Requirements (p. 671)

General Education Core Requirements (GEC) (p. 683)

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tr>
<td>HDF 211</td>
<td>Human Development Across the Life Span †</td>
<td>46</td>
</tr>
<tr>
<td>HDF 212</td>
<td>Families and Close Relationships †</td>
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</tr>
<tr>
<td>HDF 250</td>
<td>Introduction to Birth through Kindergarten Education and Programs</td>
<td></td>
</tr>
<tr>
<td>HDF 302</td>
<td>Infant and Child Development</td>
<td></td>
</tr>
<tr>
<td>HDF 390</td>
<td>Families and Children in Global Perspective</td>
<td></td>
</tr>
<tr>
<td>HDF 409</td>
<td>Family Diversity</td>
<td></td>
</tr>
<tr>
<td>HDF 420</td>
<td>Birth to Kindergarten Teaching Practicum I</td>
<td></td>
</tr>
</tbody>
</table>

Related Area Requirements

Required

<table>
<thead>
<tr>
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<th>Title</th>
<th>Credit Hours</th>
</tr>
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<tbody>
<tr>
<td>HDF 440</td>
<td>Birth to Kindergarten Teaching Practicum II</td>
<td></td>
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<tr>
<td>HDF 470</td>
<td>Leadership in Early Education</td>
<td></td>
</tr>
<tr>
<td>HDF 315</td>
<td>Assessment and Planning for Inclusive B-K Programs</td>
<td></td>
</tr>
<tr>
<td>HDF 341</td>
<td>Social Emotional Competence in Inclusive Settings</td>
<td></td>
</tr>
<tr>
<td>HDF 425</td>
<td>Infants and Toddlers: Development, Learning, and Curriculum</td>
<td></td>
</tr>
<tr>
<td>HDF 435</td>
<td>Preschool: Development, Learning, and Curriculum</td>
<td></td>
</tr>
<tr>
<td>HDF 436</td>
<td>Kindergarten: Development, Learning, and Curriculum</td>
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<tr>
<td>HDF 468</td>
<td>Diversity in Inclusive Early Care and Education</td>
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</table>

† Counts toward GEC GSB requirement.

Select one option of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>MAT 112</td>
<td>Contemporary Topics in Mathematics ††</td>
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<tr>
<td>NTR 213</td>
<td>Introductory Nutrition †††</td>
<td></td>
</tr>
<tr>
<td>SES 460</td>
<td>Home-School Partnerships for Students with Exceptional Needs</td>
<td></td>
</tr>
<tr>
<td>SWK 584</td>
<td>Social Services for Children</td>
<td></td>
</tr>
</tbody>
</table>

Option A

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>BIO 105&amp; 105L</td>
<td>Major Concepts of Biology</td>
<td></td>
</tr>
<tr>
<td>&amp; 105L</td>
<td>and Major Concepts of Biology Laboratory †††</td>
<td></td>
</tr>
</tbody>
</table>

Option B

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 111</td>
<td>Principles of Biology I †††</td>
<td></td>
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Option C

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<th>Code</th>
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<th>Credit Hours</th>
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<tbody>
<tr>
<td>CHE 101&amp; CHE 110</td>
<td>Introductory Chemistry</td>
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</tr>
<tr>
<td>&amp; CHE 110</td>
<td>and Introductory Chemistry Laboratory †††</td>
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Option D

<table>
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<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GES 106&amp; GES 106L</td>
<td>Geosystems Science</td>
<td></td>
</tr>
<tr>
<td>&amp; GES 106L</td>
<td>and Geosystems Science Laboratory †††</td>
<td></td>
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</table>

Option E

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATY 253&amp; ATY 253L</td>
<td>Introduction to Biological Anthropology</td>
<td></td>
</tr>
<tr>
<td>&amp; ATY 253L</td>
<td>and Introduction to Biological Anthropology Laboratory †††</td>
<td></td>
</tr>
</tbody>
</table>

†† Counts toward GEC GMT requirement.

Teacher Education Requirements

To be admitted to Teacher Education, students must achieve a 3.0 overall GPA. Students are also required to be certified in First Aid and CPR prior to student teaching.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>HDF 460</td>
<td>Supervised Student Teaching</td>
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</table>

Additional Courses

<table>
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<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>KIN 342</td>
<td>Teaching Motor Skills to Preschool Children</td>
<td></td>
</tr>
<tr>
<td>NUR 345</td>
<td>Basic Health Management of Children</td>
<td></td>
</tr>
<tr>
<td>SES 242</td>
<td>Introduction to Exceptional Children: Early Years</td>
<td></td>
</tr>
</tbody>
</table>

††† Counts toward GEC GNS requirement.
### Human Development and Family Studies, B.S.

Admission to the HDF department is subject to space availability. If space is available, admission to the programs is granted to students who meet the minimum criteria that follow. Admission forms are available on the department website.

#### Child, Youth, and Family Development Concentration

**Minimum Requirements for Admission**

**Foundation Courses**
Completion of the following group of foundation courses with minimum grade of C:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDF 211</td>
<td>Human Development Across the Life Span</td>
<td></td>
</tr>
<tr>
<td>HDF 212</td>
<td>Families and Close Relationships</td>
<td></td>
</tr>
<tr>
<td>HDF 302</td>
<td>Infant and Child Development</td>
<td></td>
</tr>
<tr>
<td>HDF 303</td>
<td>Adolescent Development: From Puberty to Young Adulthood</td>
<td></td>
</tr>
<tr>
<td>HDF 304</td>
<td>Adult Development</td>
<td></td>
</tr>
</tbody>
</table>

**Minimum GPA**
51 credit hours with a minimum overall 2.70 GPA.

**Transfer Students**
Transfer students with 60 s.h. may apply for admission after completing 12 credits at UNC Greensboro with a minimum overall 2.70 GPA.

**Preference**
If space is limited in the Human Development and Family Studies major, preference will be given to students based on the criteria that follow:

1. Overall GPA
2. Performance in HDF 211, HDF 212, HDF 302, HDF 303, and HDF 304.

#### Early Care and Education Concentration

**Minimum Requirements for Admission**

**Foundation Courses**
Completion of the following group of foundation courses with minimum grade of C:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDF 211</td>
<td>Human Development Across the Life Span</td>
<td></td>
</tr>
<tr>
<td>HDF 212</td>
<td>Families and Close Relationships</td>
<td></td>
</tr>
<tr>
<td>HDF 302</td>
<td>Infant and Child Development</td>
<td></td>
</tr>
</tbody>
</table>

**Minimum GPA**
51 credit hours with a minimum overall 2.70 GPA.

**Transfer Students**
Transfer students with 60 s.h. may apply for admission after completing 12 credits at UNC Greensboro with a minimum overall 2.70 GPA.

**Preference**
If space is limited in the Human Development and Family Studies major, preference will be given to students based on the criteria that follow:

1. Overall GPA
2. Performance in HDF 211, HDF 212, HDF 302, HDF 303, and HDF 304.

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### Degree Program Requirements

#### University Requirements (p. 671)

#### General Education Core Requirements (GEC) (p. 683)

#### Major Requirements

**Child, Youth, and Family Development Concentration Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDF 211</td>
<td>Human Development Across the Life Span</td>
<td>6</td>
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<tr>
<td>HDF 212</td>
<td>Families and Close Relationships</td>
<td>6</td>
</tr>
<tr>
<td>HDF 302</td>
<td>Infant and Child Development</td>
<td>6</td>
</tr>
<tr>
<td>HDF 303</td>
<td>Adolescent Development: From Puberty to Young Adulthood</td>
<td>6</td>
</tr>
<tr>
<td>HDF 304</td>
<td>Adult Development</td>
<td>3</td>
</tr>
<tr>
<td>HDF 321</td>
<td>Issues in Parenting</td>
<td>3</td>
</tr>
<tr>
<td>HDF 390</td>
<td>Families and Children in Global Perspective</td>
<td>3</td>
</tr>
<tr>
<td>HDF 415</td>
<td>Research Methods in Human Development and Family Studies</td>
<td>3</td>
</tr>
<tr>
<td>HDF 477</td>
<td>Professional Development in HDFS</td>
<td>3</td>
</tr>
<tr>
<td>HDF 499</td>
<td>Supervised Professional Experience</td>
<td>3</td>
</tr>
</tbody>
</table>

**Select one of the following:**

- HDF 407 Issues Affecting Women and Families
- HDF 409 Family Diversity

**Select one of the following:**

- HDF 428 Families in Middle and Later Years
- HDF 464 Advanced Family and Developmental Studies Seminar

- HDF 465 Work and Family Linkages

**Select one of the following:**

- HDF 445 Current Family Theory and Research
- HDF 455 Current Developmental Theory and Research
† Counts toward GEC GSB requirement.
* Taken for 6 credits.

** Related Area Requirements **

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td></td>
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</tr>
<tr>
<td>NTR 213</td>
<td>Introductory Nutrition ††</td>
<td>12</td>
</tr>
<tr>
<td>PSY 121</td>
<td>General Psychology</td>
<td></td>
</tr>
<tr>
<td>SOC 101</td>
<td>Introduction to Sociology</td>
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</tr>
<tr>
<td>STA 108</td>
<td>Elementary Introduction to Probability and Statistics †††</td>
<td></td>
</tr>
</tbody>
</table>

Select eight courses of the following: * 24

** Group A **

- ADS 201 Introduction to African American Studies
- ADS 210 Blacks in American Society: Social, Economic, and Political Perspectives
- ADS 260 Understanding Race
- ATY 100 Contemporary Non-Western Cultures
- ATY 213 Introduction to Cultural Anthropology
- ATY 312 The Anthropology of Children
- ATY 330 Cultures of North American Indians
- ATY 331 Race and Human Diversity
- ATY 333 Latin American Societies and Cultures
- ATY 335 Cultures of Africa
- ATY 385 Language and Culture
- BLS 385 American Motherhood
- CTR 314 Recreation Services with Underrepresented Groups
- ECO 100 Economics of a Global Sustainable Society
- HDF 392 Child Maltreatment
- HEA 307 Global Health
- HEA 350 Race, Ethnicity, and Health
- HEA 433 Gender and Health
- or NUR 330 Global Perspectives on the Health of Women
- IGS 200 Introduction to International and Global Studies
- PSC 290 The Politics of the Non-Western World
- PSY 346 The Psychology of Gender
- PSY 370 Ethnicity, Development, and Psychopathology
- REL 248 Comparative Religious Ethics
- REL 254 Religion in Traditional Societies
- SES 200 People with Disabilities in American Society
- SES 460 Home-School Partnerships for Students with Exceptional Needs
- SOC 202 Social Problems in Global Context
- SOC 225 Race, Class, and Gender: Social Inequalities
- SOC 327 Race and Ethnic Relations
- SOC 329 Sociological Perspectives on Gender
- SOC 354 Work and Gender
- SOC 364 African American Social Thought
- SOC 419 Gender, Crime, and Deviance
- SWK 584 Social Services for Children
- WGS 250 An Introduction to Women's and Gender Studies
- WGS 270 Introduction to LGBTQI Studies

WGS 350 Introduction to Feminist Theories

Group B †

- CED 310 Helping Skills
- CED 393 Adult Violence and Victorization
- CST 200 Communication and Community
- CST 207 Relational Communication
- CST 210 Communicating Ethically
- CST 337 Intercultural Communication
- CST 341 Communication and Workplace Relationships
- CST 344 Conflict Communication
- CST 415 Family Communication
- GRO 602 Seminar: Critical Issues of Aging
- HDF 301 Development of School-Age Children
- HEA 201 Personal Health
- HEA 260 Human Sexuality
- HEA 310 Mental Health and Well-Being
- HEA 318 Conflict Resolution and Facilitation Skills
- HEA 331 Alcohol, Tobacco, and Other Drugs
- HEA 471 Immigrant and Refugee Health
- PSY 240 Principles of Learning
- PSY 265 Theories of Personality
- PSY 275 Introduction to Clinical Psychology
- PSY 341 Abnormal Psychology
- PSY 375 Psychology of Aging
- SES 101 American Sign Language I
- or ASL 101 Elementary American Sign Language I
- SES 102 American Sign Language II
- or ASL 102 Elementary American Sign Language II
- SES 240 Communication Development in Children
- SES 242 Introduction to Exceptional Children: Early Years
- SOC 222 Sociology of Deviant Behavior
- SOC 350 Juvenile Delinquency
- SWK 570 Social Services for the Aging
- HDF 401 Special Problems in Human Development and Family Studies ²

* Four must be from Group A—International and Family and/or Developmental-Focused or Diversity Focused Courses. The other four may be from Group A, Group B, or a mix of the two.

** Study Abroad course work for 3 credits or 6 credits may also apply. ¹

 Foreign Language for three 3 credits or 6 credits may also apply. ²

 Course may apply when taken for three 3 or 6 credits ³

†† Counts toward GEC GNS requirement.
††† Counts toward GEC GMT requirement.

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** Early Care and Education Concentration Requirements **

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Required</strong></td>
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<tr>
<td>HDF 211</td>
<td>Human Development Across the Life Span ††</td>
<td>52</td>
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<tr>
<td>HDF 212</td>
<td>Families and Close Relationships †</td>
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</tr>
<tr>
<td>HDF 250</td>
<td>Introduction to Birth through Kindergarten Education and Programs</td>
<td></td>
</tr>
</tbody>
</table>

††† Counts toward GEC GMT requirement.
**Human Development and Family Studies Undergraduate Minor**

**Program Requirements**

- Minimum of 18 credit hours (minimum of 12 credits in HDF)

Completion of 18 credits in HDF courses with a C or better as provided below.

### Code Title Credit Hours

#### Required

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<tr>
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<td>HDF 212</td>
<td>Families and Close Relationships</td>
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<td>HDF 321</td>
<td>Issues in Parenting</td>
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<tr>
<td>HDF 390</td>
<td>Families and Children in Global Perspective</td>
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<td>HDF 409</td>
<td>Family Diversity</td>
<td></td>
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<tr>
<td>HDF 420</td>
<td>Birth to Kindergarten Teaching Practicum I</td>
<td></td>
</tr>
<tr>
<td>HDF 425</td>
<td>Infants and Toddlers: Development, Learning, and Curriculum</td>
<td></td>
</tr>
<tr>
<td>HDF 435</td>
<td>Preschool: Development, Learning, and Curriculum</td>
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<tr>
<td>HDF 440</td>
<td>Birth to Kindergarten Teaching Practicum II</td>
<td></td>
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<tr>
<td>HDF 450</td>
<td>Professional Experience in Early Childhood</td>
<td></td>
</tr>
<tr>
<td>HDF 468</td>
<td>Diversity in Inclusive Early Care and Education</td>
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<tr>
<td>HDF 470</td>
<td>Leadership in Early Education</td>
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<tr>
<td>HDF 482</td>
<td>Administration of Dependent Care Programs</td>
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</tr>
<tr>
<td>HDF 301</td>
<td>Development of School-Age Children</td>
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<tr>
<td>HDF 302</td>
<td>Infant and Child Development</td>
<td></td>
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<tr>
<td>HDF 321</td>
<td>Issues in Parenting</td>
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<tr>
<td>HDF 341</td>
<td>Social Emotional Competence in Inclusive Settings</td>
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<tr>
<td>HDF 390</td>
<td>Families and Children in Global Perspective</td>
<td></td>
</tr>
<tr>
<td>HDF 409</td>
<td>Family Diversity</td>
<td></td>
</tr>
<tr>
<td>HDF 420</td>
<td>Birth to Kindergarten Teaching Practicum I</td>
<td></td>
</tr>
<tr>
<td>HDF 425</td>
<td>Infants and Toddlers: Development, Learning, and Curriculum</td>
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</tr>
<tr>
<td>HDF 435</td>
<td>Preschool: Development, Learning, and Curriculum</td>
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<tr>
<td>HDF 440</td>
<td>Birth to Kindergarten Teaching Practicum II</td>
<td></td>
</tr>
<tr>
<td>HDF 450</td>
<td>Professional Experience in Early Childhood</td>
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<tr>
<td>HDF 468</td>
<td>Diversity in Inclusive Early Care and Education</td>
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<tr>
<td>HDF 470</td>
<td>Leadership in Early Education</td>
<td></td>
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<tr>
<td>HDF 482</td>
<td>Administration of Dependent Care Programs</td>
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</tr>
<tr>
<td>HDF 301</td>
<td>Development of School-Age Children</td>
<td></td>
</tr>
<tr>
<td>HDF 302</td>
<td>Infant and Child Development</td>
<td></td>
</tr>
</tbody>
</table>

* Course may apply when taken for 6 credits.
† Counts toward GEC GSB requirement.
†† Counts toward GEC GNS requirement.

**Related Area Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 345</td>
<td>Basic Health Management of Children</td>
<td>6</td>
</tr>
<tr>
<td>NTR 213</td>
<td>Introductory Nutrition</td>
<td></td>
</tr>
<tr>
<td>SES 242</td>
<td>Introduction to Exceptional Children: Early Years</td>
<td></td>
</tr>
<tr>
<td>SES 460</td>
<td>Home-School Partnerships for Students with Exceptional Needs</td>
<td></td>
</tr>
<tr>
<td>SWK 584</td>
<td>Social Services for Children</td>
<td></td>
</tr>
<tr>
<td>TED 516</td>
<td>Emergent Literacy and Literature</td>
<td></td>
</tr>
</tbody>
</table>

**Select one option of the following:**

- **Option A**
  - BIO 105 Major Concepts of Biology and Major Concepts of Biology Laboratory
  - BIO 105L Major Concepts of Biology Laboratory

- **Option B**
  - BIO 111 Principles of Biology I

- **Option C**
  - CHE 101 Introductory Chemistry and Introductory Chemistry Laboratory

- **Option D**
  - GES 106 & 106L Geosystems Science and Geosystems Science Laboratory

- **Option E**
  - ATY 253 Introduction to Biological Anthropology and Introduction to Biological Anthropology Laboratory

**Select 6 credits from one of the following two blocks:**

- Administration and/or Management
  - BUS 240 Introduction to the Entrepreneurial Experience
  - CST 341 Communication and Workplace Relationships
  - FIN 200 Introduction to Entrepreneurial Finance
  - MGT 300 Management of Organizations

- World Cultures
  - ATY 100 Contemporary Non-Western Cultures
  - ATY 213 Introduction to Cultural Anthropology
  - ATY 330 Cultures of North American Indians
  - ATY 333 Latin American Societies and Cultures
  - ATY 335 Cultures of Africa
  - GES 315 The Geography of World Affairs
  - HDF 390 Families and Children in Global Perspective
  - HEA 307 Global Health
  - HIS 217 The World in the Twentieth Century
  - HIS 218 The World since 1945
  - IGS 200 Introduction to International and Global Studies
  - REL 109 Religion and Contemporary Culture
  - PCS 305 Foundations of Peace and Conflict Studies
  - PCS 309 Conflict and Culture
  - PSC 290 The Politics of the Non-Western World
  - SOC 202 Social Problems in Global Context
  - SPA 121 Basic Spanish for Teachers

**Electives**

- **Child, Youth, and Family Development Concentration**

Electives sufficient to complete total semester hours required for degree. No more than one third may be Health and Human Sciences (CSD, CTR, HDF, HEA, KIN, NTR, or SWK) courses.

- **Early Care and Education Concentration**

Electives sufficient to complete 122 total credit hours required for degree.

**Human Development and Family Studies Undergraduate Minor**

**Program Requirements**

- Minimum of 18 credit hours (minimum of 12 credits in HDF)

Completion of 18 credits in HDF courses with a C or better as provided below.
### Birth-Kindergarten: Interdisciplinary Studies in Education and Development, M.Ed.

The synchronous online Master of Education (M.Ed.) program in Birth-Kindergarten Interdisciplinary Studies in Education and Development prepares students to assume leadership roles in diverse settings (both education and community-based) that develop and implement programming for young children with and without disabilities, ages birth to five, and their families. The degree consists of a minimum of 37 credit hours of graduate course work beyond the Bachelor's degree. Additional academic work may need to be completed by students without foundational skills or content knowledge in early childhood. Prerequisite credits may not be applied toward the M.Ed. degree unless they are Birth-Kindergarten Initial Licensure program courses (see Birth-Kindergarten: Initial Licensure Certificate). Prerequisite requirements must be satisfied as early as possible in the program. The Birth-Kindergarten Graduate Program Committee approves any transfer credit.

Two concentrations are offered: one in Early Childhood Leadership and Advanced Teaching Licensure and another in Early Childhood Leadership and Program Administration.

The concentration in Early Childhood Leadership and Advanced Teaching Licensure is designed for students with a Standard Professional I or initial license seeking education in early childhood leadership and an advanced teaching license. Those with an initial license in another field of education must satisfy prerequisite requirements and complete eight (8) weeks of student teaching (which adds 6 credit hours to the program). Students are eligible for the "M" advanced license in BK upon successful completion of the program.

The concentration in Early Childhood Leadership and Program Administration equips teachers, directors/administrators, technical assistance providers, and other professionals working closely with early childhood educators to be leaders in the field. It includes advanced training in a variety of areas, including personnel development and support, financial management, early childhood systems and policy, leadership and mentoring, child and program assessment, and curriculum within the context of family-centered practices to work effectively with diverse children and families in inclusive settings.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

Applicants must submit an application to The Graduate School, which includes: a professional statement, a current resume, official transcripts with a GPA of 3.0 or higher, and three letters of recommendation with at least one academic reference if possible. Applicants to the Early Childhood Leadership & Advanced Teaching Licensure concentration must also submit documentation of their initial teaching license. The GRE is not required. An interview and writing sample may be required.

### Degree Program Requirements

**Required:** 37 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDF 303</td>
<td>Adolescent Development: From Puberty to Young Adulthood</td>
<td></td>
</tr>
<tr>
<td>HDF 304</td>
<td>Adult Development</td>
<td></td>
</tr>
<tr>
<td>SES 601</td>
<td>Introduction to Inclusive Birth-Kindergarten Services</td>
<td></td>
</tr>
<tr>
<td>SES 602</td>
<td>Inclusive Family-Centered Practices in Early Childhood</td>
<td></td>
</tr>
<tr>
<td>SES 603</td>
<td>Screening/Assessment in Inclusive Early Childhood Services</td>
<td></td>
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<tr>
<td>HDF 633</td>
<td>Advanced Curriculum in Early Childhood Education</td>
<td></td>
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<tr>
<td>HDF 636</td>
<td>Leadership and Mentoring in Educating Young Children</td>
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</tr>
<tr>
<td>ERM 604</td>
<td>Methods of Educational Research</td>
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<tr>
<td>HDF 650</td>
<td>Theory and Research in Early Childhood</td>
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</tr>
<tr>
<td>SES 604</td>
<td>Internship in Inclusive Early Childhood</td>
<td></td>
</tr>
</tbody>
</table>

#### Coursework Related to Research

- **SES 649C** Practicum in Special Education **

#### Professional Portfolio (Capstone Experience)

The final portfolio is the culminating experience. It includes two components:

1. A written document that includes a series of reflective essays and rationale for the use of documents.
2. An oral defense, discussing the content of the essays and rationale for the use of documents.

This portfolio will demonstrate the mastery of skills and knowledge in the program competency areas. It is submitted by the student and evaluated by a team of two faculty and one practicing professional. If the portfolio and presentation do not meet departmental standards, one revision is allowed. The final portfolio is required of all students graduating from the program.

### Early Childhood Leadership and Advanced Teaching Concentration

#### Coursework Related to Theory and Practice

- HDF/SES 606 Preschool-Kindergarten Learning in Inclusive Settings

#### Electives

Select 6 credits from the following:

- HDF 634 Contemporary Issues in Early Childhood Policy
- HDF 653 Contemporary Research in Family Studies
- HDF 720 Applied Theories and Principles of Parenting
- HDF 730 Cross-Cultural Perspectives on Child Development
- HDF 715 Infant Development
- SES 605 Diversity and Inclusive Early Care and Education
- SES/HDF 607 Infant-Toddler Learning in Inclusive Settings
- SES 647 Collaboration and Leadership
- SES 662 Assistive Technology for Inclusive Education
Human Development and Family Studies, M.S.

The MS in Human Development and Family Studies requires a minimum of 40 credit hours (including thesis) and prepares graduates to conduct research or to embark on a doctoral program of study.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

In addition to a review of the admission materials required by The Graduate School, the department considers the compatibility of the student's interest areas with those of the faculty and with curriculum emphasis, as well as the student's availability for full-time graduate study.

Degree Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>HDF 640</td>
<td>Professional Seminar</td>
<td>3</td>
</tr>
<tr>
<td>HDF 653</td>
<td>Contemporary Research in Family Studies</td>
<td>3</td>
</tr>
<tr>
<td>HDF 651</td>
<td>Contemporary Research in Human Development</td>
<td>3</td>
</tr>
<tr>
<td>HDF 652</td>
<td>Theories of Human Development</td>
<td>3</td>
</tr>
<tr>
<td>HDF 655</td>
<td>Family Theory</td>
<td>3</td>
</tr>
<tr>
<td>HDF 656</td>
<td>Race, Class, and Culture</td>
<td>3</td>
</tr>
<tr>
<td>HDF 661</td>
<td>Professional Seminar II</td>
<td>3</td>
</tr>
<tr>
<td>HDF 745</td>
<td>College Teaching in Human Development and Family Studies</td>
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</tr>
</tbody>
</table>

Area of Specialization

Select 6 credits

Statistics and Methodology

<table>
<thead>
<tr>
<th>Code</th>
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<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>ERM 680</td>
<td>Intermediate Statistical Methods in Education</td>
<td>3</td>
</tr>
<tr>
<td>ERM 681</td>
<td>Design and Analysis of Educational Experiments</td>
<td>3</td>
</tr>
<tr>
<td>HDF 658</td>
<td>Research Methods in Human Development and Family Studies</td>
<td>3</td>
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</table>

Research (Capstone Experience)

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>HDF 699</td>
<td>Thesis</td>
<td>6</td>
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</tbody>
</table>

Human Development and Family Studies, Ph.D.

The Ph.D. in Human Development and Family Studies requires 89 credit hours beyond the baccalaureate degree (for students entering the program in the M.S./Ph.D. track) or a minimum of 51 credit hours beyond a master's degree. Entering doctoral students who have completed a master's degree at another institution or department must fulfill (or have comparable substitutions for) all of the requirements of the HDFS M.S. degree program. Assessment of prerequisite courses occurs at the time of admission to the program. These requirements must be fulfilled in addition to completing the minimum of 51 credits of coursework and research shown below.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

In addition to a review of the admission materials required by The Graduate School, the department considers the compatibility of the student's interest areas with those of the faculty and with curriculum emphasis, as well as the student's availability for full-time graduate study.

Degree Program Requirements

Required: Minimum 51 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>HDF 713</td>
<td>Social and Emotional Development</td>
<td>3</td>
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<tr>
<td>HDF 714</td>
<td>Intellectual Development in Young Children</td>
<td>3</td>
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<td>HDF 715</td>
<td>Infant Development</td>
<td>3</td>
</tr>
<tr>
<td>HDF 716</td>
<td>Seminar in Adolescence</td>
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<tr>
<td>HDF 721</td>
<td>Seminar in Parent-Child Relations</td>
<td>3</td>
</tr>
<tr>
<td>HDF 722</td>
<td>Families in Middle and Later Life</td>
<td>3</td>
</tr>
<tr>
<td>HDF 723</td>
<td>Divorce, Remarriage, Cohabitation</td>
<td>3</td>
</tr>
<tr>
<td>HDF 726</td>
<td>Close Relationships in Adulthood</td>
<td>3</td>
</tr>
<tr>
<td>HDF 727</td>
<td>Contemporary Family Life</td>
<td>3</td>
</tr>
<tr>
<td>HDF 634</td>
<td>Contemporary Issues in Early Childhood Policy</td>
<td>3</td>
</tr>
<tr>
<td>HDF 730</td>
<td>Cross-Cultural Perspectives on Child Development</td>
<td>3</td>
</tr>
<tr>
<td>HDF 731</td>
<td>Cross-Cultural Perspectives on Families</td>
<td>3</td>
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</tbody>
</table>

Structured Electives

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>
Select 9 credit hours of structured electives

| Professional Development/Teaching Practicum ** | 6 |
| HDF 745 | College Teaching in Human Development and Family Studies |
| HDF 750 | Professional Seminar III |
| HDF 765 | College Teaching Practicum in Human Development and Family Studies II |

Statistics and Methodology | 15 |
| STA 671 | Multivariate Analysis |
| HDF 756 | Advanced Research Design in Human Development and Family Studies |

Select one additional content course in statistical analysis
Select one additional content course in research methodology
Select one additional content course in statistical analysis or research methodology

Research | 12 |
| HDF 799 | Dissertation Problem |

* The Ph.D. program requires the completion of 18 credit hours of elective coursework (selected jointly by the student and the faculty advisory committee) beyond the minimum of 9 hours of specialization coursework taken for the M.S. Of the 18 credits to be taken for the Ph.D., 9 credits must be fulfilled through structured electives. Specific offerings of HDF 602 Special Topics in Human Development and Family Studies and HDF 711 will be eligible for inclusion in target areas specified by the department.

** All doctoral students will complete a two-semester teaching practicum supervised by the student’s advisor, or the advisor’s designee. The practicum requires the student to serve as an assistant, then as a co-instructor of a course (or courses) at the 200, 300, or 400 level.

Preliminary Examination
Written and oral preliminary examinations of the student’s knowledge of the specialization area and of research methods, design, and statistical analyses, must be passed prior to commencing the dissertation research.

Requirements for the M.S. and Ph.D. program of study are specified further in departmental curriculum guides.

Human Development and Family Studies, Doctoral Minor

Program Requirements

Required: 12 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDF 602</td>
<td>Special Topics in Human Development and Family Studies</td>
<td></td>
</tr>
<tr>
<td>HDF 626</td>
<td>Social and Economic Problems of the Family</td>
<td></td>
</tr>
<tr>
<td>HDF 634</td>
<td>Contemporary Issues in Early Childhood Policy</td>
<td></td>
</tr>
<tr>
<td>HDF 636</td>
<td>Leadership and Mentoring in Educating Young Children</td>
<td></td>
</tr>
<tr>
<td>HDF 650</td>
<td>Theory and Research in Early Childhood</td>
<td></td>
</tr>
<tr>
<td>HDF 711</td>
<td>Social and Emotional Development</td>
<td></td>
</tr>
<tr>
<td>HDF 713</td>
<td>Intellectual Development in Young Children</td>
<td></td>
</tr>
<tr>
<td>HDF 714</td>
<td>Infant Development</td>
<td></td>
</tr>
<tr>
<td>HDF 715</td>
<td>Seminar in Adolescence</td>
<td></td>
</tr>
<tr>
<td>HDF 716</td>
<td>Applied Theories and Principles of Parenting</td>
<td></td>
</tr>
<tr>
<td>HDF 717</td>
<td>Seminar in Parent-Child Relations</td>
<td></td>
</tr>
<tr>
<td>HDF 720</td>
<td>Families in Middle and Later Life</td>
<td></td>
</tr>
<tr>
<td>HDF 721</td>
<td>Divorce, Remarriage, Cohabitation</td>
<td></td>
</tr>
<tr>
<td>HDF 722</td>
<td>Close Relationships in Adulthood</td>
<td></td>
</tr>
<tr>
<td>HDF 723</td>
<td>Contemporary Family Life</td>
<td></td>
</tr>
<tr>
<td>HDF 724</td>
<td>Cross-Cultural Perspectives on Child Development</td>
<td></td>
</tr>
<tr>
<td>HDF 725</td>
<td>Cross-Cultural Perspectives on Families</td>
<td></td>
</tr>
<tr>
<td>HDF 726</td>
<td>Feminist Theory and Research Methodologies</td>
<td></td>
</tr>
<tr>
<td>HDF 755</td>
<td>Advanced Theory in HDFS</td>
<td></td>
</tr>
<tr>
<td>HDF 756</td>
<td>Advanced Research Design in Human Development and Family Studies</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours | 12 |

Birth-Kindergarten Post-Baccalaureate Initial Licensure Certificate

The online Birth-Kindergarten (BK) Post-Baccalaureate Initial Licensure Certificate provides training for students with a bachelor’s degree seeking an initial NC Birth-Kindergarten teaching license. This certificate program requires 20 credit hours and is offered jointly by the departments of Human Development and Family Studies and Specialized Education Services. The program is designed to provide students with graduate level training and an initial teaching license in BK. Students also have an option for transitioning from this program into the M.Ed. program in which they may be eligible for an advanced license in BK.

Course work from the plan of study for the Post-Baccalaureate Initial Licensure Certificate may be applied to the M.Ed. in Birth-Kindergarten: Interdisciplinary Studies in Education and Development provided the student meets all admission requirements of The Graduate School, the Department of Human Development and Family Studies and the Department of Specialized Education Services.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

The certificate is available to individuals with a bachelor’s degree in early childhood education, child development, early childhood special education, or a related field. Students who wish to transition into the M.Ed program must submit a new application for the M.Ed. to The Graduate School. It is the students’ responsibility to initiate the process and review it with their advisor.
Certificate Requirements

**Required:** 20 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BK Initial Licensure Required Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SES 601</td>
<td>Introduction to Inclusive Birth-Kindergarten Services</td>
<td>20</td>
</tr>
<tr>
<td>SES/HDF 606</td>
<td>Preschool-Kindergarten Learning in Inclusive Settings</td>
<td></td>
</tr>
<tr>
<td>SES/HDF 607</td>
<td>Infant-Toddler Learning in Inclusive Settings</td>
<td></td>
</tr>
<tr>
<td>SES 603</td>
<td>Screening/Assessment in Inclusive Early Childhood Services</td>
<td></td>
</tr>
</tbody>
</table>
| SES 649C   | Practicum in Special Education | |}

**Leadership in Infant and Toddler Learning, Post-Baccalaureate Certificate**

The online Post-Baccalaureate Certificate in Leadership in Infant and Toddler Learning requires 19 credit hours and is offered jointly by the departments of Human Development and Family Studies and Specialized Education Services. The program is designed to provide students with graduate level training and a credential to pursue careers in leadership positions in early care and education settings focusing on infants and toddlers, including early intervention, Smart Start, resource and referral, and community college instruction.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

The certificate is available to students with a bachelor's or master's degree who do not plan to pursue a degree program or for students who are pursuing a master's degree simultaneously, students must meet all requirements for admission to The Graduate School, Human Development and Family Studies, and Specialized Education Services. The Certificate is also open to graduate students with background knowledge in early childhood education, child development, early childhood special education, or a closely related field.

Program Requirements

**Required:** 19 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses</td>
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<td>19</td>
</tr>
<tr>
<td>HDF/S 607</td>
<td>Infant-Toddler Learning in Inclusive Settings</td>
<td></td>
</tr>
<tr>
<td>HDF 636</td>
<td>Leadership and Mentoring in Educating Young Children</td>
<td></td>
</tr>
<tr>
<td>HDF 650</td>
<td>Theory and Research in Early Childhood</td>
<td></td>
</tr>
<tr>
<td>SES 601</td>
<td>Introduction to Inclusive Birth-Kindergarten Services</td>
<td></td>
</tr>
<tr>
<td>SES 602</td>
<td>Inclusive Family-Centered Practices in Early Childhood</td>
<td></td>
</tr>
<tr>
<td>SES 603</td>
<td>Screening/Assessment in Inclusive Early Childhood Services</td>
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</tbody>
</table>

**Integrated Professional Studies**

**School of Health & Human Sciences and UNC Greensboro Online**

915 Northridge Street
336-315-7044
http://bips.uncg.edu

**Program Administration**

Kelly Burke, Vice Provost for Graduate Education
James Eddy, Dean, Division of Online Learning
Kathleen Williams, Senior Associate Dean, School of Health and Human Sciences
Courtney Harrington, Program Director, Division of Online Learning

**Rationale and Program Objectives**

The Integrated Professional Studies program provides an innovative, flexible, transdisciplinary online degree. The degree focuses on the attainment of 21st century work skills identified by employers as critical professional preparation for the jobs of the future. Students will learn and apply core skills to specific professional contexts through case studies and other collaborative projects, and will build a portfolio demonstrating their growth throughout the degree. The professional/career/industry areas of focus enable students to tailor curricula to their specific career goals.

**Student Learning Goals**

Students completing this program will be able to demonstrate the items listed below.

1. Articulate and apply skills earned through a strong liberal education background of a comprehensive general educational program.
2. Integrate and apply universal competencies in systems and design thinking, quantitative literacy, and new media literacy to a range of real-world situations.
3. Apply self-awareness and global awareness and cultural understanding to a broad range of real-world situations in a rapidly shifting demographic environment.
4. Systematically and consistently apply knowledge and skills from the universal competencies to a chosen professional career area of focus (health and wellness; arts, entertainment, and media; management; service; self-designed) across a range of real-world situations.

- Integrated Professional Studies Online, B.S. (p. 580)

**Integrated Professional Studies Online, B.S.**

**Overall Requirements**

- 122 credit hours, to include at least 36 credits of courses at the 300 course level or above.

**Degree Program Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>University Requirements (p. 671)</td>
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<tr>
<td>General Education Core Requirements (GEC) (p. 683)</td>
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</table>
## Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>IPS 301</td>
<td>Design Thinking</td>
<td>3</td>
</tr>
<tr>
<td>IPS 302</td>
<td>Systems Thinking</td>
<td>3</td>
</tr>
<tr>
<td>IPS 303</td>
<td>Understanding Data</td>
<td>3</td>
</tr>
<tr>
<td>IPS 304</td>
<td>Contemporary Media Literacies</td>
<td>3</td>
</tr>
<tr>
<td>IPS 305</td>
<td>Global Awareness and Intercultural Competence</td>
<td>3</td>
</tr>
<tr>
<td>IPS 306</td>
<td>Self-Awareness</td>
<td>3</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>Core Courses</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

### Professional/Career/Industry Area of Focus

Select 12 credits from an Area of Focus

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 201</td>
<td>Creativity, Innovation, and Vision</td>
<td>3</td>
</tr>
<tr>
<td>ENT 307</td>
<td>Global Health</td>
<td>3</td>
</tr>
<tr>
<td>HEA 113</td>
<td>Medical Terminology for Public Health Professionals</td>
<td>3</td>
</tr>
<tr>
<td>IPS 401</td>
<td>Selected Topics in Health and Wellness Occupations</td>
<td>3</td>
</tr>
<tr>
<td>NUR 390</td>
<td>Culture and Health Care</td>
<td>3</td>
</tr>
<tr>
<td>PCS 308</td>
<td>Working through Interpersonal Conflicts</td>
<td>3</td>
</tr>
<tr>
<td>PHI 220</td>
<td>Medical Ethics</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>Professional/Career/Industry Area of Focus</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

### Capstone Course

*IPS 410 Capstone*

*Students select 12 credits as listed or other approved course chosen in consultation with advisor (any course prefix, including IPS). The area of interest can be customized to the student’s professional aspirations.*

## Areas of Focus

### Health and Wellness Occupations

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 201</td>
<td>Creativity, Innovation, and Vision</td>
<td>3</td>
</tr>
<tr>
<td>CST 341</td>
<td>Communication and Workplace Relationships</td>
<td>3</td>
</tr>
<tr>
<td>HEA 113</td>
<td>Medical Terminology for Public Health Professionals</td>
<td>3</td>
</tr>
<tr>
<td>IPS 401</td>
<td>Selected Topics in Health and Wellness Occupations</td>
<td>3</td>
</tr>
<tr>
<td>NUR 390</td>
<td>Culture and Health Care</td>
<td>3</td>
</tr>
<tr>
<td>PCS 308</td>
<td>Working through Interpersonal Conflicts</td>
<td>3</td>
</tr>
<tr>
<td>PHI 220</td>
<td>Medical Ethics</td>
<td>3</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>Management Occupations</strong></td>
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</table>

### Service Occupations

<table>
<thead>
<tr>
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<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>CST 341</td>
<td>Communication and Workplace Relationships</td>
<td>3</td>
</tr>
<tr>
<td>CTR 451</td>
<td>Service Management</td>
<td>3</td>
</tr>
<tr>
<td>IPS 403</td>
<td>Selected Topics in Service Occupations</td>
<td>3</td>
</tr>
<tr>
<td>PHI 361</td>
<td>Ethical Issues in Business</td>
<td>3</td>
</tr>
<tr>
<td>PCS 308</td>
<td>Working through Interpersonal Conflicts</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>Service Occupations</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

### Arts, Entertainment and Media Occupations

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 323</td>
<td>The Arts as Human Experience</td>
<td>3</td>
</tr>
<tr>
<td>BLS 346</td>
<td>The Art of Life</td>
<td>3</td>
</tr>
<tr>
<td>BUS 201</td>
<td>Creativity, Innovation, and Vision</td>
<td>3</td>
</tr>
<tr>
<td>BUS 300</td>
<td>Ideas to Opportunities: Feasibility Analysis</td>
<td>3</td>
</tr>
<tr>
<td>CST 341</td>
<td>Communication and Workplace Relationships</td>
<td>3</td>
</tr>
<tr>
<td>IPS 404</td>
<td>Selected Topics in Arts, Entertainment, and Media Occupations</td>
<td>3</td>
</tr>
<tr>
<td>PHI 361</td>
<td>Ethical Issues in Business</td>
<td>3</td>
</tr>
<tr>
<td>PSC 540</td>
<td>Nonprofit Management and Leadership</td>
<td>3</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>Arts, Entertainment and Media Occupations</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

### Electives

Electives sufficient to complete 122 total credit hours required for the degree, to include 36 credits at or above the 300 course level.

## Kinesiology

*School of Health and Human Sciences*

250 Coleman Building  
336-334-5347  
http://kin.uncg.edu

**Scott Ross, Chair of Department**  
**Paul Davis, Director of Graduate Study**  
**Aaron Terranova, Director of Undergraduate Studies**

Mission Statement: The mission of the Department of Kinesiology is to prepare professionals at both the undergraduate and graduate levels through excellence in teaching, research, and service so that they may encourage enhanced performance and quality of life of all citizens of the Piedmont Triad and beyond through active lifestyles and lifetime physical activity.

## Transfer Students

Students who enter the UNC Greensboro Kinesiology major as transfers in the junior year should expect to take at least an extra semester of work unless they enter with a strong background in science (KIN 291 Clinical Human Anatomy, KIN 292 Clinical Human Physiology) and physical activities courses. For those students seeking Teacher Licensure who are also required to complete a second academic concentration, the time commitment may be further extended.

**Professor**  
Pam Kocher Brown  
Ang Chen  
Jennifer L Etnier  
Diane L Gill  
Laurie W Gold, Professor and Safrit-Ennis Distinguished Professor  
Allan H Goldfarb  
Thomas J Martinek  
Randy Schmitz  
Sandra J Shultz  
Joseph W Starnes
Kathleen Williams

**Associate Professor**
Paul G Davis
Benedict Paul Dyson
William B Karper
Christopher K Rhea
Scott E Ross

**Academic Professional Associate Professor**
Anne O Brady
Greg Daniels
Jeff Daniel Labban
Karen 'Pea' Poole
Aaron B Terranova

**Assistant Professor**
William M Adams
Eric Scott Drollette
Michael Anthony Hemphill
Jaclyn Parente Maher
Traci L Parry
Louisa Dominique Raisbeck
Erin J Reifsteck

**Academic Professional Assistant Professor**
Adam P Berg
DeAnne Davis Brooks
Donna Duffy
Jennifer Irene Farrell
Judy A. Fowler

G Graduate-level faculty

- Kinesiology, B.S. (p. 582)
- Physical Education and Health Teacher Education with K–12 Licensure, B.S. (p. 585)
- Community Youth Sport Development Undergraduate Minor (p. 587)
- Sport Coaching Undergraduate Minor (p. 588)
- Athletic Training, M.S.A.T. (p. 588)
- Kinesiology, M.S. (p. 589)
- Kinesiology, M.S./Ph.D. (p. 592)
- Kinesiology, Ed.D. (p. 593)
- Kinesiology, Ph.D. (p. 594)

**Kinesiology Disciplinary Honors Requirements**

12 credit hours as provided below.

1. 9 credits of KIN Honors courses, advanced courses, and/or contract courses including at least 6 credits of upper-division work (300 level or above), and
2. 3 credits in the form of Senior Honors Project course.

**Qualifications**

1. A declared Kinesiology Major
2. A grade of at least B in all course work used to satisfy the Honors requirement in Kinesiology
3. At least a 3.30 overall GPA at graduation

**Recognition**
The designation "Completed Disciplinary Honors in Kinesiology" and the title of the Senior Honors Project will be printed on the student's official transcript.

**Honors Advisor**
See Diane Gill (336/334-4683), dlgill@uncg.edu, for further information about Honors in Kinesiology. Contact the Director of the Lloyd International Honors College (205 Foust Building, 334-5538) for further information about the Lloyd International Honors College and its General-Education Honors Program (p. 652).

**Kinesiology, B.S. Requirements**

All concentrations in the Kinesiology major require courses in the areas listed below.

1. General Education Core Requirements
2. General Education Marker Requirements
3. Major Core Requirements
4. Related Area Requirements
5. Concentration Requirements
6. Electives
7. Additional Requirements

Each concentration has additional requirements for graduation. The specific course requirements and additional requirements are listed in each concentration section.

The Kinesiology major prepares students for careers in sports medicine, preventive and rehabilitative exercise and fitness. Graduates from this concentration are able to pursue careers in fitness, personal training, cardiac rehabilitation, exercise physiology and related fields. Additionally, completing this major is a first step toward providing students with the necessary academic and clinical experience for future study in allied health fields. Examples include, but are not limited to, athletic training, physical therapy, occupational therapy, physician's assistant, podiatry, dentistry, and medicine.

**Student Learning Goals**

1. Students completing this program will demonstrate a basic knowledge of anatomy.
2. Students completing this program will demonstrate a basic knowledge of biomechanics.
3. Students completing this program will demonstrate a basic knowledge of exercise physiology.
4. Students completing this program will demonstrate a basic knowledge of sociohistorical foundations of Kinesiology.
5. Students completing this program will demonstrate a basic knowledge of human development over the lifespan.
6. Students completing this program will apply the basic scientific theories and principles that serve as a foundation for the allied health and medical professions.
7. Students completing this program will demonstrate a basic knowledge of the structure and function of the human body and the stresses associated with movement, exercise and the demands of various physical activities.
8. Students completing this program will demonstrate a basic knowledge of the prevention, care, and treatment of injuries and illnesses that commonly occur in physical activity.

Overall Requirements

• 122-128 credit hours, to include at least 36 credits at or above the 300 course level
• All KIN courses must be completed with a grade of C (2.0) or higher. No required KIN course may be taken more than twice. Students who receive a grade below C twice in the same KIN prefix course will be withdrawn from the KIN major.

Degree Program Requirements

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</thead>
<tbody>
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<td>University Requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Education Core Requirements (GEC)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(p. 671)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Education Core Requirements (GEC)</td>
<td></td>
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<tr>
<td></td>
<td>(p. 683)</td>
<td></td>
</tr>
</tbody>
</table>

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td>Lifetime Wellness †</td>
<td>36</td>
</tr>
<tr>
<td>KIN 220</td>
<td>Introduction to Kinesiology</td>
<td></td>
</tr>
<tr>
<td>KIN 250</td>
<td>Strength Training and/or Conditioning</td>
<td></td>
</tr>
<tr>
<td>KIN 265</td>
<td>Critical Analyses for a Physically Active Society ††</td>
<td></td>
</tr>
<tr>
<td>KIN 330</td>
<td>Injuries and Illnesses in Physical Activity</td>
<td></td>
</tr>
<tr>
<td>KIN 353</td>
<td>Assessment and Evaluation in Kinesiology</td>
<td></td>
</tr>
<tr>
<td>KIN 375</td>
<td>Physiology of Sport and Physical Activity</td>
<td></td>
</tr>
<tr>
<td>KIN 376</td>
<td>Biomechanics of Sport and Physical Activity</td>
<td></td>
</tr>
<tr>
<td>KIN 379</td>
<td>Instructional Methods of Physical Activity</td>
<td></td>
</tr>
<tr>
<td>KIN 386</td>
<td>Motor Development and Learning</td>
<td></td>
</tr>
<tr>
<td>KIN 388</td>
<td>Psychology of Physical Activity</td>
<td></td>
</tr>
<tr>
<td>Activity Courses *</td>
<td>Select four activity courses.</td>
<td>4</td>
</tr>
</tbody>
</table>

Related Area Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>Principles of Biology I †</td>
<td></td>
</tr>
<tr>
<td>BIO 111</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anatomy and Physiology **</td>
<td>Clinical Human Anatomy</td>
<td></td>
</tr>
<tr>
<td>KIN 291</td>
<td>or BIO 271 Human Anatomy</td>
<td></td>
</tr>
<tr>
<td>KIN 292</td>
<td>Clinical Human Physiology</td>
<td></td>
</tr>
<tr>
<td>or BIO 277</td>
<td>Human Physiology</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>Select one of the following:</td>
<td></td>
</tr>
<tr>
<td>CHE 103</td>
<td>General Descriptive Chemistry I</td>
<td></td>
</tr>
<tr>
<td>&amp; CHE 110</td>
<td>and Introductory Chemistry Laboratory</td>
<td></td>
</tr>
<tr>
<td>CHE 104</td>
<td>General Descriptive Chemistry II</td>
<td></td>
</tr>
<tr>
<td>&amp; CHE 110</td>
<td>and Introductory Chemistry Laboratory</td>
<td></td>
</tr>
<tr>
<td>CHE 111</td>
<td>General Chemistry I</td>
<td></td>
</tr>
<tr>
<td>&amp; CHE 112</td>
<td>and General Chemistry I Laboratory</td>
<td></td>
</tr>
<tr>
<td>CHE 114</td>
<td>General Chemistry II</td>
<td></td>
</tr>
<tr>
<td>&amp; CHE 115</td>
<td>and General Chemistry II Laboratory</td>
<td></td>
</tr>
</tbody>
</table>

Nutrition

Select one course with the NTR prefix chosen from course numbers 213 to 599

Communication Studies

Select one course with the CST prefix chosen from course numbers 105 to 599

Psychology

PSY 121 General Psychology ††

* Four activity courses must be completed with a grade of C (2.0) or higher. A maximum of 2 ACT may be taken in the same semester. ACT courses which are sequential—e.g. beginner, intermediate, advanced, may not be taken concurrently. Once a course has been successfully completed, a student may not enroll in a lower level course for the same activity. A maximum of 2 DCE courses may be substituted for ACT courses provided the DCE courses are officially listed by the university as STU courses.

** A minimum of 3 credits of anatomy and 3 credits of physiology is required. Anatomy/physiology combined courses must be at least 6 credits to count as both anatomy and physiology. Students may take multiple levels of combined anatomy and physiology courses (A&P I and A&P II) in order to achieve the minimum 6 credits.

† Counts toward GEC GNS requirement.

‡ Counts toward GEC GSB requirement.

Additional Requirements

1. Admission

All students will be initially classified as Pre-Kinesiology. To apply for admission into the Kinesiology concentration students must have a minimum GPA of 2.50 in the major and satisfactorily complete the courses listed below.

Transfer and second-degree students must complete these requirements and successfully complete 12 credits at UNCG before applying. Application does not guarantee admission.

Qualified

The course listed below requires a grade of C- or better.

BIO 111 Principles of Biology I

Qualified

The courses listed below require a grade of C or better.

KIN 250 Introduction to Kinesiology
KIN 291 Clinical Human Anatomy

Registration Restriction

Students will not be allowed to enroll in the courses listed below and any course at the 400 level or above without entrance into the KINE major.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td>Injuries and Illnesses in Physical Activity</td>
<td>14</td>
</tr>
<tr>
<td>KIN 353</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KIN 375</td>
<td>Physiology of Sport and Physical Activity</td>
<td></td>
</tr>
<tr>
<td>KIN 376</td>
<td>Biomechanics of Sport and Physical Activity</td>
<td></td>
</tr>
<tr>
<td>KIN 386</td>
<td>Motor Development and Learning</td>
<td></td>
</tr>
</tbody>
</table>

2. Minimum Grade

To qualify for graduation in the Kinesiology concentration, all majors must achieve a minimum grade of C (2.0) in each required course with a KIN prefix (including activity courses, internships, and other
non-core KIN courses) and maintain a minimum GPA of 2.50 in the major.

3. Minimum Semester Hours

To graduate, all majors must obtain at least 36 credits in courses at the 300 level or above.

4. Re-entry

Students in this concentration who do not graduate within seven years or who leave school and later re-enter are held for the current program requirements at the time of crossing from the seventh to the eighth year, or are held to the current program requirements during the year of re-entry.

5. Appeals

Appeals of any of these requirements must be filed with the appropriate departmental committee within one academic year.

**Electives**

Students will need to take elective credits prior to graduation. The number of electives needed varies based on course selection and any transfer credits. At least 122 credit hours are required to graduate. The KINE concentration requires 18 credits of electives with 9 of those credits from KIN prefix courses, and the remaining hours from the approved elective course list. Students will be required to successfully complete at least 3 credits of 400+ level KIN prefix course electives. No ACT course may be used as a KIN elective, KIN 000 courses which transfer to UNCG will not automatically be counted as KIN electives, but may be counted on an individual basis via appeal.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KIN 250</td>
<td>Introduction to Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>KIN 220</td>
<td>Lifetime Wellness</td>
<td>3</td>
</tr>
<tr>
<td>KIN Activity</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>BIO 111</td>
<td>Principles of Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 111L</td>
<td>Principles of Biology I Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>HHS 125</td>
<td>Design Your Life: What Could I Do With My Life?</td>
<td>1</td>
</tr>
<tr>
<td>GEC—General Education Core (any category)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KIN 265</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>KIN 265L</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>KIN 291</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 291L</td>
<td>Clinical Human Anatomy Laboratory</td>
<td>0</td>
</tr>
<tr>
<td>PSY 121</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>GEC—General Education Core (any category)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>CST 105</td>
<td>Introduction to Communication Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

| Sophomore Fall          |                                            |              |
| KIN 379                 | Instructional Methods of Physical Activity | 3            |
| CHE Elective & Lab      |                                            | 4            |
| KIN Activity            |                                            | 1            |
| NTR Elective            |                                            | 3            |
| GEC—General Education Core (any category) |                                      | 3            |
| Wi—Writing Intensive    |                                            | 3            |

| Spring                  |                                            |              |
| KIN 292                 | Clinical Human Physiology                  | 4            |
| KIN 292L                | Clinical Human Physiology Laboratory       | 0            |
| KIN 353                 | Injuries and Illnesses in Physical Activity | 3            |
| Directed Elective 5     |                                            | 3            |
| GEC—General Education Core (any category) |                                      | 3            |
| GEC—General Education Core (any category) |                                      | 3            |

| Junior Fall             |                                            |              |
| KIN 375                 | Physiology of Sport and Physical Activity  | 4            |
| KIN 375L                | Physiology of Sport and Physical Activity Laboratory | 0            |
| KIN 330                 | Critical Analyses for a Physically Active Society | 3            |
| Directed Elective 5     |                                            | 3            |
| CST 341                 | Communication and Workplace Relationships  | 3            |

*Directed Elective 5 requires a minimum of 3 credits.*
### Physical Education and Health Teacher Education with K–12 Licensure, B.S.

**Overall Requirements**

- 122-128 credit hours, to include at least 36 credits at or above the 300 course level
- All KIN courses must be completed with a grade of C (2.0) or higher. No required KIN course may be taken more than twice. Students who receive a grade below C twice in the same KIN prefix course will be withdrawn from the KIN major.

**Degree Program Requirements**

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<tr>
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<td></td>
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<tr>
<td>General Education Core Requirements (GEC) (p. 683)</td>
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</table>

**Major Requirements**

The Physical Education and Health Teacher Education major leads to dual licensure for teaching in North Carolina and most other states. The dual licensure program prepares a student to teach physical education and health in grades K–12. Throughout the program there are opportunities for active observation, assisting teachers, peer and small group teaching, and a culminating student teaching experience with public school students, including those with special needs.

A second academic concentration in Healthful Living is required for completion of this major.

**Student Learning Goals**

Students completing this program will understand physical education and health content, disciplinary concepts, dispositions and tools of inquiry related to how individuals learn and develop physical literacy, movement skills, and lead healthy lifestyles. They will demonstrate effective verbal, nonverbal, and media communication techniques. They will be able to plan and implement a variety of developmentally appropriate instructional strategies, and use both formal and informal assessment to inform instructional practice. A focus will be on becoming a reflective practitioner who collaborates with others and seeks opportunities to grow professionally.

### Notes:

1. You must have 120 hours, at least 36 s.h. at or above the 300 level.
2. Avoid taking multiple Activity courses in the same semester. If you get injured, it may impact your ability to complete the course(s).
3. GL/GN requirements can "double dip" or "triple dip" with GEC and/or WI/SI - watch your credit hours!
4. Apply to the KINE major after grades post for BIO 111, KIN 250, KIN 291, & 2.5+ Major GPA.
5. This is a suggested plan of study, you may change courses around if needed. Please be flexible!
6. You may take electives that count as your KIN and/or grad school requirements. Be sure to look ahead at Grad schools and work backwards. Know which courses each grad school will require you to have and speak with an advisor if you aren’t sure.
7. The "date" and "initial" columns are for advising purposes. Feel free to bring this sheet to advising and get an advisors initials stating your requirements are being fulfilled by checking the boxes of courses you plan to take, or took and passed.
8. If you want to have an internship, use Fall of the fourth year for KIN 471 and Spring of the fourth year for KIN 595.

---

### Physical Education and Health Teacher Education with K–12 Licensure, B.S.

**Overall Requirements**

- 122-128 credit hours, to include at least 36 credits at or above the 300 course level
- All KIN courses must be completed with a grade of C (2.0) or higher. No required KIN course may be taken more than twice. Students who receive a grade below C twice in the same KIN prefix course will be withdrawn from the KIN major.

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### Notes:

1. You must have 120 hours, at least 36 s.h. at or above the 300 level.
2. Avoid taking multiple Activity courses in the same semester. If you get injured, it may impact your ability to complete the course(s).
3. GL/GN requirements can "double dip" or "triple dip" with GEC and/or WI/SI - watch your credit hours!
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6. You may take electives that count as your KIN and/or grad school requirements. Be sure to look ahead at Grad schools and work backwards. Know which courses each grad school will require you to have and speak with an advisor if you aren’t sure.
7. The "date" and "initial" columns are for advising purposes. Feel free to bring this sheet to advising and get an advisors initials stating your requirements are being fulfilled by checking the boxes of courses you plan to take, or took and passed.
8. If you want to have an internship, use Fall of the fourth year for KIN 471 and Spring of the fourth year for KIN 595.
KIN 379  Instructional Methods of Physical Activity  
KIN 386  Motor Development and Learning  
KIN 388  Psychology of Physical Activity  

**Activity Courses**  
KIN 214  Sports Performance: Racquet Sports  
KIN 231  Recreational Games  
Select two courses from two activity areas of the following:  

**Aquatics:**  
KIN 150  Swimming for Non-Swimmers  
KIN 151  Beginning Swimming  

**Bowling:**  
KIN 128  Beginning Bowling  

**Rock Climbing:**  
KIN 180  Rock Climbing  

**Soccer:**  
KIN 106  Beginning Soccer  
KIN 206  Intermediate Soccer  

**Tae Kwon Do:**  
KIN 272  Tae Kwon Do  

**Ultimate Frisbee:**  
KIN 110  Ultimate  

**Volleyball:**  
KIN 101  Beginning Volleyball  
KIN 201  Intermediate Volleyball  

**Second Academic Concentration Requirements**  
In addition to the related area requirements listed below, students in this concentration must complete a second academic concentration consisting of 18 credits of course work in Healthful Living  

NTR 213  Introductory Nutrition††  
HEA 260  Human Sexuality  
HEA 331  Alcohol, Tobacco, and Other Drugs  
HEA 470  Adolescent Health  
KIN 220  Lifetime Wellness  
KIN 450  Instructional Strategies for School Health Education  

**Related Area and Teacher Licensure Requirements**  
BIO 111  Principles of Biology I††  
KIN 291  Clinical Human Anatomy  
KIN 292  Clinical Human Physiology  
KIN 307  Observation and Analysis of Fundamental Movement  
KIN 340  Healthful Living Pedagogy for Elementary School Teaching  

**Additional Concentration Requirements**  
KIN 354  Curriculum and Teaching: Children's Physical Education  
KIN 381  Physical Education for Individuals with Special Needs  
or CTR 314  Recreation Services with Underrepresented Groups  
KIN 454  Curriculum and Teaching: Secondary School Physical Education  
KIN 460  Teaching Physical Education and Health Internship  
KIN 461  Student Teaching and Seminar in Physical Education  

* Four activity courses must be completed with a grade of C (2.0) or higher. A maximum of 2 ACT may be taken in the same semester. ACT courses which are sequential: e.g. beginner, intermediate, advanced, may not be taken concurrently. Once a course has been successfully completed, a student may not enroll in a lower level course for the same activity. A maximum of 2 DCE courses may be substituted for ACT courses provided the DCE courses are officially listed by the university as STU courses.  

** A minimum of 3 credits of anatomy and 3 credits of physiology are required.  
† Counts toward GEC GSB requirement.  
†† Counts toward GEC GNS requirement.  
††† Counts toward GEC GRD requirement.  
†††† Counts toward GEC GFA requirement.  

**Additional Requirements**  

**Course Restrictions**  
1. Admission  
Students who have not been admitted to this program may not enroll in the courses listed below.  

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 354</td>
<td>Curriculum and Teaching: Children's Physical Education</td>
<td></td>
</tr>
<tr>
<td>KIN 454</td>
<td>Curriculum and Teaching: Secondary School Physical Education</td>
<td></td>
</tr>
<tr>
<td>KIN 460</td>
<td>Teaching Physical Education and Health Internship</td>
<td></td>
</tr>
<tr>
<td>KIN 461</td>
<td>Student Teaching and Seminar in Physical Education</td>
<td></td>
</tr>
</tbody>
</table>

2. UNC Greensboro  
The courses listed below must be taken at UNC Greensboro for graduation and licensure  

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 354</td>
<td>Curriculum and Teaching: Children's Physical Education</td>
<td></td>
</tr>
<tr>
<td>KIN 454</td>
<td>Curriculum and Teaching: Secondary School Physical Education</td>
<td></td>
</tr>
<tr>
<td>KIN 460</td>
<td>Teaching Physical Education and Health Internship</td>
<td></td>
</tr>
<tr>
<td>KIN 461</td>
<td>Student Teaching and Seminar in Physical Education</td>
<td></td>
</tr>
</tbody>
</table>

3. Certification  
Certification in First Aid and CPR must be current for the courses listed below.  

<table>
<thead>
<tr>
<th>Code</th>
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<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>KIN 454</td>
<td>Curriculum and Teaching: Secondary School Physical Education</td>
<td></td>
</tr>
<tr>
<td>KIN 460</td>
<td>Teaching Physical Education and Health Internship</td>
<td></td>
</tr>
<tr>
<td>KIN 461</td>
<td>Student Teaching and Seminar in Physical Education</td>
<td></td>
</tr>
</tbody>
</table>
4. Professional Liability Insurance
Professional Liability Insurance is required for the courses listed below.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 354</td>
<td>Curriculum and Teaching: Children's Physical Education</td>
<td></td>
</tr>
<tr>
<td>KIN 454</td>
<td>Curriculum and Teaching: Secondary School Physical Education</td>
<td></td>
</tr>
<tr>
<td>KIN 460</td>
<td>Teaching Physical Education and Health Internship</td>
<td></td>
</tr>
<tr>
<td>KIN 461</td>
<td>Student Teaching and Seminar in Physical Education</td>
<td></td>
</tr>
</tbody>
</table>

5. Minimum grade
To qualify for graduation in this concentration, all majors must achieve a grade of C (2.0) or better in each required course with a KIN prefix and those listed below.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 271</td>
<td>Human Anatomy</td>
<td></td>
</tr>
<tr>
<td>BIO 277</td>
<td>Human Physiology</td>
<td></td>
</tr>
</tbody>
</table>

Other Restrictions
- A minimum GPA of 2.50 is required for entry (application required) into and continued enrollment in the Physical Education and Health Teacher Education (PEHTE) Program. Evidence of 20 hours of working with children in a physical activity setting is also required for admittance to the PEHTE program. A 3.0 GPA is also required for entry into the UNCG’s Teacher Education program (application required) and for licensure by the State of North Carolina. Passing Praxis Core Academic Skills for Educators scores (fee) are also required for entry into the UNCG’s Teacher Education Program.
- A departmental application process is required to enter the program. Prior to acceptance into the Physical Education and Health Teacher Education Program, students will be classified as pre-Kinesiology majors.
- A background check (fee) will be required for entry into the UNC Greensboro Teacher Education program and/or prior to any practical experience in the school setting.
- Liability Insurance (fee) will be required prior to any practical experience with children on campus or in a school setting.
- Students are required to pay a student teaching special fee prior to their student teaching experience.
- First Aid and CPR (fee) certification is required and must remain current for the entire student teaching experience (Student Teaching and Seminars in Physical Education).
- To qualify for graduation in this major and licensure, all majors must complete a Taskstream Portfolio (fee).
- To qualify for graduation in this major and licensure, all majors must attempt the Praxis II: Health and Physical Education: Content Knowledge test. For additional information about the Praxis II, please see the North Carolina Department of Public Instruction website at http://www.ncpublicschools.org/licensure.
- Licensure application must be submitted through the UNC Greensboro Teacher Education program at the completion of the PEHTE program (fee).
- To graduate, all majors must obtain at least 36 credits in courses at the 300 level or above.
- Students in this major who do not graduate within 7 years or who leave school and later reenter are held to the current program requirements at the time of crossing from the seventh to the 8th year, or are held to the current program requirements during the year of reentry.
- Appeals of any of these requirements must be filed with the appropriate departmental committee within one academic year.

Electives
Students will need to take elective hours prior to graduation. The number of electives needed varies based on course selection and any transfer credits. At least 122 credit hours are required to graduate. Students must complete at least 15 credits of electives with at least 6 credits coming from KIN courses.

Community Youth Sport Development Undergraduate Minor
The CYSD (Community Youth Sport Development) minor is designed for undergraduates with an interest in fostering relationships with youth through sport and physical activity as a means to teach social and personal responsibility.

The CYSD minor may be chosen by any degree-seeking UNC Greensboro student. The required 21 credit hours fortifies major course of studies related to youth programming by providing applied learning experiences related to teaching, mentoring, youth program design, implementation and evaluation, and cultural awareness.

Program Requirements
- Minimum of 21 credit hours

Minimum requirements for an acceptable program plan include the courses as listed below.

Recreation and Parks Management Majors (RPMT)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 356</td>
<td>Leadership and Collaboration</td>
<td>18</td>
</tr>
<tr>
<td>KIN 381</td>
<td>Physical Education for Individuals with Special Needs</td>
<td></td>
</tr>
<tr>
<td>KIN 456</td>
<td>Teaching Practicum II: Children’s Physical Activity</td>
<td></td>
</tr>
</tbody>
</table>
Sport Coaching Undergraduate Minor

The Sport Coaching Minor may be chosen by any degree-seeking UNC Greensboro student. Students must apply and be admitted to the program.

Program Requirements

- Minimum of 19 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 220</td>
<td>Lifetime Wellness</td>
<td></td>
</tr>
<tr>
<td>KIN 286</td>
<td>Foundations of Sport Coaching</td>
<td></td>
</tr>
<tr>
<td>KIN 287</td>
<td>Coaching in Community-Based Sport Programs</td>
<td></td>
</tr>
<tr>
<td>KIN 353</td>
<td>Injuries and Illnesses in Physical Activity</td>
<td></td>
</tr>
<tr>
<td>or KIN 265</td>
<td>Strength Training and/or Conditioning</td>
<td></td>
</tr>
<tr>
<td>KIN 388</td>
<td>Psychology of Physical Activity</td>
<td></td>
</tr>
<tr>
<td>or KIN 230</td>
<td>Psychological Skills for Optimal Performance</td>
<td></td>
</tr>
<tr>
<td>NTR 213</td>
<td>Introductory Nutrition</td>
<td></td>
</tr>
<tr>
<td>KIN 477</td>
<td>Coaching Practicum in a Selected Sport (the last course to be taken in the minor and may be taken only after all other courses are completed)</td>
<td></td>
</tr>
</tbody>
</table>

Athletic Training, M.S.A.T.

The 50-hour, entry-level Master of Science in Athletic Training, accredited by the Commission on Accreditation of Athletic Training Education (CAATE), provides academic and clinical instruction sufficient for eligibility to sit for the National Athletic Trainers’ Association Board of Certification (BOC) Examination.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

Admission to the MSAT is competitive, limited, and not guaranteed to those who meet the minimum requirements. In addition to the admission requirements set forth by The Graduate School, applicants must also submit supplemental materials to the department as well as the Director of the Athletic Training Education Program as described at http://kin.uncg.edu/academic-programs/graduate/areas-of-study/athletic-training/application-process/. The following prerequisites are required for admission eligibility and must be verifiable during the application process:

Satisfactory completion (C or better) of prerequisite course work in human anatomy (lecture and lab), human physiology (lecture and lab), exercise physiology, biomechanics/kinesiology, and nutrition. A minimum of 200 hours of clinical observation/experience under a Certified Athletic Trainer within 2 years prior to program application.

The application deadline is January 15 of each calendar year after which qualified applicants will be invited by the Program Director to an on-campus visit for a personal interview at the applicant’s expense. Students must also verify that they can comply with the program’s technical standards. Detailed information regarding the application process, technical standards, expenses, prerequisites, and post-admission requirements are available at http://kin.uncg.edu/academic-programs/graduate/areas-of-study/athletic-training/application-process/.

Degree Program Requirements

Required: 50 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 642</td>
<td>Optimizing Athletic Performance</td>
<td>6</td>
</tr>
<tr>
<td>KIN 720</td>
<td>Pathophysiology and Pharmacology</td>
<td></td>
</tr>
<tr>
<td>Research Techniques</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>KIN 601</td>
<td>Applying Research to Professional Practice</td>
<td></td>
</tr>
<tr>
<td>Athletic Training Requirements</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>KIN 536</td>
<td>Anatomical Basis of Athletic Injury</td>
<td></td>
</tr>
<tr>
<td>KIN 634</td>
<td>Athletic Training Foundations</td>
<td></td>
</tr>
<tr>
<td>KIN 636</td>
<td>Athletic Injury Evaluation</td>
<td></td>
</tr>
<tr>
<td>KIN 638</td>
<td>Theoretical Modalities</td>
<td></td>
</tr>
<tr>
<td>KIN 640</td>
<td>Rehabilitation Techniques for Athletic Injuries</td>
<td></td>
</tr>
<tr>
<td>KIN 704</td>
<td>Athletic Training Seminar</td>
<td></td>
</tr>
<tr>
<td>KIN 705</td>
<td>Applied Rehabilitation Concepts</td>
<td></td>
</tr>
<tr>
<td>KIN 721</td>
<td>General Medical Conditions</td>
<td></td>
</tr>
<tr>
<td>KIN 725</td>
<td>Management and Professional Issues in Athletic Training</td>
<td></td>
</tr>
<tr>
<td>Integrative Clinical Experience</td>
<td>* 12</td>
<td></td>
</tr>
<tr>
<td>KIN 620</td>
<td>Athletic Training Clinical Experience (Fall I)</td>
<td></td>
</tr>
<tr>
<td>KIN 620</td>
<td>Athletic Training Clinical Experience (Spring I)</td>
<td></td>
</tr>
<tr>
<td>KIN 620</td>
<td>Athletic Training Clinical Experience (Fall II)</td>
<td></td>
</tr>
<tr>
<td>KIN 620</td>
<td>Athletic Training Clinical Experience (Spring II)</td>
<td></td>
</tr>
</tbody>
</table>

* Note: KIN 620 Athletic Training Clinical Experience: Taken four times for 3 hours in each semester of the student’s program of study.

Non-credit Professional Development Requirements

In addition to the 50 credit hours of course work, students are required to gain approximately two weeks of clinical experience during assigned
pre-season athletic practices during August of each year in the program. Students are also required to attend weekly inservices and journal club sessions during each of the fall and spring semesters in the program.

**Kinesiology, M.S.**

The MS in Kinesiology offers both a 36-hour thesis option and 36-hour course work only option. Concentrations in applied neuromechanics, exercise physiology, curriculum and pedagogy studies in physical education, community youth sport development, and sport and exercise psychology are offered in the thesis option. Concentrations in community youth sport development, exercise physiology, motor behavior, curriculum and pedagogy studies in physical education, sport and exercise psychology, and sports medicine are offered in the course work only option. For both options, a minimum of 24 hours must be completed in the department.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

In addition to the application materials required by The Graduate School, applicants must submit supplementary application materials required by the department.

**Degree Requirements for Both Options**

**Required:** 36 credit hours

**Breadth Requirement (0-6 credits)**

To enhance their knowledge of the field of Kinesiology, students who do not have an undergraduate major or minor in Kinesiology will consult with their advisor to select appropriate courses from at least 2 of the 8 disciplinary areas (Applied Neuromechanics, Community Youth Sport Development, Exercise Physiology, Motor Behavior, Curriculum and Pedagogy Studies in Physical Education, Sport and Exercise Psychology, Sports Medicine, Sociohistorical Studies) outside the student’s own concentration area.

**Thesis Option**

**Required:** 36 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Research Techniques Requirement</td>
<td>3</td>
</tr>
<tr>
<td>HHS 625</td>
<td>Research Methods in the Health and Human Sciences</td>
<td></td>
</tr>
<tr>
<td>or KIN 611</td>
<td>Research Methods for Kinesiology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Research and Thesis</td>
<td>6</td>
</tr>
<tr>
<td>KIN 699</td>
<td>Thesis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Electives</td>
<td>21-27</td>
</tr>
</tbody>
</table>

* With approval of the advisor. For those seeking a concentration in applied neuromechanics, community youth sport development, exercise physiology, curriculum and pedagogy studies in physical education, or sport and exercise psychology, the electives are designated below.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Concentration Core</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Concentration Core</td>
<td>Select 9 credits from the following:</td>
<td>9</td>
</tr>
<tr>
<td>KIN 643</td>
<td>Mechanical Analysis of Motor Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KIN 647</td>
<td>Motor Development and Human Movement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KIN 661</td>
<td>Movement Theory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KIN 702</td>
<td>Research Seminar in Applied Neuromechanics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KIN 719</td>
<td>Muscular Aspects of Exercise Physiology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KIN 729</td>
<td>Learning and Performance of Physical Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KIN 730</td>
<td>Neural Aspects of Motor Control</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Concentration Electives</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Select 12-18 credits of elective course work with approval of the advisor</td>
<td>12-18</td>
</tr>
</tbody>
</table>

**Community Youth Sport Development Concentration**

**Required:** 36 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Core Required Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 519</td>
<td>Mentoring in Community Youth Development Programs</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>KIN 520</td>
<td>Physical Activity Programs for Underserved Youth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KIN 521</td>
<td>Evaluation of Physical Activity Programs in Youth Development</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Concentration Electives</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Select 13-19 credits of elective course work with the approval of the advisor</td>
<td>13-19</td>
</tr>
</tbody>
</table>

**Exercise Physiology Concentration**

**Required:** 36 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Core Required Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 670</td>
<td>Physiology of Exercise *</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Concentration Core</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 570</td>
<td>Development and Implementation of Fitness Programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KIN 576</td>
<td>Nutrition and Physical Fitness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KIN 579</td>
<td>Exercise and Older Adults</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KIN 650</td>
<td>Scientific Factors Affecting Human Performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KIN 667</td>
<td>Exercise Electrocardiography and Cardiopulmonary Medications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KIN 668</td>
<td>Advanced Exercise Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KIN 669</td>
<td>Advanced Exercise Prescription</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KIN 675</td>
<td>Applied Human Work Physiology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KIN 679</td>
<td>Exercise and Older Adults: Advanced</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KIN 696</td>
<td>Laboratory Technology in Kinesiology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KIN 718</td>
<td>Cardiovascular Aspects of Exercise Physiology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KIN 719</td>
<td>Muscular Aspects of Exercise Physiology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KIN 724</td>
<td>Physical Activity and Health</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Concentration Electives</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Select 12-18 credits of elective course work with the approval of the advisor</td>
<td>12-18</td>
</tr>
</tbody>
</table>
* Students must receive a B or better in KIN 670 Physiology of Exercise to satisfy degree requirements. KIN 670 may be taken a maximum of 2 times to achieve this outcome. Withdrawal from the program will be recommended if the student fails KIN 670 the first time the course is taken. The student may appeal this decision to the Graduate Faculty in Exercise Physiology. If a B or better is not earned after taking the course twice, the student will be automatically withdrawn with no opportunity to appeal.

** Core Grade Requirement for Curriculum and Pedagogy Studies in Physical Education M.S. students: Students must receive a B or better in KIN 731 Curriculum Development in Kinesiology to satisfy degree requirements. KIN 731 may be taken a maximum of 2 times to achieve this outcome. Withdrawal from the program will be recommended if the student fails KIN 731 the first time the course is taken. The student may appeal this decision to the Graduate Faculty in Curriculum and Pedagogy Studies in Physical Education. If a B or better is not earned after taking the course twice, the student will be automatically withdrawn with no opportunity to appeal.

### Curriculum and Pedagogy Studies in Physical Education

** Core Grade Requirement for Sport and Exercise Psychology M.S. students: Students must receive a B or better in KIN 644 Psychology of Sport and Exercise to satisfy degree requirements. KIN 644 may be taken a maximum of 2 times to achieve this outcome. Withdrawal from the program will be recommended if the student fails KIN 644 the first time the course is taken. The student may appeal this decision to the Graduate Faculty in Sport and Exercise Psychology. If a B or better is not earned after taking the course twice, the student will be automatically withdrawn with no opportunity to appeal.

#### Core Required Course

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 731</td>
<td>Curriculum Development in Kinesiology *</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Concentration Core

Select 6 credits from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 570</td>
<td>Development and Implementation of Fitness Programs</td>
<td></td>
</tr>
<tr>
<td>KIN 571</td>
<td>Physical Education for Individuals with Special Needs-Advanced</td>
<td></td>
</tr>
<tr>
<td>KIN 606</td>
<td>Workshops in Physical Education</td>
<td></td>
</tr>
<tr>
<td>KIN 613</td>
<td>The Meaning and Significance of Physical Education</td>
<td></td>
</tr>
<tr>
<td>KIN 617</td>
<td>Current Theories and Practice of Teaching Sports</td>
<td></td>
</tr>
<tr>
<td>KIN 646</td>
<td>Theoretical Considerations of Physical Education for Children</td>
<td></td>
</tr>
<tr>
<td>KIN 654</td>
<td>Seminar in Curriculum Development in Physical Education</td>
<td></td>
</tr>
<tr>
<td>KIN 656</td>
<td>Psycho-Social Aspects of Teaching Physical Education and Sport</td>
<td></td>
</tr>
<tr>
<td>KIN 657</td>
<td>Teacher Education in Physical Education</td>
<td></td>
</tr>
<tr>
<td>KIN 658</td>
<td>Multiculturalism and Physical Education Curriculum</td>
<td></td>
</tr>
<tr>
<td>KIN 663</td>
<td>Supervision of Physical Education</td>
<td></td>
</tr>
<tr>
<td>KIN 731</td>
<td>Curriculum Development in Kinesiology</td>
<td></td>
</tr>
<tr>
<td>KIN 732</td>
<td>Analysis of Teaching and Learning</td>
<td></td>
</tr>
<tr>
<td>KIN 735</td>
<td>Program Evaluation and Evidence-Based Practice in Physical Activity Programs</td>
<td></td>
</tr>
</tbody>
</table>

#### Concentration Electives

Select 12-18 credits of elective course work with the approval of the advisor:

** Core Grade Requirement for Sport and Exercise Psychology M.S. students: Students must receive a B or better in KIN 644 Psychology of Sport and Exercise to satisfy degree requirements. KIN 644 may be taken a maximum of 2 times to achieve this outcome. Withdrawal from the program will be recommended if the student fails KIN 644 the first time the course is taken. The student may appeal this decision to the Graduate Faculty in Sport and Exercise Psychology. If a B or better is not earned after taking the course twice, the student will be automatically withdrawn with no opportunity to appeal.

### Course Work Only Option

** Required: 36 credit hours

#### Research Techniques Requirement

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 601</td>
<td>Applying Research to Professional Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Integrative Experience (Capstone)

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 695</td>
<td>Independent Study</td>
<td></td>
</tr>
<tr>
<td>KIN 713</td>
<td>Internship in Kinesiology</td>
<td></td>
</tr>
<tr>
<td>KIN 714</td>
<td>Field Practicum in Kinesiology</td>
<td></td>
</tr>
</tbody>
</table>

#### Electives

Select 27-33 credits of course work that constitutes a specialized knowledge base relevant to student’s academic interests and goals.

** With approval of the advisor. If a course option is selected, the hours are included in electives.

** With approval of the advisor. For those seeking a concentration in community youth sport development, exercise physiology, motor behavior, curriculum and pedagogy studies in physical education, sport and exercise psychology, or sports medicine, the specific course requirements follow.

### Comprehensive Examination

The student’s advisor and two other Graduate Faculty members, in consultation with the student, develop one comprehensive examination question that requires integration of various bodies of knowledge related to the student’s course of study. The question should also be related to the student’s particular professional focus. The student may use the full range of available scholarly resources including discussion with faculty in
developing the answer. The completed answer must be submitted within six weeks after receiving the question. All three faculty members evaluate the questions using “pass” and “not pass” standards.

### Community Youth Sport Development Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 519</td>
<td>Mentoring in Community Youth Development Programs</td>
<td>8</td>
</tr>
<tr>
<td>KIN 520</td>
<td>Physical Activity Programs for Underserved Youth</td>
<td></td>
</tr>
<tr>
<td>KIN 521</td>
<td>Evaluation of Physical Activity Programs in Youth Development</td>
<td></td>
</tr>
</tbody>
</table>

**Concentration Core**

Select 12 credits from the following:

- CED 610 Helping Relationships
- ENT/BUS/PCS/CST/ SWK/WGS 540 Social Entrepreneurship: Justice and a Green Environment
- HEA 671 Immigrant and Refugee Health
- KIN 519 Mentoring in Community Youth Development Programs
- KIN 695 Independent Study
- PSC 520 Urban Political System
- PSC 612 Organizational Behavior and Leadership
- PSC 620 Urban and Regional Development Policy
- SOC 621 Advanced Topics in Juvenile Delinquency
- SOC 643 Urban Sociology
- SOC 653 Social Control
- SWK 527 Human Services for Immigrants and Refugees
- SWK 584 Social Services for Children
- TED 545 Diverse Learners

**Concentration Electives**

Select 7-13 credits of elective course work with the approval of the advisor

**Integrative Experience (Capstone)**

Select one of the following:

- KIN 622 Internship in Community Youth Sport Development Programs
- KIN 713 Internship in Kinesiology
- KIN 714 Field Practicum in Kinesiology

### Exercise Physiology Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 670</td>
<td>Physiology of Exercise *</td>
<td>3</td>
</tr>
</tbody>
</table>

**Core Required Course**

Select a minimum of 12 credits from the following:

- KIN 570 Development and Implementation of Fitness Programs
- KIN 576 Nutrition and Physical Fitness
- KIN 579 Exercise and Older Adults
- KIN 650 Scientific Factors Affecting Human Performance
- KIN 667 Exercise Electrocardiography and Cardiopulmonary Medications
- KIN 668 Advanced Exercise Assessment
- KIN 669 Advanced Exercise Prescription
- KIN 675 Applied Human Work Physiology
- KIN 679 Exercise and Older Adults: Advanced
- KIN 696 Laboratory Technology in Kinesiology
- KIN 718 Cardiovascular Aspects of Exercise Physiology
- KIN 719 Muscular Aspects of Exercise Physiology
- KIN 724 Physical Activity and Health

**Motor Behavior Concentration**

Select 12 credits from the following:

- KIN 643 Mechanical Analysis of Motor Skills
- KIN 647 Motor Development and Human Movement
- KIN 651 Motor Behavior and Aging
- KIN 661 Movement Theory
- KIN 695 Independent Study
- KIN 719 Muscular Aspects of Exercise Physiology
- KIN 729 Learning and Performance of Physical Skills
- KIN 730 Neural Aspects of Motor Control

**Concentration Electives**

Select 15-21 credits of elective course work with the approval of the advisor

### Curriculum and Pedagogy Studies in Physical Education

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 731</td>
<td>Curriculum Development in Kinesiology *</td>
<td>3</td>
</tr>
</tbody>
</table>

**Core Requirement**

Select 12 credits from the following:

- KIN 570 Development and Implementation of Fitness Programs
- KIN 571 Physical Education for Individuals with Special Needs-Advanced
- KIN 606 Workshops in Physical Education
- KIN 613 The Meaning and Significance of Physical Education
- KIN 617 Current Theories and Practice of Teaching Sports
KIN 646  Theoretical Considerations of Physical Education for Children
KIN 654  Seminar in Curriculum Development in Physical Education
KIN 656  Psycho-Social Aspects of Teaching Physical Education and Sport
KIN 657  Teacher Education in Physical Education
KIN 658  Multiculturalism and Physical Education Curriculum
KIN 663  Supervision of Physical Education
KIN 732  Analysis of Teaching and Learning
KIN 735  Program Evaluation and Evidence-Based Practice in Physical Activity Programs

Concentration Electives  12-18
Select a minimum of 12-18 credits of elective course work with the approval of the advisor

* Core Grade Requirement for Curriculum and Pedagogy Studies in Physical Education M.S. students: Students must receive a B or better in KIN 731 Curriculum Development in Kinesiology to satisfy degree requirements. KIN 731 may be taken a maximum of 2 times to achieve this outcome. Withdrawal from the program will be recommended if the student fails KIN 731 the first time the course is taken. The student may appeal this decision to the Graduate Faculty in Curriculum and Pedagogy Studies in Physical Education. If a B or better is not earned after taking the course twice, the student will be automatically withdrawn with no opportunity to appeal.

Sport and Exercise Psychology Concentration

Code  Title  Credit Hours

Core Required Course  3
KIN 644  Psychology of Sport and Exercise *

Concentration Core  6
Select a minimum of 6 credits from the following:
KIN 635  Gender Issues in Kinesiology
KIN 645  Exercise Psychology
KIN 695  Independent Study
KIN 724  Physical Activity and Health
KIN 743  Psychological Aspects of Sport Injury
KIN 744  Applied Sport Psychology
KIN 745  Seminar: Social Psychology and Physical Activity
KIN 746  Practicum in Applied Sport and Exercise Psychology
KIN 748  Advanced Topics in Sport Exercise and Psychology

Concentration Electives  18-24
Select 18-24 credits of elective course work with the approval of the advisor

* Core Grade Requirement for Sport and Exercise Psychology M.S. students: Students must receive a B or better in KIN 644 Psychology of Sport and Exercise to satisfy degree requirements. KIN 644 may be taken a maximum of 2 times to achieve this outcome. Withdrawal from the program will be recommended if the student fails KIN 644 the first time the course is taken. The student may appeal this decision to the Graduate Faculty in Sport and Exercise Psychology. If a B or better is not earned after taking the course twice, the student will be automatically withdrawn with no opportunity to appeal.

Sports Medicine Concentration

Code  Title  Credit Hours

Concentration Core  12
Select a minimum of 12 credits from the following:
KIN 576  Nutrition and Physical Fitness
KIN 638  Theoretical Modalities
KIN 640  Rehabilitation Techniques for Athletic Injuries
KIN 643  Mechanical Analysis of Motor Skills
KIN 670  Physiology of Exercise
KIN 708  College Teaching in Kinesiology
KIN 709  Mentored Teaching in Kinesiology
KIN 720  Pathophysiology and Pharmacology
KIN 725  Management and Professional Issues in Athletic Training
KIN 730  Neural Aspects of Motor Control
KIN 743  Psychological Aspects of Sport Injury

Concentration Electives  15-21
Select 15-21 credits of elective course work with the approval of the advisor

Kinesiology, M.S./Ph.D.

The combined MS/PhD track in Kinesiology consists of a minimum of 78 semester hours beyond the baccalaureate degree. It is anticipated that the Plan of Study for the MS/PhD Track will reasonably span 5 years. By the end of Year 2, students will enroll in a minimum of 6 hours of integrative/research related activity to meet the requirements of the MS degree if they choose not to continue on to completion of the PhD degree. For those students already enrolled in the MS degree, it is expected their MS course work will already include many of the foundational courses for their discipline. In this case, additional course work in Years 3 and 4 will primarily consist of intensive research and dissertation credit hours. Specific course work will be determined by the student’s advisor and advisory committee, consistent with each sub-discipline. A general outline of requirements is below.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

In addition to the application materials required by The Graduate School, applicants must submit supplementary application materials required by the department.

Exceptional students who have an appropriate baccalaureate degree and who demonstrate superior ability and a high level of motivation and dedication to research and learning are eligible to apply directly into the MS/PhD track. Current master’s degree students in kinesiology who wish to pursue the PhD may apply once they have completed at least 18 credits of foundational course work in their discipline, have demonstrated
Students must apply for admittance to the MS/PhD and must identify one of the possible concentration areas (Applied Neuromechanics, Exercise Physiology, Curriculum and Pedagogy Studies in Physical Education, Sport and Exercise Psychology, or Kinesiology.)

**Degree Program Requirements**

**Required:** 78 credit hours

**Requirements**

- **Breadth Requirement (0-6).** Please see description under MS degree requirements.
- **Integrative experience (6)**
- **Research methods (3)**
- **Research tools and statistics (12)**
- **Independent doctoral research (KIN 795 Independent Doctoral Research ) or equivalent (minimum of 6)**
- **Electives in major concentration area (33)**
- **Dissertation (12)**

Items 1-3 plus 15-21 hours of electives are required to complete the MS degree. (See the requirements for the MS Thesis and Non-Thesis options.) Items 1-7 are required to complete the MS/PhD. A minimum of 9 credits must be in courses numbered 750 and above.

**Program Progression**

**Year One**

18 hours of course work, to include courses related to the research process

Benchmark: Preliminary screening (early/mid semester 2)

**Year Two**

18 hours of course work, to include courses related to the research process

Benchmark: Oral and written demonstration of research competence (end of semester 2)

**Years Three and Four**

Completion of remaining course work

Benchmark: Comprehensive examination (oral and written)

**Year Five**

12 hours dissertation

Benchmark: Completion of and oral defense of dissertation

**Required Benchmarks**

Continued progression in the MS/PhD track is contingent on satisfactory progress through each year of study. Progress will be formally assessed each Spring as follows:

**Year One**

**Preliminary Screening (Early/Mid Spring)**

The preliminary screening will consist of a formal evaluation of the scholarly work completed from the time of admission through the completion of 18 hours of course work (counting work in progress in a current term). This screening must occur during the second semester of study, so that a decision can be made prior to admission and graduate assistantship decisions for the upcoming Fall. An advisory committee consisting of a minimum of 3 members (the student’s advisor, Director of Graduate Study, and at least one other) will conduct the first year preliminary screening review. The intent is to determine relatively early in students’ academic careers whether or not they display the high quality of academic achievement necessary to pursue and successfully complete the doctoral degree. Excellent students will be encouraged to continue in the program. Students who do not meet the requirements will be strongly urged through counseling by their advisory/dissertation committee to complete the MS degree level and pursue other intellectual/ career avenues.

In order to progress to Year 2, all members of the student’s preliminary screening committee must review all criteria and confirm satisfactory progress in the preliminary evaluation.

**Year Two**

**Research Competence (End of Spring Semester)**

Students will be expected to be actively engaged in research from the beginning of their studies in Year 1. In Year 2, students will be expected to complete a comprehensive research project by the end of their second year of study. This project should encompass all aspects of the research process, including the following:

- Conception and design of the project
- Acquisition and reduction of the data
- Analysis and interpretation of the data
- Written summary of the work (e.g. Submission ready manuscript)
- Oral presentation of the work

To progress to Year 3, the student’s MS/PhD advisory committee must approve the work.

**Year Three**

**Comprehensive Examination**

When the student has completed a minimum of ¾ of the course work (60) contained in the program of study and completed the research skill requirements, they are then eligible to take the comprehensive examinations. Each doctoral student is required to pass the doctoral preliminary examinations which consist of both a written and oral examination, per the guidelines of The Graduate School and the Department of Kinesiology.

For more information, please visit [http://kin.wp.uncg.edu/graduate-2/graduate-prospective-overview/](http://kin.wp.uncg.edu/graduate-2/graduate-prospective-overview/).

**Kinesiology, Ed.D.**

The EdD in Kinesiology is an interdisciplinary online degree program specifically for practicing professionals who have a minimum of three years professional experience in Kinesiology or related fields, and desire a doctorate focused on scholarship and professional practice in leadership, advocacy and teaching. The EdD in KIN online requires a minimum of 54 semester hours (42 of coursework and 12 hours of dissertation). Our aim is to bring together a community of scholars to develop action-oriented leaders in the field of Kinesiology.

Of the 54 hours of required course work, a minimum of 24 hours must be completed in KIN, excluding dissertation hours.

In addition to the application materials required by The Graduate School, applicants must submit supplementary application materials required by the department and described in detail at [http://kin.wp.uncg.edu/graduate-2/requirements-and-guidelines-for-application-for-graduate-study/](http://kin.wp.uncg.edu/graduate-2/requirements-and-guidelines-for-application-for-graduate-study/).
Most applications are reviewed in the spring for fall admission. The application deadline to receive full consideration for admission is January 15; however, applications will be accepted through mid-April.

**Degree Program Requirements**

**Required:** 54 credit hours

**Campus Visits**

Students will make three required visits to campus as part of this program to foster a sense of community with their peers and the UNC Greensboro faculty, to familiarize them with the technology, to complete the oral portion of their preliminary examination and dissertation proposal, and to complete their dissertation defense, while also fulfilling their residency requirement.

**Required on-campus visits:**

- Orientation (summer prior to YR 1 coursework; 3 day)
- Completion of comprehensive exam and dissertation proposal (YR 3 May/June; 5 day)
- Dissertation defense (YR 4 May/June; 3 day)

**Course Requirements**

- Program Leadership in Kinesiology 6-9 credits
- Interdisciplinary Concepts 6-9 credits
- Research/Inquiry/Problem Solving 9 credits
- Coursework in Support of Dissertation 6 credits
- Practicum/Independent Study and Electives 9-15 credits
- Dissertation 12 credits

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 706</td>
<td>Online Pedagogy in Kinesiology and Related Professions</td>
<td>6-9</td>
</tr>
<tr>
<td>KIN 715</td>
<td>Professional Ethics in Health and Human Sciences</td>
<td></td>
</tr>
<tr>
<td>KIN 735</td>
<td>Program Evaluation and Evidence-Based Practice in Physical Activity Programs</td>
<td></td>
</tr>
<tr>
<td>KIN 750</td>
<td>Seminar in Kinesiology</td>
<td></td>
</tr>
<tr>
<td>KIN 762</td>
<td>Program Design in Kinesiology and Related Professions</td>
<td></td>
</tr>
</tbody>
</table>

**Interdisciplinary Concepts in Kinesiology**

Select 6-9 credits minimum from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 724</td>
<td>Physical Activity and Health</td>
<td></td>
</tr>
<tr>
<td>KIN 729</td>
<td>Learning and Performance of Physical Skills</td>
<td></td>
</tr>
<tr>
<td>KIN 731</td>
<td>Curriculum Development in Kinesiology</td>
<td></td>
</tr>
<tr>
<td>KIN 732</td>
<td>Analysis of Teaching and Learning</td>
<td></td>
</tr>
<tr>
<td>KIN 745</td>
<td>Seminar: Social Psychology and Physical Activity</td>
<td></td>
</tr>
</tbody>
</table>

**Research/Inquiry/Problem-Solving**

Select at least 9 credits from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 701</td>
<td>Research Topics in Kinesiology</td>
<td></td>
</tr>
<tr>
<td>KIN 716</td>
<td>Mixed Methods in Kinesiology Research</td>
<td></td>
</tr>
<tr>
<td>KIN 717</td>
<td>Qualitative Research Methods in Kinesiology</td>
<td></td>
</tr>
<tr>
<td>KIN 723</td>
<td>Statistical Methods for Kinesiology</td>
<td></td>
</tr>
</tbody>
</table>

**Course Work in Support of Dissertation**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 751</td>
<td>Advanced Research Seminar in Kinesiology</td>
<td></td>
</tr>
</tbody>
</table>

The PhD in Kinesiology requires a minimum of 60 semester hours. Some students are required to take additional hours beyond the minimum.

Students may choose to take a general course of study in kinesiology or choose from four concentration areas: applied neuromechanics, exercise physiology, curriculum and pedagogy studies in physical education, and sport and exercise psychology. Students must complete a minimum of 24 hours in kinesiology, excluding dissertation hours.

In addition to the application materials required by The Graduate School, applicants must submit supplementary application materials required by the department.

**Kinesiology, Ph.D.**

The PhD in Kinesiology requires a minimum of 60 semester hours. Some students are required to take additional hours beyond the minimum.

Students may choose to take a general course of study in kinesiology or choose from four concentration areas: applied neuromechanics, exercise physiology, curriculum and pedagogy studies in physical education, and sport and exercise psychology. Students must complete a minimum of 24 hours in kinesiology, excluding dissertation hours.

In addition to the application materials required by The Graduate School, applicants must submit supplementary application materials required by the department.

**Degree Program Requirements**

**Required:** 60 credit hours

**Collateral Expertise**

The student is expected to work on research projects beyond those required in courses and to demonstrate to the faculty of the Department that progress in these endeavors is satisfactory

**Research Techniques**

With the approval of the Advisory Committee, select a minimum of 12 credits of course work focused on research techniques

**Dissertation**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 799</td>
<td>Dissertation</td>
<td>12</td>
</tr>
</tbody>
</table>

**Electives**

Select at least 36 credits

* With the approval of the Advisory Committee, the student selects at least 36 hours of course work tailored to meet his/her particular academic goals. This should include course work in a specialized knowledge base and course work in other areas of kinesiology and/or other departments.

For those seeking a concentration in applied neuromechanics, exercise physiology, curriculum and pedagogy studies in physical education, or sport and exercise psychology the 36 hours are designated as follows.

**Practicum/Independent Study and Electives**

Select 9-15 hours of additional credits with at least 3 credits from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 695</td>
<td>Independent Study</td>
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</tr>
<tr>
<td>KIN 713</td>
<td>Internship in Kinesiology</td>
<td></td>
</tr>
<tr>
<td>KIN 714</td>
<td>Field Practicum in Kinesiology</td>
<td></td>
</tr>
<tr>
<td>KIN 722</td>
<td>Problems Seminar</td>
<td></td>
</tr>
<tr>
<td>KIN 752</td>
<td>Advanced Professional Seminar in Kinesiology</td>
<td></td>
</tr>
<tr>
<td>KIN 795</td>
<td>Independent Doctoral Research</td>
<td></td>
</tr>
</tbody>
</table>

| KIN 799 | Dissertation                                             | 12           |

* Other courses may be acceptable with advisor and committee approval.

**Required.**

*** These courses may be from any of the above categories or other courses approved by the advisory committee.
### Applied Neuromechanics Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concentration Core</td>
<td></td>
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</tr>
<tr>
<td>KIN 643</td>
<td>Mechanical Analysis of Motor Skills</td>
<td></td>
</tr>
<tr>
<td>KIN 702</td>
<td>Research Seminar in Applied Neuromechanics</td>
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</tr>
<tr>
<td>KIN 708</td>
<td>College Teaching in Kinesiology</td>
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</tr>
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<td>KIN 709</td>
<td>Mentored Teaching in Kinesiology</td>
<td></td>
</tr>
<tr>
<td>KIN 719</td>
<td>Muscular Aspects of Exercise Physiology</td>
<td></td>
</tr>
<tr>
<td>KIN 730</td>
<td>Neural Aspects of Motor Control</td>
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</tr>
<tr>
<td>KIN 795</td>
<td>Independent Doctoral Research</td>
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</tr>
<tr>
<td>KIN 798</td>
<td>Doctoral Seminar in Grant Writing</td>
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</tr>
<tr>
<td>Concentration Electives</td>
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</tr>
<tr>
<td>Select a minimum of 12 credits of course work in other areas of Kinesiology with approval of the advisor</td>
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</table>

### Exercise Physiology Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concentration Core</td>
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<td></td>
</tr>
<tr>
<td>KIN 670</td>
<td>Physiology of Exercise</td>
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</tr>
<tr>
<td>KIN 718</td>
<td>Cardiovascular Aspects of Exercise Physiology</td>
<td></td>
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<tr>
<td>KIN 719</td>
<td>Muscular Aspects of Exercise Physiology</td>
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<tr>
<td>Concentration Electives</td>
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<td></td>
</tr>
<tr>
<td>Select 12 credits from the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KIN 576</td>
<td>Nutrition and Physical Fitness</td>
<td></td>
</tr>
<tr>
<td>KIN 650</td>
<td>Scientific Factors Affecting Human Performance</td>
<td></td>
</tr>
<tr>
<td>KIN 667</td>
<td>Exercise Electrocardiography and Cardio pulmonary Medications</td>
<td></td>
</tr>
<tr>
<td>KIN 668</td>
<td>Advanced Exercise Assessment</td>
<td></td>
</tr>
<tr>
<td>KIN 669</td>
<td>Advanced Exercise Prescription</td>
<td></td>
</tr>
<tr>
<td>KIN 675</td>
<td>Applied Human Work Physiology</td>
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</tr>
<tr>
<td>KIN 679</td>
<td>Exercise and Older Adults: Advanced</td>
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<tr>
<td>KIN 696</td>
<td>Laboratory Technology in Kinesiology</td>
<td></td>
</tr>
<tr>
<td>KIN 701</td>
<td>Research Topics in Kinesiology</td>
<td></td>
</tr>
<tr>
<td>KIN 724</td>
<td>Physical Activity and Health</td>
<td></td>
</tr>
<tr>
<td>Required Research Prior to Dissertation</td>
<td>6</td>
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</tr>
<tr>
<td>Select a minimum of 6 credits from the following:</td>
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<td></td>
</tr>
<tr>
<td>KIN 695</td>
<td>Independent Study</td>
<td></td>
</tr>
<tr>
<td>KIN 795</td>
<td>Independent Doctoral Research</td>
<td></td>
</tr>
<tr>
<td>Additional Electives</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Select a minimum of 9 credits of course work in other areas of Kinesiology with approval of the advisor</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Sport and Exercise Psychology Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concentration Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KIN 635</td>
<td>Gender Issues in Kinesiology</td>
<td></td>
</tr>
<tr>
<td>KIN 644</td>
<td>Psychology of Sport and Exercise</td>
<td></td>
</tr>
<tr>
<td>KIN 645</td>
<td>Exercise Psychology</td>
<td></td>
</tr>
<tr>
<td>KIN 695</td>
<td>Independent Study</td>
<td></td>
</tr>
<tr>
<td>KIN 724</td>
<td>Physical Activity and Health</td>
<td></td>
</tr>
<tr>
<td>KIN 743</td>
<td>Psychological Aspects of Sport Injury</td>
<td></td>
</tr>
<tr>
<td>KIN 744</td>
<td>Applied Sport Psychology</td>
<td></td>
</tr>
<tr>
<td>KIN 745</td>
<td>Seminar: Social Psychology and Physical Activity</td>
<td></td>
</tr>
<tr>
<td>KIN 746</td>
<td>Practicum in Applied Sport and Exercise Psychology</td>
<td></td>
</tr>
<tr>
<td>KIN 748</td>
<td>Advanced Topics in Sport Exercise and Psychology</td>
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<tr>
<td>KIN 795</td>
<td>Independent Doctoral Research</td>
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<tr>
<td>Concentration Electives</td>
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</tr>
<tr>
<td>Select a minimum of 27 credits of elective course work with approval of the advisor</td>
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</table>

### Curriculum and Pedagogy Studies in Physical Education Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concentration Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KIN 570</td>
<td>Development and Implementation of Fitness Programs</td>
<td></td>
</tr>
<tr>
<td>KIN 571</td>
<td>Physical Education for Individuals with Special Needs-Advanced</td>
<td></td>
</tr>
</tbody>
</table>
Formal Reviews and Examinations

The student must pass each of the reviews and examinations listed below. See this catalog and the KIN Graduate web site for details.

• Approval of Plan of Study
• Preliminary examination
• Dissertation proposal approval
• Advancement to candidacy
• Final oral examination

Nutrition

School of Health and Human Sciences

318 Stone Building
336-334-5313
http://hhs.uncg.edu/wordpress/ntr

Ron F. Morrison, Chair of Department
Lauren A. Haldeman, Associate Chair and Director of Undergraduate Studies
Jigna M. Dharod, Director of Graduate Studies

About

The Department of Nutrition offers course instruction, research experience, and fieldwork opportunities. The curriculum is designed to train students in the three areas of focus listed below.

• Human Nutrition and Dietetics—develops and educates students to work as agricultural extension agents; dietitians in hospitals, long-term care facilities and public health programs; nutrition education specialists; sports nutrition; consultants and entrepreneurs.
• The Human Nutrition and Dietetics concentration is the Didactic Program in Dietetics and meets the academic requirements of the Academy of Nutrition and Dietetics (AND). Students completing this concentration meet academic requirements to be eligible to apply to a dietetic internship or preprofessional practice program. The Didactic Program in Dietetics is currently granted approval status by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics (AND).
• Nutrition Science—prepares students for entry into medical, dental, chiropractic or graduate school; trains students for research and development in the biomedical, biotechnical, and pharmaceutical industries.
• Nutrition and Wellness—provides instruction and experience in the basic nutritional sciences, community nutrition, public health education, and kinesiology, enabling graduates to work in a variety of settings such as voluntary and community health organizations, health care, government, education, and the fitness industry. This concentration also prepares students for graduate training in nutrition, public health education, and kinesiology.

Graduate Study

The Department of Nutrition graduate programs leading to the Master of Science (M.S.) and the Doctor of Philosophy (Ph.D.) degrees in nutrition both offer specializations in community nutrition and nutrition education, human/clinical nutrition, and cellular and molecular nutrition. Background courses in general chemistry, organic chemistry, biochemistry, mammalian physiology, and general nutrition are required for all degree programs. Upon entry, a Plan of Study is developed by students and their advisors or Advisory Committees to develop strengths in the area of interest the student has chosen.

Accreditation

The accreditation agency of the Academy of Nutrition and Dietetics is the Accreditation Council for Education in Nutrition and Dietetics (ACEND). ACEND is recognized by the US Department of Education as a Title IV Gatekeeper. This recognition affirms that ACEND meets national standards and is a reliable authority on the quality of nutrition and dietetics education programs. ACEND is also a member of the Association of Specialized and Professional Accreditors (ASPA) and abides by its code of good practice.

Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics (AND)
120 S. Riverside Plaza, Suite 2000
Chicago, IL 60606
312/899-0040

Professor
Keith M Erikson
Lauren A Haldeman
Deborah E Kipp
Zhanxiang Zhou

Associate Professor
Jigna M Dharod
Ron F Morrison
Lenka H Shriver

Assistant Professor
Seth Armah
Steve C Fordahl
Jared T McGuirt
Maryanne Tigchelaar Perrin
Wei Zhong

Academic Professional Assistant Professor
Laurie H Allen
Babbi Lois S Hawkins
B. Burgin Ross

Graduate-level faculty

• Nutrition, B.S. (p. 597)
• Nutrition Undergraduate Minor (p. 599)
• Nutrition, M.S. (p. 599)
• Nutrition, Ph.D. (p. 600)
• Dietetic Internship, Post-Baccalaureate Certificate (p. 601)
• Didactic Program in Nutrition and Dietetics, Post-Baccalaureate Certificate (Admission Suspended) (p. 602)

Nutrition Disciplinary Honors Requirements
12 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NTR 493</td>
<td>Honors Work</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Honors Work in the Major</td>
<td>6</td>
</tr>
</tbody>
</table>

* Taken for 3 credits during fall semester of senior year and 3 credits during spring semester of senior year.

Qualifications
- A grade of A or B in all course work used to satisfy the Honors requirements in Nutrition
- A declared Nutrition Major
- At least a 3.50 overall GPA at graduation

Recognition
The designation “Completed Disciplinary Honors in Nutrition” and the title of the Senior Honors Project will be printed on the student’s official transcript.

Honors Advisor
See Lauren Haldeman for further information and guidance about Honors in Nutrition.

Nutrition, B.S.

Criteria for Progression in the Major
New first year and transfer students are required to have a minimum 2.50 cumulative GPA to be admitted to the B.S. in Nutrition. Additionally, all continuing students must maintain a cumulative GPA of at least 2.50 throughout the completion of the Nutrition major. Students that change their Nutrition major or concentration during the academic year will be held to the minimum 2.50 GPA requirement. If the GPA drops below 2.50, students will be contacted in writing by the Undergraduate Program Director indicating that they have dropped below the threshold and will have one semester to increase the cumulative GPA to at least 2.50. If this does not happen, the student will be dropped from the Nutrition major the following semester. Notifications to students will be made at the beginning of each fall and spring semester.

A student must earn a grade of C (a C- is not acceptable) or better in all required NTR and related area courses to graduate in each of the three concentrations offered by the department. Furthermore, students must earn a C or better in prerequisite courses to enroll in specific upper-level courses (see course listings). A student may not receive credit for any NTR course by special examination.

No NTR course or related area course for which a grade of C (a C- is not acceptable) or better is required for the major may be taken more than twice. Students who receive a grade below C, which includes a C-, twice in the same NTR course or related area course for which a grade of C or better is required for the major will be dropped from the major.

Suggested Academic Workload Guidelines
The faculty of the Department of Nutrition recognizes that many of its students must hold jobs to support college expenses. The faculty wishes to emphasize that academic excellence and scholastic achievement usually require a significant investment of time in study and out-of-class projects. To provide guidance to students in planning their academic and work schedules, the faculty have endorsed the following recommendations:

1. In general, students should plan to devote between 2–3 hours outside of class for each hour spent in class. Thus, students with a 15 credit hour course load should schedule between 30–45 hours weekly for completing outside-of-class reading, study, and homework assignments.

2. Students who are employed more than 5–10 credits each week should consider reducing their course loads (semester hours), depending upon their study habits, learning abilities, and course work requirements.

Overall Requirements
- 122 credit hours, to include at least 36 credits at or above the 300 course level
- Students must earn grades of C (2.0) or better in all major and related area required courses.

Degree Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>University Requirements (p. 671)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Education Core Requirements (GEC) (p. 683)</td>
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</table>

Major Requirements

Human Nutrition and Dietetics Concentration Requirements
(and Didactic Program in Dietetics)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NTR 103</td>
<td>Introduction to Food Science</td>
<td></td>
</tr>
<tr>
<td>NTR 203</td>
<td>Basic Quantitative Principles in Food and Nutrition</td>
<td></td>
</tr>
<tr>
<td>NTR 213</td>
<td>Introductory Nutrition</td>
<td></td>
</tr>
<tr>
<td>NTR 282</td>
<td>Introduction to Dietetics</td>
<td></td>
</tr>
<tr>
<td>NTR 302</td>
<td>Nutrition Education and Application Processes</td>
<td></td>
</tr>
<tr>
<td>NTR 309</td>
<td>Quantity Food Procurement and Production</td>
<td></td>
</tr>
<tr>
<td>NTR 313</td>
<td>Nutrition Throughout the Life Cycle</td>
<td></td>
</tr>
<tr>
<td>NTR 403</td>
<td>Food Science and Technology</td>
<td></td>
</tr>
<tr>
<td>NTR 413</td>
<td>Intermediate Nutrition</td>
<td></td>
</tr>
<tr>
<td>NTR 421</td>
<td>International Nutrition and Cultural Foods</td>
<td></td>
</tr>
<tr>
<td>NTR 423</td>
<td>Community Nutrition</td>
<td></td>
</tr>
<tr>
<td>NTR 426</td>
<td>Management Practices for Dietetics</td>
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</tr>
<tr>
<td>NTR 482</td>
<td>Professionalism in Dietetics</td>
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</tr>
</tbody>
</table>
NTR 531 Nutrition and Human Metabolism
NTR 550 Nutrition Assessment
NTR 560 Advanced Nutrition
NTR 573 Medical Nutrition Therapy
NTR 576 Nutrition and Physical Fitness
or KIN 375 Physiology of Sport and Physical Activity
BIO 111 Principles of Biology I †
BIO 277 Human Physiology
BIO 280 Fundamentals of Microbiology
CED 310 Helping Skills
CHE 103 General Descriptive Chemistry I †
CHE 104 General Descriptive Chemistry II
CHE 110 Introductory Chemistry Laboratory
CHE 205 Introductory Organic Chemistry
CHE 206 Introductory Organic Chemistry Laboratory
ENG 101 College Writing I ††
ISM 110 Business Computing I
MAT 115 College Algebra †††
PSY 121 General Psychology ††††
STA 108 Elementary Introduction to Probability and Statistics ††††

† Counts toward GEC GNS requirement.
†† Counts toward GEC GRD requirement.
††† Counts toward GEC GMT requirement.
†††† Counts toward GEC GSB requirement.

Nutrition and Wellness Concentration Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>NTR 103</td>
<td>Introduction to Food Science</td>
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<tr>
<td>NTR 203</td>
<td>Basic Quantitative Principles in Food and Nutrition</td>
<td></td>
</tr>
<tr>
<td>NTR 213</td>
<td>Introductory Nutrition</td>
<td></td>
</tr>
<tr>
<td>NTR 302</td>
<td>Nutrition Education and Application Processes</td>
<td></td>
</tr>
<tr>
<td>NTR 313</td>
<td>Nutrition Throughout the Life Cycle</td>
<td></td>
</tr>
<tr>
<td>NTR 403</td>
<td>Food Science and Technology</td>
<td></td>
</tr>
<tr>
<td>NTR 413</td>
<td>Intermediate Nutrition</td>
<td></td>
</tr>
<tr>
<td>NTR 421</td>
<td>International Nutrition and Cultural Foods</td>
<td></td>
</tr>
<tr>
<td>NTR 423</td>
<td>Community Nutrition</td>
<td></td>
</tr>
<tr>
<td>NTR 550</td>
<td>Nutrition Assessment</td>
<td></td>
</tr>
<tr>
<td>NTR 576</td>
<td>Nutrition and Physical Fitness</td>
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</tr>
</tbody>
</table>

Public Health Education Course

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>HEA 201</td>
<td>Personal Health</td>
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Kinesiology Courses

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<tr>
<th>Code</th>
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<th>Credit Hours</th>
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<tbody>
<tr>
<td>KIN 220</td>
<td>Lifetime Wellness</td>
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<tr>
<td>KIN 375</td>
<td>Physiology of Sport and Physical Activity</td>
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</tr>
<tr>
<td>KIN 376</td>
<td>Biomechanics of Sport and Physical Activity</td>
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</table>

Natural Sciences Courses

<table>
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<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>BIO 271</td>
<td>Human Anatomy</td>
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</tr>
<tr>
<td>BIO 277</td>
<td>Human Physiology</td>
<td></td>
</tr>
<tr>
<td>CHE 104</td>
<td>General Descriptive Chemistry II</td>
<td></td>
</tr>
<tr>
<td>CHE 110</td>
<td>Introductory Chemistry Laboratory</td>
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</table>

Counseling and Education Course

<table>
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<tr>
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<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CED 310</td>
<td>Helping Skills</td>
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</table>

Mathematics Course

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<thead>
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<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>MAT 115</td>
<td>College Algebra * †</td>
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</table>

Selected Electives

Select four of the following:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>CTR 102</td>
<td>Creating a Meaningful Life</td>
<td></td>
</tr>
<tr>
<td>ELC 201</td>
<td>Introduction to Community Leadership</td>
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</tr>
<tr>
<td>HEA 207</td>
<td>International Health</td>
<td></td>
</tr>
<tr>
<td>HEA 308</td>
<td>Introduction to Public Health</td>
<td></td>
</tr>
<tr>
<td>HEA 310</td>
<td>Mental Health and Well-Being</td>
<td></td>
</tr>
<tr>
<td>HEA 314</td>
<td>Public Health Diseases</td>
<td></td>
</tr>
<tr>
<td>HEA 315</td>
<td>Epidemiology</td>
<td></td>
</tr>
<tr>
<td>HEA 316</td>
<td>Environmental Health</td>
<td></td>
</tr>
<tr>
<td>HEA 433</td>
<td>Gender and Health</td>
<td></td>
</tr>
<tr>
<td>HEA 334</td>
<td>Community Health</td>
<td></td>
</tr>
<tr>
<td>HEA 447</td>
<td>Income, Social Status, and Health</td>
<td></td>
</tr>
<tr>
<td>HEA 450</td>
<td>Current Health Problems</td>
<td></td>
</tr>
<tr>
<td>HEA 470</td>
<td>Adolescent Health</td>
<td></td>
</tr>
<tr>
<td>HEA 471</td>
<td>Immigrant and Refugee Health</td>
<td></td>
</tr>
<tr>
<td>HDF 211</td>
<td>Human Development Across the Life Span</td>
<td></td>
</tr>
<tr>
<td>KIN 230</td>
<td>Psychological Skills for Optimal Performance</td>
<td></td>
</tr>
<tr>
<td>KIN 520</td>
<td>Physical Activity Programs for Underserved Youth</td>
<td></td>
</tr>
<tr>
<td>SOC 361</td>
<td>Health and Society</td>
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</tr>
</tbody>
</table>

Additional Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 111</td>
<td>Principles of Biology I ††</td>
<td></td>
</tr>
<tr>
<td>CHE 103</td>
<td>General Descriptive Chemistry I ††</td>
<td></td>
</tr>
<tr>
<td>CST 105</td>
<td>Introduction to Communication Studies</td>
<td></td>
</tr>
<tr>
<td>ENG 101</td>
<td>College Writing I †††</td>
<td></td>
</tr>
<tr>
<td>ISM 110</td>
<td>Business Computing I</td>
<td></td>
</tr>
<tr>
<td>PSY 121</td>
<td>General Psychology ††††</td>
<td></td>
</tr>
<tr>
<td>STA 108</td>
<td>Elementary Introduction to Probability and Statistics †</td>
<td></td>
</tr>
</tbody>
</table>

* Completion of the course listed or pass placement exam.
** Two must have an HEA prefix.
† Counts toward GEC GMT requirement.
†† Counts toward GEC GNS requirement.
††† Counts toward GEC GRD requirement.
†††† Counts toward GEC GSB requirement.

Nutrition Science Concentration Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NTR 213</td>
<td>Introductory Nutrition</td>
<td></td>
</tr>
<tr>
<td>NTR 302</td>
<td>Nutrition Education and Application Processes</td>
<td></td>
</tr>
<tr>
<td>NTR 313</td>
<td>Nutrition Throughout the Life Cycle</td>
<td></td>
</tr>
<tr>
<td>NTR 413</td>
<td>Intermediate Nutrition</td>
<td></td>
</tr>
<tr>
<td>NTR 531</td>
<td>Nutrition and Human Metabolism</td>
<td></td>
</tr>
<tr>
<td>NTR 550</td>
<td>Nutrition Assessment</td>
<td></td>
</tr>
<tr>
<td>NTR 560</td>
<td>Advanced Nutrition</td>
<td></td>
</tr>
<tr>
<td>NTR 573</td>
<td>Medical Nutrition Therapy</td>
<td></td>
</tr>
</tbody>
</table>
BIO 111 Principles of Biology I †
BIO 112 Principles of Biology II
BIO 277 Human Physiology
BIO 280 Fundamentals of Microbiology
BIO 355 Cell Biology
BIO 392 Genetics
CHE 111 General Chemistry I
CHE 112 General Chemistry I Laboratory
CHE 114 General Chemistry II
CHE 115 General Chemistry II Laboratory
CHE 205 Introductory Organic Chemistry
CHE 206 Introductory Organic Chemistry Laboratory
ENG 101 College Writing I ††
ISM 110 Business Computing I
MAT 115 College Algebra †††
STA 108 Elementary Introduction to Probability and Statistics †††

† Counts toward GEC GNS requirement.
†† Counts toward GEC GRD requirement.
††† Counts toward GEC GMT requirement.

Electives
Electives sufficient to complete total 122 credit hours required for degree.

Nutrition Undergraduate Minor

Program Requirements
• Minimum of 15 credit hours

A student must earn a grade of C (2.0) or better in all required courses.

<table>
<thead>
<tr>
<th>Code</th>
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<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NTR 103</td>
<td>Introduction to Food Science</td>
<td></td>
</tr>
<tr>
<td>NTR 213</td>
<td>Introductory Nutrition</td>
<td></td>
</tr>
<tr>
<td>Select three of the following:</td>
<td></td>
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</tr>
<tr>
<td>NTR 313</td>
<td>Nutrition Throughout the Life Cycle</td>
<td></td>
</tr>
<tr>
<td>NTR 413</td>
<td>Intermediate Nutrition</td>
<td></td>
</tr>
<tr>
<td>NTR 421</td>
<td>International Nutrition and Cultural Foods</td>
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</tr>
<tr>
<td>NTR 476</td>
<td>Sports Nutrition</td>
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</tr>
<tr>
<td>NTR 531</td>
<td>Nutrition and Human Metabolism</td>
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<td>NTR 543</td>
<td>Maternal and Infant Nutrition</td>
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<td>NTR 550</td>
<td>Nutrition Assessment</td>
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</tr>
<tr>
<td>NTR 560</td>
<td>Advanced Nutrition</td>
<td></td>
</tr>
<tr>
<td>NTR 573</td>
<td>Medical Nutrition Therapy</td>
<td></td>
</tr>
</tbody>
</table>

Nutrition, M.S.
The M.S. in Nutrition offers a thesis option (37 credit hours minimum) and a non-thesis option (40 credit hours minimum). The thesis option is research-based and designed to prepare students for research, administration and practitioner positions in nutrition. A written thesis is required for graduation. The non-thesis option is designed to prepare students for consulting, administrative, and practitioner positions in nutrition. A comprehensive examination must be passed. The registered dietitian (RD) credential must be obtained for a career in dietetics.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

In addition to the application materials required by The Graduate School, applicants must submit a letter of intent that includes research and professional objectives and that identifies faculty with research interests most central to student research and career interests.

Prerequisites for admission to the graduate program in nutrition include: 2-3 semesters of biology (general biology with lab, human physiology) and 3-4 semesters of chemistry (inorganic chemistry with lab, organic chemistry with lab, biochemistry).

Degree Program Requirements
Required: 37-40 credit hours

Thesis Option (37 credit hours minimum)
At least 26 credits must be in 600-level courses. The minimum requirements include:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NTR 609</td>
<td>Seminar in Nutrition 1</td>
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<tr>
<td>NTR 625</td>
<td>Gene Expression and Protein Metabolism</td>
<td></td>
</tr>
<tr>
<td>NTR 626</td>
<td>Energy, Carbohydrate, Lipid Metabolism</td>
<td></td>
</tr>
<tr>
<td>NTR 627</td>
<td>Antioxidants and Bioactive Food Components</td>
<td></td>
</tr>
<tr>
<td>NTR 628</td>
<td>Vitamins and Minerals</td>
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</tr>
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</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>STA 571</td>
<td>Statistical Methods for Research I</td>
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<tr>
<td>STA 661</td>
<td>Advanced Statistics in the Behavioral and Biological Sciences I</td>
<td></td>
</tr>
<tr>
<td>STA 580</td>
<td>Biostatistical Methods</td>
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<tr>
<td>ERM 517</td>
<td>Statistical Methods in Education</td>
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<tr>
<td>ERM 680</td>
<td>Intermediate Statistical Methods in Education</td>
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</tr>
<tr>
<td>HEA 604</td>
<td>Public Health Statistics</td>
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</table>

Research Techniques
9 minimum

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>NTR 673</td>
<td>Nutrition Research Methodology</td>
<td></td>
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</tbody>
</table>

Select 6 credits from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>NTR 601</td>
<td>Directed Study in Nutrition</td>
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</tr>
<tr>
<td>NTR 623</td>
<td>Current Trends in Nutrition</td>
<td></td>
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<tr>
<td>NTR 653</td>
<td>Problems in Food and Nutrition</td>
<td></td>
</tr>
<tr>
<td>NTR 670</td>
<td>Research Skill Development</td>
<td></td>
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</tbody>
</table>

Electives
7 minimum

Select one 3-credit course from other NTR courses at the 500- or 600-level 2
Select at least 4 credits from 500- or 600-level courses in NTR or other graduate-level courses 3
Nutrition, Ph.D.

The Ph.D. in Nutrition requires a minimum of 63 credit hours. The focus of the doctoral program is the development of critical thinking, problem solving, communication, and organizational skills and the application of these skills to a nutrition-related research problem. The research goal of the department is to optimize human health. This is done through a wide variety of research approaches. Program strengths include nutritional assessment and intervention, nutritional biochemistry, molecular roles of nutrients, nutrition and disease, community nutrition, nutrition education, and life-span nutrition. Graduates of the doctoral program are prepared for careers in research, teaching at the college or university level, consulting, and management.

At least 75% of all course work, exclusive of dissertation credits, must be at the 600 or 700 level. Students entering the Ph.D. program with a Master of Science degree may be granted a waiver for some requirements if they have successfully completed equivalent coursework. This decision will be made after evaluation by the student's major advisor and the doctoral Advisory/Dissertation Committee.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

In addition to the application materials required by The Graduate School, applicants must submit a letter of intent that includes research and professional objectives and that identifies faculty with research interests most central to student research and career interests.

While the Ph.D. program primarily admits students with a Master's degree, the graduate committee will consider baccalaureate students with exceptional academic and undergraduate research experiences.

Degree Program Requirements

Required: 63 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Core Courses</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>NTR 609 Seminar in Nutrition</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>NTR 625 Gene Expression and Protein Metabolism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NTR 626 Energy, Carbohydrate, Lipid Metabolism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NTR 627 Antioxidants and Bioactive Food Components</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NTR 628 Vitamins and Minerals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Techniques</td>
<td>21 minimum</td>
<td></td>
</tr>
<tr>
<td>NTR 673 Nutrition Research Methodology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select at least 3 credits from the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NTR 601 Directed Study in Nutrition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NTR 623 Current Trends in Nutrition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NTR 653 Problems in Food and Nutrition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NTR 670 Research Skill Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>20 minimum</td>
<td></td>
</tr>
<tr>
<td>Select at least 20 credits as outlined below.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Three (3) credits total in NTR 609 are required.

Electives (20 credits minimum)

Select at least 20 credits from other 500- or 600-level courses in NTR or other graduate-level courses as approved by the Graduate Advisory Committee. 15 elective credits will come from the DI course requirements for those students who are completing the Dietetic Internship requirements as part of their graduate program of study.

Comprehensive Examination

The written examination is offered at specific times each year. Please consult with the Director of Graduate Study for the exam date.
NTR 790  Doctoral Research
NTR 799  Dissertation Problem

* Eight (8) credits total in NTR 609 are required.
** With approval of the Advisory/Dissertation Committee.

Comprehensive Examination
The student will consult with his/her Advisory/Dissertation Committee about the specific format of the written and oral sections of this examination.

For Students Who Completed their M.S. at UNC Greensboro
Students who have completed their M.S. degree in the Department of Nutrition at UNC Greensboro will have already completed the majority of the Required Core Courses, Nutrition Research Methodology, and at least one statistics course. Therefore, their program of study will include primarily Research Techniques credits and Research and Dissertation credit hours. Credit received for courses taken as part of the MS degree cannot be counted towards the Ph.D. degree. The majority of credit hours must be at the 600-700 level. Their minimum course work is shown below.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NTR 609</td>
<td>Seminar in Nutrition</td>
<td>6</td>
</tr>
<tr>
<td>Research Techniques</td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>Select a minimum of 14 credits from the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NTR 601</td>
<td>Directed Study in Nutrition</td>
<td></td>
</tr>
<tr>
<td>NTR 623</td>
<td>Current Trends in Nutrition</td>
<td></td>
</tr>
<tr>
<td>NTR 653</td>
<td>Problems in Food and Nutrition</td>
<td></td>
</tr>
<tr>
<td>NTR 670</td>
<td>Research Skill Development</td>
<td></td>
</tr>
<tr>
<td>Statistics courses</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Electives | 8
Select 6 credits from other NTR courses at the 500-700 level *
Select 2 credits minimum in NTR or a supporting program at the 500-700 level *

Research and Dissertation | 18
Select a minimum of 18 credits from the following:
| NTR 790 | Doctoral Research                    |              |
| NTR 799 | Dissertation Problem                 |              |

* With the approval of the Advisory/Dissertation Committee.

Dietetic Internship, Post-Baccalaureate Certificate
The Post-Baccalaureate Certificate - Dietetic Internship requires 15 credit hours. Courses fulfilling the certificate program may be used to meet the requirements in a degree program in accordance with the policies of The Graduate School.

The Dietetic Internship at UNC Greensboro is currently granted accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). ACEND is a specialized accrediting body of the Academy of Nutrition and Dietetics with oversight by the United States Department of Education.

ACEND
120 South Riverside Plaza
Suite 2000
Chicago, IL 60606-6995
(800) 877-0877, ext. 5400

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

The Certificate program for the Dietetic Internship is designed for students with a bachelor's degree from an accredited college or university who have completed the Didactic Program in Dietetics, as required by The Academy of Nutrition and Dietetics, and wish to become eligible to take the national registration examination to become a registered dietitian (RD). To be eligible for the Dietetics Internship, completion of the undergraduate program must be within five years of application to the internship.

Varied work experiences in dietetics and/or foodservice management are preferred. The selection process is very competitive. Due to the limited number of placements that can be made for a given year, not all applicants who meet the minimum requirements may be selected.

A separate application to the DI program is required and students must apply to such programs following the American Dietetic Association's computer matching application process. After selection into the program at UNC Greensboro, students must then submit an application to The Graduate School as well as all required application materials. In addition to these materials, applicants must provide an ADA Verification Form from their undergraduate institution and a personal essay stating their interests and experience in dietetics.

A limited number of positions in the DI program are set aside for graduate students who wish to complete both the graduate degree and DI program. Students who are eligible for these positions must complete the application form but do not have to participate in the computer matching process. Students interested in this option must contact the Director of the Dietetic Internship at UNC Greensboro for more information.

Program Requirements
Required: 15 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NTR 602</td>
<td>Supervised Preparation for Professional and Community Engagement</td>
<td>15</td>
</tr>
<tr>
<td>NTR 693</td>
<td>Supervised Preparation for Practicum in Clinical Dietetics</td>
<td></td>
</tr>
<tr>
<td>NTR 606A</td>
<td>Practicum in Clinical Dietetics *</td>
<td></td>
</tr>
<tr>
<td>NTR 606B</td>
<td>Practicum in Clinical Dietetics *</td>
<td></td>
</tr>
<tr>
<td>NTR 606C</td>
<td>Practicum in Clinical Dietetics *</td>
<td></td>
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</tbody>
</table>

* NTR 602 Supervised Preparation for Professional and Community Engagement and NTR 693 Supervised Preparation for Practicum in Clinical Dietetics must be completed with a grade of B or better prior to enrollment in these courses.
Additional Information
Students will receive a certificate from The Graduate School upon completion of the required course of study and are eligible to take the national certification examination for the credential of Registered Dietitian.

Didactic Program in Nutrition and Dietetics, Post-Baccalaureate Certificate (Admission Suspended)
The PBC Didactic Program in Nutrition and Dietetics is currently not accepting applications for admission.

The Didactic Program in Nutrition and Dietetics Post Baccalaureate Program provides an opportunity for students who have received a Bachelor’s degree from a nationally accredited university to earn a Didactic Program Verification Statement. The Didactic Program Verification Statement ensures that a student has obtained and demonstrated the fundamental core knowledge requirements and skills required by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) to apply to an accredited Dietetic Internship. Successful completion of the prerequisite and co-requisite courses along with the 14 credit hours of core courses in the Didactic Program in Nutrition and Dietetics Post Baccalaureate Program cover the core knowledge requirements to obtain a Didactic Program Verification Statement. Completion of this program does not guarantee placement in an accredited Dietetic Internship.

Program Requirements
Required: 14 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CED 610</td>
<td>Helping Relationships</td>
<td>14</td>
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<tr>
<td>NTR 560</td>
<td>Advanced Nutrition</td>
<td></td>
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<tr>
<td>NTR 607</td>
<td>Nutrition Education</td>
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<tr>
<td>NTR 573</td>
<td>Medical Nutrition Therapy</td>
<td></td>
</tr>
</tbody>
</table>

Peace and Conflict Studies

School of Health and Human Sciences
1510 Walker Ave., 4th Floor
336-334-4781
http://pacs.uncg.edu

Melissa Floyd-Pickard, Interim Department Chair
Ali Askerov, Director of Graduate Study
Jeremy Rinker, Director of Undergraduate Study

About
The Department of Peace and Conflict Studies takes a dynamic and interdisciplinary approach to the study of peace and the practice of conflict management, resolution, and transformation. Undergraduates in this field of study will gain an understanding of peace science and peace scholarship while actively engaged in their communities proactively transforming conflict.

Online Options
Undergraduate
Students may complete a PCS major or minor completely online. The curriculum is identical in content and focus with the residential program; courses are usually offered simultaneously in residential and online formats. For more information, visit http://pacs.uncg.edu.

Graduate
Both the certificate program and the master’s program are available online; all web-based courses run parallel to residential courses on campus and the curriculum is identical. Online classes are conducted asynchronously via web connection. Lectures, discussions, assignments, supplementary materials, feedback, and assessments are accessed online. See the program website for more information.

Associate Professor
Emily M Janke

Assistant Professor
Ali Bahsali Askarov
Marcia R Hale
Jeremy A. Rinker

Academic Professional Assistant Professor
Joseph William Cole
Omari Lee Dyson

Peace and Conflict Studies, B.A.
Overall Requirements
• 122 credit hours, and at least 36 credits at or above the 300 course level

Degree Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>University Requirements (p. 671)</td>
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<tr>
<td></td>
<td>General Education Core Requirements (GEC) (p. 683)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Major Requirements</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCS 205</td>
<td>Violence in the Modern World</td>
<td></td>
</tr>
<tr>
<td>PCS 305</td>
<td>Foundations of Peace and Conflict Studies</td>
<td></td>
</tr>
<tr>
<td>PCS 308</td>
<td>Working through Interpersonal Conflicts</td>
<td></td>
</tr>
<tr>
<td>PCS 309</td>
<td>Conflict and Culture</td>
<td></td>
</tr>
<tr>
<td>PCS 311</td>
<td>Conflict Research</td>
<td></td>
</tr>
<tr>
<td>PCS 315</td>
<td>Conflict Transformation</td>
<td></td>
</tr>
<tr>
<td>PCS 318</td>
<td>Managing Conflict in Professional Contexts</td>
<td></td>
</tr>
</tbody>
</table>

Graduate-level faculty

G Graduate-level faculty

• Peace and Conflict Studies, B.A. (p. 602)
• Peace and Conflict Studies Undergraduate Minor (p. 603)
• Peace and Conflict Studies, M.A. (p. 603)
• Peace and Conflict Studies, Post-Baccalaureate Certificate (p. 604)
PCS 415  Global Peacebuilding
PCS 416  Practicum I
PCS 420  Senior Seminar

Select an additional 6 credits from the following list of cognate courses:

PHI 115  Critical Thinking
PHI 121  Contemporary Moral Problems
PHI 222  Ethics in the Computer Age
PHI 331  Social and Political Philosophy
PSC 105  Exploring Political Issues
PSC 540  Nonprofit Management and Leadership
ATY 213  Introduction to Cultural Anthropology
SOC 201  Social Problems
SOC 429  Collective Violence and Nonviolence in Global Perspective
REL 101  Introduction to Religious Studies
BLS 383  Religious Resistance to Political Power
BLS 386  Women, War, and Terror
PCS 405  Localizing Peace
PCS 505  Environmental Justice: Interdisciplinary Response for Sustainability
PCS 517  Peacebuilding Challenges in a Complex World
PCS 533  Restorative Justice: Theory and Models
PCS 540  Social Entrepreneurship: Justice and a Green Environment
PCS 556  Sports, Conflict, and Peacebuilding
PCS 579  Gender and Peacebuilding

Electives
Electives sufficient to complete 122 total credit hours required for the degree.

Peace and Conflict Studies Undergraduate Minor

Students, in consultation with a Peace and Conflict Studies advisor, plan a minor that fits their professional and educational goals from the course options below.

Program Requirements

- Minimum of 15 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCS 205</td>
<td>Violence in the Modern World</td>
<td></td>
</tr>
<tr>
<td>PCS 305</td>
<td>Foundations of Peace and Conflict Studies</td>
<td></td>
</tr>
<tr>
<td>PCS 308</td>
<td>Working through Interpersonal Conflicts</td>
<td></td>
</tr>
<tr>
<td>PCS 309</td>
<td>Conflict and Culture</td>
<td></td>
</tr>
<tr>
<td>PCS 311</td>
<td>Conflict Research</td>
<td></td>
</tr>
<tr>
<td>PCS 315</td>
<td>Conflict Transformation</td>
<td></td>
</tr>
<tr>
<td>PCS 318</td>
<td>Managing Conflict in Professional Contexts</td>
<td></td>
</tr>
<tr>
<td>PCS 415</td>
<td>Global Peacebuilding</td>
<td></td>
</tr>
</tbody>
</table>

Peace and Conflict Studies, M.A.

The MA in Peace and Conflict Studies is dedicated to providing high quality, professional training in multiple conflict intervention and prevention skills such as mediation, negotiation, facilitation, restorative practices, violence prevention, and collaborative problem solving. Students engage in community-based learning through a variety of courses to build practice, intervention, and research skills. The program focuses on pragmatic approaches to solving personal and social problems in a variety of social settings. Students are exposed to an array of techniques and strategies to achieve nonviolent solutions to conflict that arises in diverse family, organizational and community environments.

The program promotes a systemic and critical perspective to the challenges facing individuals, families, organizations and communities in both a global and local analytical and practical perspective. With an interdisciplinary commitment to social justice and human rights, we train professionals to seek collaborative, constructive and conciliatory methods for resolving human conflict. Our goal is to mold reflective conflict professionals—practitioners with a critical understanding of theory, research and a range of methods, local and global perspectives, and an appreciation of diversity, peace development and social justice.

The MA in Peace and Conflict Studies requires completion of 33 credit hours and is built on a comprehensive core curriculum of eight academic courses and seminars. Flexible course schedules in the evenings and summer allow students of all ages, challenges, job requirements, technology, and delivery needs to participate in the learning process.

Concentrations

The program offers three concentrations which students may choose to focus their research, theory and practice areas. The areas are Conflict Management, International Peace Development, and Joint Civil-Military Interaction (JCMI). Students must choose three courses from the corresponding concentration list to complete the nine semester hours.

Online Master’s Degree

The master’s program is available completely online and is identical in content and focus with the residential program; courses are usually offered simultaneously in residential and online formats. For more information, visit http://pacs.uncg.edu or email for information at conflictstudies@uncg.edu.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

In addition to the application material required by The Graduate School, applicants must submit a personal essay on their interest and expectations of the MA in Peace and Conflict Studies and may be asked to complete an interview with members of the admissions committee.

Degree Program Requirements

Required: 33 credit hours
### Peace and Conflict Studies, Post-Baccalaureate Certificate

The Post-Baccalaureate Certificate in Peace and Conflict Studies prepares students for the changing nature of professional development, organizational knowledge and change through scholarship and research. The certificate program can be beneficial to those who have already received a graduate degree in their current area but would like to specialize in conflict management. It is also appropriate for those who possess an undergraduate degree and are seeking to obtain broad knowledge of the conflict and peace studies field or for professionals who have already earned a graduate degree in their professional field and would benefit from research and theory and additional practice skills in a range of conflict studies.

The certificate requires 12 credit hours. A maximum of 4 credits from graduate courses taken in or transferred from other programs may be applied to the requirements of the certificate program upon the approval of the Director of Graduate Study and in accordance with policies of The Graduate School. Courses taken for the certificate program may be used to meet requirements in a degree program in accordance with the policies of The Graduate School.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

### Certificate Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCS 600</td>
<td>Principles and Practice of Conflict Management and Resolution</td>
<td>12</td>
</tr>
<tr>
<td>PCS 601</td>
<td>Indigenous Peace Practices</td>
<td>3</td>
</tr>
<tr>
<td>PCS 605</td>
<td>Skills and Techniques of Conflict Management</td>
<td>3</td>
</tr>
<tr>
<td>PCS 606</td>
<td>Organizational Conflict: Diagnostic and Intervention Tools</td>
<td>3</td>
</tr>
<tr>
<td>PCS 607</td>
<td>Conflict Analysis: Theories of Change</td>
<td>3</td>
</tr>
<tr>
<td>PCS 608</td>
<td>Topics in Peace and Conflict Studies</td>
<td>3</td>
</tr>
<tr>
<td>PCS 610</td>
<td>Transitional Justice</td>
<td>3</td>
</tr>
</tbody>
</table>

*The capstone course is designed to complete the integration of theory, global and cultural awareness, intervention skills, project management and public policy issues. Through individually designed capstone projects or research papers, students will analyze and synthesize what they have learned throughout the curriculum, exploring issues individually and within learning communities, to deepen their experience in the evaluation of practice and the process of ongoing knowledge building.*

### Concentration Requirements (9 credits)

Concentration requirements are selected with the approval of the faculty advisor to encompass a student’s selected concentration or individual pathway through the program.

**Conflict Management Concentration**

Select three courses from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCS/SWK 533</td>
<td>Restorative Justice: Theory and Models</td>
<td>3</td>
</tr>
<tr>
<td>PCS 631</td>
<td>Crisis Management: Response and Resolution</td>
<td>3</td>
</tr>
<tr>
<td>PCS 647</td>
<td>Facilitation, Mediation, and Negotiation</td>
<td>3</td>
</tr>
<tr>
<td>PCS 676</td>
<td>Peace Development and Community Building</td>
<td>3</td>
</tr>
</tbody>
</table>

**International Peace Development Concentration**

Select three courses from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCS 517</td>
<td>Peacebuilding Challenges in a Complex World</td>
<td>3</td>
</tr>
<tr>
<td>PCS 615</td>
<td>War in the Modern World: What is it Good For?</td>
<td>3</td>
</tr>
<tr>
<td>PCS 631</td>
<td>Crisis Management: Response and Resolution</td>
<td>3</td>
</tr>
<tr>
<td>PCS 647</td>
<td>Facilitation, Mediation, and Negotiation</td>
<td>3</td>
</tr>
<tr>
<td>PCS 665</td>
<td>Religion: Conflict and Confrontation</td>
<td>3</td>
</tr>
<tr>
<td>PCS 677</td>
<td>International Human Rights Advocacy</td>
<td>3</td>
</tr>
</tbody>
</table>

**Joint Civil-Military Interaction Concentration**

Select three courses from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCS 617</td>
<td>International Humanitarian Practices</td>
<td>3</td>
</tr>
</tbody>
</table>

**Public Health Education**

School of Health and Human Sciences

437 Coleman Building
336-334-5532
www.uncg.edu/phe (http://www.uncg.edu/phe)

Tracy Nichols, Department Head
Kelly Rulison, Director of Graduate Study

**Mission**

The mission of the Department of Public Health Education is to promote health by supporting the learning, decision-making and capacity of individuals, groups, and communities. In collaboration with Piedmont Triad community organizations, the department prepares professional health educators and advances public health practice and knowledge.
Public Health as a Second Major

Course requirements for the Public Health Education major as a second major are the same as for the major.

Public Health Education, B.S.

The Department of Public Health Education offers the Bachelor of Science (B.S.) degree in Public Health Education major with a concentration in Community Health Education or Health Studies (an online degree program). Both concentrations provide a foundation in the core areas of public health including: social and behavioral sciences, epidemiology, public health statistics, and health policy and administration. Only students in the Community Health Education concentration are eligible candidates for national credentialing as a Certified Health Education Specialist (CHES.). The Health Studies Online concentration is an online option available for second-degree seeking students looking for a non-professional degree to complement their current professional or career experiences.

Criteria for Admission to the Public Health Education Major

Students must be formally admitted to the Public Health Education major through an application process and select a concentration of Community Health Education or Health Studies Online. Students are considered Pre-Public Health (PPHT) until the student is formally accepted into the Public Health (PHTH) major.

Only students who have formal, written acceptance into the PHTH major will be permitted to register in upper level public health education (HEA) courses, typically completed in the junior and senior years. Admission cannot be sought into the major until completion or transfer of 45 credit hours. The application deadline is April 1 of each year. Applications are obtained from the Department of Public Health Education. Transcripts from all post-secondary schools attended must be submitted with the application. Admission to the university does not guarantee acceptance into the PHTH major. Conditional admission may be granted if students are still completing the prerequisite courses, but full admission to the major cannot be granted until all admission criteria for Community Health Education or Health Studies Online concentration have been successfully completed.

Overall Requirements

- 124 credit hours, to include at least 36 credits at or above the 300 course level
- Students must continue to maintain the cumulative GPA requirement of 2.50 to progress and graduate. Students who drop below a 2.50 overall GPA will be dropped from the program.
- No HEA course or health-related area course for which a grade of C or better is required for the major may be taken more than twice (a C- is not acceptable). Students who receive a grade below C twice in the same HEA course or health related area course required for the major will be dropped from the major.

Degree Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>University Requirements (p. 671)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Education Core Requirements (GEC) (p. 683)</td>
<td></td>
</tr>
</tbody>
</table>

Major Requirements

The Public Health Education B.S. offers two concentrations from which students may choose from:

Community Health Education Concentration

Increasing national interest in health and health promotion attracts students to the undergraduate degree program in Community Health Education. The concentration provides field experiences in public and private agencies as part of the professional preparation program. Students are prepared to design and implement health promotion programs in the community. Graduates have careers in national, state, and local health agencies, health and human services organizations, and business and industry; and many continue on into graduate study.

Health Studies Online Concentration
The program leading to the Bachelor of Science in Public Health, Health Studies Online concentration, is designed to prepare individuals for positions in health-related fields and provide a base for graduate study. The Health Studies Online concentration will allow time and location bound students to complete an undergraduate degree without relocating to the UNCG campus. Our graduates, like other graduates in general education programs, are competitive in the job market for careers in administration, education, health sciences, human relations, and public service, and in other governmental, community-based and/or nonprofit settings.

Students requesting admission to the Health Studies Online concentration may apply to the major only after earning a prior degree (A.A., A.S., B.A., B.S., or equivalent; an A.A.S. is not an equivalent option) from an accredited college or university and completion of courses that satisfy General Education Core and General Education Marker requirements.

**Community Health Education Concentration Requirements**

**Minimum Criteria for Admission to the Concentration**

Pre-public health students must meet the following criteria to be accepted into the major and declare the Community Health Education concentration. Students should meet these minimum requirements before submitting an application to the concentration.

1. **GPA**
   - Overall grade point average of 2.50 or higher.

2. **Prerequisites**
   - A grade of C (2.0) or better in each of the prerequisite health-related courses listed below or their equivalent. Prerequisite courses may be repeated only one time to earn the minimum required grade or better.

3. **HEA courses**
   - A grade of C (2.0) or higher in any completed HEA courses (including transferred HEA courses).

**Recommended**

It is recommended, but not required, that students complete the course listed below and/or a HEA elective prior to submitting the application.

### Community Health Education Concentration Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEA 201</td>
<td>Personal Health</td>
<td></td>
</tr>
</tbody>
</table>

**Graduation Requirements for the Concentration**

1. A grade of C (2.0) or better in all required HEA courses and health related courses.
2. Overall GPA of 2.50
3. Registration for and completion (e.g., sitting for) of the CHES exam offered by the National Commission for Health Education Credentialing (NCHEC).
4. Completion of all other requirements as described for degree and major (students may still be required to complete free elective credit hours to meet university degree requirements).

### Required

<table>
<thead>
<tr>
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<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>HEA 308</td>
<td>Introduction to Public Health</td>
<td></td>
</tr>
<tr>
<td>HEA 314</td>
<td>Public Health Diseases</td>
<td></td>
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<tr>
<td>HEA 315</td>
<td>Epidemiology</td>
<td></td>
</tr>
<tr>
<td>HEA 316</td>
<td>Environmental Health</td>
<td></td>
</tr>
<tr>
<td>HEA 325</td>
<td>Public Health Data Analysis</td>
<td></td>
</tr>
<tr>
<td>HEA 339</td>
<td>Introduction to Public Health Education Practice</td>
<td></td>
</tr>
<tr>
<td>HEA 340</td>
<td>Community Observation and Assessment</td>
<td></td>
</tr>
<tr>
<td>HEA 366</td>
<td>Community Health Interventions I</td>
<td></td>
</tr>
<tr>
<td>HEA 405</td>
<td>Program Planning and Evaluation</td>
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<tr>
<td>HEA 412</td>
<td>Community Health Organizations</td>
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<tr>
<td>HEA 426</td>
<td>Internship Planning</td>
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<tr>
<td>HEA 428</td>
<td>Health Education Internship (Fieldwork IV and Seminar) (Fieldwork IV and Seminar)</td>
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<tr>
<td>HEA 466</td>
<td>Community Health Interventions II</td>
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Select 12 credits of the following:

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<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>HEA 113</td>
<td>Medical Terminology for Public Health Professionals</td>
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</tr>
<tr>
<td>HEA 201</td>
<td>Personal Health</td>
<td></td>
</tr>
<tr>
<td>HEA 202</td>
<td>Introduction to Peer Health Education</td>
<td></td>
</tr>
<tr>
<td>HEA 203</td>
<td>Peer Health Education: Selected Topics</td>
<td></td>
</tr>
<tr>
<td>HEA 207</td>
<td>International Health</td>
<td></td>
</tr>
<tr>
<td>HEA 231</td>
<td>Athlete Health and Sport Performance</td>
<td></td>
</tr>
<tr>
<td>HEA 260</td>
<td>Human Sexuality</td>
<td></td>
</tr>
<tr>
<td>ENT 307</td>
<td>Global Health</td>
<td></td>
</tr>
<tr>
<td>HEA 310</td>
<td>Mental Health and Well-Being</td>
<td></td>
</tr>
<tr>
<td>HEA 312</td>
<td>Public Health and Healthcare Systems in the US</td>
<td></td>
</tr>
<tr>
<td>HEA 318</td>
<td>Conflict Resolution and Facilitation Skills</td>
<td></td>
</tr>
<tr>
<td>HEA 331</td>
<td>Alcohol, Tobacco, and Other Drugs</td>
<td></td>
</tr>
<tr>
<td>HEA 334</td>
<td>Community Health</td>
<td></td>
</tr>
<tr>
<td>HEA 350</td>
<td>Race, Ethnicity, and Health</td>
<td></td>
</tr>
<tr>
<td>HEA 361</td>
<td>Sexuality Education: Content and Methods</td>
<td></td>
</tr>
<tr>
<td>HEA 369</td>
<td>Lifetime Health Concerns</td>
<td></td>
</tr>
<tr>
<td>HEA 420</td>
<td>The School Health Program</td>
<td></td>
</tr>
<tr>
<td>HEA 430</td>
<td>Social Marketing for Health</td>
<td></td>
</tr>
<tr>
<td>HEA 433</td>
<td>Gender and Health</td>
<td></td>
</tr>
<tr>
<td>HEA 447</td>
<td>Income, Social Status, and Health</td>
<td></td>
</tr>
</tbody>
</table>

**Code**

**Title**

**Credit Hours**
HEA 450  Current Health Problems
HEA 471  Immigrant and Refugee Health
HEA 475  Independent Study

Related Area Requirements

Biology

Select one option of the following:

Option A:
- BIO 111  Principles of Biology I
- BIO 111L  Principles of Biology I Laboratory

Option B:
- BIO 271  Human Anatomy

Option C:
- BIO 277  Human Physiology

Communication Studies

CST 105  Introduction to Communication Studies
or CST 341  Communication and Workplace Relationships

English

ENG 101  College Writing I

Math

MAT 115  College Algebra
*††††  or STA 108  Elementary Introduction to Probability and Statistics

Nutrition

NTR 213  Introductory Nutrition
††

Social Science

PSY 121  General Psychology
†
or SOC 101  Introduction to Sociology

*  Or a higher level mathematics course.
†  Counts toward GEC GSB requirement.
††  Counts toward GEC GNS requirement.
†††  Counts toward GEC GRD requirement.
††††  Counts toward GEC GMT requirement.

Health Studies Online Concentration Requirements

Minimum Criteria for Admission to the Concentration

Pre-public health students must meet the following criteria to be accepted into the major and declare the Health Studies Online concentration. Students should meet these minimum requirements before submitting an application to the concentration.

1. Prior degree
   Students requesting admission to the Health Studies Online concentration may apply to the major only after earning a prior degree (A.A., A.S., B.A., B.S., or equivalent; A.A.S. does not count as an equivalent) from an accredited college or university and completion of courses that satisfy General Education Core and General Education Marker requirements.

2. GPA
   Overall grade point average of 2.50 or higher.

3. Prerequisites
   A grade of C (2.0) or better in each of the courses listed below or their equivalent. Prerequisite courses may be repeated only one time to earn the minimum required grade or better.

   *  Or a higher level mathematics course.
†  Counts toward GEC GSB requirement.
††  Counts toward GEC GNS requirement.
†††  Counts toward GEC GRD requirement.
††††  Counts toward GEC GMT requirement.

Graduation Requirements for the Concentration

1. A grade of C (2.0) or better in all required HEA courses and health related courses.
2. Overall GPA of 2.50
3. Registration for and completion (e.g., sitting for) of the CHES exam offered by the National Commission for Health Education Credentialing (NCHEC).
4. Completion of all other requirements as described for degree and major (students may still be required to complete free elective credit hours to meet university degree requirements).

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<tr>
<td>HEA 312</td>
<td>Public Health and Healthcare Systems in the US</td>
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<tr>
<td>HEA 314</td>
<td>Public Health Diseases</td>
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<td>Epidemiology</td>
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<td>HEA 316</td>
<td>Environmental Health</td>
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<td>HEA 325</td>
<td>Public Health Data Analysis</td>
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<td>HEA 350</td>
<td>Race, Ethnicity, and Health</td>
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<td>HEA 433</td>
<td>Gender and Health</td>
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<td>HEA 447</td>
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<tr>
<td>HEA 490</td>
<td>Capstone Experience</td>
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</table>
Select 18 credits of the following:* 

HEA 113  Medical Terminology for Public Health Professionals 
HEA 201  Personal Health †  
HEA 207  International Health 
HEA 260  Human Sexuality 
HEA 307  Global Health 
HEA 310  Mental Health and Well-Being 
HEA 318  Conflict Resolution and Facilitation Skills 
HEA 331  Alcohol, Tobacco, and Other Drugs 
HEA 334  Community Health 
HEA 369  Lifetime Health Concerns 
HEA 412  Community Health Organizations 
HEA 420  The School Health Program 
HEA 430  Social Marketing for Health 
HEA 450  Mental Health and Well-Being 
HEA 470  Adolescent Health 
HEA 471  Immigrant and Refugee Health 
HEA 475  Independent Study 
HDF 212  Families and Close Relationships **  
HDF 302  Infant and Child Development  
KIN 220  Lifetime Wellness**  
MGT 300  Management of Organizations**  
MGT 312  Organizational Behavior**  
NUR 390  Culture and Health Care**  
NTR 213  Introductory Nutrition**  ††  
PSC 318  Managing Conflict in Professional Contexts**  
PHI 220  Medical Ethics**  
SOC 327  Race and Ethnic Relations**  
WGS 250  An Introduction to Women’s and Gender Studies**  

Related Area Requirements 

Biology 

Select one option of the following: 

Option A:  
BIO 111  Principles of Biology I ††  
BIO 111L Principles of Biology I Laboratory  

Option B:  
BIO 271  Human Anatomy  

Option C:  
BIO 277  Human Physiology 

Communication Studies 

CST 105  Introduction to Communication Studies  
or CST 341  Communication and Workplace Relationships 

English 

ENG 101  College Writing I †††  

Information Systems 

ISM 110  Business Computing I 

Math 

MAT 115  College Algebra 1  ††††  
or STA 108  Elementary Introduction to Probability and Statistics  

Electives 

Electives sufficient to complete total credit hours required for degree. 

Community Health Education, M.P.H. 

The Master of Public Health requires 45 semester hours and consists of 39 semester hours of course work and a 6 hour internship/practicum in a community setting. The professional preparation program is for qualified students from a variety of academic and professional backgrounds who are interested in careers that involve the development and management of population-based health promotion and disease prevention activities within communities. In the program students receive academic preparation in the profession of Health Education and skill development in the traditional public health fields of epidemiology, statistics, environmental health, and health policy with course work and volunteer experiences emphasizing the development of practitioner competencies. The degree program prepares graduates for careers in public health and health care settings at local, state, regional, or national levels. 

The MPH program is accredited by the Council on Education for Public Health (CEPH) and the professional requirements are based on the recommendations of the Joint Commission of the Society of Public Health and the American Association for Health Education. Graduates of the program are eligible to sit for the national Health Education credentialing exam for the profession and become a Certified Health Education Specialist (CHES), or with a qualifying experience, a Master’s Certified Health Education Specialist (MCHES). By the end of the program students will have preparation in the Core Areas of Public Health and in the Seven Areas of Responsibility for Health Education Specialists (assessment, program planning, implementation, evaluation, administration and management, resource, and communication and advocacy. 

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions. 

In addition to the minimum admission materials required by The Graduate School, applicants should submit a description of work experiences and a written statement of professional goals. 

Applicants can enroll as either full-time or part-time students. All required courses except the internship are offered in the evenings. Full-time students are expected to take four courses each fall and spring semester for two years. Part-time students usually take two courses each fall and spring semester, and one course each summer, over three years.

Degree Program Requirements 

Required: 45 credit hours
Community Health Education, Ph.D.

The Department’s Ph.D. in Community Health Education is designed to engage doctoral students in an active learning environment that prepares them academically and professionally to conduct significant public health research and advanced practice. Graduates of the doctoral program take roles as researchers, academics, and public health leaders and professionals committed to social change and to facilitating the resolution of public health outcomes important to the community and field. The Ph.D. in Community Health Education requires 66 semester hours beyond an appropriate master’s degree (90 semester hours without a qualifying master’s degree). Students who enter with a master’s degree are required to earn a minimum of 51 hours of course credit and 15 hours of dissertation credit. The department's faculty have a strong base in approaches that embrace the social ecological framework and are committed to community engaged interaction and research.

The educational objectives of the Ph.D. program are to:

- Provide an ecological perspective of health and the related advanced theory important in preparing students for careers in practice-based research.
- Prepare students to function as leaders in community-based prevention research in academic, research, or public health organizations.
- Provide experiences to ground students’ research in the problems and issues facing public health education practitioners and policymakers.
- Provide research experiences designed to develop the technical, conceptual, and communications skills required for independent research.

Assessment of courses or experiences applicable to the degree occurs at the time of admission into the program. The student's doctoral program committee will work with each candidate to develop a course of study within the framework of the program and informed by the student's personal interests, past course work, and professional experiences.

In addition to the minimum admission materials required by The Graduate School, applicants should submit a description of work experiences and a written statement of research and professional goals. In this statement, identify at least 2-3 faculty members with whom you would like to work. For best consideration, materials should be provided by December 2nd although strong students will be considered on a rolling basis until the class is filled. Admission is for the Fall only and applicants can be admitted as either full-time or part-time students.

Degree Program Requirements

Required: 66-90 credit hours

Entering doctoral students who have not completed one or more of the public health or health education core courses must complete these courses as part of their program in addition to the minimum 66 credit hours.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
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<td>HEA 601</td>
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<tr>
<td>HEA 602</td>
<td>Epidemiology</td>
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<td>HEA 604</td>
<td>Public Health Statistics</td>
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<td>HEA 608</td>
<td>Environmental Health</td>
<td></td>
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<td>HEA 612</td>
<td>Management of Community Health Organizations</td>
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<tr>
<td>HEA 645</td>
<td>Health Policy</td>
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<tr>
<td>HEA 603</td>
<td>Community Health Analysis</td>
<td>9</td>
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<tr>
<td>HEA 609</td>
<td>Community Health Interventions</td>
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<td>HEA 625</td>
<td>Community Health Education Program Evaluation</td>
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<td>HEA 648</td>
<td>Applied Program Planning</td>
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<tr>
<td>HEA 650</td>
<td>Community Health Internship/Practicum</td>
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<tr>
<td>HEA 753</td>
<td>Advanced Theoretical Basis for Community Health Education</td>
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<tr>
<td>HHS 750</td>
<td>Professional Development Seminar</td>
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<tr>
<td>HEA 760</td>
<td>Teaching in Community Health Education</td>
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<tr>
<td>HEA/ENT 701</td>
<td>Promoting and Protecting Health through Entrepreneurship</td>
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<tr>
<td>KIN 798</td>
<td>Doctoral Seminar in Grant Writing</td>
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<td>HHS 702</td>
<td>Professional Grant Writing for Community Organizations</td>
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<td>HEA 751</td>
<td>Foundations of Research for Public Health Education</td>
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<td>HEA 759</td>
<td>Community-Based Health Education Research</td>
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<td>HEA 752</td>
<td>Quantitative Methods in Public Health</td>
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<tr>
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</table>
HEA 765 Advanced Program Evaluation in Public Health Education

And select at least three courses from the following: ***

HHS 650 Applied Multiple Regression
ERM 680 Intermediate Statistical Methods in Education
ERM 681 Design and Analysis of Educational Experiments
ERM 682 Multivariate Analysis
ERM 731 Structural Equation Modeling in Education
ERM 732 Hierarchical Linear Modeling
ERM 668 Survey Research Methods in Education
ERM 728 Exploratory and Confirmatory Factor Analytic Methods for Scale Construction
STA 571 Statistical Methods for Research I
STA 572 Statistical Methods for Research II
STA 575 Nonparametric Statistics
STA 580 Biostatistical Methods
STA 670 Categorical Data Analysis
STA 676 Sample Survey Methods
NUR 701 Statistical Applications for Nursing Research
NUR 702 Statistical Applications for Nursing Research II
HDF 756 Advanced Research Design in Human Development and Family Studies
SOC 618 Advanced Data Analysis
PSY 609 Statistical Methods in Psychology I
PSY 610 Statistical Methods in Psychology II
PSC 503 Survey Methods for Policy Research
NUR 703 Qualitative Methods for Nursing
TED 738 Mixed Methods Research Design in Curriculum and Instruction
ELC 767 Qualitative Data Collection and Analysis
ELC 664 Introduction to Qualitative Inquiry: A Social Justice Approach
CST 602 Engaging Communication Scholarship II
ERM 750 Case Study Methods in Educational Research

Electives 15

Select 15 credits from the following: ****

HEA 612 Management of Community Health Organizations
HEA 617 Conflict Resolution and Coalition Building
HEA 622 Social Epidemiology
HEA 640 Global Health Issues
HEA 662 Gender and Health
HEA 666 Health Communication
HEA 671 Immigrant and Refugee Health
HEA 676 Problems Seminar
HEA 725 Advanced Community Health Projects
HEA 735 Topics in Community Health Research
ERM 667 Foundations of Educational Measurement Theory
HDF 755 Advanced Theory in HDFS
KIN 745 Seminar: Social Psychology and Physical Activity
NTR 643 Nutrition and Aging
PSC 620 Urban and Regional Development Policy

Dissertation 15

HEA 799 Doctoral Dissertation Research

* May be waived with accredited MPH/MS degree; or related degree.
** May be waived with accredited MPH/MS in H.E./H.E. related degree.
*** Students should work with Advisor and committee to select coursework complementary of expected dissertation method needs. Additional methods courses taken beyond required may count as part of elective requirements.
**** The following list provides examples of possible electives. Elective choices should be made under the advisement of the student's doctoral program committee. A minimum of 6 semester hours of HEA courses is required. Additional Methods or Professional Development courses taken above those required may be counted toward elective requirements.

Social Work

School of Health and Human Sciences

268 Stone
336-334-5147
www.uncg.edu/swk

Melissa Floyd-Pickard, Chair of Department
Jeffrey Shears, Director of Graduate Study

Mission of the Department of Social Work

Our mission is to educate students to become competent, engaged social workers who demonstrate the knowledge, ethics, values, and skills of the profession. We accomplish this goal within a transformative learning community that encourages the professional development of students, staff, and faculty. We promote civil rights and pursue social justice for oppressed and marginalized people. We improve the lives of citizens of the Piedmont Triad and beyond through our signature pedagogy, field instruction; through our community-engaged scholarship and research; and through the ongoing leadership of our students, alumni, and faculty.

Department Goals

1. Prepare graduate and undergraduate students to become competent, engaged social workers who demonstrate the knowledge, ethics, values, and skills of the profession.
2. Prepare graduates to work effectively with diverse and marginalized people.
3. Prepare students to facilitate inclusion at all systems levels—individual, family, group, organization, community, and policy.
4. Create a learning community that respects diversity and encourages the exploration of difference.
5. Increase engagement with social service agencies and other community institutions to promote social change.
6. Conduct change-oriented research to promote social and economic justice.

Mission of the Bachelor of Social Work Program

Our mission is to prepare competent, ethical social workers who will become the backbone of the social services delivery system in the Piedmont Triad and beyond. We prepare students to engage with others at the intersection of person and environment, race, gender, and class, in order to promote healthy functioning for individuals, families, groups,
and communities. Our goal is the transformation of personal history into professional identity through mentoring, teaching, our signature pedagogy—field education, research, and engaged scholarship. Learning takes place within an intentional, collaborative community that respects and embraces diversity and promotes inclusion.

The Joint Master of Social Work

The Joint Master of Social Work (MSW) program represents the efforts of faculty at North Carolina Agricultural and Technical State University (NCA&TSU) and The University of North Carolina at Greensboro (UNC Greensboro). This is a single academic program with participation in instruction by faculty from each department. Instruction is conducted on the campuses of both universities. The program is accredited by The Council on Social Work Education and the curriculum has been designed by the joint faculty to provide students with a multicultural clinical social work education. The model for the curriculum is based on CSWE social work competencies and contemporary, state-of-the-art theory and practice methods. The curriculum is organized by generalist year, specialization year, and field instruction. The primary purpose of the MSW program is to prepare students for multicultural clinical social work practice.

Each MSW student completes 1008 hours of internships in community agencies. A 42-credit hour Advanced Standing option is available for highly qualified students who have graduated from a CSWE-accredited BSW Program; these students complete a 672-hour advanced internship.

Gerontology

The mission of the UNC Greensboro Gerontology Program is to teach, apply, and create gerontological knowledge through collaborative relationships with academic disciplines, community organizations, and businesses to enrich the lives of older adults and their families. Graduates are prepared to be leaders in the profession and to serve older adults locally and nationally through the health, business, non-profit, and academic sectors.

Professor
Rebecca G. Adams
Tanya M Coakley
Melissa R Floyd-Pickard
Elizabeth W. Lindsey
John C Rife
Bob J Wineburg, Jefferson Pilot Excellence Professor

Associate Professor
Kelly J Poole
Danielle Cori Swick
Tyreasa Washington

Assistant Professor
Yarneccia Danielle Dyson
Meredith Christine Foster Powers

Academic Professional Assistant Professor
Jennifer G Cobb
Elise K Eifert
Alicia B Kaplan
Fran Pearson
Daniel T Rhodes
Michael A Thull
Beth Webb

G Graduate-level faculty

• Social Work, B.S.W. (p. 612)
• Gerontology Undergraduate Minor (p. 614)
• Social Work Undergraduate Minor (p. 614)
• Gerontology, M.S. (p. 614)
• Social Work, M.S.W. offered jointly with North Carolina A&T State University (p. 615)
• Gerontology, Post-Baccalaureate Certificate (p. 617)

212 Ferguson Building
www.uncg.edu/gro (http://www.uncg.edu/gro)

About

The mission of the UNC Greensboro Gerontology Program is to teach, apply, and create gerontological knowledge through collaborative relationships with academic disciplines, community organizations, and businesses to enrich the lives of older adults and their families. Graduates are prepared to be leaders in the profession and to serve older adults locally and nationally through the health, business, non-profit, and academic sectors.

Affiliated Faculty

Professor
Rebecca G. Adams, Successful aging, aging music audiences, older adult friendship, diversity, inclusion and aging (Gerontology Undergraduate Coordinator)

Assistant Professor
Elise Eifert, Health promotion and aging, family caregiving (Gerontology Graduate Coordinator)

Undergraduate

Rebecca Adams, Gerontology Undergraduate Coordinator
336-256-1020

The Gerontology Program offers an undergraduate minor in Gerontology that requires 15 credit hours to complete, including a 3 credit required course, GRO 201 Envisioning Your Old Age, and 12 credits of electives outside the student’s major.

Undergraduate students who plan to undertake graduate study at UNC Greensboro, and who need no more than 12 credits of work to fulfill all requirements for the bachelor’s degree, may enroll in the Graduate School. See the Dual Registration in the University Catalog.

Please see the University Catalog for gerontology graduate programs.

(MS in Gerontology and a 16 credit Post-Baccalaureate Certificate in Gerontology).

Graduate

Elise Eifert, Gerontology Graduate Coordinator
336-256-1099

A graduate Post-Baccalaureate Certificate and a Master of Science degree in Gerontology are offered through the Gerontology Program.

The PBC requires 12 credit hours to complete, including 9 credits of core courses and 3 credits of electives. The M.S. requires 30 credit hours, including 21 credits of core courses and 9 credits of electives.
Social Work, B.S.W.

The purpose of the Social Work major is to prepare students for entry level generalist practice in social work. This is a professional program of study which is strongly grounded for the first two years in liberal arts; the second two years focus on the professional curriculum. The program prepares students for work with individuals, families, groups, organizations and communities.

Accreditation

The program is accredited by the Council on Social Work Education for an eight-year period ending in June 2021.

Admission to the Social Work Major

The student who wishes to formally declare Social Work as a major should consult with the Undergraduate Program Director. Admission is competitive and limited. Decisions concerning admission are announced by January 1 and are effective with the beginning of the spring semester. Admission to the major is based upon the criteria listed below.

1. Required courses
   Satisfactory completion of the courses listed below with a grade of C or higher.

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<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<td>Introduction to Social Work</td>
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<tr>
<td>SWK 310</td>
<td>Social Policy and Services</td>
<td></td>
</tr>
<tr>
<td>SWK 311</td>
<td>Human Behavior and Social Environment</td>
<td></td>
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</table>

   And be enrolled or have completed

<table>
<thead>
<tr>
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<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
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<td></td>
</tr>
<tr>
<td>SWK 310</td>
<td>Social Policy and Services</td>
<td></td>
</tr>
<tr>
<td>SWK 311</td>
<td>Human Behavior and Social Environment</td>
<td></td>
</tr>
</tbody>
</table>

2. GPA
   A minimum university GPA of 2.50

3. Credit hours
   Completion of a minimum of 51 credit hours

4. Application packet
   Completion and submission of the B.S.W. Application Packet by December 7 of the year in which the student is seeking admission

Requirements for Admission to Field Instruction

1. Social Work major
   Prior admission to the Social Work Major

2. Required courses
   Completion of the courses below (or their equivalent) and completion of the department’s culture and diversity requirement.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 105</td>
<td>Major Concepts of Biology</td>
<td></td>
</tr>
<tr>
<td>ECO 101</td>
<td>Introduction to Economics</td>
<td></td>
</tr>
<tr>
<td>HDF 212</td>
<td>Families and Close Relationships</td>
<td></td>
</tr>
<tr>
<td>PSC 200</td>
<td>American Politics</td>
<td></td>
</tr>
<tr>
<td>PSY 121</td>
<td>General Psychology</td>
<td></td>
</tr>
<tr>
<td>SOC 101</td>
<td>Introduction to Sociology</td>
<td></td>
</tr>
<tr>
<td>STA 108</td>
<td>Elementary Introduction to Probability and Statistics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or SWK 250 Introduction to Social Work Data Analysis</td>
<td></td>
</tr>
</tbody>
</table>

3. Credit hours
   Completion of 84 credits with a 2.50 grade point average

4. Early field experience
   Satisfactory completion of all early field experience requirements

5. SWK Courses
   Satisfactory completion of the courses listed below with a minimum grade of C. No Social Work course may be taken more than twice.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 215</td>
<td>Introduction to Social Work</td>
<td></td>
</tr>
<tr>
<td>SWK 310</td>
<td>Social Policy and Services</td>
<td></td>
</tr>
<tr>
<td>SWK 311</td>
<td>Human Behavior and Social Environment</td>
<td></td>
</tr>
<tr>
<td>SWK 315</td>
<td>Social Work, Diversity, and Vulnerable Populations</td>
<td></td>
</tr>
<tr>
<td>SWK 325</td>
<td>Research in Social Work Practice</td>
<td></td>
</tr>
<tr>
<td>SWK 351</td>
<td>Professional Skills</td>
<td></td>
</tr>
</tbody>
</table>

6. Application process
   An application process and approval of the Director of Field Instruction

General Information

Admission to the university does not constitute acceptance to the department. Academic credit is not awarded for life or work experience. Community social work agencies cooperate with the Department of Social Work in providing field work experiences for the students. The number of students placed for field instruction is determined by the availability of these resources. At times, there may not be an approved site for student placement and there may be delay in meeting that part of the graduation requirements.

Students enrolled in the practice sequence are individually responsible for their own transportation to and from community agencies. Students are required to provide proof of liability and malpractice insurance. Malpractice insurance information is available in the departmental office.

Students who fail to enter senior year field instruction within two years of completion of all Bachelor of Social Work foundation courses* must reapply for admission to the social work program. The Director of the Bachelor of Social Work program in consultation with the student and faculty will decide what social work courses, if any, must be repeated prior to reapplying for admission to field instruction.

Students who enter field instruction and fail to successfully complete it must reapply for admission to field instruction within two years of completion of all Bachelor of Social Work foundation courses*. If more than two years elapse, the student must reapply for admission to the social work program. Students who have previously entered field instruction and have not successfully completed it may only reapply once for readmission.

* BSW Foundation Courses
   - SWK 215 Introduction to Social Work
   - SWK 310 Social Policy and Services
   - SWK 311 Human Behavior and Social Environment
   - SWK 315 Social Work, Diversity, and Vulnerable Populations
   - SWK 325 Research in Social Work Practice
   - SWK 351 Professional Skills
### Overall Requirements

- 122 credit hours, to include at least 36 credits at or above the 300 course level

### Degree Program Requirements

#### University Requirements (p. 671)

#### General Education Core Requirements (GEC) (p. 683)

### Major Requirements

#### Admission to Field Instruction

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 215</td>
<td>Introduction to Social Work</td>
<td>19</td>
</tr>
<tr>
<td>SWK 310</td>
<td>Social Policy and Services</td>
<td></td>
</tr>
<tr>
<td>SWK 311</td>
<td>Human Behavior and Social Environment †</td>
<td></td>
</tr>
<tr>
<td>SWK 315</td>
<td>Social Work, Diversity, and Vulnerable Populations</td>
<td></td>
</tr>
<tr>
<td>SWK 325</td>
<td>Research in Social Work Practice</td>
<td></td>
</tr>
<tr>
<td>SWK 351</td>
<td>Professional Skills</td>
<td></td>
</tr>
</tbody>
</table>

#### Practice Sequence

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 411</td>
<td>Social Work Methods I</td>
<td>7</td>
</tr>
<tr>
<td>SWK 412</td>
<td>Social Work Methods II</td>
<td>7</td>
</tr>
<tr>
<td>SWK 413</td>
<td>Field Instruction I</td>
<td>8</td>
</tr>
<tr>
<td>SWK 414</td>
<td>Field Instruction II</td>
<td>8</td>
</tr>
<tr>
<td>SWK 415</td>
<td>Field Instruction Seminar I</td>
<td>2</td>
</tr>
<tr>
<td>SWK 416</td>
<td>Field Instruction Seminar II</td>
<td>2</td>
</tr>
</tbody>
</table>

#### Select 6 credits in social work at the 500 level

**Total Credit Hours** 86

*Social work majors who take the SWK course instead of STA course will need to also take a general math course to meet the GEC requirement. MAT 112 Contemporary Topics in Mathematics is recommended.*

**All students must establish elementary competence in culture and human diversity. To do so, a student may establish foreign language proficiency (through 102) at the elementary level (0-6 credits) or complete 6 credits in course work chosen from the courses listed. Counts toward GEC GSB requirement.*

†† Counts toward GEC GNS requirement.

### Related Area Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
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<tbody>
<tr>
<td>BIO 105</td>
<td>Major Concepts of Biology ††</td>
<td>3</td>
</tr>
<tr>
<td>BIO 111</td>
<td>Principles of Biology I</td>
<td>3</td>
</tr>
<tr>
<td>or ATY 253</td>
<td>Introduction to Biological Anthropology</td>
<td></td>
</tr>
<tr>
<td>ECO 101</td>
<td>Introduction to Economics †</td>
<td>3</td>
</tr>
<tr>
<td>HDF 212</td>
<td>Families and Close Relationships</td>
<td>3</td>
</tr>
<tr>
<td>PSC 200</td>
<td>American Politics</td>
<td>3</td>
</tr>
<tr>
<td>PSY 121</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 101</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Qualified:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>STA 108</td>
<td>Elementary Introduction to Probability and Statistics †††</td>
<td>3</td>
</tr>
<tr>
<td>or SWK 250</td>
<td>Introduction to Social Work Data Analysis</td>
<td></td>
</tr>
</tbody>
</table>

#### Culture and Diversity Requirement

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADS 201</td>
<td>Introduction to African American Studies</td>
<td>3</td>
</tr>
<tr>
<td>ADS 210</td>
<td>Blacks in American Society. Social, Economic, and Political Perspectives</td>
<td>3</td>
</tr>
<tr>
<td>ATY 100</td>
<td>Contemporary Non-Western Cultures</td>
<td>3</td>
</tr>
<tr>
<td>ATY 213</td>
<td>Introduction to Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ATY 330</td>
<td>Cultures of North American Indians</td>
<td>3</td>
</tr>
<tr>
<td>ENG 331</td>
<td>Women in Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 374</td>
<td>Early African American Writers</td>
<td>3</td>
</tr>
<tr>
<td>ENG 376</td>
<td>African American Writers after the 1920s</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Total Credit Hours 86

*Social work majors who take the SWK course instead of STA course will need to also take a general math course to meet the GEC requirement. MAT 112 Contemporary Topics in Mathematics is recommended.*

**All students must establish elementary competence in culture and human diversity. To do so, a student may establish foreign language proficiency (through 102) at the elementary level (0-6 credits) or complete 6 credits in course work chosen from the courses listed. Counts toward GEC GSB requirement.*

†† Counts toward GEC GNS requirement.

### Social Work with Special Subject-Area Licensure in School Social Work Concentration Requirements

Students intending to become licensed for school social work by the Department of Public Instruction need to complete the licensure program which has been developed with the School of Education (see School of Education Licensure Programs).
In addition to completing the requirements for the social work major, the student must be admitted to the Teacher Education Program, have a minimum cumulative 3.0 GPA, and successfully complete the courses listed below.

Field Instruction courses must be taken in a school social work setting.

Licensure for school social work is granted by the North Carolina Department of Public Instruction. Students interested in School Social Work Licensure should contact the advisor for School Social Work Licensure in the Department of Social Work.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Education</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>ELC 381</td>
<td>Cultural Foundations of Education</td>
<td></td>
</tr>
<tr>
<td>SWK 582</td>
<td>School Social Work</td>
<td></td>
</tr>
<tr>
<td>Field Instruction</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>SWK 413</td>
<td>Field Instruction I</td>
<td></td>
</tr>
<tr>
<td>SWK 414</td>
<td>Field Instruction II</td>
<td></td>
</tr>
</tbody>
</table>

**Electives**

Electives sufficient to complete the 122 credit hours required for the degree.

**Gerontology Undergraduate Minor**

The 15 credit hour Gerontology minor is designed for undergraduates with any major who are interested in a career in aging or personally interested in the topic. This minor should be of special interest to undergraduates planning to pursue careers in the allied health fields, with businesses or non-profits providing services or products to older adults and their families, or after attending graduate school as researchers in their respective fields.

Students will learn to locate information relevant to the aging experience and communicate it effectively to others, describe the variety of aging experiences, analyze current opportunities and constraints on how people age, and interpret data and apply theories of aging to gain perspective on their own futures as older adults and to identify areas for change.

Working with the Gerontology Undergraduate Coordinator and their major advisors, students will have an opportunity to complete a program of study customized to help them meet their own personal or career goals. The minor consists of five 3 credit courses, one of which is required and all of which must be outside the student’s major.

**Program Requirements**

- Minimum of 15 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GRO 201</td>
<td>Envisioning Your Old Age</td>
<td></td>
</tr>
<tr>
<td>Select 12 credits from the following: *</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 425</td>
<td>Biological Clocks</td>
<td></td>
</tr>
<tr>
<td>BIO 536</td>
<td>Biology of Aging</td>
<td></td>
</tr>
<tr>
<td>CSD 552</td>
<td>Communication and Aging</td>
<td></td>
</tr>
<tr>
<td>CSD 587</td>
<td>Introduction to Adult Language Disorders</td>
<td></td>
</tr>
<tr>
<td>CTR 314</td>
<td>Recreation Services with Underrepresented Groups</td>
<td></td>
</tr>
</tbody>
</table>

* Chosen from the courses listed or other courses with a focus on aging under advisement from the Gerontology Undergraduate Coordinator.

Note: Some of these courses require prerequisites or permission of the instructor, but it is possible to complete the minor without taking any of those courses.

**Social Work Undergraduate Minor**

**Program Requirements**

- Minimum of 15 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SWK 215</td>
<td>Introduction to Social Work</td>
<td></td>
</tr>
<tr>
<td>SWK 311</td>
<td>Human Behavior and Social Environment</td>
<td></td>
</tr>
<tr>
<td>SWK 315</td>
<td>Social Work, Diversity, and Vulnerable Populations</td>
<td></td>
</tr>
</tbody>
</table>

Select two 500-level courses in Social Work

**Gerontology, M.S.**

The M.S. in Gerontology, offered as an online program, requires 30 credit hours of coursework and an internship or research experience.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

In addition to the application materials required by The Graduate School, applicants must submit a personal essay elaborating on their experience and/or interest in working with older adults.

**Degree Program Requirements**

**Required**: 30 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Core Courses</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>GRO 602</td>
<td>Seminar: Critical Issues of Aging</td>
<td></td>
</tr>
<tr>
<td>GRO 620</td>
<td>Research Methods in Gerontology</td>
<td></td>
</tr>
<tr>
<td>GRO 621</td>
<td>Health and Aging</td>
<td></td>
</tr>
<tr>
<td>GRO 634</td>
<td>Diversity, Inclusion, and Aging</td>
<td></td>
</tr>
<tr>
<td>GRO 651</td>
<td>Theoretical Foundations of Aging</td>
<td></td>
</tr>
<tr>
<td>SWK 570</td>
<td>Social Services for the Aging</td>
<td></td>
</tr>
<tr>
<td>GRO 679</td>
<td>Gerontology Internship or Research Experience II</td>
<td></td>
</tr>
</tbody>
</table>

Electives 9
Social Work, M.S.W. offered jointly with North Carolina A&T State University

Program Goals
Four program goals reflect the mission of the Joint Master of Social Work program in three complementary areas: the provision of a quality master's level social work curriculum, service to the people of North Carolina, and scholarship.

- Create an intentional learning community which recognizes, understands, supports, and honors diversity and difference, especially for students from oppressed groups.
- Prepare graduates to engage in culturally-competent, effective, ethical, multicultural-competent clinical practice.
- Collaborate with consumers and colleagues to promote social and economic justice and improve the lives of the people of North Carolina and beyond.
- Conduct and disseminate community-engaged scholarship which contributes to the knowledge base of the profession and promotes effective social work practice.

Curriculum Plan
The Joint Master of Social Work program with the Department of Sociology and Social Work at NCA&TUSU offers two-year and advanced standing program options. Students in the full-time two-year option complete 60 hours of course work. The advanced standing option requires 42 hours in one calendar year. All students must complete courses in the prescribed sequence to progress successfully to completion of the degree program.

The curriculum design of the program provides students with a theoretical and applied education in social work to enhance and promote multicultural clinical social work practice. The program is organized to insure that all students, as advanced social work practitioners, will be prepared to independently engage in clinical social work practice with individuals, families, and small groups, and to work effectively within organizations and communities around issues of social justice and access to services.

Generalist Year Curriculum
In the generalist curriculum, students complete 30 semester hours of course work. Students complete courses in social work and social welfare policy, social work practice and human diversity, social work practice with individuals, social work practice with groups, and family theory and intervention. Students also complete courses on foundations of clinical social work practice, social work and social justice, social work research methods, and two generalist field instruction and seminar courses. The purpose of the generalist course work is to prepare students for the specialization curriculum.

Specialization Curriculum
In the specialization curriculum, students complete an additional 30 semester hours of course work. Students complete two courses in advanced social work clinical practice, an advanced research course, and a course on organizational practice from a clinical perspective. They also complete two semesters of advanced field instruction and field seminar. Students also complete two graduate-level electives, which must be approved by the student's educational advisor.

Advanced Standing Option
Advanced Standing students have been admitted into Advanced Standing with a BSW degree and complete 42 hours of graduate course work to obtain the MSW. They begin their graduate course work in the summer taking 12 hours of course work. This course work builds a content bridge between BSW course work and the specialization year curriculum of the MSW program.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

Applicants must demonstrate intellectual and personal qualifications considered essential to the successful practice of social work, such as sensitivity and responsiveness in relationships, concern for the needs of others, adaptability, good judgment, creativity, integrity, and skill in oral and written communication.

The MSW program does not grant academic credit for life or work experience. Only students who have been admitted to the program may take social work courses. Specific policies governing student progression in the program may be found in the JMSW Student Handbook and in the JMSW Field Instruction Manual.

Applicants to the Advanced Standing option must have earned a Bachelor of Social Work degree from a Council on Social Work Education accredited program within the past 10 years, have a GPA in social work courses of 3.5 or better, and provide a recommendation from his/her BSW field supervisor (as one of the three recommendations required).

School Social Work Licensure
Students intending to become licensed at the graduate level for school social work by the North Carolina Department of Public Instruction need to complete the Licensure Program, which has been developed with the School of Education.

In addition to completing the requirements for the JMSW Program, the student must be admitted to the Teacher Education Program and successfully complete SWK 651 Advanced School Social Work. The advanced year field instruction (SWK 640 Field Instruction III and SWK 647 Field Instruction IV) must be taken in a school social work setting. Graduate licensure in school social work is granted by the North Carolina Department of Public Instruction. Students interested in school
Degree Program Requirements

Two-Year Option

Year One: Generalist Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 600</td>
<td>Field Instruction and Seminar I</td>
<td>3</td>
</tr>
<tr>
<td>SWK 621</td>
<td>Foundations of Social Work and Social Policy</td>
<td>3</td>
</tr>
<tr>
<td>SWK 622</td>
<td>Social Work Practice with Individuals</td>
<td>3</td>
</tr>
<tr>
<td>SWK 623</td>
<td>Social Work with Groups</td>
<td>3</td>
</tr>
<tr>
<td>SWK 624</td>
<td>Social Work Practice and Human Diversity</td>
<td>3</td>
</tr>
</tbody>
</table>

Year Two: Specialization Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 625</td>
<td>Organizational Context of Clinical Social Work Practice</td>
<td>3</td>
</tr>
<tr>
<td>SWK 626</td>
<td>Field Instruction IV</td>
<td>5</td>
</tr>
<tr>
<td>SWK 627</td>
<td>Field Seminar IV</td>
<td>1</td>
</tr>
<tr>
<td>SWK 628</td>
<td>Advanced Clinical Social Work Practice II</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one 3 hour elective: 3

Total Credit Hours: 15

Advanced Standing Option

The 42 hour Advanced Standing Option is designed to allow highly qualified students to earn the Master of Social Work degree in one calendar year by building on knowledge and skills previously attained through Bachelor of Social Work course work.

Required Summer Bridge Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 624</td>
<td>Social Work Practice and Human Diversity</td>
<td>3</td>
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<td>SWK 625</td>
<td>Social Work with Families and Groups</td>
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Credit Hours: 6

Year Two First Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 634</td>
<td>Research Designs and Data Analysis for Social Work Practice</td>
<td>3</td>
</tr>
<tr>
<td>SWK 640</td>
<td>Field Instruction III</td>
<td>5</td>
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</table>

Field Seminar III: 1

Total Credit Hours: 12

Upon successful completion of the above courses during the summer, Advanced Standing students admitted during summer will join the ongoing MSW full-time two-year class in Year 2: Specialization Year Curriculum. At that time Advanced Standing students will take the following courses:
### Specialization Curriculum

<table>
<thead>
<tr>
<th>Year Two</th>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Semester</strong></td>
<td></td>
<td><strong>SWK 634</strong></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research Designs and Data Analysis for Social Work Practice</td>
<td></td>
</tr>
<tr>
<td><strong>Year Two</strong></td>
<td></td>
<td><strong>SWK 640</strong></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Field Instruction III</td>
<td></td>
</tr>
<tr>
<td><strong>Year Two</strong></td>
<td></td>
<td><strong>SWK 641</strong></td>
<td>1</td>
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<tr>
<td></td>
<td></td>
<td>Field Seminar III</td>
<td></td>
</tr>
<tr>
<td><strong>Year Two</strong></td>
<td></td>
<td><strong>SWK 652</strong></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advanced Clinical Social Work Practice I</td>
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</tr>
<tr>
<td>Select one 3 hour elective</td>
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<td></td>
<td>15</td>
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</tbody>
</table>

**Second Semester**

<table>
<thead>
<tr>
<th><strong>Second Semester</strong></th>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SWK 648</strong></td>
<td></td>
<td>Field Seminar IV</td>
<td>1</td>
</tr>
<tr>
<td><strong>SWK 644</strong></td>
<td></td>
<td>Organization Context of Clinical Social Work Practice</td>
<td>3</td>
</tr>
<tr>
<td><strong>SWK 647</strong></td>
<td></td>
<td>Field Instruction IV</td>
<td>5</td>
</tr>
<tr>
<td><strong>SWK 653</strong></td>
<td></td>
<td>Advanced Clinical Social Work Practice II</td>
<td>3</td>
</tr>
<tr>
<td>Select one 3 hour elective</td>
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<td></td>
<td>15</td>
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</tbody>
</table>

Total Credit Hours: 30

### Program Requirements

**Required: 12 credit hours**

**Required Core Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRO 602</td>
<td>Seminar: Critical Issues of Aging</td>
<td>3</td>
</tr>
<tr>
<td>GRO 621</td>
<td>Health and Aging</td>
<td>3</td>
</tr>
<tr>
<td>GRO 651</td>
<td>Theoretical Foundations of Aging</td>
<td></td>
</tr>
</tbody>
</table>

**Elective**

Select 3 credits **

*Selected under advisement to meet the student’s educational objectives.*

### Gerontology, Post-Baccalaureate Certificate

The Post-Baccalaureate Certificate in Gerontology, offered as an online program, requires 12 credit hours that must be successfully completed during four academic years. Courses fulfilling the certificate program may be used to meet requirements in a degree program in accordance with the policies of the Graduate School.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

In addition to the application materials required by the Graduate School, applicants must submit a personal essay elaborating on their experience and/or interest in working with older adults.

Students wishing to pursue the certificate in gerontology while pursuing a graduate degree should consult with the Gerontology Graduate Coordinator and with the department of interest.
About
The Joint School of Nanoscience and Nanoengineering (JSNN) is a collaboration of North Carolina A&T State University and The University of North Carolina at Greensboro. JSNN’s research and educational programs focus on the emerging areas of nanoscience and nanooengineering. The strengths of the two universities in the basic sciences and in engineering make them ideal partners for this new, interdisciplinary school. JSNN faculty and students will be able to access laboratories and classrooms at NC A&T, UNC Greensboro as well as the leading edge JSNN faculty at the Gateway University Research Park.

Nanotechnology is often referred to as convergent technology because it utilizes knowledge from a diverse array of disciplines including biology, chemistry, physics, engineering, and technology. Nanotechnology is rapidly becoming a large part of the world’s economy, generating an array of materials, technologies, and new products. JSNN’s Professional Master of Science in nanoscience and PhD in nanoscience degree programs have been developed to meet the need for trained professionals in the emerging high technology industries using nanotechnology.

JSNN has six research focus areas—nanobioscience, nanometrology, nanomaterials (with special emphasis on nanocomposite materials), nanobioelectronics, nanoelectronics, and computational nanotechnology. These technical areas will afford numerous opportunities for collaboration with industrial partners.

Mission
The mission of the Nanoscience Department in the Joint School of Nanoscience and Nanoengineering is to prepare students from a variety of backgrounds to conduct interdisciplinary fundamental, applied, and translational Nanoscience research, and support a collaborative research environment that leverages transdisciplinary research platforms.

Degree Program Requirements

Required: 30 credit hours

Non-Thesis Option

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
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<td>Nanochemistry</td>
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<tr>
<td>NAN 602</td>
<td>Nanobiology</td>
<td>3</td>
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<tr>
<td>NAN 603</td>
<td>Nanophysics</td>
<td>3</td>
</tr>
<tr>
<td>NAN 604</td>
<td>Nanotechniques</td>
<td>3</td>
</tr>
<tr>
<td>NAN 605</td>
<td>Mathematical Methods in Nanoscience and Nanotechnology</td>
<td>3</td>
</tr>
</tbody>
</table>

Disciplinary Foundation Courses

Select 9 credits from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAN 609</td>
<td>Nanosafety</td>
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</tr>
<tr>
<td>NAN 615</td>
<td>Introduction to Spectroscopy Methods in Nanoscience</td>
<td>3</td>
</tr>
<tr>
<td>NAN 620</td>
<td>Immunology</td>
<td>3</td>
</tr>
<tr>
<td>NAN 625</td>
<td>Molecular Biology in Nanosciences</td>
<td>3</td>
</tr>
<tr>
<td>NAN 626</td>
<td>Introduction to Stem Cell Biology and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>NAN 630</td>
<td>Advances in Bio-Sensors</td>
<td>3</td>
</tr>
<tr>
<td>NAN 655</td>
<td>Biometrics and Biomaterials</td>
<td>3</td>
</tr>
</tbody>
</table>

Business/Management Courses

Select 9 credits
Internship/Project (Capstone Experience) 3
NAN 698 Professional MS in Nanoscience Internship

Thesis Option
Code Title Credit Hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>NAN 601</td>
<td>Nanochemistry</td>
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<tr>
<td>NAN 602</td>
<td>Nanobiology</td>
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<td>NAN 603</td>
<td>Nanophysics</td>
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<td>NAN 604</td>
<td>Nanotechniques</td>
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<tr>
<td>NAN 605</td>
<td>Mathematical Methods in Nanoscience and Nanoengineering</td>
<td></td>
</tr>
</tbody>
</table>

Fundamentals of Nanoscience Courses/Survey Courses 12
Select 12 credits from the following:

- NAN 601 Nanochemistry
- NAN 602 Nanobiology
- NAN 603 Nanophysics
- NAN 604 Nanotechniques
- NAN 605 Mathematical Methods in Nanoscience and Nanoengineering

Disciplinary Foundation Courses 6
Select 6 credits from the following:

- NAN 609 Nanosafety
- NAN 615 Introduction to Spectroscopy Methods in Nanoscience
- NAN 620 Immunology
- NAN 625 Molecular Biology in Nanosciences
- NAN 626 Introduction to Stem Cell Biology and Ethics
- NAN 630 Advances in Bio-Sensors
- NAN 655 Biometrics and Biomaterials

Laboratory Rotation 4
NAN 611 Nanoscience Laboratory Rotation

Nanoscience Seminar Course 2
NAN 621 Professional Development Seminar I
NAN 622 Professional Development Seminar II

Thesis Credits 6
NAN 699 Thesis

Nanoscience, Ph.D.

The Ph.D. in Nanoscience requires a minimum of 60 credit hours and is designed to prepare students to take positions in industrial, governmental, or academic research settings by providing a solid background in nanoscience theory and experimental techniques through course work and dissertation research. Advanced elective courses in nanoscience areas ensure students will have substantial depth of understanding in their area of interest and enable them to effectively carry out advanced nanoscience research.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

In addition to the application materials required by The Graduate School, applicants must submit a personal statement indicating their interest in the program and a current Curriculum Vitae.

Qualified applicants with a BS degree in an area related to nanoscience (physics, chemistry, biology, mathematics, computer science, or engineering) and, as a minimum, completed calculus through differential equations may apply to the PhD program.

Degree Program Requirements
Required: 60 credit hours

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>Fundamentals of Nanoscience Courses</td>
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<tr>
<td>NAN 601</td>
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<tr>
<td>NAN 602</td>
<td>Nanobiology</td>
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<td>NAN 603</td>
<td>Nanophysics</td>
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<td>Nanotechniques</td>
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<tr>
<td>NAN 605</td>
<td>Mathematical Methods in Nanoscience and Nanoengineering</td>
<td></td>
</tr>
<tr>
<td>Laboratory Rotations</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>NAN 611</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Development Seminars</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>NAN 621</td>
<td>Professional Development Seminar I</td>
<td></td>
</tr>
<tr>
<td>NAN 622</td>
<td>Professional Development Seminar II</td>
<td></td>
</tr>
<tr>
<td>Advanced Nanoscience Electives</td>
<td>15</td>
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<tr>
<td>Select 15 credits of electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dissertation</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>NAN 799</td>
<td>Nanoscience Dissertation Research</td>
<td></td>
</tr>
</tbody>
</table>

Laboratory Rotations
In the first two semesters of study, students will rotate through four research labs (seven weeks in each lab, for 4 credits of NAN 611 in total) to become familiar with research at JSNN and to provide training in laboratory techniques needed for dissertation research. With the advice of the advisor/committee and permission of the faculty member responsible for the lab, students will select labs based on their interests.

Qualifying Examination
Students will take a qualifying exam on their knowledge of the fundamentals of nanoscience at the end of their first year of full-time enrollment or no later than the completion of 18 credit hours. Students must successfully pass the qualifying exam in order to continue in the Ph.D. program.

Advanced Nanoscience Electives
Students will select 15 credits of doctoral (700-level) elective courses from the following areas: physics, chemistry, nutrition, engineering, mathematics, computer science, biology, and environmental science. Students may substitute NAN 799 Nanoscience Dissertation Research for 6 credits of electives with the consent of the student’s advisor/committee.

Preliminary Examination
Written and oral preliminary examinations of the student’s knowledge of the specialization area and of research methods, design, and statistical analyses must be passed prior to commencing the dissertation.

Dissertation Research
By the end of the first year, students will select a dissertation advisor with the objective of preparing a dissertation proposal by the end of the second year. Students will present their proposals to a general JSNN audience in the form of a seminar and defend the proposal in the form of an oral exam.

Dissertation research begins in the second year and students will take a minimum of 3 credits of dissertation research each semester.
Students will complete a written dissertation of their research and give a public oral presentation of the completed work. The defense must occur in the same term that the student applies for graduation.

**Students entering the Ph.D. with a M.S.**

For students continuing from the M.S. program at UNCG, only courses with grades of B or better may count toward the Ph.D. degree; grades below B in courses that were counted toward the M.S. degree must be replaced by either re-taking the same course or by earning a grade of B or better in another course that the Nanoscience Director of Graduate Study formally determines to be an equivalent course (upon consultation with the instructor(s) of the course in the School of Nanoscience).

Students who completed their M.S. in Nanoscience at UNCG will have already completed the majority of the required Fundamentals of Nanoscience, Laboratory Rotations, and Professional Development Seminars. Therefore, their program of study will include primarily Advanced Nanoscience Electives and Dissertation Research credit hours.

Students who receive an M.S. from another institution will submit syllabi, thesis document, and other materials for review to determine the portability of their MS degree. Typically, students earn credit for the M.S. degree and must complete remaining Ph.D. requirements and a minimum of 30 credit hours at UNC Greensboro.

A minimum of 60 credit hours (inclusive of the M.S.) is required for the Ph.D. degree.

**Accelerated B.S. in Physics to Ph.D. in Nanoscience**

Qualified UNC Greensboro undergraduate students who are pursuing the B.S. in Physics may apply for admission to the Accelerated Degree Program (ADP). A cumulative undergraduate GPA of at least 3.5 based on at least 30 credit hours earned at UNC Greensboro is required. Students must also maintain a 3.5 GPA in the courses listed under Major Requirements and Additional Area Requirements in the Undergraduate Bulletin. Applicants will be required to take the Graduate Record Examination (GRE) during the second semester of their junior year. Applicants must have completed at least 60 credit hours before applying for admission to the ADP. During the summer after their junior year applicants will submit the Request for Accelerated Degree Program to The Graduate School, and simultaneously apply for admission to the graduate degree program.

Admitted students may apply the following 12 credits of graduate-level coursework toward completion of both the undergraduate and graduate degree, provided that they earn a grade of “B” (3.0) or better in each course and fulfill graduate-level requirements:

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<tr>
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<td>Mathematical Methods in Nanoscience and Nanoengineering</td>
<td>3</td>
</tr>
</tbody>
</table>
The metaparadigm concepts of person, environment, health, and nursing form the foundation upon which inquiry and the profession are based. Nurses use knowledge developed by the discipline to promote optimal health in people and to achieve professional goals. Nursing is an essential component of the health care delivery system and includes the promotion of wellness, the detection of alterations in health, and the provision of care for those with illness, disease, or dysfunction. Professional nursing is characterized by inquiry, caring, and practice. Nurses are professionally, ethically, and legally accountable for the care they provide, and their practice includes independent and collaborative functions.

Nursing education is built upon a foundation of a broad general education and professional nursing curriculum that provides opportunities for learners to attain knowledge and competencies required to practice nursing. Mature learners identify their own learning needs and assume responsibility for continued learning. Effective teachers establish an inviting learner-centered environment that promotes collaboration among themselves and their learners for achievement of educational goals. Baccalaureate education prepares nurses to practice as generalists, while specialty education at the master’s level prepares nursing administrators and educators. At the doctoral level, nurses are prepared as scientists to practice in academia and industry and as advanced practice nurses for delivery of healthcare.

**Undergraduate**

**About**

The School of Nursing offers an undergraduate program leading to the Bachelor of Science in Nursing Degree. The first two years of study are in general education, basic sciences, and humanities. The majority of work in the junior and senior years is in nursing.

The School of Nursing offers a Master of Science in Nursing degree to prepare persons for a leadership role in nursing education and administration. The School, along with the Bryan School of Business and Economics, offers the M.S.N./M.B.A. The School of Nursing offers the Doctor of Nursing Practice to prepare advanced practice nurses and executive nurse leaders. The School of Nursing offers the Ph.D. in Nursing to prepare nurses as scientists in academia and industry.

**Philosophy**

The philosophy of the faculty at the School of Nursing is a statement of the beliefs and values they hold about the discipline and profession of nursing, as well as nursing education. The conceptual framework and the goals of the undergraduate and graduate programs are built upon this philosophy. Nursing is both a practice discipline and a profession. Comprising the discipline is a unique body of knowledge that is integral to nursing practice, nursing education, and nursing administration. The body of knowledge is continuously developed and refined as an outcome of scientific, historical, philosophical, and ethical inquiry. Nursing knowledge is generated about health experiences and behaviors of persons across the life span. Testing and validation of interventions used in nursing practice generates evidence to support best practices.
Doctor of Philosophy program prepares nurse scientists for roles in academia and industry. Admission by The Graduate School does not guarantee admission to a specific concentration.

**Accreditation(s)**

The Master of Science of Nursing and the Doctor of Nursing Practice programs at UNC-Greensboro are accredited by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org).

The School of Nursing affiliates with the Raleigh School of Nurse Anesthesia to offer the anesthesia concentration of the DNP program. The Raleigh School of Nurse Anesthesia/University of North Carolina at Greensboro is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs, 222 South Prospect Ave., Suite 304, Park Ridge, IL 60068-4010, phone 847-692-7050, http://home.coa.us.com.

**Graduate Programs**

- Post-Baccalaureate Certificate in Nursing, Nursing Administration, or Nursing Education (12-15)
- Master of Science in Nursing, MSN with Nursing Administration concentration (37) or Nursing Education concentration (38)
- Master of Science in Nursing/Master of Business Administration, MSN/MBA in Health Management (62)
- Doctor of Nursing Practice, DNP with Adult/Gerontological Primary Care Nurse Practitioner concentration, Post-Baccalaureate (73); Nurse Anesthesia concentration, Post-Baccalaureate (107); or Post-Master (30)
- Doctor of Philosophy, PhD in Nursing (57)

**Enrollment Requirements for All Graduate Nursing Students**

- Evidence of current liability insurance coverage appropriate to concentration or program.
- A three hour chemistry course for anesthesia concentration.
- Competency in basic health assessment prior to NUR 651 Advanced Application of Nursing Concepts in Client Care (in clinical focus area), NUR 713 Advanced Health Assessment and Diagnostic Reasoning, NUR 771 Clinical Practicum in Nurse Anesthesia I, and NUR 713L Advanced Health Assessment and Diagnostic Reasoning Skills Lab.
- Completion of statistics course prior to enrollment in NUR 705 Utilization of Research and Evidence Based Practice or NUR 715 Research Methods in Nursing.
- An approved criminal background check prior to enrollment in clinical courses, including NUR 614 Information Technology in Nursing Administration, NUR 651 Advanced Application of Nursing Concepts in Client Care (in clinical focus area), NUR 713 Advanced Health Assessment and Diagnostic Reasoning, NUR 771 Clinical Practicum in Nurse Anesthesia I, NUR 713L Advanced Health Assessment and Diagnostic Reasoning Skills Lab, NUR 742 Nurse Scientists in Academia and Industry II, and NUR 790 Directed Research.
- Satisfactory completion of Advanced Cardiac Life Support (ACLS) for anesthesia students. All other concentrations require Basic Life Support (BLS) prior to enrollment in clinical practice.
- Evidence of all immunizations identified on Parts A and B of the UNC Greensboro Health History and Immunization Form, excluding the meningococcal vaccine.
- Other requirements, for example, influenza vaccine and drug screens, may be necessary to meet contractual agreements with affiliating clinical agencies.

Prior to enrollment in directed research, clinical courses, internships, or project/thesis/dissertation coursework, students must provide evidence of current unrestricted North Carolina licensure as a registered nurse or unrestricted RN licensure in a state covered by the multi-state Nurse Licensure Compact. Students who are residents of North Carolina must hold unrestricted North Carolina licensure as a registered nurse.

Students should provide evidence of nursing licensure and BLS to the School of Nursing Office of Student Affairs and evidence of health history and immunizations to the UNC Greensboro Student Health Services. Copies of all records should be retained by the student to submit to the School of Nursing credentialing system prior to enrollment in clinical courses.

Students are responsible for all costs associated with their own health care. Students are required to have health insurance through a private source or through the option offered by the University.

**Physical and/or Emotional Problems That Do Not Respond to Treatment**

Students can be dismissed from the School of Nursing for physical and/or emotional problems that do not respond to appropriate treatment and/or counseling within a reasonable period of time.

**Investigation and Evaluation**

When faculty members identify a student who presents physical and/or emotional problems that do not respond to appropriate treatment and/or counseling, they immediately suspend the student from the course. Faculty notify the Course Chair and/or Program Director within the School of Nursing. Upon determination by the faculty, Course Chair and Program Director, that the physical and/or emotional problems warrant dismissal from the School of Nursing, the Dean will be notified.

The Dean, in consultation with the faculty, and upon review of the documentation, will make a decision regarding recommending dismissal of the student from the School of Nursing.

The Dean of Nursing will send to the Vice Provost for Graduate Education, written notification of the recommendation. If the Dean of Nursing recommends dismissal from the School of Nursing, the Vice Provost of the Graduate School will notify the student. Should the student wish to appeal the decision, the student will submit a written request to the School of Nursing Appeals Committee. The Dean of Nursing will provide to the committee the accumulated correspondence or documentation related to the issue.

A request for an appeal should occur within seven working days of written notification of the decision from the Vice Provost for Graduate Education.

**Hearing Process**

The chairman of the School of Nursing Appeals Committee will thereafter notify the student, the faculty member, Course Chair and Program Director as to the time and place for a hearing to determine whether the physical and/or emotional problems warrant dismissal.

The Committee will hold a closed hearing within ten days at which time the faculty member, Course Chair and Program Director will be present and will provide documentation and other oral or written evidence regarding the incident. The student will be present and will be given an opportunity to provide documentation and other oral or written evidence regarding the problem. The student will be allowed an advocate/support
person at the hearing; however, the support cannot speak and cannot be an attorney.

Following the factual presentation, the Committee will convene in executive session to determine whether the problem warrants dismissal from the School.

The Committee shall make its recommendation in writing to the Dean of Nursing and forward pertinent documentation. The Committee may recommend dismissal from the School of Nursing major, or reinstatement in the program.

**Post Hearing Process**
The Dean of Nursing may accept, reject, or modify the Committee's recommendation. The Dean's decision will be made after review of the minutes of the hearing and report to the Committee. If the Dean of Nursing accepts the Committee's recommendation to dismiss the student from the School of Nursing, the recommendation will be forwarded to the Vice Provost for Graduate Education who will notify the student. The Dean of Nursing will notify the faculty member(s) as to the determination.

A student who has been dismissed may reapply for admission to the School of Nursing.

**Policy on Unsafe Practice**
The nursing faculty of the School of Nursing have an academic, legal, and ethical responsibility to prepare graduates who are competent as well as to protect the public and health care community from unsafe nursing practice. It is within this context that students can be disciplined or dismissed from the School of Nursing for practice or behavior which threatens or has the potential to threaten the safety of a client, a family member or substitute familial person, another student, a faculty member, or other health care provider.

**Student Awareness**
All students are expected to be familiar with the principles of safe practice and are expected to perform in accordance with these requirements. Within courses, counseling and advising processes, and other instructional forums, students will be provided with the opportunity to discuss the policy and its implications.

**Definition**
An unsafe practice is defined as:
An act or behavior of the type which violates the North Carolina Nursing Practice Act, Article 9 of Chapter 90 of the North Carolina General Statutes (NCGS 90-171.37; 90-171.44).
An act or behavior of the type which violates the Code of Ethics for Nurses of the American Nurses Association.
An act or behavior which threatens or has the potential to threaten the physical, emotional, mental or environmental safety of the client, a family member or substitute familial person, another student, a faculty member or other health care provider.
An act or behavior (commission or omission) which constitutes nursing practice for which a student is not authorized or educated at the time of the incident.

**Investigation and Evaluation of an Unsafe Practice**
When an incident occurs which a faculty member believes may constitute an unsafe practice, he/she shall immediately notify the student and instruct the student to leave the clinical setting. The faculty member will notify the Course Chair and/or Program Director within the School of Nursing.

The Course Chair and/or Program Director will investigate the incident within three working days to determine whether there are grounds for believing that an unsafe practice has occurred. If the incident is minor, the faculty member, in consultation with the person named above, may require remedial work or instruction for the student. If the incident is major, or serial in nature, the Course Chair or Program Director will notify the Dean.

The Dean, in consultation with the involved faculty members, will review the student's clinical performance evaluation(s), academic record and potential for successful completion of the major in nursing. Based upon this careful and deliberate review, a decision to reprimand the student, require withdrawal from the clinical course, or to recommend dismissal of the student from the School of Nursing will be made. The Dean of Nursing will send written notification of the decision to reprimand or to require withdrawal from the clinical course to the student. If the Dean of Nursing recommends dismissal from the School of Nursing, the recommendation will be forwarded to the Vice Provost for Graduate Education for approval and notification of the student.

Should the student wish to appeal the decision, the student will submit a written request to the School of Nursing Appeals Committee. The Dean of Nursing will provide to the Committee the accumulated correspondence documentation related to the issue.

A request for an appeal should occur within seven working days of written notification of the decision from the Dean of Nursing or the Vice Provost for Graduate Education.

**Hearing Process**
The Chair of the School of Nursing Appeals Committee will thereafter notify the student, the faculty member, Course Chair and Program Director as to the time and place for a hearing to determine whether an unsafe act or behavior occurred and, if so, what resolution to recommend.

The Committee will hold a closed hearing within ten days at which time the faculty member, Course and Program Director will be present and will provide documentation and other oral or written evidence regarding the incident. The student will be allowed an advocate/support person at the hearing; however, the support person cannot speak at the hearing and cannot be an attorney.

Following the factual presentation, the Committee will convene in executive session to determine whether an unsafe practice occurred and to recommend a resolution to the incident. The Committee will base its recommendation on the evidence presented at the hearing.

The Committee shall make its recommendation in writing to the Dean and forward pertinent documentation. The Committee may recommend the following remedies: no finding of an act of unsafe practice; a reprimand to the student; or dismissal from the School of Nursing major.

**Post Hearing Process**
The Dean of Nursing may accept, reject, or modify the Committee's recommendation. The Dean's decision will be made after review of the minutes of the hearing and report to the Committee. If the Dean of Nursing accepts the Committee's recommendation to dismiss the student from the School of Nursing, the recommendation will be forwarded to the Vice Provost for Graduate Education for approval and
notification of the student. The Dean of Nursing will notify the faculty member(s) as to the determination.

A student who has been dismissed may reapply for admission to the School of Nursing.

Appeal of Policies
If a student wishes to appeal a policy in the School of Nursing, the student should complete a “Student Appeal Request.” The Student Appeals Committee hears student appeals. Students may obtain the request form and discuss the appeals process with the Chair of the Committee, the Associate Dean for Academic Programs, the Director of the DNP Program or the Director of the PhD Program.

Readmission After Withdrawal
Any student who is withdrawn or withdraws from the program must apply for readmission through normal admission procedures.

Adult Health Nursing
Professor
Nancy Hoffart, Professor and Forsyth Medical Center Distinguished Professor
Susan A Letvak
Pamela Johnson Rowsey

Associate Professor
Leslie L Davis
Elizabeth R Van Horn
Yolanda M VanRiel

Clinical Associate Professor
Susan K-R Collins
Catherine I Sykes
Lois L VonCannon

 clinically assistant Professor
Cynthia Bacon
Nakia Charmaine Best
Yvonne R Ford
Stephanie Pickett

Clinical Instructor
Jeanne B Jenkins
James Richard Reed
Nancy C. Shedlick
Deb Stanford
Linda Ann Stone
Peggy A Trent
Terry C Wicks

Clinical Instructor
Brandi Katherine Apple
Zaneta Lynn Harris
Crystal D Lamb
Gabriel Eric Montague
Lindsay Eplee Vance

Family and Community Nursing
Professor
Robin Bartlett
Denise Y Cote Arsenault, Eloise R. Lewis Excellence Professor
Laurie M Kennedy-Malone (Dr.)

Lynne P Lewallen
Robin Elaine Remsburg
Ratchneewan Ross, Professor and Cone Health Distinguished Professor
Debra C. Wallace, Daphine Doster Mastroianni Distinguished Professor

Clinical Professor
Kay J Cowen
Jacqueline K. DeBrew
Susan Denman

Associate Professor
Heidi V Krowchuk

Clinical Associate Professor
Mollie E Aleshire
Thomas P McCoy

Assistant Professor
Karen A Amirehsani
Courtney Ellis Caiola
Deborah Ann Lekan
Francine H Sheppard
Timothy Joseph Sowicz

Clinical Assistant Professor
Judith A Adams
Kaitlin Aynsley Boos
Tara Anne Cleary
Carrie Ann Hill
Rebecca Ashley Kalinoski
Shuying Sha Sha
Marie Huffmaster Thomas

Clinical Instructor
Sandra V Blaha
Sarah Grenon
Lori J Hubbard
Jennifer L Wilson

Graduate-level faculty

• Nursing, B.S.N. (p. 625)
• Health Management, M.S.N./M.B.A. (p. 633)
• Nursing, M.S.N. (p. 634)
• Doctor of Nursing Practice, D.N.P. (p. 635)
• Nursing, Ph.D. (p. 638)
• Nursing, Nursing Administration, or Nursing Education, Post-Baccalaureate Certificate (p. 639)

Nursing Disciplinary Honors
Lloyd International Honors College offers Nursing students three possible Honors programs: General-Education Honors (freshmen and sophomores), Disciplinary Honors in Nursing (juniors and seniors), and Full University Honors in Nursing.

Requirements
• UNC Greensboro GPA of 3.30 of higher at graduation
• At least 12 credit hours of Honors course work with grades of at least B (3.0) as detailed below.
The School of Nursing offers an undergraduate program leading to the Bachelor of Science in Nursing Degree. The first two years of study are in general education, basic sciences, and humanities. The majority of the work in the junior and senior years is in nursing. A Veterans' Access Program (VAP) is also offered, leading to the Bachelor of Science in Nursing degree. The School also offers a Registered Nurse to B.S.N. program, where licensed RNs prepared at the diploma or associate degree level can earn a Bachelor of Science in Nursing.

Accreditation

The pre-licensure Bachelor of Science in Nursing program offered by the School of Nursing is approved by the North Carolina Board of Nursing.

Admission and Progression

Admission for Pre-licensure Students

Students must be formally admitted to the School of Nursing which is an upper division major. Only students who have formal, written acceptance into the School will be permitted to register in nursing courses and complete work for the major. Admission should normally be sought during the sophomore year. The application deadline is February 1 of each year. Applications are obtained from the Advising Center in the School of Nursing. Transcripts from all post-secondary schools attended must be submitted with the application.

Technical Standards for Academic Progression, and Graduation in the B.S.N. Pre-licensure Nursing Program

Consistent with its mission and philosophy, the School of Nursing at The University of North Carolina at Greensboro is committed to providing educational opportunities to students. The School of Nursing programs prepare students to think critically and practice nursing competently and compassionately in rapidly changing practice environments. All efforts are designed to build nursing knowledge, enhance nursing practice and patient safety, foster professional integrity, and ultimately improve the health outcomes of individuals, families, groups, and communities across the continuum of care.

In addition, certain functional abilities are essential for the delivery of safe, effective nursing care. The technical standards listed below must be met by all students in order to remain in the program. In the event that a student is unable to meet these technical standards, with or without reasonable accommodations, the student will not be allowed to remain enrolled in or to graduate from the program.

Communication Skills

- Sufficient skills to communicate effectively and sensitively with patients, family members and other members of the health care team
- Sufficient skills to convey or exchange information at a level allowing alarming to patients, family members, and other members of the health care team

Recognition

Students who complete Disciplinary Honors receive a Certificate of Disciplinary Honors in Nursing and have that honor, along with the title of their Senior Honors Project, noted on their official transcripts. Students who complete both General-Education Honors and Disciplinary Honors are distinguished for special recognition and receive a Certificate of Full University Honors in Nursing.

Honors Advisor

For further information, contact the School of Nursing Undergraduate Program Director.

Nursing, B.S.N.

112 Moore Nursing Building
336-334-5400
**Cognitive, Conceptual, and Quantitative Skills**
- Sufficient skills to read and understand written documents in English
- Sufficient skills in problem solving including measurements, calculation, reasoning, analysis, and synthesis
- Sufficient skills to comprehend three-dimensional and spatial relationships

**Motor Skills**
- Sufficient skills to execute movements required to provide general care and treatment to patients in all health care settings
- Sufficient skills include gross and fine motor skills, physical endurance, physical strength and mobility to carry out nursing procedures, perform basic laboratory tests, and provide routine and emergency care and treatment to patients
- Sufficient stamina to complete a typical nurse's clinical assignment, including working a 12-hour shift.

**Behavioral Skills**
- Sufficient skills to relate to patients, family members, other members of the health care team and colleagues with honesty and integrity, and with nondiscrimination
- Sufficient skills for the development of a mature, sensitive and effective therapeutic relationship with clients
- Sufficient skills to adapt to changing environments, to display flexibility and to learn to function in the face of uncertainties inherent in the clinical problems of many patients
- Sufficient skills reflecting an ethical behavior, including adherence to the professional nursing code of ethics and student academic integrity policy

**Sensory/Observation Skills**
- Sufficient skills to observe and learn from demonstrations in the clinical skill laboratory course, from demonstrations in the patient care areas, and observations of the patient and the patient’s environment
- Sufficient skills to perform health assessments and interventions; observe diagnostic specimens; and obtain information from digital, analog, and waveform representations of physiologic phenomena to determine a client’s condition

**Process for Requesting Reasonable Accommodation**

**Optional Disclosure Prior to Admission**
Candidates for admission to the School of Nursing are not required, prior to admission, to disclose that they will require reasonable accommodations in order to meet the Technical Standards. Candidates may, however, voluntarily disclose prior to admission the fact that they will require reasonable accommodations to meet the Technical Standards. If the student elects voluntarily disclosure before admission, this information will not be considered by the university on the question of whether the student should be admitted. Instead, assuming the student is admitted, the information will be used after admission to determine whether the student will be provided any requested accommodations pursuant to the process described below.

**Disclosure After Admission**
If the student requests a reasonable accommodation in a timely fashion, an interactive process involving the student, Associate Dean for Academic Programs in the School of Nursing, relevant faculty members and the Office of Accessibility Resources and Services will be commenced to determine what, if any, accommodations will be provided to the student.

In all cases where a student has requested an accommodation in a timely fashion, the student must cooperate with the Associate Dean for Academic Programs in the School of Nursing and Office of Accessibility Resources and Services in an interactive process to determine whether the student is qualified for accommodations and what, if any, accommodations will be provided pursuant to applicable laws. The Office of Accessibility Resources and Services will assist the student in coordinating documentation and evaluation of the student, which may include asking the student to provide requested documentation of a qualified disability.

No accommodation will be offered that would jeopardize the safety of patients or clients or the university student. No accommodation will be offered that would fundamentally alter or substantially compromise these technical standards or any other academic standards deemed essential to graduation by the university, including all course work, fieldwork, clinical practica, and internships.

**Minimum Criteria to Declare or Remain a Pre-Nursing Major Prior to Admission to the Clinical Courses, Pre-licensure Program**

1. Students must have either:
   a. a SAT Critical Reading score of at least 500 and an SAT Mathematics score of at least 500 or
   b. an ACT Composite score of at least 21 to declare Pre-Nursing (PNUR) as their major as incoming freshmen. Incoming freshmen who are initially ineligible to declare Pre-Nursing as their major may change their major to Pre-Nursing after successful completion of 15 credit hours of course work at UNCG with a GPA of at least 3.0.

2. Pre-Nursing majors must earn and maintain a 3.0 or higher GPA in order to remain a declared Pre-Nursing major. Students with a GPA below 3.0 must change to a major other than Nursing.

3. Students wishing to change their major to Pre-Nursing from another major must have a 3.0 or higher cumulative UNCG GPA to do so.

4. Incoming transfer and second-degree students must have a transfer GPA of 3.0 or greater to declare Pre-Nursing as their major upon admission to the university.

**Minimum Criteria for Admission**
Students may not enroll in required nursing courses without being admitted to the School. Application for admission is possible while students are still completing the prerequisite courses, but unconditional admission cannot be granted until admission criteria have been successfully completed.

Admission to the university does not guarantee acceptance into the nursing major. Various health care agencies in Piedmont North Carolina cooperate with the School of Nursing in providing clinical learning experiences for students. The size of each incoming junior class is determined by the availability of these clinical resources. Therefore, it is impossible to assure space for every student who meets the criteria.

1. GPA
   - Overall grade point average of 3.0 or higher
2. Minimum grade
A grade of C (2.0) or better in each of the courses listed below.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>BIO 271</td>
<td>Human Anatomy</td>
<td></td>
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<tr>
<td>or KIN 291</td>
<td>Clinical Human Anatomy</td>
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<tr>
<td>BIO 277</td>
<td>Human Physiology</td>
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<tr>
<td>or KIN 292</td>
<td>Clinical Human Physiology</td>
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<tr>
<td>BIO 280</td>
<td>Fundamentals of Microbiology</td>
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<tr>
<td>HDF 211</td>
<td>Human Development Across the Life Span</td>
<td></td>
</tr>
<tr>
<td>PSY 121</td>
<td>General Psychology</td>
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</tr>
<tr>
<td>CHE 104</td>
<td>General Descriptive Chemistry II</td>
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Select one of the following:

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<thead>
<tr>
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<td>Contemporary Non-Western Cultures</td>
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<tr>
<td>RCO 215</td>
<td>Residential College Seminar in Social and Behavioral Studies</td>
<td></td>
</tr>
<tr>
<td>SOC 101</td>
<td>Introduction to Sociology</td>
<td></td>
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<tr>
<td>SOC 202</td>
<td>Social Problems in Global Context</td>
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<tr>
<td>NTR 213</td>
<td>Introductory Nutrition</td>
<td></td>
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<tr>
<td>STA 108</td>
<td>Elementary Introduction to Probability and Statistics</td>
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<tbody>
<tr>
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<td>Contemporary Moral Problems</td>
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<tr>
<td>PHI 220</td>
<td>Medical Ethics</td>
<td></td>
</tr>
<tr>
<td>RCO 203</td>
<td>Residential College Seminar in Philosophical/Religious/Ethical Principles</td>
<td></td>
</tr>
</tbody>
</table>

3. Repeat

No more than two of the above prerequisite courses may be repeated to earn the minimum required grade or better. Prerequisite courses may be repeated only one time.

**Priority Admissions**

Priority in admission (subject to space availability) will be granted to students who meet the criteria detailed below.

1. Status
   Enter UNC Greensboro as new, first-time freshmen.

2. Cumulative GPA
   Earn a cumulative GPA of 3.50 by the end of the third semester.

3. Courses
   Complete the items below by the end of the third semester, with a 3.0 (B) or better in each course completed. Courses must be completed at UNC Greensboro.

**Science Courses**

Select all but one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
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<td>General Descriptive Chemistry II</td>
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<td>Clinical Human Physiology</td>
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</tr>
<tr>
<td>BIO 280</td>
<td>Fundamentals of Microbiology</td>
<td></td>
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</tbody>
</table>

**Prerequisites**

Select at least one of the following:

<table>
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<td></td>
</tr>
</tbody>
</table>

4. Residency
   Complete 3 semesters at UNC Greensboro (minimum of 45 credits)

5. Earn a score of 78 or above on the ATI TEAS-V (Test of Essential Academic Skills).

6. Meet all other admission requirements for the upper division nursing major.

**Non-Priority Admissions**

Students who do not meet the criteria for Priority Admissions above, but who meet the Minimum Criteria for Admission, may still apply for admission.

The process for admission will consider the items listed below.

1. Cumulative GPA for all college-level courses completed
2. Grades earned in the required science, social science, and English courses
3. Grade improvement over time
4. Score on the TEAS-V (Test of Essential Academic Skills)
5. Probability of completing all required courses in the next four semesters
6. Availability of space.

**Registered Nurses**

RNs interested in completing the B.S.N. degree need to meet the university’s requirements for admission. A registered nurse who brings advanced placement may build a minor in order to complete the 122 credits required for graduation.

Registered nurse students must make a C (2.0) or better in the qualifying courses* to be admitted into the 400-level nursing courses. Thirty (30) hours of credit will be awarded to RN–BSN students for completion of associate or diploma nursing courses upon satisfactory completion of the qualifying courses*.

Registered nurse students must provide evidence of current, active, unrestricted RN licensure prior to admission to the required 300-level courses, and must have a current, active, unrestricted North Carolina RN license prior to enrollment in the required 400-level courses.

Registered nurse students who hold unrestricted RN licenses in states covered by the multi-state Nurse Licensure Compact do not need to be licensed separately in North Carolina, unless they become residents of North Carolina. See the NC Board of Nursing website at http://www.ncbon.org. The length of time required to complete the program varies with each individual.

* Qualifying Courses:
  - NUR 370 Concepts of Professional Nursing
  - NUR 371 Nursing Health Assessment
Criteria for Progression in the Major

1. Students must earn a grade of C (2.0) or better in all required 200- to 400-level nursing courses in order to progress and graduate. An overall grade point average of 2.0 or better is required to graduate.

2. Failure to earn a grade of C (2.0) or better will result in immediate dismissal from the School of Nursing.

3. Students in the upper division clinical nursing courses who interrupt their studies for personal or academic reasons for longer than one year must reapply for admission to the upper division. (This item does not apply to RN to B.S.N. students).

4. The required 200- to 400-level courses in the pre-licensure program are designed to be completed in two academic years. Students who voluntarily withdraw from one or more of these required courses are considered to have withdrawn from the program and must apply for readmission prior to enrolling in the next semester.

Grading in Practicum and Laboratory

A grade of unsatisfactory in lab or clinical practicum in nursing courses will result in a course grade of F.

Appeal Procedure Related to Progression Policies

If a student wishes to appeal a policy in the School of Nursing, the student should complete a “Student Appeal Request.” The Student Appeals Committee hears student appeals. Students may obtain the request form and discuss the appeals process with the Chair of the Committee or the Associate Dean for Academic Programs. The Student Appeal Request form may be printed from the School of Nursing website, http://nursing.uncg.edu.

General Information

1. Substitutions for prerequisite courses may be made with prior approval from the Office of the Associate Dean, School of Nursing.

2. Qualified students are encouraged to take Honors courses in the arts and sciences.

3. All students are encouraged to take either Advanced Placement Exams, Biology Department exemption exam, or CLEP exam for the BIO prerequisite course.*

4. The pre-licensure B.S.N. program is designed to be completed in 9 semesters [four academic years plus one summer] of full-time study. Some students may wish to spread the requirements over 10 semesters, or to attend additional summer school. Depending on the number of transfer hours a student brings to UNC Greensboro, registered nurses may be able to complete the program in 3 semesters of full-time study, but part-time study is also available.

5. A detailed School of Nursing Student Handbook that contains additional information is available on the Web at nursing.uncg.edu (https://nursing.uncg.edu).

6. Graduates of the pre-licensure program are eligible to apply for licensure as a registered nurse. Applicants for initial licensure in North Carolina must have a criminal background check. See the website for the N.C. Board of Nursing (ncbon.org) for requirements for licensure.

* BIO 111 Principles of Biology I is a prerequisite for the following:
  • BIO 271 Human Anatomy
  • BIO 277 Human Physiology
  • BIO 280 Fundamentals of Microbiology
  • KIN 291 Clinical Human Anatomy
  • KIN 292 Clinical Human Physiology

Clinical Information

1. Nursing majors are required to purchase uniforms; estimated cost is $180. Uniforms are required for clinical activities in the 200- to 400-level nursing courses. Students usually purchase uniforms in the second semester of the sophomore year.

2. Students enrolled in 200- to 400-level courses with a clinical component are responsible for their own transportation to and from the agencies used for clinical activities/practicum experiences. Car owners are reminded that current liability insurance is required by North Carolina law.

3. Students admitted to the major must provide evidence of the following by July 1 (forms will be sent to students earlier in the summer):

   a. Negative two-step Mantoux skin testing for tuberculosis, followed by annual Mantoux skin testing, or annual Quantiferon blood testing for tuberculosis. If test is positive, a chest X-ray is required annually.

   b. A tetanus toxoid immunization—every ten years with at least one booster. Tetanus, Diphtheria and Pertussis (Tdap) immunization since age 12 years.

   c. Rubella and Measles evidence as required by the university

   d. Evidence of a positive titer for Mumps or evidence of two doses of Mumps vaccine (evidence of 2 MMR is acceptable)

   e. Evidence of chicken pox immunization or positive titer

   f. Evidence of Hepatitis B immunization. Students who begin their series of immunizations after January 1, 2007 must also have evidence of a post-vaccination positive titer, or evidence of revaccination, unless they are still in the initial course of immunization. For students in the pre-licensure program, the initial series must be started prior to the first year of clinical, and a positive titer or evidence of beginning the second series of immunization is required prior to the start of the second year of clinical.

   g. Evidence of immunization against influenza (seasonal flu shot) in the last 12 months or declination form on file in the School of Nursing—annual requirement

   h. Evidence of certification by the American Heart Association Health Care Provider cardiopulmonary resuscitation (CPR). Students must remain continuously certified in American Heart Association Health Care Provider CPR.

   i. Satisfactory evaluation signed by the student's physician, nurse practitioner, or physician's assistant indicating the applicant's physical and emotional health to provide nursing care. Rarely, immunization requirements must be changed on short notice. Students will be informed of changes as soon as they occur.
4. Registered nurse students are responsible for items listed under “General Information", with the following modifications:
   a. Registered nurses are not required to purchase uniforms, but must wear identifying name tags and lab coats or uniforms appropriate to the clinical setting. Specific requirements will be discussed in each clinical course.
   b. Immunization requirements listed must be on file in the School of Nursing prior to beginning a clinical course. Forms are sent to students who preregistered for clinical courses. Students who do not preregister and have not received the immunization forms should stop by the Advising Center of the School of Nursing to obtain the forms.
   c. The letter of physical and emotional health to provide nursing care is not required for Registered Nurse students.

5. Students are responsible for all costs associated with their own health care. On-campus students taking six (6) or more credits are required to have health insurance. Other students are encouraged to have health insurance, and to be familiar with its provisions.

6. Beginning January 1, 2005, all nursing students must have an approved criminal background check prior to beginning clinical activity. For RN to B.S.N. students, results must be submitted prior to beginning the Nursing Practicum course work or any other course with a clinical component (by August 1 for fall semester or December 1 for spring semester). For students in the pre-licensure program, results must be submitted by July 1, prior to enrolling in the required 300-level nursing courses. The university has contracted with Certiphi.com (http://Certiphi.com) to perform this service. The cost is to be paid by the student.

The results will be kept in the student’s School of Nursing file and will be destroyed upon graduation, withdrawal, or termination from the program. The Assistant Associate Dean for Academic Affairs will receive the results of the criminal background check of each undergraduate student. The School will not use this information in any way except to verify to clinical agencies that students have been subjected to the background check and to release a copy of the information to the agency, if requested. Students must sign two release forms (copies available in the Student Affairs Office), which will authorize the release of the information to the clinical agency, if requested. Directions on obtaining the background check are available in the Student Affairs Office.

This criminal background check does not replace the one that will be done by the N.C. Board of Nursing prior to initial licensure as a registered nurse (see item #5).

7. Beginning July 1, 2009, all students must have a negative urine drug screen by a National Institute of Drug Abuse (NIDA)-approved lab prior to clinical activity. The screen must test for the following drugs: AMP (amphetamine), BAR (barbiturates), BZO (benzodiazepines), COC (cocaïne), THC (marijuana), MTD (methadone), mAMP (methamphetamine), MDMA (ecstasy), OPI (opiate), PCP (Phencyclidine), PPX (propoxyphene), ALC (alcohol), and OXY (oxycodone). In some cases, such as when results are inconclusive, it will be necessary to repeat the test. Note: Many labs in North Carolina are not NIDA-approved. The agency has contracted with Corporate Screening to do the drug screens, although tests from other NIDA-approved labs are acceptable if they screen for all the required drugs. Directions on obtaining the drug screens from Corporate Screening are available in the Student Affairs Office.

8. If none of the clinical agencies under contract with the School of Nursing are willing to allow a student to participate in clinical activities at that agency because of information gathered from urine drug screening, background check, or other pre-clinical screening required by clinical agencies, the student will be required to withdraw from the nursing program.

Policies for Nurses
Unsafe Practice Policy
The nursing faculty of the School of Nursing have an academic, legal, and ethical responsibility to prepare graduates who are competent as well as to protect the public and health care community from unsafe nursing practice. It is within this context that students can be disciplined or dismissed from the School of Nursing for practice or behavior which threatens or has the potential to threaten the safety of a client, a family member or substitute familial person, another student, a faculty member, or other health care provider.

Student Awareness
All students are expected to be familiar with the principles of safe practice and are expected to perform in accordance with these requirements. Within courses, counseling and advising processes, and other instructional forums, students will be provided with the opportunity to discuss the policy and its implications.

Definition
An unsafe practice is defined as listed below.

1. An act or behavior of the type which violates the North Carolina Nursing Practice Act, Article 9 of Chapter 90 of the North Carolina General Statutes (NCGS §90-171.37; §90-171.44)
2. An act or behavior of the type which violates the Code of Ethics for Nurses of the American Nurses’ Association
3. An act or behavior which threatens or has the potential to threaten the physical, emotional, mental or environmental safety of the client, a family member or substitute familial person, another student, a faculty member or other health care provider
4. An act of behavior (commission or omission) which constitutes nursing practice for which a student is not authorized or educated at the time of the incident.

Investigation and Evaluation of an Unsafe Practice
When an incident occurs which a faculty member believes may constitutes an unsafe practice, he/she shall immediately notify the student and instruct the student to leave the clinical setting. The faculty member will notify the Course Chair and/or Program Director within the School of Nursing.

The Course Chair and/or Program Director will investigate the incident within three working days to determine whether there are grounds for believing that an unsafe practice has occurred. If the incident is minor, the faculty member, in consultation with the Course Chair or Program Director may require remedial work or instruction for the student.

If the incident is major, the Course Chair or Program Director, in consultation with the involved faculty member, will review the student’s clinical performance evaluations, academic record, and potential for successful completion of the major in nursing. Based upon this careful and deliberate review, a decision to reprimand the student, require
withdrawal from the clinical course, or to dismiss the student from the School will be made.

The Dean will be informed of the decision and will send written notification of the decision to the student via certified mail.

Should the student wish to appeal the decision, the student will submit a written request to the School of Nursing Appeals Committee. The Program Director will provide the accumulated correspondence or documentation related to the issue to the committee. A request for an appeal should occur within seven (7) working days of receipt of written notification of the decision from the Dean.

**Hearing Process**
The Chair of the School of Nursing Appeals Committee will thereafter notify the student, the faculty member, Course Chair, and Program Director as to the time and place for a hearing.

The Committee will hold a closed hearing within ten (10) working days of receipt of the request for an appeal, at which time the faculty member, Course Chair, and Program Director may be present and provide documentation and other oral or written evidence regarding the incident. The student may be present and will be given an opportunity to provide documentation and other oral or written evidence regarding the incident. The student will be allowed an advocate/support person at the hearing; however, the support person cannot be an attorney, and will not be permitted to speak.

Following the factual presentation, the Committee will convene in executive session to review the actions taken against the student for unsafe practice and to make a recommendation regarding the resolution of the incident. The Committee will base its recommendation on the evidence presented at the hearing. The Committee shall make its recommendation in writing to the Dean and forward pertinent documentation.

The Committee may recommend the following remedies: support for the action taken, remedial work or instruction, a reprimand, withdrawal from the course, or dismissal from the School of Nursing.

**Post-Hearing Process**
The Dean may accept, reject, or modify the Committee’s recommendation. The Dean’s decision will be made after review of the minutes of the hearing and report of the Committee. The Dean will notify the student and the faculty member(s) as to the decision made.

Dismissal from the School of Nursing does not constitute dismissal from the university.

A student who has been dismissed may reapply for admission to the School of Nursing.

**Dismissal of Students Who Present Physical or Emotional Problems That Do Not Respond to Treatment Policy**

Students can be dismissed from the School of Nursing for physical and/or emotional problems that do not respond to appropriate treatment and/or counseling within a reasonable period of time.

**Investigation and Evaluation**

When faculty members identify a student that presents physical and/or emotional problems that do not respond to appropriate treatment and/or counseling, they immediately suspend the student from the course. Faculty notify the Course Chair and/or Program Director within the School of Nursing. Upon determination by the faculty, Course Chair, and Program Director, that the physical and/or emotional problems warrant dismissal from the School of Nursing, the Dean will be notified. The Dean, in consultation with the faculty, and upon review of the documentation, will make a decision regarding dismissal of the student from the School of Nursing. The Dean will send written notification of the decision to the student. Should the student wish to appeal the decision the student will submit a written request to the School of Nursing Appeals Committee. The Dean will provide the accumulated correspondence or documentation related to the issue to the committee.

A request for an appeal should occur within seven (7) working days of written notification of the decision from the Dean.

**Hearing Process**
The Chair of the School of Nursing Appeals Committee will thereafter notify the student, the faculty member, Course Chair, and Program Director as to the time and place for a hearing to determine whether the physical and/or emotional problems warrant dismissal.

The committee will hold a closed hearing within ten (10) working days at which time the faculty member, Course Chair, and Program Director will be present and will provide documentation and other oral or written evidence regarding the incident. The student will be present and will be given opportunity to provide documentation and other oral or written evidence regarding the problem.

The student will be allowed an advocate/support person at the hearing; however, the support person cannot be an attorney, and will not be permitted to speak.

Following the factual presentation, the Committee will convene in executive session to determine whether the problem warrants dismissal from the School. The Committee shall make its recommendation in writing to the Dean and forward pertinent documentation. The Committee may recommend dismissal from the School of Nursing major, or reinstatement in the program.

**Post-Hearing Process**
The Dean may accept, reject, or modify the Committee’s recommendation. The Dean’s decision will be made after review of the minutes of the hearing and report of the Committee. The Dean will notify the student and the faculty member(s) as to the determination.

Dismissal from the School of Nursing does not constitute dismissal from the university.

A student who has been dismissed may reapply for admission to the School of Nursing.

**Veteran’s Access Program in Nursing**

The UNC Greensboro VAP will have three tracks as detailed below.

- One for the non-RN veteran student who wishes to accelerate the program.
- One for the non-RN veteran student who wishes to receive military experience credit for some courses but not accelerate their nursing program.
- One for the RN veteran student in the RN to B.S.N. concentration.

All VAP students will need 122 credit hours to graduate. This may be comprised of transfer credit, credit earned at UNC Greensboro, or credit.
by competency testing and/or exam; however, 31 credits of course work must be taken at UNCG.

UNCG grants 6 credits for military experience and basic training.

**VAP students’ Joint Services transcript will be assessed individually to determine specific General Education course requirements, using American Council for Education (ACE) principles.** This process will be used to determine learning gaps for each VAP student. A learning gap analysis will determine the specific courses for which the veteran may be eligible to receive credit through transfer credit evaluation, competency skills testing, and standardized examination.

Overall VAP requirements for the Nursing major are detailed with the information for the general Nursing major.

**Overall Requirements**
- 122 credit hours, to include at least 36 credits at or above the 300 course level

**Degree Program Requirements**

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<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<td></td>
<td>University Requirements (p. 671)</td>
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<tr>
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<td>General Education Core Requirements (GEC) (p. 683)</td>
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**Major Requirements**

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<th>Title</th>
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</thead>
<tbody>
<tr>
<td>NUR 310</td>
<td>Nursing Care of Individuals with Neurobehavioral Problems across the Lifespan</td>
<td>72</td>
</tr>
<tr>
<td>NUR 310L</td>
<td>Practicum for Nursing Care of Individuals with Neurobehavioral Problems across the Lifespan</td>
<td>72</td>
</tr>
<tr>
<td>NUR 320</td>
<td>Nursing Care of Individuals with Chronic Physiological Problems</td>
<td>72</td>
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<tr>
<td>NUR 320L</td>
<td>Practicum for Nursing Care of Individuals with Chronic Physiological Problems</td>
<td>72</td>
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<tr>
<td>NUR 340</td>
<td>Health and Illness in Infants, Children and Adolescents</td>
<td>72</td>
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<tr>
<td>NUR 340L</td>
<td>Practicum for Health and Illness in Infants, Children and Adolescents</td>
<td>72</td>
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<tr>
<td>NUR 355</td>
<td>Pathophysiology and Pharmacology for Nursing</td>
<td>72</td>
</tr>
<tr>
<td>NUR 360</td>
<td>Childbearing and Reproductive Health</td>
<td>72</td>
</tr>
<tr>
<td>NUR 360L</td>
<td>Practicum for Childbearing and Reproductive Health</td>
<td>72</td>
</tr>
<tr>
<td>NUR 365</td>
<td>Interprofessional Education Seminar</td>
<td>72</td>
</tr>
<tr>
<td>NUR 375</td>
<td>Nursing Informatics and Technology</td>
<td>72</td>
</tr>
<tr>
<td>NUR 380</td>
<td>Nursing Skills</td>
<td>72</td>
</tr>
<tr>
<td>NUR 385</td>
<td>Critical Reasoning</td>
<td>72</td>
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<tr>
<td>NUR 410</td>
<td>Nursing Care of the Community of Older Adults</td>
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<tr>
<td>NUR 415</td>
<td>Nursing Leadership and Management</td>
<td>72</td>
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<tr>
<td>NUR 420</td>
<td>Population Health Nursing</td>
<td>72</td>
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<tr>
<td>NUR 430</td>
<td>Nursing Care of Individuals with Acute Physiological Problems</td>
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<tr>
<td>NUR 440</td>
<td>Senior Capstone</td>
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</tr>
<tr>
<td>BIO 271</td>
<td>Human Anatomy</td>
<td>72</td>
</tr>
</tbody>
</table>

or KIN 291 | Clinical Human Anatomy | 72 |

or KIN 292 | Clinical Human Anatomy | 72 |

BIO 277 | Human Physiology | 72 |

BIO 280 | Fundamentals of Microbiology | 72 |

CHE 104 & CHE 110 | General Descriptive Chemistry II and Introductory Chemistry Laboratory† | 72 |

HDF 211 | Human Development Across the Life Span | 72 |

NTR 213 | Introductory Nutrition† | 72 |

Select one of the following:

PHI 121 | Contemporary Moral Problems ‡‡ | 72 |

PHI 220 | Medical Ethics ‡‡ | 72 |

RCO 203 | Residential College Seminar in Philosophical/Religious/Ethical Principles ‡‡ | 72 |

PSY 121 | General Psychology ‡‡‡ | 72 |

Select one of the following:

ATY 100 | Contemporary Non-Western Cultures ‡‡‡ | 72 |

SOC 101 | Introduction to Sociology ‡‡‡ | 72 |

SOC 202 | Social Problems in Global Context ‡‡‡ | 72 |

RCO 215 | Residential College Seminar in Social and Behavioral Studies ‡‡‡ | 72 |

STA 108 | Elementary Introduction to Probability and Statistics ‡‡‡ | 72 |

Qualified

NUR 210 | Fundamental Concepts in Nursing * | 72 |

NUR 220 | Nursing Assessment of Well Individuals * | 72 |

* The course listed requires a 3.0 GPA or higher to enroll.

† Counts toward GEC GMT requirement.

‡ Counts toward GEC GNS requirement.

‡‡ Counts toward GEC GPR requirement.

‡‡‡ Counts toward GEC GSB requirement.

Completion of both courses in a two-course sequence of Anatomy and Physiology I and II can be used to substitute for Human Anatomy (or Clinical Human Anatomy) and Human Physiology (or Clinical Human Physiology) courses. Completion of one of the two courses can be used to substitute for the Human Anatomy (or Clinical Human Anatomy) requirement.

Completion of a higher level chemistry course, can be used to substitute for General Descriptive Chemistry I and Introductory Chemistry Laboratory. Completion of 2 higher-level chemistry courses and their labs can be used to substitute for General Descriptive Chemistry I, General Descriptive Chemistry II, and Introductory Chemistry Laboratory.

Completion of Psychology 241, Developmental Psychology, from the N.C. Community College System, can be used to satisfy the Human Development Across the Life Span requirement.

Requirements listed above must be completed prior to enrolling in 300-level or 400-level nursing courses. Because of the time commitments involved with the 300- and 400-level nursing courses, and the difficulties in scheduling non-nursing courses concurrently with nursing courses, students should try to have most GEC course requirements completed prior to entering the upper division major.
B.S.N. under the Veteran’s Access Program (VAP)

**Code** | **Title** | **Credit Hours**
--- | --- | ---

**Prerequisite Courses**
The same Minimum Criteria for Admission as undergraduates apply.

Prerequisite courses, prior to entering the upper division major, include Anatomy, Physiology, Microbiology

STA 108 Elementary Introduction to Probability and Statistics

**Upper-Division Admission**
VAP students will be directly admitted to the upper division of the Nursing major after acceptance into the university and successful completion of pre-requisite course credit.

**University Requirements**
Completion of other university requirements for the degree.

Accelerated students must complete General Education requirements before beginning the Nursing courses. The plan of study for VAP students wishing to accelerate would require credit (by transfer credit and/or competency testing using national exams) for the courses listed below before starting the three-semester program.

NUR 210 Fundamental Concepts in Nursing
NUR 220 Nursing Assessment of Well Individuals

**Upper-Level Courses**
Satisfactory completion of the required 200- to 400-level courses

VAP students may be granted credit by successful completion of national examination for 300-level and selected 400-level Nursing courses, based upon individualized assessment.

NUR 210 Fundamental Concepts in Nursing
NUR 220 Nursing Assessment of Well Individuals
NUR 310 Nursing Care of Individuals with Neurobehavioral Problems across the Lifespan
NUR 320 Nursing Care of Individuals with Chronic Physiological Problems
NUR 340 Health and Illness in Infants, Children and Adolescents
NUR 360 Childbearing and Reproductive Health
NUR 380 Nursing Skills
NUR 410 Nursing Care of the Community of Older Adults
NUR 415 Nursing Leadership and Management
NUR 420 Population Health Nursing
NUR 430 Nursing Care of Individuals with Acute Physiological Problems
NUR 440 Senior Capstone
NUR 450 Evidence-Based Practice and Nursing Research

* Specific related courses in VAP students’ plan of study may be substituted for courses on this list based upon individual assessment.

**Requirements**

**Code** | **Title** | **Credit Hours**
--- | --- | ---

**Prerequisite Courses**
The same Minimum Criteria for Admission as undergraduates apply.

Prerequisite courses, prior to entering the upper division major, include Anatomy, Physiology, Microbiology

STA 108 Elementary Introduction to Probability and Statistics

**Upper-Division Admission**
Second-degree students must also apply for admission to the upper-division major.

**University Requirements**
Completion of other university requirements for the degree.

**Upper-Level Courses**
Satisfactory completion of the required 200- to 400-level courses

NUR 210 Fundamental Concepts in Nursing
NUR 220 Nursing Assessment of Well Individuals
NUR 310 Nursing Care of Individuals with Neurobehavioral Problems across the Lifespan
NUR 320 Nursing Care of Individuals with Chronic Physiological Problems
NUR 340 Health and Illness in Infants, Children and Adolescents
NUR 360 Childbearing and Reproductive Health
NUR 380 Nursing Skills
NUR 410 Nursing Care of the Community of Older Adults
NUR 415 Nursing Leadership and Management
NUR 420 Population Health Nursing
NUR 430 Nursing Care of Individuals with Acute Physiological Problems
NUR 440 Senior Capstone
NUR 450 Evidence-Based Practice and Nursing Research

Nursing Major, with RN to B.S.N. Concentration

**Code** | **Title** | **Credit Hours**
--- | --- | ---

**Requirements**

**Code** | **Title** | **Credit Hours**
--- | --- | ---

NUR 370 Concepts of Professional Nursing
NUR 371 Nursing Health Assessment
NUR 470 Community Health Nursing Concepts and Care
NUR 471 Nursing Care of the Older Adult
NUR 472 Nursing Leadership and Management
NUR 473 Nursing Research

Select one NUR elective

* Example nursing electives include the courses listed below and any 500-level NUR course.
  - NUR 330 Global Perspectives on the Health of Women
  - NUR 345 Basic Health Management of Children
  - NUR 405 Pharmacology in Nursing

**Electives**
Electives sufficient to complete 122 total credit hours required for degree.

**B.S.N. as a Second Degree**
Students pursuing the Nursing major: Nursing concentration for undergraduates (U701)—B.S.N. as a second degree
Credit Earned
May earn credit (30 credits) for completion of diploma or associate degree nursing courses.

Residency Requirement
Students must also meet the Residency Requirement of 31 credits of course work earned at UNC Greensboro. Credit for the Special Examinations does not apply toward the Residency Requirement.

Electives
Completion of sufficient electives to earn a minimum of 122 credits

Current License
RN students must hold a current, active unrestricted RN license in North Carolina or in a state covered by the multi-state Nurse Licensure Compact. For questions see the NC Board of Nursing website at www.ncbon.com (https://www.ncbon.com).

Nursing Major, with RN to B.S.N. Concentration for 2Plus Students

Required: 122 credit hours, to include at least 36 credits at or above the 300 course level

Students who graduate from associate degree nursing programs that are part of the N.C. Uniform Articulation Agreement are not required to meet the UNCG General Education Requirements (GEC) in the categories of GSB—Social and Behavioral Sciences (3 credits), Natural Sciences (GNS), or Reasoning and Discourse (GRD). This program of study is congruent with the N.C. Uniform Articulation Agreement.

Students who graduate from diploma nursing programs or associate degree nursing programs that are not part of the Articulation Agreement will be expected to meet requirements for all GEC categories (see complete GEC requirements and approved course listings). Graduates of foreign nursing programs will be advised on an individual basis.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>NUR 370</td>
<td>Concepts of Professional Nursing</td>
<td>28</td>
</tr>
<tr>
<td>NUR 371</td>
<td>Nursing Health Assessment</td>
<td></td>
</tr>
<tr>
<td>NUR 470</td>
<td>Community Health Nursing Concepts and Care</td>
<td></td>
</tr>
<tr>
<td>NUR 471</td>
<td>Nursing Care of the Older Adult</td>
<td></td>
</tr>
<tr>
<td>NUR 472</td>
<td>Nursing Leadership and Management</td>
<td></td>
</tr>
<tr>
<td>NUR 473</td>
<td>Nursing Research</td>
<td></td>
</tr>
<tr>
<td>Select NUR elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>STA 108</td>
<td>Elementary Introduction to Probability and Statistics †</td>
<td></td>
</tr>
</tbody>
</table>

† Counts toward GEC GMT requirement.

Earned credit
May earn credit (30 credits) for completion of diploma or associate degree nursing courses.

Electives
Electives sufficient to complete 122 total credits required for degree.

RN to B.S.N. under the Veteran’s Access Program (VAP)

<table>
<thead>
<tr>
<th>Required</th>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NUR 370</td>
<td>Concepts of Professional Nursing</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>NUR 371</td>
<td>Nursing Health Assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NUR 470</td>
<td>Community Health Nursing Concepts and Care</td>
<td></td>
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<tr>
<td></td>
<td>NUR 471</td>
<td>Nursing Care of the Older Adult</td>
<td></td>
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<tr>
<td></td>
<td>NUR 472</td>
<td>Nursing Leadership and Management</td>
<td></td>
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<tr>
<td></td>
<td>NUR 473</td>
<td>Nursing Research</td>
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</tr>
<tr>
<td></td>
<td>Select NUR elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

* Credit may be granted pending transcript review.

** Example nursing electives include the courses listed below and any 500-level NUR course:
  • NUR 345 Basic Health Management of Children
  • NUR 390 Culture and Health Care

Current License
RN students must hold a current, active unrestricted RN license in North Carolina or in a state covered by the multi-state Nurse Licensure Compact. For questions see the NC Board of Nursing website at www.ncbon.com (https://www.ncbon.com).

Health Management, M.S.N./M.B.A.

The combined M.S.N./M.B.A. is offered jointly by the School of Nursing and the Bryan School of Business and Economics and requires a minimum of 62 credit hours.

Please refer to the preceding enrollment requirements for all graduate nursing students.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

The Associate Dean for Academic Programs reviews the credentials of each applicant in collaboration with faculty from each specialty area. Exceptions to the requirements can be made on the recommendation of the faculty. The Associate Dean for Academic Programs forwards the admission recommendation to the Vice Provost for Graduate Education who makes the final decision.

Applicants must meet the following requirements:

• Current unrestricted licensure as a registered nurse in one of the 50 states or validated credentials by CGFNS for international students.
Residents of North Carolina must hold unrestricted North Carolina licensure as a registered nurse.

- Baccalaureate degree in nursing from a program accredited by a nationally recognized accrediting agency.
- Minimum of one year full time clinical nursing experience.
- Satisfactory MAT/GRE score.
- A personal statement of 400 words or less that comments on applicant’s nursing background and discusses future goals.
- A resume.
- An interview is required for selected applicants. An inferential statistics course and health assessment course at the undergraduate level are required prerequisite courses.
- A minimum of 3.2 GPA is required from the undergraduate nursing program.
- Three professional nursing references (mix of educational and professional sources).
- Nonresidential international students are required to participate in a telephone interview.

**Degree Program Requirements**

**Required:** 62 credit hours

**Computer Literacy**

Upon entry to the M.S.N./M.B.A. in Health Management degree program, students should have a working knowledge of word processing and spreadsheet applications in a PC environment. Familiarity with Excel is required.

**Statistics**

ECO 250 Economic and Business Statistics I of Pre-M.B.A. workshop in statistics is recommended to meet the program prerequisite for statistics.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>NUR 540</td>
<td>Financial Management in Healthcare</td>
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<tr>
<td>NUR 607</td>
<td>Interprofessional/Interdisciplinary Collaboration</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and Negotiation</td>
<td></td>
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<tr>
<td>NUR 609</td>
<td>The Role of the Nurse Leader in Advanced Quality</td>
<td></td>
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<tr>
<td></td>
<td>and Safety</td>
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<tr>
<td>NUR 614</td>
<td>Information Technology in Nursing Administration</td>
<td></td>
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<tr>
<td>NUR 620</td>
<td>Law, Policy, and Economics of Healthcare</td>
<td></td>
</tr>
<tr>
<td>NUR 641</td>
<td>Leadership and Management Essentials in Healthcare:</td>
<td></td>
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<tr>
<td></td>
<td>Theories and Roles</td>
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<tr>
<td>NUR 644</td>
<td>Organizational Leadership and Management</td>
<td></td>
</tr>
<tr>
<td>NUR 645</td>
<td>Strategic Management of Health Care Organizations</td>
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<tr>
<td>NUR 646</td>
<td>Research Methods in Nursing</td>
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<tr>
<td>MBA 701</td>
<td>Quantitative Analysis for Decision Making</td>
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<tr>
<td>MBA 702</td>
<td>Financial and Managerial Accounting</td>
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<tr>
<td>MBA 703</td>
<td>Economic Policies and Impact on Global Outcomes</td>
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<tr>
<td>MBA 704</td>
<td>Marketing Management</td>
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<td>MBA 707</td>
<td>Financial Management</td>
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<tr>
<td>MBA 708</td>
<td>Operations for Competitive Advantage</td>
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<tr>
<td>MBA 712</td>
<td>Strategic Management</td>
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<tr>
<td>MBA 717</td>
<td>Technology and Innovation</td>
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<tr>
<td>MBA 741</td>
<td>Creating and Sustaining Competitive Advantage</td>
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</table>

**Required Withdrawal**

Please refer to the Required Withdrawal section listed in the M.S.N. Degree Requirements.

**Nursing, M.S.N.**

The Master of Science in Nursing degree offers two concentrations: Nursing Education and Nursing Administration.

The concentration in Nursing Administration requires 37 credits and is designed to be completed in six semesters of full-time study, beginning in August and ending in May of the final year. The concentration in Nursing Education requires 38 credits and is designed to be completed in seven semesters, beginning in August and ending in December of the final year.

All degree requirements must be met within five academic years of initial enrollment. In addition to courses required for the degree program, students may enroll in independent study courses to enhance their program of study. No foreign language is required.

Please refer to the preceding enrollment requirements for all graduate nursing students.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

The Associate Dean for Academic Programs reviews the credentials of each applicant in collaboration with faculty from each specialty area. Exceptions to the requirements can be made on the recommendation of the faculty. The Associate Dean for Academic Programs forwards the admission recommendation to the Vice Provost for Graduate Education who makes the final decision.

Applicants must have the following credentials:

- Current unrestricted licensure as a registered nurse in one of the fifty states or validated credentials by CGFNS for international applicants. Residents of North Carolina must hold unrestricted North Carolina licensure as a registered nurse.
- Baccalaureate degree in nursing from a program accredited by a nationally recognized accrediting agency.
- Minimum of one year clinical experience full time.
- A personal statement is required for consideration of admission to the Nursing Education Concentration MSN program or post-baccalaureate certificate; the Nursing Administration Concentration MSN program or post-baccalaureate certificate; the post-baccalaureate certificate in nursing.
- An interview is required for selected applicants for the Nursing Education Concentration MSN program or post-baccalaureate certificate; the Nursing Administration Concentration MSN Program or post-baccalaureate certificate; the post-baccalaureate certificate in nursing.
- Nonresidential international students are required to participate in a telephone interview.
Degree Program Requirements

Nursing Administration Concentration

Required: 37 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
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<tr>
<td>NUR 540</td>
<td>Financial Management in Healthcare</td>
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<tr>
<td>NUR 601</td>
<td>Critique and Utilization of Research in Nursing Administration *</td>
<td></td>
</tr>
<tr>
<td>NUR 607</td>
<td>Interprofessional/Interdisciplinary Collaboration and Negotiation</td>
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<tr>
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<td>The Role of the Nurse Leader in Advanced Quality and Safety</td>
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<td></td>
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<tr>
<td>NUR 715</td>
<td>Research Methods in Nursing</td>
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</tbody>
</table>

* Capstone Experience

Nursing Education Concentration

Required: 38 credit hours

<table>
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<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
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<tr>
<td>NUR 551</td>
<td>Integrating Technology in Nursing Education</td>
<td></td>
</tr>
<tr>
<td>NUR 612</td>
<td>Theoretical Foundations for the Advanced Nurse Educator</td>
<td></td>
</tr>
<tr>
<td>NUR 615</td>
<td>Curriculum Design and Evaluation in Advanced Nursing Education</td>
<td></td>
</tr>
<tr>
<td>NUR 616</td>
<td>Pedagogical Strategies for Advanced Nursing Education</td>
<td></td>
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<tr>
<td>NUR 620</td>
<td>Law, Policy, and Economics of Healthcare</td>
<td></td>
</tr>
<tr>
<td>NUR 651</td>
<td>Advanced Application of Nursing Concepts in Client Care (in clinical focus area) (in clinical focus area)</td>
<td></td>
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<tr>
<td>NUR 653</td>
<td>Advanced Application of Nursing Concepts in Academic Education (in clinical focus area) (in clinical focus area)</td>
<td></td>
</tr>
<tr>
<td>NUR 708</td>
<td>Pathophysiology for Advanced Practice Nursing</td>
<td></td>
</tr>
<tr>
<td>NUR 713</td>
<td>Advanced Health Assessment and Diagnostic Reasoning</td>
<td></td>
</tr>
<tr>
<td>NUR 713L</td>
<td>Advanced Health Assessment and Diagnostic Reasoning Skills Lab</td>
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</tr>
<tr>
<td>NUR 709</td>
<td>Pharmacotherapeutics for Advanced Practice Nursing</td>
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</tr>
<tr>
<td>NUR 696</td>
<td>Capstone Course for Advanced Nursing Education Practice *</td>
<td></td>
</tr>
<tr>
<td>NUR 715</td>
<td>Research Methods in Nursing</td>
<td></td>
</tr>
</tbody>
</table>

Required Withdrawal

Withdrawal from the program will be recommended if the student:

- Fails to register for two consecutive semesters (fall and spring) in the nursing curriculum.
- Has earned a “B-or below” in more than 6 semester hours of course work.
- Has earned a “B-or below” in any nursing specialty course.
- Has earned a failing grade in any course.
- Has a GPA that indicates the inability to meet the 3.0 required for graduation.
- Does not complete requirements for the degree within the time limit (5 academic years).

Doctor of Nursing Practice, D.N.P.

Post-Baccalaureate D.N.P.

Adult/Gerontological Primary Care Nurse Practitioner Concentration

The Adult/Gerontological Primary Care Nurse Practitioner concentration for post-baccalaureate students is designed to be completed in 8 semesters beginning in the fall semester and ending in the spring semester of the third year. The concentration requires a minimum of 73 credits and 1,020 advanced practice practicum hours.

Nurse Anesthesia Concentration

The Nurse Anesthesia (CRNA) concentration for post-baccalaureate students is designed to be completed in 9 semesters beginning in the fall semester and ending in the summer of the third year. The concentration requires a minimum of 107 credits and 3,180 advanced practice clinical hours. The Nurse Anesthesia concentration is delivered through a contractual agreement with the Raleigh School of Nurse Anesthesia. Students must be admitted first to UNC Greensboro and then to the Raleigh School of Nurse Anesthesia in order to matriculate in the program.

All degree requirements must be met within seven academic years of initial enrollment. In addition to courses required for the degree program, students may enroll in independent study courses to enhance their program of study. No foreign language is required.

Post-Master’s D.N.P.

The Post-Master’s D.N.P. program is available to nurses who have a master’s degree in Nursing with the specialty of Nursing Leadership/Administration, Clinical Nurse Leader, Clinical Nurse Specialist, Certified Nurse Midwife, Nurse Practitioner, Nurse Anesthetist, or Nursing Informatics. Nurses who have a master’s degree in Nursing with the specialty of Nursing Education who have completed the UNCG School of Nursing 15-credit Post-Baccalaureate Certificate in Nursing with the Nursing Administration specialty are also eligible to apply.

The Post-Master’s D.N.P. program is designed to be completed in 5 semesters beginning in the fall semester and ending in the spring semester of the second year. The Post-Master’s D.N.P. requires a minimum of 30 credits and 1,000 D.N.P. hours (clinical hours obtained in...
the master’s program are included in the 1,000 hour total). In addition, all Post-Master’s D.N.P. students must complete 300 hours of D.N.P. project and D.N.P. essentials work.

All degree requirements must be met within seven academic years of initial enrollment. In addition to courses required for the degree program, students may enroll in independent study courses to enhance their program of study. No foreign language is required.

**Post-Baccalaureate D.N.P. applicants must meet the following Application and Admission Requirements:**
- Current unrestricted licensure as a registered nurse in one of the 50 states or validated credentials by CGFNS for international students. Residents of North Carolina must hold unrestricted North Carolina licensure as a registered nurse.
- Baccalaureate degree in nursing from a program accredited by a nationally recognized accrediting agency.
- Minimum of one year full-time critical care clinical nursing experience for Nurse Anesthesia concentration.
- A personal statement of 400 words or less that comments on applicant’s nursing background and discusses future goals.
- A resume.
- An interview is required for applicants.
- An inferential statistics course, a chemistry course, and health assessment course at the undergraduate level are required prerequisite courses.
- A minimum of 3.2 GPA is required from the undergraduate nursing program.
- Three professional nursing references (mix of educational and professional sources).
- Nonresidential international students are required to participate in a telephone interview.

**Post-Master's D.N.P. applicants must meet the following Application and Admission Requirements:**
- Current unrestricted licensure as a registered nurse in one of the 50 states or validated credentials by CGFNS for international students. Residents of North Carolina must hold unrestricted North Carolina licensure as a registered nurse.
- Master’s degree in Nursing with the specialty of Nursing Leadership/Administration, Clinical Nurse Leader, Clinical Nurse Specialist, Certified Nurse Midwife, Nurse Practitioner, Nurse Anesthetist, Nursing Informatics from a program accredited by a nationally recognized nursing accrediting agency.
- All APRNs (nurse anesthetist, nurse practitioner, nurse midwife) must hold national certification appropriate to their specialty.
- Applicants with a Master’s degree in Nursing with a focus in Nursing Education from a program accredited by a nationally recognized nursing accrediting agency are eligible for admission after successful completion of the UNCG School of Nursing 15-credit Post-Baccalaureate Certificate in Nursing with the Nursing Administration specialty.
- A personal statement of 400 words or less that discusses the applicant’s nursing background and future goals.
- A resume.
- An interview may be required.
- An undergraduate statistics course is a required prerequisite course for the Post Master’s D.N.P.
- A minimum of 3.2 GPA is required from the master’s nursing program.
- Three professional nursing references (mix of educational and professional sources).
- Nonresidential international students are required to participate in a telephone interview.

### Post-Baccalaureate D.N.P.

**Adult/Gerontological Primary Care Nurse Practitioner Concentration**

**Degree Program Requirements**

Required: 73 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 620</td>
<td>Law, Policy, and Economics of Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>NUR 705</td>
<td>Utilization of Research and Evidence Based Practice</td>
<td>3</td>
</tr>
<tr>
<td>NUR 708</td>
<td>Pathophysiology for Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NUR 709</td>
<td>Pharmacotherapeutics for Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NUR 709S</td>
<td>Pharmacology Seminar for Adult/Gerontological Nurse Practitioners</td>
<td>1</td>
</tr>
<tr>
<td>NUR 713</td>
<td>Advanced Health Assessment and Diagnostic Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>NUR 713L</td>
<td>Advanced Health Assessment and Diagnostic Reasoning Skills Lab</td>
<td>1</td>
</tr>
<tr>
<td>NUR 714</td>
<td>Informatics in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>NUR 810</td>
<td>Health Promotion and Disease Prevention for Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NUR 811</td>
<td>Primary Care Management of the Adult I for Advanced Practice Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NUR 811L</td>
<td>Practicum for Primary Care Management of the Adult I for Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NUR 812</td>
<td>Primary Care Management of the Adult II for Advanced Practice Nursing</td>
<td>4</td>
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<tr>
<td>NUR 812L</td>
<td>Practicum for Primary Care Management of the Adult II for Advanced Practice Nursing</td>
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<td>NUR 813</td>
<td>Practicum for Nurse Anesthesia</td>
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<td>NUR 813L</td>
<td>Practicum for Nurse Anesthesia</td>
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<tr>
<td>NUR 814</td>
<td>Advanced Practice for the DNP Role, Theory, and Practice</td>
<td>2</td>
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<tr>
<td>NUR 814L</td>
<td>Advanced Practice for the DNP Role, Theory, and Practice</td>
<td>3</td>
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<tr>
<td>NUR 815</td>
<td>Biostatistics and Epidemiology Principles for Advanced Practice Nursing</td>
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<tr>
<td>NUR 815L</td>
<td>Biostatistics and Epidemiology Principles for Advanced Practice Nursing</td>
<td>3</td>
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<tr>
<td>NUR 816</td>
<td>Effective Leadership for Practice</td>
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<tr>
<td>NUR 816L</td>
<td>Effective Leadership for Practice</td>
<td>1</td>
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<tr>
<td>NUR 817</td>
<td>Advanced Practice Nursing for the DNP Role, Theory, and Practice</td>
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<tr>
<td>NUR 818</td>
<td>Applied Evidence-Based Practice &amp; Translational Methods Project I</td>
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<tr>
<td>NUR 819</td>
<td>Applied Evidence-Based Practice &amp; Translational Methods Project II</td>
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</table>
NUR 898C Applied Evidence-Based Practice & Translational Methods Project III 1
NUR 898D Applied Evidence-Based Practice & Translational Methods Project IV 1
NUR 898E Applied Evidence-Based Practice & Translational Methods Project V 2

<table>
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<tr>
<td>NUR 771A</td>
<td>Clinical Practicum in Nurse Anesthesia I</td>
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<td>NUR 771B</td>
<td>Clinical Practicum in Nurse Anesthesia I</td>
<td>8</td>
</tr>
<tr>
<td>NUR 772</td>
<td>Clinical Practicum in Nurse Anesthesia II</td>
<td>6</td>
</tr>
<tr>
<td>NUR 773A</td>
<td>Clinical Practicum in Nurse Anesthesia III</td>
<td>6</td>
</tr>
<tr>
<td>NUR 773B</td>
<td>Clinical Practicum in Nurse Anesthesia III</td>
<td>8</td>
</tr>
<tr>
<td>NUR 774</td>
<td>Clinical Practicum in Nurse Anesthesia IV</td>
<td>6</td>
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<tr>
<td>NUR 775A</td>
<td>Clinical Practicum in Nurse Anesthesia V</td>
<td>7</td>
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<tr>
<td>NUR 775B</td>
<td>Clinical Practicum in Nurse Anesthesia V</td>
<td>7</td>
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<td>NUR 705</td>
<td>Utilization of Research and Evidence Based Practice</td>
<td>3</td>
</tr>
<tr>
<td>NUR 714</td>
<td>Informatics in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>NUR 797</td>
<td>Integrated Clinical Concepts</td>
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<td>NUR 818</td>
<td>Biostatistics and Epidemiology Principles for Advanced Practice Nursing</td>
<td>3</td>
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<tr>
<td>NUR 819</td>
<td>Effective Leadership for Practice</td>
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</tr>
<tr>
<td>NUR 820</td>
<td>Nurse Anesthesia Research Seminar</td>
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</table>

**Capstone Sequence**

NUR 898A Applied Evidence-Based Practice & Translational Methods Project I 1
NUR 898B Applied Evidence-Based Practice & Translational Methods Project II 1
NUR 898C Applied Evidence-Based Practice & Translational Methods Project III 1
NUR 898D Applied Evidence-Based Practice & Translational Methods Project IV 1
NUR 898E Applied Evidence-Based Practice & Translational Methods Project V 2

**Total Credit Hours** 108

**Required Withdrawal**
Withdrawal from the program will be recommended to the Graduate School if the student:

- Fails to register for two consecutive semesters in the nursing curriculum.
- Has earned a B- or below in more than 6 credit hours of coursework.
- Has earned a B- or below in any AGNP specialty course.
- Has a GPA that indicates the inability to meet the 3.0 required for graduation within the required curriculum.
- Does not complete requirements for the degree within the 7-year time limit.

The Associate Dean for Academic Programs reviews the credentials of each applicant in collaboration with faculty from each specialty area. Exceptions to the requirements can be made on the recommendation of the faculty. The Associate Dean for Academic Programs forwards the admission recommendation to the Vice Provost for Graduate Education who makes the final decision.

**Nurse Anesthesia Concentration**

**Degree Program Requirements**

**Required:** 107 credit hours

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>NUR 620</td>
<td>Law, Policy, and Economics of Healthcare</td>
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<td>NUR 727</td>
<td>Basic Principles of Nurse Anesthesia Practice</td>
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<td>NUR 728</td>
<td>Physics and Mechanics of Anesthesia Delivery Systems</td>
<td>1</td>
</tr>
<tr>
<td>NUR 728L</td>
<td>Physics and Mechanics of Anesthesia Delivery Systems Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>NUR 729</td>
<td>Health Assessment for Nurse Anesthesia</td>
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<tr>
<td>NUR 729L</td>
<td>Health Assessment Laboratory for Nurse Anesthesia</td>
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<tr>
<td>NUR 730</td>
<td>Neuropathophysiology of Nurse Anesthesia</td>
<td>3</td>
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<td>NUR 732</td>
<td>Advanced Principles of Nurse Anesthesia Practice</td>
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<tr>
<td>NUR 751</td>
<td>Pharmacology of Nurse Anesthesia I</td>
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<td>NUR 752</td>
<td>Biochemistry for Nurse Anesthesia</td>
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<tr>
<td>NUR 753</td>
<td>Cardiovascular Pathophysiology for Nurse Anesthesia</td>
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<td>NUR 754</td>
<td>Pharmacology of Nurse Anesthesia II</td>
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<tr>
<td>NUR 755</td>
<td>Cell Pathophysiology for Nurse Anesthesia</td>
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<tr>
<td>NUR 756</td>
<td>Respiratory Pathophysiology for Nurse Anesthesia</td>
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<tr>
<td>NUR 757</td>
<td>Pharmacology of Nurse Anesthesia III</td>
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<tr>
<td>NUR 758</td>
<td>Pathophysiology of Abdominal Systems for Nurse Anesthesia</td>
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<tr>
<td>NUR 759</td>
<td>Pharmacology of Nurse Anesthesia IV</td>
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**Required Withdrawal**
Withdrawal from the program will be recommended to the Graduate School if the student:

- Fails to register for two consecutive semesters in the nursing curriculum.
- Has earned a B- or below in more than 6 credit hours of coursework.
- Has earned a B- or below in any Nurse Anesthesia specialty course.
- Has a GPA that indicates the inability to meet the 3.0 required for graduation within the required curriculum.
- Does not complete requirements for the degree within the 7-year time limit.

The Associate Dean for Academic Programs reviews the credentials of each applicant in collaboration with faculty from each specialty area. Exceptions to the requirements can be made on the recommendation of the faculty. The Associate Dean for Academic Programs forwards the admission recommendation to the Vice Provost for Graduate Education who makes the final decision.

**Post-Master's D.N.P.**

**Degree Program Requirements**

**Required:** 30 credit hours
### Required Courses

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<tr>
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<th>Credit Hours</th>
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<tr>
<td>NUR 705</td>
<td>Utilization of Research and Evidence Based Practice</td>
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</tr>
<tr>
<td>NUR 714</td>
<td>Informatics in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>NUR 818</td>
<td>Biostatistics and Epidemiology Principles for Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NUR 819</td>
<td>Effective Leadership for Practice</td>
<td>3</td>
</tr>
<tr>
<td>NUR 824</td>
<td>Analysis and Application of DNP Essentials: Scientific Underpinnings for Practice and Advanced Nursing</td>
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<tr>
<td>NUR 825</td>
<td>Analysis and Application of DNP Essentials: Clinical Scholarship and Analytical Methods for Evidence</td>
<td>1</td>
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<tr>
<td>NUR 826</td>
<td>Analysis and Application of DNP Essentials: Health Care Policy for Advocacy in Health Care; and Inte...</td>
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<tr>
<td>NUR 827</td>
<td>Analysis and Application of DNP Essentials: Organizational and Systems Leadership, Information Syste...</td>
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Select 3 hours of electives

### Capstone Experience

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<td>NUR 898A</td>
<td>Applied Evidence-Based Practice &amp; Translational Methods Project I</td>
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<tr>
<td>NUR 898B</td>
<td>Applied Evidence-Based Practice &amp; Translational Methods Project II</td>
<td>1</td>
</tr>
<tr>
<td>NUR 898C</td>
<td>Applied Evidence-Based Practice &amp; Translational Methods Project III</td>
<td>1</td>
</tr>
<tr>
<td>NUR 898D</td>
<td>Applied Evidence-Based Practice &amp; Translational Methods Project IV</td>
<td>1</td>
</tr>
<tr>
<td>NUR 898E</td>
<td>Applied Evidence-Based Practice &amp; Translational Methods Project V</td>
<td>2</td>
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</tbody>
</table>

**Total Credit Hours** 30

### Required Withdrawal

Withdrawal from the program will be recommended to the Graduate School if the student:

- Fails to register for two consecutive semesters in the nursing curriculum.
- Has earned a B- or below in more than 6 credit hours of coursework.
- Has earned a B- or below in any course.
- Has a GPA that indicates the inability to meet the 3.0 required for graduation within the required curriculum.
- Does not complete requirements for the degree within the 7-year time limit.

### Nursing, Ph.D.

The Ph.D. in Nursing requires 57 credit hours. Up to 15 credits may be transferred into the program.

Please refer to the enrollment requirements for all graduate nursing students.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

## Degree Program Requirements

### Required: 57 credit hours

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>NUR 710</td>
<td>Philosophy of Knowledge Development in Nursing</td>
<td>3</td>
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<tr>
<td>NUR 712</td>
<td>Theory Analysis in Nursing Science</td>
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<tr>
<td>NUR 741</td>
<td>Nurse Scientists in Academia and Industry I</td>
<td></td>
</tr>
<tr>
<td>NUR 781</td>
<td>Health Promotion Models and Interventions</td>
<td></td>
</tr>
<tr>
<td>NUR 782</td>
<td>Health Disparities and Outcomes</td>
<td></td>
</tr>
<tr>
<td>NUR 783</td>
<td>Advanced Health Policy and Ethics</td>
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### Research Methodology and Statistics

<table>
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<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>NUR 701</td>
<td>Statistical Applications for Nursing Research</td>
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</tr>
<tr>
<td>NUR 702</td>
<td>Statistical Applications for Nursing Research II</td>
<td></td>
</tr>
<tr>
<td>NUR 703</td>
<td>Qualitative Methods for Nursing</td>
<td></td>
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<tr>
<td>NUR 704</td>
<td>Quantitative Research in Nursing</td>
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<tr>
<td>NUR 707</td>
<td>Measurement in Nursing and Healthcare Research</td>
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### Directed Research

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<td>NUR 790</td>
<td>Directed Research</td>
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### Cognates

Select 6 credits

### Electives

<table>
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<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>NUR 742</td>
<td>Nurse Scientists in Academia and Industry II</td>
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### Dissertation

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<th>Credit Hours</th>
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<tbody>
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<td>NUR 799</td>
<td>Dissertation</td>
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</table>

### Preliminary Examinations

Preliminary examinations are required and may be taken after the completion of three-quarters of the coursework.
Required Withdrawal for PhD Students

Students will become academically ineligible to continue if any of the following occur:

- Grades of U, F, or WF for any semester hours of credit.
- Grades of C, C+, or B-in 6 semester hours.
- Degree requirements not completed within the time limit (7 academic years).

Nursing, Nursing Administration, or Nursing Education, Post-Baccalaureate Certificate

At least 12 credit hours must be successfully completed during a two-year time period to earn the certificate. Credits earned in the certificate program may be used to meet requirements in a degree program in accordance with the policies of The Graduate School. Students are advised individually and select courses from one or more categories. Please refer to the preceding enrollment requirements for all graduate nursing students.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

The Associate Dean for Academic Programs reviews the credentials of each applicant in collaboration with faculty from each specialty area. Exceptions to the requirements can be made on the recommendation of the faculty. The Associate Dean for Academic Programs forwards the admission recommendation to the Vice Provost for Graduate Education who makes the final decision.

Applicants must have the following credentials:

- Current unrestricted licensure as a registered nurse in one of the fifty states or validated credentials by CGFNS for international applicants. Residents of North Carolina must hold unrestricted North Carolina licensure as a registered nurse.
- Baccalaureate degree in nursing from a program accredited by a nationally recognized accrediting agency.

Program Requirements

Required: 12 credit hours

Upon successful completion of 12 credits or greater, students receive a Post-Baccalaureate Certificate. If two or more courses are completed within the category of Nursing Education, the certificate will denote that specialty. For a certificate in the Nursing Administration specialty, 15 credits must be taken and all credits must be in nursing administration. If courses are completed across several categories or within the core and support course category, a Post-Baccalaureate Certificate in Nursing will be issued.

The student will develop a program plan with the Director of Graduate Study in the School of Nursing before enrolling in courses. At least 6 credits of course work shall be completed at the 600 level. However, exceptions may be made by the Director of Graduate Study to accommodate the individual student's learning needs and career goals.

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<tr>
<th>Code</th>
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<tr>
<td>NUR 540</td>
<td>Financial Management in Healthcare</td>
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<tr>
<td>NUR 609</td>
<td>The Role of the Nurse Leader in Advanced Quality and Safety</td>
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<tr>
<td>NUR 641</td>
<td>Leadership and Management Essentials in Healthcare: Theories and Roles</td>
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<td>NUR 644</td>
<td>Organizational Leadership and Management</td>
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<td>NUR 612</td>
<td>Theoretical Foundations for the Advanced Nurse Educator</td>
<td>3</td>
</tr>
<tr>
<td>NUR 615</td>
<td>Curriculum Design and Evaluation in Advanced Nursing Education</td>
<td>3</td>
</tr>
<tr>
<td>NUR 616</td>
<td>Pedagogical Strategies for Advanced Nursing Education</td>
<td>4</td>
</tr>
<tr>
<td>NUR 620</td>
<td>Law, Policy, and Economics of Healthcare</td>
<td>3</td>
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<td>NUR 692</td>
<td>Independent Study</td>
<td>1-3</td>
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<td>NUR 705</td>
<td>Utilization of Research and Evidence Based Practice</td>
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<td>NUR 714</td>
<td>Informatics in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>NUR 708</td>
<td>Pathophysiology for Advanced Practice Nursing</td>
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</table>
ACADEMIC OFFICES

• Applied Arts and Sciences Program (p. 640)
• International Programs Center (p. 641)
• Preprofessional Programs (p. 641)
• Residential Colleges (p. 646)
• School of Education Licensure Programs (p. 648)

Applied Arts and Sciences Program

915 Northridge Street
336-315-7044
maas.uncg.edu (http://maas.uncg.edu)

Kathleen Forbes, Program Director
Jeffrey W. Jones, Director of Graduate Study

Committee Members

Robert Cannon, Microbiology, biology of Acetobacter, a cellulose synthesizing microbe (Department of Biology)
Larry Lavender, Choreography, dance criticism, aesthetics, creative process (Department of Dance)
Hephzibah Roskelley, Rhetoric and composition, reading theory, pedagogy, American literature (Department of English)
Stephen Ruzicka, Ancient history, Greek, Roman, Persian (Department of History)

Associate Professors

James A. Anderson, East Asia, China, Vietnam (Department of History)
Jeffrey W. Jones, Russia (Director of Graduate Study; Department of History)

Instructors

Carrie Levesque (Liberal Studies Program)
Jeffrey K. Sarbaum (Department of Economics)

About

The Master of Arts in Applied Arts and Sciences encourages innovative graduate studies across traditional disciplinary boundaries. It seeks to establish an intellectual community whose members, both students and faculty, are eager to employ the arts and sciences in ways that will enrich their understanding of themselves and of the world surrounding them. Interdisciplinary seminars, course work, and symposia are intended to nurture this intellectual community. The M.A. in Applied Arts and Sciences and the Post-Baccalaureate Certificate can serve to enhance career opportunities as well as provide personal enrichment. More information is available at The Graduate School or UNC Greensboro Online: The Division of Online Learning.

Graduate Programs

• Post-Baccalaureate Certificate in Global Studies (15)
• Master of Arts (M.A.) in Applied Arts and Sciences (33)
• Applied Arts and Sciences, M.A. (p. 640)
• Global Studies, Post-Baccalaureate Certificate (p. 640)

Applied Arts and Sciences, M.A.

The M.A. in Applied Arts and Sciences is an interdisciplinary degree consisting of 33 credit hours of graduate coursework.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

In addition to the application materials required by The Graduate School, applicants must submit a three-to four-page essay describing their academic background and interest in applied arts and sciences and the program.

Degree Program Requirements

Required: 33 credit hours

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<thead>
<tr>
<th>Code</th>
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<td>MAS 610</td>
<td>Culture and Ideas (The Contemporary World)</td>
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</tr>
<tr>
<td>MAS 620</td>
<td>Human Nature and Society (The Global Economy)</td>
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</table>

Global Studies, Post-Baccalaureate Certificate

The online Post-Baccalaureate Certificate in Global Studies seeks to instill in students a solid knowledge of particular cultures, while also providing training in the analysis of global trends. Students will learn how to make connections between their knowledge of a particular part of the world and the larger trends and issues that affect all societies. Fifteen (15) credit hours must be successfully completed during a three-year period to earn the certificate.

For information regarding deadlines and requirements for admission, please see the Guide to Graduate Admissions.

In addition to the application materials required by The Graduate School, applicants must submit a personal statement elaborating how the certificate will further their personal and professional goals.

Degree Program Requirements

Required: 15 credit hours

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<td>Culture and Ideas (The Contemporary World)</td>
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<td>MAS 620</td>
<td>Human Nature and Society (The Global Economy)</td>
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</tbody>
</table>
Scientific Reasoning (Global Perspectives in the Sciences)

Electives

- Select 6 credits of electives

Electives

In consultation with the program director, students choose 6 hours of electives from the following courses:

Subtopics for MAS 610 Culture and Ideas
- The Islamic World: Perceptions and Realities
- Global Arts: Windows into the Hearts of Other Cultures
- Current Problems in the Middle East: An Historical Perspective
- The Dragon Awakes: Charting the Course of Modern China
- Cultural Identities: Contemporary Non-Western Literature
- Voices from Latin America: Why Don’t They Like Us?
- Religion and Ecology
- The Reel World: Contemporary Issues on Screen

Subtopics for MAS 620 Human Nature and Society
- Dangerous Minds: Understanding Terrorism
- Global Human Rights
- Emerging Powers

International Programs Center

Office of the Provost

207 Foust Building
336-334-5404
www.uncg.edu/ipg (http://www.uncg.edu/ipg)

About

As the university’s central point of contact for all of its international activities, IPC does many things that help increase the diversity of UNC Greensboro’s faculty and students.

Study Abroad

A UNC Greensboro student in good standing may spend a summer, semester, or academic year abroad in several ways.

Academic Year and Semester Abroad Programs

UNC Greensboro Exchange Programs

Through various exchange agreements, a UNC Greensboro student may swap places with a student in another country. Under these arrangements, students study abroad for approximately the cost of being in residence at UNC Greensboro. Students can choose from over ninety exchange partner programs in more than forty-five countries. Examples of our partner program locations include Australia, Botswana, Canada, Chile, China, Estonia, Finland, France, Germany, Italy, Japan, Korea, Mexico, New Zealand, Peru, Poland, South Africa, Spain, Sweden, Turkey, and the United Kingdom. As a member of ISEP (a Virginia-based exchange organization), UNC Greensboro is also able to place students in any one of 300 member institutions in 42 countries overseas. The cost of such study is about the same as being in residence at UNC Greensboro.

The University of North Carolina Exchange Programs (UNC-EP)

Through this UNC system-wide program (headquartered at UNC Greensboro), UNC Greensboro is able to place students in any of eight countries overseas. These programs are available through UNC-EP negotiated exchange agreements. The cost of such study is about the same as being in residence at UNC Greensboro.

Semester Abroad Programs

UNC Greensboro offers other study abroad semester programs to several countries including India and Russia. Although not student exchange programs, these study abroad options are nonetheless less costly than study abroad opportunities offered through most other providers.

Non-UNC Greensboro Programs

A UNC Greensboro student may spend a summer, semester, or year abroad under the auspices of a group or institution approved by the UNC Greensboro Study Abroad Committee. While generally more costly than ISEP or the UNC Greensboro programs, this option may be of interest to students seeking particular experiences not otherwise available.

Short-Term Faculty-Led Summer Abroad Programs

UNC Greensboro professors regularly lead student groups overseas. Over the past few years, groups have gone to such countries as Costa Rica, France, Greece, Spain, United Kingdom, and Zambia. These programs generally involve five or six weeks of supervised travel and study in the summer or for shorter periods throughout the year. Several exchange partner universities also offer summer study and internships abroad as well.

International Student and Scholar Services

UNC Greensboro is home to 600 international students and scholars who represent 90 countries around the world. Specific services and advocacy are provided by the International Student and Scholar Services (ISSS) for degree-seeking international students and visiting scholars, including faculty, researchers, and observers. IPC provides services from the time of initial contact through the student or scholar's entire experience at the university.

Committees

All study abroad and international students and scholars activities are carefully supervised by the UNC Greensboro Study Abroad Committee and the International Students and Scholars Services Committee.

Preprofessional Programs

UNC Greensboro’s eight Preprofessional Programs offer all courses required for admission to medical or dental schools, to pharmacy, veterinary, occupational or physical therapy schools, or as needed for entrance into law school. A two-year pre-engineering curriculum prepares students to transfer to schools with engineering programs.

The Preprofessional Programs are not majors in which degrees can be earned, but programs of study chosen as interest tracks at UNC Greensboro. Students following one of these programs must select an academic area of study as their first major. Students interested in pursuing one of the Preprofessional curricula are urged to seek advising early in their academic careers.
Pre Dentistry, Pre Medicine, Pre Physician Assistant, and Pre Veterinary Medicine

Health Careers Advisory Committee

Robin G. Maxwell, Committee Chair, Senior Lecturer, Department of Biology
Jeremy Ingraham, Assistant Chair, Lecturer, Department of Biology
Angela Allred, Students First Office
Bruce Banks, Associate Professor, Department of Chemistry and Biochemistry
Jennifer Clark, Advisor, School of Health and Human Sciences
Mark Hens, Associate Professor, Department of Biology
Karen Katula, Associate Professor, Department of Biology
Jessica Kennedy Mayer, Lecturer, Department of Biology
George Michel, Professor, Department of Psychology
Ron Morrison, Associate Professor, Department of Nutrition
Promod Pratap Associate Professor, Department of Physics and Astronomy
Caitlin Saraphis, College of Arts and Sciences Advising Center
Casey Taylor, Lecturer, Department of Biology
Aaron Terranova, Associate Professor, Department of Kinesiology

Students should declare the appropriate Preprofessional interest track, upon which they will be assigned to a member of this committee for assistance in planning their program of study as their secondary advisor. They will also be automatically enrolled in the Preprofessional Programs group in Canvas, which will provide resources and communication about upcoming events, opportunities, and deadlines.

The admission requirements vary slightly among the various schools and programs. For specific information students should review the websites of the medical, dental, and veterinary medical schools that they are interested in applying to. Other sources of information are current volumes of Medical School Admission Requirements and Admission Requirements of American Dental Schools.

The Preprofessional Programs constitute a core of courses that must be completed before admission to the professional schools. They can be successfully incorporated into almost any major. It has been shown in the case of medical schools that the choice of major does not significantly affect the student's probability of admission. Students should give consideration to any major that they find interesting and in which they feel they can do well. Nearly all students accepted to medical, dental, and veterinary schools have completed a bachelor's degree.

The achievement of outstanding academic credentials should not be accomplished at the cost of totally sacrificing extracurricular activities. Most professional programs prefer students who have participated in nonacademic activities and actively pursued a range of interests.

In addition to the core of preparatory courses, virtually all professional schools require some form of standardized test prior to consideration of a student's admission application. These tests are usually taken in the spring before application is made. Medical schools require the Medical College Admission Test (MCAT), dental schools the Dental Admission Test (DAT), and veterinary schools the Graduate Record Examination (GRE) Aptitude Test.

Applications to professional schools are made a year before expected matriculation, usually between June 15 and November 15. This means that the course work included on the standardized entrance test must be completed by the end of the junior year of college in order to move straight from college to professional schools without a "gap" year. Early application is strongly recommended, as interviews and acceptances go first to the earliest applicants.

The American Medical College Application Service (AMCAS) is the agent for allopathic medical schools, the American Association of Dental Schools Application Service (AADSAS) is the agent for many dental schools, the American Association of Colleges of Osteopathic Medicine (AACOMAS) is the agent for osteopathic schools, and the Central Application Service for Physician Assistants (CASPA) is the agent for physician assistant schools. The Veterinary Medical College Application Service (VMCAS) is the agent for most veterinary medical schools. Application information is available from the committee. Veterinary, medical, and dental schools not subscribing to one of the application services must be contacted individually.

Students interested in other post college health careers such as Optometry, Podiatric Medicine, Chiropractic Medicine, Genetic Counseling, etc. should declare a Preprofessional second major, to be assigned a member of the Health Careers Advisory Committee for assistance in planning their programs of study.

Pre Medicine Requirements

Allopathic and osteopathic medical schools generally require the categories below.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO 111</td>
<td>Principles of Biology I</td>
<td></td>
</tr>
<tr>
<td>GEO 112</td>
<td>Principles of Biology II</td>
<td></td>
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<tr>
<td>CHE 111</td>
<td>General Chemistry I</td>
<td></td>
</tr>
<tr>
<td>CHE 115</td>
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<tr>
<td>CHE 116</td>
<td>General Chemistry II</td>
<td></td>
</tr>
<tr>
<td>CHE 117</td>
<td>General Chemistry I Laboratory</td>
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<tr>
<td>CHE 118</td>
<td>General Chemistry II Laboratory</td>
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<tr>
<td>CHE 119</td>
<td>General Chemistry II</td>
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</tr>
<tr>
<td>CHE 120</td>
<td>Organic Chemistry I</td>
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<tr>
<td>CHE 121</td>
<td>Organic Chemistry II</td>
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<tr>
<td>CHE 122</td>
<td>Organic Chemistry I Laboratory</td>
<td></td>
</tr>
<tr>
<td>CHE 123</td>
<td>Organic Chemistry II Laboratory</td>
<td></td>
</tr>
<tr>
<td>CHE 124</td>
<td>Organic Chemistry III</td>
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<tr>
<td>CHE 125</td>
<td>Organic Chemistry III Laboratory</td>
<td></td>
</tr>
<tr>
<td>CHE 126</td>
<td>Organic Chemistry III Laboratory</td>
<td></td>
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<tr>
<td>Bio 127</td>
<td>Biochemistry</td>
<td>3-6</td>
</tr>
<tr>
<td>Select one option of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Option A</td>
<td>Chemical Principles of Biochemistry</td>
<td></td>
</tr>
<tr>
<td>Option B</td>
<td>Biochemistry I</td>
<td></td>
</tr>
<tr>
<td>Option C</td>
<td>Biochemistry II</td>
<td></td>
</tr>
</tbody>
</table>
BIO 535 Biochemistry: Metabolic Regulation in Health and Disease

Physics with Laboratory 8
Select one option of the following:
Option A
PHY 211 General Physics I
PHY 212 General Physics II
Option B
PHY 291 General Physics I with Calculus
PHY 292 General Physics II with Calculus

Mathematics 6
A few schools require mathematics through calculus, while standardized tests often require statistics.
MAT 191 Calculus I
STA 108 Elementary Introduction to Probability and Statistics
or STA 271 Fundamental Concepts of Statistics

College Writing 6
ENG 101 College Writing I
ENG 102 College Writing II

Behavioral Sciences 6
PSY 121 General Psychology
SOC 101 Introduction to Sociology

Other courses that may be required include those detailed below.

Human Physiology with Laboratory 4
BIO 277 Human Physiology

Cell Biology and Genetics 6
BIO 355 Cell Biology
BIO 392 Genetics

Functional Microscopic Anatomy with Laboratory 4
BIO 472 Histology

Pre Dentistry Requirements
Dental school preparatory course requirements are usually much like those for medical school; however, they may also require anatomy in addition to the classes listed above.

Pre Physician Assistant Requirements
Physician Assistant programs are more variable in requirements than medical schools. They typically do not require Physics, but add courses in Anatomy, Physiology, Microbiology, Medical terminology, and Genetics.

Pre Veterinary Medicine Requirements
Veterinary school course requirements are considerably more extensive than those for medical or dental schools. In addition to specifying all of the above courses in mathematics, chemistry, and biology, these programs typically require or recommend more courses in animal science, general microbiology, animal nutrition, and possibly some business courses. Several hundred hours of work experience with animals or in a veterinarian’s practice is required. Students interested in veterinary school should make contact with the school and with the advisory committee at an early stage of their undergraduate careers.

Pre Engineering Advisors
Promod Pratap, Associate Professor, Department of Physics and Astronomy

The following two-year pre-engineering curriculum offers preparation for students who plan to transfer to engineering programs in other institutions. This program has been approved by the Subcommittee on Engineering Transfer for transfer to the engineering programs at North Carolina A&T State University, North Carolina State University, and The University of North Carolina at Charlotte. Students interested in engineering should contact the advisors above as soon as possible.

See the designated General Education requirements and approved course listings. Recommended are a beginning course in literature, history (200 level), history or philosophy of science, and communications*. Some engineering programs require proficiency in a foreign language through the level of the first year (101–102). Students should make appropriate selections after consultation with an advisor. More information may be found on the Web at http://physics.uncg.edu/academics/engineering.html.

Note that the one-hour Kinesiology activity courses may be taken in any semester; most engineering schools require at least two P.E. credits.

* Recommended CST 105 Introduction to Communication Studies

Requirements

Course Title Credit Hours
Freshman
First Semester
ENG 101 College Writing I 3
CHE 111 General Chemistry I 3
CHE 112 General Chemistry I Laboratory 1
MAT 151 or MAT 191 Precalculus II or Calculus I 3
Select 6 credits from GEC Categories 6
Select 1 credit from Kinesiology activity courses 1
Credit Hours 17

Second Semester
ENG 102 College Writing II 3
CHE 114 General Chemistry II 3
CHE 115 General Chemistry II Laboratory 1
Prelaw

Advisory Committee

Eloise M. Hassell, Lecturer, Department of Management
Christopher Hodgkins, Professor, Department of English
Thomas Jackson, Associate Professor, Department of History
Susan Johnson, Associate Professor, Department of Political Science
Bas Van der Vossen, Assistant Professor, Department of Philosophy
Saundra Westervelt, Associate Professor, Department of Sociology

About

Admittance to law school is based primarily on a student's grade point average, score on the law school admission test (LSAT), and other materials furnished in an application for admission.

Like most universities, UNC Greensboro does not have a Prelaw major. Students who plan to attend law school may select their major from any academically rigorous field. However, since law schools seek to admit students who can think, speak, and write at the highest levels of competency, students (regardless of major) should take courses that develop skills in critical, creative, and reflective thinking as well as clear and cogent writing and speaking. To obtain these skills, it is especially useful to take courses in the areas of Philosophical, Religious, and Ethical Principles (GPR) and Reasoning and Discourse (GRD). Courses in these areas are offered by many departments, including Anthropology, Communication Studies, English, History, Philosophy, Political Science, Religious Studies, and Sociology. In addition, Freshman Seminars, Honors, and Residential College courses are helpful. Students should also be sure to develop computer skills.

Students interested in Prelaw should consult one of the Prelaw advisors from the above list in addition to their major advisors.

Pre Occupational Therapy

Advisors

Stuart J. Schlein, Professor and Director of Graduate Study, Department of Community and Therapeutic Recreation
Leandra A. Bedini, Professor, Department of Community and Therapeutic Recreation
Judith S. Kinney, Assistant Professor, Department of Community and Therapeutic Recreation
Kimberly D. Miller, AP Assistant Professor, Department of Community and Therapeutic Recreation

Four occupational therapy (OT) programs are currently available in North Carolina: The University of North Carolina at Chapel Hill, East Carolina University, Lenoir-Rhyne College, and Winston-Salem State University offer a Master of Science (M.S.) in Occupational Therapy. Accreditation changes in occupational therapy now require that all students completing a degree in occupational therapy after January 1, 2007 must obtain the master's degree.

Students seeking admission into a Master of Science program in Occupational Therapy may declare a major in Recreation and Parks Management (RPMT), with an emphasis in Therapeutic Recreation, but will be expected to complete a core of additional courses.

Requirements

Requirements for entry into an M.S. program in O.T. generally include the courses detailed below. Additional recommendations may include (depending on the master's program of interest to student) a course in either an academic or community-based setting that requires the skills of the body and mind, such as art, music, dance, recreation, sports classes, theater, etc. First aid and CPR certification may also be required. Students should contact an advisor for assistance in planning their program of study.
PSY 341 Abnormal Psychology

Introduction to Statistics 3

STA 108 Elementary Introduction to Probability and Statistics

Human Growth and Development 10-11

HDF 211 Human Development Across the Life Span
or PSY 250 Developmental Psychology

Select 3 credits of Kinesiology or course related to Human Movement and Analysis

Select 3 credits of Sociology, Anthropology, or Cultural Diversity 3

Select 1-2 credits of Medical Terminology 1-2

Select a reasoning course such as philosophy, logic, ethics, methods, or research inquiry in a social science

Pre Pharmacy

Advisors
Nicholas Oberlies, Professor, Department of Chemistry and Biochemistry
Robin G. Maxwell, Senior Lecturer, Department of Biology

Students seeking a professional degree in Pharmacy may follow a Pre Pharmacy curriculum at UNC Greensboro. In some cases, it is possible to complete the prerequisites in two or more years and then transfer to a school of pharmacy. An additional three to four years will then be required to complete the Doctor of Pharmacy degree. There are 137 accredited schools of pharmacy in the United States. The North Carolina schools are the University of North Carolina at Chapel Hill, Campbell University, Wingate University, and High Point University.

Completion of the Pre Pharmacy work at UNC Greensboro does not guarantee admission to pharmacy school. Students should consult a Pre Pharmacy advisor before registering for courses. Those planning to apply to out-of-state pharmacy schools should bring along information from those schools.

Requirements

Prepharmacy requirements generally include the courses as listed below. Many schools specify other humanities and social science courses, including communication studies, for a total of around 64 credit hours. Some research experience is also strongly recommended or required to be competitive for most pharmacy schools. Students will also be required to take the Pharmacy College Admission Test before applying to pharmacy school.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 111</td>
<td>Principles of Biology I *</td>
<td>4</td>
</tr>
<tr>
<td>BIO 271</td>
<td>Human Anatomy *</td>
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<td>BIO 277</td>
<td>Human Physiology *</td>
<td>4</td>
</tr>
<tr>
<td>BIO 280</td>
<td>Fundamentals of Microbiology *</td>
<td>4</td>
</tr>
<tr>
<td>CHE 111</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHE 112</td>
<td>General Chemistry I Laboratory</td>
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</tr>
<tr>
<td>CHE 114</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>CHE 115</td>
<td>General Chemistry II Laboratory</td>
<td>4</td>
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<tr>
<td>CHE 351</td>
<td>Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHE 352</td>
<td>Organic Chemistry II</td>
<td>4</td>
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<tr>
<td>CHE 354</td>
<td>Organic Chemistry Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>or CHE 355</td>
<td>Intermediate Organic Chemistry Lab</td>
<td>4</td>
</tr>
<tr>
<td>CHE 352</td>
<td>Organic Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>CHE 354</td>
<td>Organic Chemistry Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>or CHE 355</td>
<td>Intermediate Organic Chemistry Lab</td>
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</tr>
<tr>
<td>English</td>
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<tr>
<td>ENG 101</td>
<td>College Writing I</td>
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</tr>
<tr>
<td>ENG 102</td>
<td>College Writing II</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics and Statistics</td>
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<td>6</td>
</tr>
<tr>
<td>MAT 191</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>STA 108</td>
<td>Elementary Introduction to Probability and Statistics</td>
<td>4</td>
</tr>
<tr>
<td>Physics</td>
<td></td>
<td>8</td>
</tr>
</tbody>
</table>

Select one option from the following:

Option A

PHY 211 General Physics I *

PHY 212 General Physics II *

Option B

PHY 291 General Physics I with Calculus *

PHY 292 General Physics II with Calculus *

* Courses include an accompanying lab course.

** UNC Chapel Hill also requires CHE 420 Chemical Principles of Biochemistry or CHE 556 Biochemistry I.

Pre Physical Therapy

Advisors
Robin G. Maxwell, Senior Lecturer, Department of Biology
Randy J. Schmitz, Associate Professor, Department of Kinesiology

Six doctoral programs in physical therapy (DPT) are currently available in North Carolina. They are at Duke University, Elon University, UNC-Chapel Hill, East Carolina University, Western Carolina University, and Winston-Salem State University.

Students seeking a DPT degree may major in any academic area but will be expected to complete a core of science courses. The minimum grade point average for admission is 3.0 on a 4.0 scale. Volunteer experience in physical therapy is required for admission.

Requirements

Requirements for the MPT and DPT generally include the courses listed below.

Additional recommendations include computer literacy and course work in biomechanics, and genetics. Students should contact the programs directly to ensure that they meet current requirements for each school. A complete listing of accredited physical therapy programs is available from the American Physical Therapy Association.

American Physical Therapy Association
1111 North Fairfax Street
Alexandria, VA 22314
703-684-APTA

Students should contact an advisor for assistance in planning their program of study.
Residential Colleges

Including Warren Ashby Residential College, Ione Grogan Residential College, and Cornelia Strong Residential College

University Teaching and Learning Commons

114 Guilford Hall
336-256-1397
http://residentialcolleges.uncg.edu

Jennifer Stephens, Director of the Residential Colleges Office (RCO), Department of Educational Leadership and Cultural Foundations
Katherine Stamey, Business Coordinator for the Residential Colleges Office
Sara Littlejohn, Program Chair of Warren Ashby Residential College and Cornelia Strong Residential College, Department of English
John Sopper, Program Chair of Ione Grogan Residential College, Department of Religious Studies
Chrissy Flood, Associate Program Chair of Warren Ashby Residential College, Department of History
Sarah Colonna, Associate Program Chair of Ione Grogan Residential College, Women’s and Gender Studies Program

Anne Barton, Associate Program Chair of Cornelia Strong Residential College, Department of History
Will Dodson, Residential College Coordinator of Warren Ashby Residential College and Cornelia Strong Residential College, Department of Media Studies

UTLC Curriculum Committee

Jennifer Stephens (Chair), Director of the Residential Colleges Office (RCO), Department of Educational Leadership and Cultural Foundations
Katherine Stamey (Administrative Support), Business Coordinator for the Residential Colleges Office
Denise Gabriel, College of Visual and Performing Arts
Teresa Little, School of Education
Sara Littlejohn, Program Chair of Warren Ashby Residential College and Cornelia Strong Residential College, College of Arts and Sciences
Jessica McCall, College of Arts and Sciences
Brett Nolker, College of Visual and Performing Arts
Carrie Rosario, School of Health and Human Sciences
John Sopper, Program Chair of Ione Grogan Residential College, College of Arts and Sciences
Larry Taube, Bryan School of Business and Economics
Peggy Trent, School of Nursing

About

The Residential Colleges (Ashby, Grogan, and Strong) provide a small college environment within the large university setting, with the advantages of both available to students. Administered by the Residential colleges Office in the University Teaching and learning Commons, the Residential Colleges are curricular and co-curricular academic communities designed around high-impact educational practices and populated by first- and second-year students who live together in a residence hall and take a common core of general education and capstone courses around a particular concept such as contemporary media literacies (Ashby), professionalism (Grogan), or sustainability (Strong). Having been a part of the UNC Greensboro academic community since 1970, these innovative living-learning environments offer a full slate of General Education courses in addition to a series of core courses that speak to and engage with a key concept that frames the curricular and co-curricular programming in each RC. The Residential College model is founded on the idea that students who engage with faculty, take classes together in small communities, and connect their intellectual and academic experiences to their lives and communities have a better chance at thriving in college, while learning to explore new ideas and asking how that knowledge might benefit others.

Open to first- and second-year students in every major on campus, the Residential Colleges help students develop a strong foundation in critical inquiry, writing, speaking, and problem solving, as well as personal and social responsibility. Rich in traditions, the Residential Colleges each maintain a series of annual signatures events and unique academic and social programs. The following unique curricular foci and signature pedagogies/methodologies integrate the courses and learning experiences within each RC:

Ashby Residential College in Mary Foust Hall
Curricular Focus: Contemporary Media Literacies
Signature Pedagogy/Methodology: Multi-literals and Genre Work

Grogan Residential College in Grogan Hall
Curricular Focus: Professionalism
Signature Pedagogy/Methodology: Project- and Team-Based Learning
Vision
Drawing on our rich histories, the Residential Colleges offer students innovative and multidisciplinary courses, close working relationships with faculty, and leadership opportunities that encourage intellectual curiosity, personal development, and civic engagement. Additionally, the Residential Colleges provide opportunities for faculty to refine their teaching praxis through supported development in High-Impact Educational Practices (HiPs).

Requirements
Admission into one of the Residential Colleges is required for enrollment in courses and participation in co-curricular and social programs offered by the Residential Colleges. To apply for admission, incoming students submit a completed application form online during the university admissions process. Once enrolled in the Residential Colleges, students may earn graduation cords and be eligible for awards and scholarships by fulfilling the following minimum requirements:

1. Fulfillment of RC-specific participation expectations, including residency in a Residential College
2. Completion of 6–9 credits of core RCO courses that meet the university’s General Education requirements
3. Completion of a capstone RCO course, including presentation of an undergraduate research project

Ashby Residential College
University Teaching and Learning Commons
124 Mary Foust Hall
336-334-5915
http://utlc.uncg.edu/residentialcolleges/ashby

Sara Littlejohn, Program Chair of Ashby Residential College, Department of English
Christine Flood, Associate Program Chair of Ashby Residential College, Department of History
Will Dodson, Residential College Coordinator of Ashby Residential College, Department of English and Department of Media Studies

Faculty
Rebecca Adams, Department of Sociology
Frances C. Arndt, Director Emeritus, Department of English
Murray D. Arndt, Director Emeritus, Department of English
Elizabeth Chiseri-Strater, Department of English
Will Dodson, Residential College Coordinator of Ashby Residential College, Department of English and Department of Media Studies
Christine Flood, Associate Program Chair of Ashby Residential College, Department of History
Margaret Hood, Department of Biology
Lynda Kellam, Jackson Library and Department of Political Science
Larry Lavender, School of Dance
Jay Lennartson, Department of Geography
Sara Littlejohn, Program Chair of Ashby Residential College, Department of English
Matthew McNees, Department of English
Mark Moser, Department of History

Bennett Ramsey, Department of Religious Studies

Ashby Residential College Core Values
Liberal education, multiliteracies, innovative learning, and social justice.

Vision Statement
Ashby Residential College is a home on campus where students can relate serious academic studies to communal issues and personal development. Ashby upholds a tradition that fosters friendships, a commitment to life-long learning, and a responsibility to the community.

Mission Statement
Ashby Residential College, founded in 1970, is the oldest residential college in North Carolina. We foster a holistic academic community grounded in liberal education and multiliteracies. Our primary intellectual and social commitments are to global engagement, social justice, and multiliteracies, which includes sustainability, wellness, and global human rights. Our innovative, multidisciplinary curriculum and self-governing activities encourage students to:

- Integrate and apply knowledge to societal challenges with progressively higher levels of explorations and expectations;
- Organize, plan, and implement projects that foster personal development, innovation, leadership, and civic engagement; and
- Develop with faculty, staff, and alumni a strong and diverse community connected by a respect for individuality and a balance between public and private values.

Overview
Ashby Residential College, founded in 1970, is the oldest residential college in North Carolina. We foster a holistic academic community grounded in liberal education and multiliteracies. Our primary intellectual and social commitments are to global engagement, social justice, and multiliteracies, which includes sustainability, wellness, and global human rights. We value faculty-student interactions and emphasize small-seminar classes that meet UNCG general education requirements. In-house programs provide support in terms of advising, library access, research, and developing skills in speaking and writing. Self-governing activities encourage students to integrate and apply knowledge to societal challenges, implement projects that foster personal development, innovation, leadership, and civic engagement. Mary Foust Hall houses approximately 120 co-ed freshmen and sophomores. All students who have been admitted to UNCG automatically qualify for application to Ashby. Anyone who wishes to receive more information about the program is encouraged to contact the Ashby Office, located in 124 Mary Foust Hall, 336-334-5915, and to visit the website: http://ashby.uncg.edu.

Ashby Residential College in Mary Foust is an inclusive, two-year program that offers a unique living and learning environment for a co-ed student community of approximately 120 freshmen and sophomores with a limited number of Upper-Class Mentor participants. Ashby is a small college but with immediate and complete access to the diverse facilities, programs, and departments of a larger university. Ashby provides a setting that encourages innovative study, small classes, unity of academic and social experiences, and close student-faculty contacts. A Residential College Coordinator, who serves on the faculty, resides in the hall. Other faculty members have offices in the residence hall. Students and faculty serve on governing committees and participate together in special events within the community.
Every semester, the Ashby curriculum includes approximately eighteen courses taught by faculty from departments across campus. These courses meet UNCG general education requirements as well as requirements for a variety of majors. All students are asked to participate in one of the ARC multidisciplinary core courses, which represent four to five integrated courses from the Ashby curriculum, and to choose another class from the other curricular offerings, which represent a wide range of academic subjects. These seminars, along with varied types of independent study and community service work, make up approximately six hours of a student’s semester course load. The remaining semester hours are taken within the greater university. Ashby students are not only full members of UNCG, but are also encouraged to participate in the life of the university.

Grogan Residential College

University Teaching and Learning Commons

108 Grogan Hall
336-334-5898
http://grogan.uncg.edu

John Sopper, Faculty Program Chair, Department of Religious Studies
Sarah Colonna, Associate Program Chair

Faculty

Sarah Colonna, Associate Program Chair
Mark Engebretson, School of Music
Susan Fancher, School of Music
Britt Flanagan, School of Nursing
Denise Gabriel, School of Theatre
Margaret Hewitt, School of Nursing
Margaret Horton, Department of Biology
Sarmad Hindo, Department of Chemistry and Biochemistry
Larry Lavender, College of Visual and Performing Arts
Dale Schunk, Department of Teacher Education Higher Education
John Sopper, Faculty Program Chair, Department of Religious Studies
Caitlin Spencer, Department of Educational Leadership and Cultural Foundations
Aaron Terranova, Department of Kinesiology

About

Grogan Residential College is a two year, residential and academic program that serves undergraduate students in all majors offered at UNCG. Recognizing the changing realities of work, Grogan helps students connect their passion, curiosity and interests to their learning and professional development as future professionals. Grogan offers a personalized approach, project based learning strategies, and opportunities for broad-based leadership and professional development.

Grogan College also serves as a “teaching innovations lab” where UNCG faculty develop new and more effective approaches to teaching and learning. Through its unique residential environment, dedicated faculty, innovative CORE courses and related experiential learning opportunities, Grogan College helps students develop perspectives, aptitudes and skills needed for sustained professional success in a changing world.

Mission Statement

Grogan Residential College fosters active lifelong learners and creative future professionals.

Members of Grogan College:

• take Grogan Core courses that connect passion and curiosity to learning and professional development.
• live with other students who share similar academic and professional interests.
• connect with faculty through courses, workshops, field experiences and other programs.
• engage with peer mentors.
• develop a capstone portfolio that effectively communicates the value of their Grogan experience and articulates their future professional path.

Strong Residential College

University Teaching and Learning Commons

121 Guilford Residence Hall
336-334-1325
http://utlc.uncg.edu/residentialcolleges/strong

Sara Littlejohn, Program Chair
Anne Barton, Associate Program Chair

Strong Residential College, founded in 1994, fosters a holistic academic community grounded in liberal education with an intellectual commitment to sustainability and hands-on research.

Strong College strives to help students make connections to the larger, global landscape by focusing on creating sustainable social, economic, structural, aesthetic, and environmental futures through fieldwork research, reflection, and learning—an approach that ultimately threads observation and analysis into intentional connections between education and social responsibility.

Students in this closely knit community will take at least two core courses focused on sustainable communities during their four semesters in the program and will also have the option of taking General Education courses open only to Resi-dential College students. In the fourth semester, students will complete independent capstone projects structured around the concept of sustainable communities. During the two years of the program, students will develop their leadership skills through participation in Strong College committees and will live in Guilford Residence Hall.

School of Education Licensure Programs

Office of Student Services

142 School of Education Building
336-334-3410
https://soe.uncg.edu/home/licensureprograms/

About

Teacher licensure in North Carolina and qualification for licensure in most of the other states may be earned at four UNC Greensboro professional schools and various departments within the College of Arts and Sciences. Students may select licensure programs in a variety of subject areas.

The School of Education offers programs in Elementary Education, Middle Grades Education, Professions in Deafness, and Special Education; and jointly directs, with departments in the College of Arts and
The following requirements must be met:

1. Grade point average of at least 2.50 (some departments require a GPA higher than a 2.50 to be admitted to teacher education). To determine if students meet this standard, the grade point average (GPA) is calculated using all relevant undergraduate course work.

2. Recommendation of the school or department where major is to be taken

3. Achievement of minimum score requirements as set by the North Carolina Department of Public Instruction on the Professional Assessment for Beginning Teachers (Praxis I, ACT, or SAT)

4. Completion of at least 12 s.h. at UNC Greensboro. The 12 s.h. shall be waived for any transfer student who meets ALL of the aforementioned requirements for admission to Teacher Education. The grade point average for transfer students will be the transferable GPA as computed by the Office of Undergraduate Admissions.

5. Background check requested through UNCG’s affiliated company as described in the Teacher Education Handbook.

For additional requirements specific to a program, students should check with their major school or department. Students should contact the Office of Student Services (located in the School of Education Building, 334-3410) for:

1. Clarification of admission requirements.

2. Appeal of the application of a rule or regulation.

More information on this topic can be found in the Teacher Education Handbook.

Admission to Student Teaching

During the junior year, students already admitted to the Teacher Education Program must apply for admission to Student Teaching.

Student Teaching admission includes:

1. Grade point average of at least 2.50 (some departments require a GPA higher than a 2.50 for student teaching).

2. Approval of the school or department in which the student is majoring.

3. Completion of additional requirements specific to the major department or school teacher education program.

Application forms are available online from the School of Education Licensure Programs website. Forms must be submitted by November 1 for student teaching in the fall of the following year, and by February 15 for student teaching in the spring of the following year.

Student teaching assignments are usually made in schools within commuting distance of UNC Greensboro. Teacher education students are individually responsible for expenses incurred during student teaching, including transportation.

Student teaching in some subject areas is offered only in either the fall or the spring semester. Any student who plans to student teach should check with his or her major program about when student teaching will be offered in a particular subject area.

More information on this topic can be found in the Teacher Education Handbook.

General and Professional Education Requirements

Requirements for teacher licensure are specified in the respective program descriptions. Candidates should know program specific requirements. This information is available on the department websites, handbooks of their licensure programs, and/or in the University Catalog. Students should also speak with their advisors about admission requirements as all licensure programs rely heavily on early and adequate advising.

Requirements

For Elementary and Middle Grades Licensure

Refer to the Department of Teacher Education and Higher Education page of this Bulletin for program requirements.

For K–12 Special Subject-Area Licensure

Refer to the appropriate K–12 Special Subject-Area Licensure page of this Bulletin for program requirements.

For Secondary Subject-Area Licensure (Grades 9–12)

The following courses must be taken in a specified sequence, terminating in student teaching in the spring semester of the senior year. See the online Secondary Education Handbook for more information.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TED 535</td>
<td>Literacy in the Content Area</td>
<td></td>
</tr>
<tr>
<td>ERM 405</td>
<td>Measurement and Assessment in Teaching</td>
<td></td>
</tr>
<tr>
<td>TED 444</td>
<td>Educational Psychology for the Secondary Grades</td>
<td></td>
</tr>
<tr>
<td>TED 445</td>
<td>Human Diversity, Teaching, and Learning</td>
<td></td>
</tr>
<tr>
<td>TED 5XX</td>
<td>in the appropriate subject area</td>
<td></td>
</tr>
<tr>
<td>TED 465</td>
<td>Student Teaching and Seminar: Secondary School</td>
<td></td>
</tr>
<tr>
<td>LIS 120</td>
<td>Introduction to Instructional Technology for Educational Settings</td>
<td>3</td>
</tr>
</tbody>
</table>

* Strongly recommended.
Second Academic Concentration Requirement

All students majoring in Elementary and Physical Education are required to complete an approved second academic concentration consisting of a minimum of 18 semester hours in a basic academic discipline or an approved interdisciplinary field of study. Depending on the academic discipline selected, a maximum of 6 s.h. may be counted toward General Education requirements and the second concentration. This requirement became effective for all students who entered the university in Fall 2005. Some departments (e.g., French and Spanish) require 24 hours for their second academic concentration. All students majoring in Middle Grades Education must complete 24, 25, or 27 hours in two of five content fields: Language Arts, Mathematics, Science, and/or Social Studies. This requirement also applies to students seeking a second degree in one of the affected majors. Students should check with the major school and/or department about this requirement or additional requirements specific to individual programs.

Teacher Licensure in Comprehensive Secondary Social Studies

Students majoring in anthropology, geography, history, political science, psychology, or sociology can seek teacher licensure in comprehensive secondary social studies. Students seeking social studies licensure must take a total of 18 semester hours in history and economics beyond their major requirements from the departments of anthropology, geography, political science, psychology, and sociology. Because history majors need to achieve breadth in social science content and methods, history majors must complete an additional 15 hours of social science electives. Courses must be selected from the following approved list. This list is also available from the School of Education Office of Student Services. See other sections in this chapter for additional teacher licensure requirements.

Courses Satisfying Competencies for the Standard Professional I License in Secondary Social Studies

All secondary social studies licensure students must complete the 18 semester hours detailed below and one additional 300-level history course.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 101</td>
<td>Introduction to Economics</td>
<td></td>
</tr>
<tr>
<td>HIS 308</td>
<td>Navigating World History</td>
<td></td>
</tr>
<tr>
<td>HIS 316</td>
<td>Interpreting American History</td>
<td></td>
</tr>
<tr>
<td>HIS 430</td>
<td>Historical Methods for Social Studies Teachers</td>
<td></td>
</tr>
<tr>
<td>HIS 440</td>
<td>Principles and Practices for Teaching History</td>
<td></td>
</tr>
</tbody>
</table>

History majors must complete an additional 15 semester hours of social studies electives.

This licensure program relies heavily on early and adequate advising. It is the student’s responsibility to meet as soon as possible with both his/her major advisor and the secondary education advisor in the School of Education Office of Student Services. See other sections in this chapter for additional teacher licensure requirements.

Note that some courses identified below may have prerequisites and many satisfy general education requirements. Choose five courses from the list below from at least three different disciplines.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>ATY 213</td>
<td>Introduction to Cultural Anthropology</td>
<td></td>
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<tr>
<td>ATY 258</td>
<td>Introduction to Archaeology</td>
<td></td>
</tr>
<tr>
<td>ATY 330</td>
<td>Cultures of North American Indians</td>
<td></td>
</tr>
<tr>
<td>ATY 333</td>
<td>Latin American Societies and Cultures</td>
<td></td>
</tr>
<tr>
<td>GES 104</td>
<td>World Regional Geography</td>
<td></td>
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<tr>
<td>GES 105</td>
<td>Introduction to Human Geography</td>
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<tr>
<td>GES 106</td>
<td>Geosystems Science</td>
<td></td>
</tr>
<tr>
<td>GES 106L</td>
<td>Geosystems Science Laboratory</td>
<td></td>
</tr>
<tr>
<td>GES 306</td>
<td>World Economic Geography</td>
<td></td>
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<tr>
<td>GES 315</td>
<td>The Geography of World Affairs</td>
<td></td>
</tr>
<tr>
<td>GES 344</td>
<td>Geography of the United States and Canada</td>
<td></td>
</tr>
<tr>
<td>GES 491</td>
<td>Current Topics in Regional Geography</td>
<td></td>
</tr>
<tr>
<td>GES 651</td>
<td>Seminar in Regional Geography</td>
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</tr>
<tr>
<td>PSC 200</td>
<td>American Politics</td>
<td></td>
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<tr>
<td>PSC 260</td>
<td>Introduction to Comparative Politics</td>
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<tr>
<td>PSC 290</td>
<td>The Politics of the Non-Western World</td>
<td></td>
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<tr>
<td>PSY 121</td>
<td>General Psychology</td>
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<tr>
<td>PSY 230</td>
<td>Biological Psychology</td>
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</tr>
<tr>
<td>PSY 240</td>
<td>Principles of Learning</td>
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<tr>
<td>PSY 250</td>
<td>Developmental Psychology</td>
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<tr>
<td>PSY 260</td>
<td>Psychological Perspectives on Social Psychology</td>
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<tr>
<td>PSY 280</td>
<td>Cognitive Psychology</td>
<td></td>
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<tr>
<td>PSY 385</td>
<td>IQ and Intelligence</td>
<td></td>
</tr>
<tr>
<td>SOC 101</td>
<td>Introduction to Sociology</td>
<td></td>
</tr>
<tr>
<td>SOC 202</td>
<td>Social Problems in Global Context</td>
<td></td>
</tr>
<tr>
<td>SOC 323</td>
<td>Global Deviance</td>
<td></td>
</tr>
<tr>
<td>SOC 335</td>
<td>Marriage and the Family</td>
<td></td>
</tr>
<tr>
<td>SOC 344</td>
<td>Global Society</td>
<td></td>
</tr>
<tr>
<td>SOC 362</td>
<td>Sociological Perspectives on Education</td>
<td></td>
</tr>
<tr>
<td>SOC 365</td>
<td>Public Opinion and Mass Communication</td>
<td></td>
</tr>
<tr>
<td>SOC 420</td>
<td>Family Violence</td>
<td></td>
</tr>
</tbody>
</table>

Application for Teacher Licensure

An application for licensure should be filed with the Office of Student Services within two weeks of graduation. Students should be aware that the licensure process will take six weeks or longer after graduation to be completed.

UNC Greensboro recommends for a teacher’s licensure those students who have completed the appropriate teacher education curriculum, attained acceptable competencies, and whose work has been approved by the appropriate department.
To be licensed in North Carolina, students must meet the specific state requirements for licensure, including an adequate score on relevant Praxis subject-area exams for several licensure programs and demonstration of technology competencies.

**Teacher Education Curricula**

Programs in teacher education are offered at UNC Greensboro in the four broad areas listed below. Their description is found under the school and/or department listed beside each program. Requirements for teacher licensure are specified in the program descriptions under each respective department.

**Birth–12 Licensure**

**Professions in Deafness—Specialized Education Services**

**Birth–Kindergarten, Elementary, and Middle Grades Licensure**

- Auditory/Oral (B–K)—Specialized Education Services
- Birth through Kindergarten (B–K)—Human Development and Family Studies
- Elementary Education (Grades K–6)—Teacher Education and Higher Education
- Middle Grades Education (Grades 6–9)—Teacher Education and Higher Education

**K–12 Special Subject-Area Licensure**

- Art Education—Art
- Music—Music Education
- Physical Education and Health Teacher Education—Kinesiology
- Professions in Deafness—Specialized Education Services
- School Social Work—Social Work
- Second Language in French and Spanish—Languages, Literatures, and Cultures
- Special Education—Specialized Education Services
- Theatre Education—Theatre

**Secondary Subject-Area Licensure (Grades 9–12)**

- Comprehensive Science—Biology
- Comprehensive Science—Chemistry and Biochemistry
- English—English
- Latin—Classical Studies
- Mathematics—Mathematics and Statistics
- Comprehensive Science—Physics and Astronomy
- Comprehensive Social Studies—Teacher Education and Higher Education
- Integrated Science—Interdepartmental Program
LLOYD INTERNATIONAL HONORS COLLEGE

205 Foust Building
336-334-5538
http://honorscollege.uncg.edu

Omar H. Ali, Professor and Dean of the College
Rebecca Muich, Assistant Dean
Angela Bolte, Assistant Dean
Christopher Kirkman, Senior Academic Honors Advisor and Coordinator of International Honors
Maria Hayden, Coordinator of Data and Student Records/Honors Academic Advisor
Julie Boyer, Coordinator of Admissions and Academic Advisor
Tiera Moore, Coordinator of Programming and Academic Advisor
Domonique Edwards, Community Outreach Coordinator
Linda Dunston-Stacey, Budget and Operations Manager
Margaret Patton, Administrative Assistant

About
Lloyd International Honors College (LIHC), a member of the National Collegiate Honors Council, provides motivated, high achieving undergraduate students in all fields of study with an enhanced education that has an international focus. LIHC is an intellectually engaged community devoted to fostering critical thinking, global awareness, and strong preparation for professional, civic, and personal pursuits using experiential learning opportunities and innovative pedagogies of performance, play, and improvisation.

Admission to Lloyd International Honors College
Admission to Lloyd International Honors College is required to take courses offered by the Honors College and to participate in many of Lloyd International Honors College's programs. To apply for admission, students must submit a completed application form online for the International Honors Program or the Disciplinary Honors Program. Minimum requirements to be considered for admission depend on the applicant's status at the time of application. Admission to the college is competitive. Meeting minimum requirements does not guarantee admission.

Incoming First-Year Students
To be eligible to apply for admission to Lloyd International Honors College, the prospective student must meet minimum test score or high school GPA requirements set by the college, which can be found on the college's website.

Transfer Students
An aggregate transferable GPA of 3.30 is required from all former institutions. Transcripts to verify the aggregate GPA should be submitted to Undergraduate Admissions from all prior institutions attended.

Continuing UNC Greensboro Students
Continuing UNC Greensboro students must have at least a 3.30 UNC Greensboro GPA. They must meet with an Honors academic advisor to receive the application for current students.

Lloyd International Honors College Petition Policy
Incoming first-year UNC Greensboro students who do not meet one of the specified criteria for admission to Lloyd International Honors College may petition the dean for admission. When the candidate makes a persuasive case that he or she is fully capable of succeeding in International Honors, the dean may admit the student. A student admitted through the petition process will be expected to meet all of the requirements for maintaining good standing in the International Honors Program, and is subject to the same rules as other Honors College students, including the conditions requiring suspension or removal from the college.

Programs
Lloyd International Honors College offers three enhanced academic programs—the International Honors Program and the Disciplinary Honors Program. Students who complete both the International Honors Program and the Disciplinary Honors Program are recognized for their high achievement and awarded Full University Honors. Students interested in pursuing these programs must consult with an International Honors College academic advisor before enrolling in Honors courses.

International Honors
The International Honors Program is designed to complement and enrich the university's General-Education Program for students in any major. Students who complete the International Honors Program replace regular general-education courses with Honors general-education courses, reach the intermediate level of language competency in a second language, and complete a semester of study abroad, thus providing themselves with a solid liberal education with international and global perspectives, that is a valuable foundation for study in any major and for life after graduation.

Disciplinary Honors
The Disciplinary Honors Program allows students in all majors to do Honors work in their majors or in upper-division interdisciplinary studies. Through Disciplinary Honors, students have the opportunity to study topics in depth and to do research under the supervision of a faculty member, thus giving themselves a competitive advantage when applying to graduate school or beginning a career.

Community College Transfers
- Durham Technical Community College (NC)
- Haywood Community College (NC)
- Robeson Community College (NC)
- Southwestern Community College (NC)

Students who graduate from the four listed community colleges with a college-transferrable degree [e.g., Associates in Arts (A.A.) or Associates in Science (A.S.)] may earn the Designation of Honors Graduate from Lloyd International Honors College at UNC Greensboro. The student must transfer in at least 12 hours of Honors course work, be accepted into Lloyd International Honors College through the UNC Greensboro admissions process, and complete the following:

Community College Transfers
- Durham Technical Community College (NC)
- Haywood Community College (NC)
- Robeson Community College (NC)
- Southwestern Community College (NC)

Students who graduate from the four listed community colleges with a college-transferrable degree [e.g., Associates in Arts (A.A.) or Associates in Science (A.S.)] may earn the Designation of Honors Graduate from Lloyd International Honors College at UNC Greensboro. The student must transfer in at least 12 hours of Honors course work, be accepted into Lloyd International Honors College through the UNC Greensboro admissions process, and complete the following:
Advantage of Honors at UNC Greensboro, and to make sure that individual advising to help students discover the best ways to take Lloyd International Honors College staff offers advanced group and Honors Academic Advising post-graduation endeavors.

Excellence preparation for graduate school, professional training, and other potential. Honors courses are typically small (15–25 students) and foster discussion, collaboration, and mutual discovery among students and faculty. Typically, Honors courses fulfill a variety of university and departmental requirements.

There are several types of Honors courses:

- Honors Seminars in which students explore interdisciplinary topics in greater breadth and/or depth than in typical courses while fulfilling General Education Core requirements;
- Honors sections of regular UNC Greensboro courses that allow students to explore other topics or continue to do Honors work in their major;
- Honors Tutorials and Honors Independent Study through which students either individually or in small groups work with a faculty member on a topic of mutual interest;
- The Senior Honors Project in which a student, under the guidance of a professor, produces a research project.
- Disciplinary Honors Contract courses that allow students to enhance a regular undergraduate course and receive Honors credit for that course. Note: Honors Contract courses can be used only to fulfill Disciplinary Honors Program requirements; they cannot be used to fulfill International Honors Program requirements.

The variety of Honors courses, and particularly the chance to customize one's curriculum through tutorials and independent studies, means that students have considerable control over their own education. Moreover, many of the advanced Honors courses, such as the Senior Honors Project, allow students to do original and sophisticated work, and are an excellent preparation for graduate school, professional training, and other post-graduation endeavors.

Honors Academic Advising
Lloyd International Honors College staff offers advanced group and individual advising to help students discover the best ways to take advantage of Honors at UNC Greensboro, and to make sure that students have the needed support and encouragement along the way to completing their degrees. A variety of informal information sessions and colloquia are also provided for students interested in talking about particular topics of interest such as study abroad, internships, or graduate school.

Extra-Curricular Activities and Student Involvement
Lloyd International Honors College sponsors a number of extracurricular events. Among these events are orientations for both International Honors and Disciplinary Honors, the annual Honors Symposium, the Artist-in-Residence program, Food for Thought, Monday Play!, CelebriTea, Bon Voyage, Bon Retour, the Performing Life series, lectures and special performances, field trips, and community service projects. Honors students can participate in the Honors Ambassadors program, the OWLS Peer Mentoring program, the Gray Hall Fellows program, and the Student Reflection Leaders program.

Honors Abroad Experiences
In collaboration with UNC Greensboro’s Office of International Programs, Lloyd International Honors College from time to time offers Honors Abroad Experiences for Honors students interested in an honors-enhanced study abroad experience at select locations. To be considered, students must:

1. submit an Honors Abroad application to Lloyd International Honors College and
2. be accepted for study abroad at an appropriate location by the International Programs Center.

Accepted students are given an all-expenses paid (except for food) week, or more, at a foreign location with a UNC Greensboro faculty member.

Students accepted into an Honors Abroad Experience enroll in HSS 310 Honors Abroad, a three-credit Honors course, in addition to whatever courses are taken at the host institution. HSS 310 requires that students meet with a UNC Greensboro faculty member before traveling abroad to discuss readings about their trip and the character of the country they are about to visit. Students and the UNC Greensboro faculty member then spend approximately a week exploring and taking in cultural activities abroad associated with a particular academic topic. During their semester, students travel and engage in a variety of writing assignments that allow them to reflect on their experience. Finally, students gather for a colloquium upon returning to UNC Greensboro the following semester.

Honors Awards
Lloyd International Honors College administers awards that recognize high achievement. At the Honors Convocation every spring, the college’s Honors Council bestows the Student Excellence Award, the university’s highest academic undergraduate honor, on outstanding seniors. The college also hosts an annual banquet to honor those students who have successfully completed one of Lloyd International Honors College’s programs.

Honors Housing
North and South Spencer Honors Residence Halls and Gray Honors Residence Hall are housing options for Honors students only and are required for incoming freshmen living on campus. Incoming Honors freshmen may apply to live in North and South Spencer Residence Halls upon their acceptance into the International Honors program.
Gray Honors Residence Hall serves sophomore through senior Honors students who are interested in Undergraduate Research and/or community engagement. South Spencer Hall is the Honors Collaborative, in which incoming and current Honors students as well as non-Honors students may reside. Current Honors students who desire to live in the Honors Residence Halls must be in good standing (have a 3.30 UNC Greensboro GPA at time of application) and are required to remain in good standing and to meet other requirements that can be found on the Honors College website in order to continue living in the hall.

**Honors Council**

Omar H. Ali (Chair)—Dean of Lloyd International Honors College
Deb Bell and Sheryl Oring—College of Visual and Performing Arts
Roberto Campo—International and Global Studies Program
Nadja Cech, Sarah Daynes, and Bas van der Vossen—College of Arts and Sciences
Cathy Hamilton—Office of Leadership and Service-Learning
Leslie Davis—School of Nursing
Eloise Hassell—Bryan School of Business and Economics
Tim Johnson—Housing and Residence Life
Jennifer Mangrum—School of Education
Penelope Pynes—International Programs Center
Daniel Rhodes—School of Health and Human Sciences

Lloyd International Honors College administers UNC Greensboro’s Honors Programs: the International Honors Program, the Disciplinary Honors Program, and Full Honors, combining the requirements of International and Disciplinary Honors.

**Disciplinary Honors Program**

The Disciplinary Honors Program allows students in all majors to do Honors work in their majors or in upper-division interdisciplinary studies. Through Disciplinary Honors, students have the opportunity to study topics in depth and to do advanced research under the supervision of a faculty member, thus giving themselves a competitive advantage when applying for graduate school or beginning a career. In order to participate in and take Disciplinary Honors courses, students must have a 3.30 grade point average at the time of registration and meet all other course prerequisites.

**Recognition**

Students who complete the requirements for the Disciplinary Honors Program receive a Certificate of Disciplinary Honors in [major/Interdisciplinary Studies], have that accomplishment, along with the title of their Senior Honors Project, noted on their official transcript, and are recognized at a banquet held at the end of the academic year.

**Requirements**

The requirements for the Disciplinary Honors Program vary by Major (students should check the individual departments in this Bulletin for details on specific course requirements) but, at a minimum, includes those provided below.

1. **Minimum GPA**
   UNC Greensboro GPA of 3.30 or higher at graduation
2. **Honors course work**
   At least 12 credit hours of Honors course work with grades of A or B as listed below.
   a. Course work in the major
      6-9 credits Honors course work in the major
   b. Honors project course
3. **Additional course work**
   0-3 credits of other Honors course work

In some departments, graduate-level course work qualifies as Honors for undergraduates.

For those students who wish to pursue Disciplinary Honors in Interdisciplinary Studies, the requirements are as provided below.

1. **Minimum GPA**
   UNC Greensboro GPA of 3.30 or higher at graduation
2. **Honors course work**
   At least 12 credits of Honors course work with grades of A or B as listed below. At least 6 credits must be at the 300 level or higher.
   a. Course work
      9 credits Honors course work
   b. Honors project course
      HSS 490 Senior Honors Project

**Requirements for Specific Majors**

The requirements for the Disciplinary Honors Program vary by major. Each academic department at UNC Greensboro has a faculty Honors Liaison who is knowledgeable about both his or her programs and International Honors. You are encouraged to get to know the Liaison in your department, especially by the time you are a junior and fully in your major.

Specific information about pursuing disciplinary honors within any of the departments or programs listed below is provided with the information for that entity in this Bulletin.

- Accounting and Finance
- African American and African Diaspora Studies
- Anthropology
- Archaeology
- Art
- Astronomy
- Biology
- Chemistry and Biochemistry
- Classical Studies
- Communication Sciences and Disorders
- Communication Studies
- Community and Therapeutic Recreation
- Computer Science
- Consumer, Apparel, and Retail Studies
- Dance
- Economics
- English
- Environmental Studies
- French
- Geography
- German
- History
- Human Development and Family Studies
- Information Systems and Supply Chain Management
- Interior Architecture
- International and Global Studies
Full University Honors

Students who complete all the requirements for both the International Honors Program and the Disciplinary Honors Program are recognized for completing Full University Honors. Courses used to fulfill the requirements of one of those programs cannot be used to fulfill the requirements of the other.

Students who earn Full University Honors receive a Certificate of Full University Honors in [major/Interdisciplinary Studies], have that accomplishment noted on their official transcript, and are recognized at a banquet held at the end of each academic year.

International Honors Program

The International Honors Program is designed to complement and enrich the undergraduate study of motivated and high achieving students in all majors. In order to participate in Honors and enroll in courses, students must be admitted into, and maintain good standing in, the International Honors Program. Students who complete the International Honors Program take Honors courses in a wide range of subjects, reach a basic level of language competency in a second language, study abroad for at least one semester, or complete an equivalent international experience. Courses taken in fulfillment of the requirements for the International Honors Program typically also fulfill the university’s General Education Core requirements.

Requirements

To successfully complete the International Honors Program, a student must be a member of Lloyd International Honors College at the time of graduation, have a UNC Greensboro GPA of 3.30 or higher at graduation, have achieved a GPA of 3.0 or higher on all honors work attempted in

1. Course work
   a. Seminar
      A first-year Honors seminar (3 credits) in the first semester after having been admitted to Lloyd International Honors College
   b. Colloquium
      Colloquium course to be taken in the first semester after having been admitted to Lloyd International Honors College
      HSS 198 Honors Colloquium
   c. Additional course work
      9 credits of additional Honors course work.

2. Additional requirements
   In addition, a student must also complete the items detailed below.
   a. Language
      Master a language other than their native language through the equivalent of the 204 level of language courses taught at UNC Greensboro.
      Ancient languages and sign languages are permitted. This requirement can be fulfilled by any combination of course work, placement tests, and appropriate evidence of mastery through other documentation.
   b. International experience
      Complete an approved international experience, usually in the form of studying abroad for a semester or a full academic year.
      To document completion of the international experience, students must register for the course below (graded on a pass/not pass basis; 0 credits) in the semester following the international experience.
      HSS 299 Honors International Experience

Recognition

Students who complete the requirements for the International Honors Program receive a Certificate of International Honors, have that accomplishment noted on their official transcript, and are recognized at a banquet held at the end of the academic year.
ABOUT UNC GREENSBORO

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About This Catalog

The publisher of this bulletin has made every reasonable effort to attain factual accuracy herein and has attempted to present information that most accurately describes the course offerings, faculty listings, policies, procedures, regulations, and requirements of the university at the time of publication on June 1, 2018; however, it does not establish contractual relationships. No responsibility is assumed for editorial, clerical, or printing errors, or error occasioned by mistake.

In very rare instances, requirements, rules, procedures, courses, and informational statements may change during the academic year. The university reserves the right to revise any part without notice or obligation; however, this document will not be altered and changes will be reflected in the subsequent edition.

Catalog Issue for the Year 2018-19
Announcements for 2017-18
Vol. 106
Announcements are published online three times per year: Fall Schedule of Courses in March, annual University Catalog in June, and Spring Schedule of Courses in October.

The UNC Greensboro University Catalog is edited and published by the University Registrar’s Office
180 Mossman Building
The University of North Carolina at Greensboro
PO Box 26170
Greensboro, NC 27402-6170

Notices

Policy on Discriminatory Conduct
The University of North Carolina at Greensboro is committed to the principle that educational and employment decisions should be based on an individual’s abilities and qualifications and should not be based on personal characteristics or beliefs that have no relevance to academic ability or to job performance. Accordingly, UNC Greensboro supports policies, curricula, and co-curricular activities that encourage understanding of and appreciation for all members of its community. UNC Greensboro will not tolerate any harassment of or discrimination against persons. UNC Greensboro is committed to equal opportunity in education and employment for all persons and will not tolerate any discrimination against or harassment of persons on the basis of race, color, religion, sex, sexual orientation, gender identity, national origin, political affiliation, genetic information, veteran status, disabling condition, or age. View the entire policy at http://policy.uncg.edu/university-policies/discriminatory_conduct.

Students who believe they have been treated unfairly should contact the Associate Vice Chancellor for Student Affairs at 336-334-5513. Any employee who believes he or she has been treated unfairly based on any of the above characteristics should contact his or her immediate supervisor, or the next level supervisor if the immediate supervisor is the subject of the allegation.

Equality of Educational Opportunity
The University of North Carolina at Greensboro is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, creed, gender, age, national origin, disability, military veteran status, political affiliation, or sexual orientation. Moreover, the University of North Carolina at Greensboro is open to people of all races and actively seeks to promote racial integration by recruiting and enrolling a larger number of black students.

This commitment is in keeping with Title IX of the Educational Amendments of 1972 and Section 504, Rehabilitation Act of 1973.

The Affirmative Action Officer is responsible for coordinating compliance and investigating complaints.

Affirmative Action Officer
PO Box 26170
UNCG
Greensboro, NC 27402-6170
(336-334-5009)

Affirmative Action Program

Equality of Opportunity in the University

Admission to, employment by, and promotion in the University of North Carolina and all of its constituent institutions shall be on the basis of merit, and there shall be no unlawful discrimination against any person on the basis of race, color, creed, religion, sex, sexual orientation, gender identity, national origin, age, disability, genetic information, or veteran status. (Chapter 1, Section 103)

UNC Greensboro’s Statement of Commitment to Equal Opportunity
The following is reprinted from http://hrs.uncg.edu/Affirmative_Action/.

The Statement of Commitment to Equal Opportunity has been separated into three statements outlined further on the website linked above.
1. Statement of Nondiscrimination on the Basis of Sexual Orientation
2. Statement of Commitment to Equal Opportunity - Women and Minorities
3. Statement of Commitment to Equal Opportunity - Individuals with a Disability and Veterans

In addition to adherence to the UNC Greensboro Policy on Discriminatory Conduct, the university aims to achieve within all areas of employment a diverse faculty and staff capable of providing for excellence in the education of its students and for the enrichment of the total
community. In seeking to fill openings, every effort will be made to recruit in such a way that women and minorities will have an equal opportunity to be considered for and appointed to all vacant positions. All appointments, promotions, and all other personnel actions, such as compensation, benefits, transfers, training and educational programs, tuition assistance, travel assistance, research grants, support for graduate assistants, social and recreational programs, will be administered without regard to race, color, religion, sex (including pregnancy), gender identity, national origin, political affiliation, sexual orientation, genetic information and age, including sexual harassment, in such manner as is consistent with achieving a staff of diverse and competent persons. Unlawful discrimination, harassment, and retaliation are strictly prohibited.

Overall responsibility for the development and implementation of the University's Affirmative Action Program resides with the chancellor. The Affirmative Action Officer has been given the responsibility to monitor the effectiveness of the University's Affirmation Action Program and to assist in affirmative action policy and planning. This does not diminish in any way the responsibilities of deans, department heads, managers, and supervisors to assist in administering the affirmative action policy and planning through promulgation of information.

The University of North Carolina at Greensboro reaffirms its commitment to equality of opportunity in its relationships with all members of the university community.

* The UNC Greensboro discriminatory conduct policy includes protection for transgendered individuals, and actual or perceived gender identity or expression, within its prohibited discriminatory conduct.

**Equity in Athletics Statement**

Pursuant to the federal Equity in Athletics Disclosure Act, information about equity in UNC Greensboro’s intercollegiate athletics programs may be obtained from the UNC Greensboro Athletic Department.

UNC Greensboro Athletic Department
337 HHP Building
UNCG
Greensboro, NC 27402

**Policy Concerning Abuse of Alcohol and/or Illegal Drugs**

In accordance with the Federal Drug-Free Schools and Communities Act Amendments of 1989, which require that all students receive annual notice of the laws and/or policies regarding alcohol and drug abuse, the following information is provided:

Illegal or abusive use of drugs or alcohol by any member of the university community can adversely affect the educational environment and will not be accepted. Abuse of these substances can result in numerous physical and psychological health problems. Substance abuse is a factor in organ damage, increased risk of personal injury, impaired judgment, a factor in sexually transmitted diseases, and more.

Policies on alcohol and drugs can be found in the Policies for Students Manual distributed to all students upon their entrance into the university community. They also can be accessed via the Web at https://policy.uncg.edu/university-policies/illegal_drugs/.

Services for students experiencing problems with alcohol and other drugs are available through Student Health Services. They include the Medical Clinic (336-334-5340) and Counseling Center (336-334-5874). The School of Education houses the Nicholas A. Vacc Counseling and Consulting Clinic (336-334-5112) which offers a Substance Information Program (SIP) for education and assessment. Educational programs are also provided through the Department of Recreation and Wellness, http://recwell.uncg.edu/wellness/ (336-334-5924).

**Right-To-Know Statement**

Pursuant to the federal Student Right-to-Know Act, UNC Greensboro graduation rates may be obtained from the Office of Institutional Research.

Office of Institutional Research
PO Box 26170
Greensboro, NC 27402-6170
336-256-0397

**Public Records Policy**

The full Public Records Policy can be accessed at https://policy.uncg.edu/university-policies/public_records_uncg/.

The University of North Carolina at Greensboro will be responsive to public records requests while at the same time striving to maintain the confidentiality of certain records as required by law. This policy shall be implemented in accordance with the North Carolina Public Records Act and other applicable federal and state laws. This Policy complies with the North Carolina Attorney General's North Carolina Guide to Open Government and Public Records. See http://www.ncdoj.gov/getdoc/ef04d580-eee7-4cfe-b2ec-06c26a6f95b9/AG-open-government-booklet-4-8-08.aspx. All records created or received in the course of public business by the University or its employees, in whatever format, including paper, photographs, recordings, computer records and emails, constitute public records, unless an exception applies.

Persons who seek to access the public records of the University should direct a written request to the University unit, e.g., department or division, from which the particular records are being sought. For example, student record requests should be directed to the office of the Registrar or Student Affairs. Personnel records requests should be directed to Human Resource Services (SPA employee records) or the office of the Provost (EPA employee records). Law enforcement records requests should be directed to the UNC Greensboro Police Department. Requests for information with regard to University athletics should be directed to the Athletics Department. If the requester cannot or will not reduce an oral request to writing, then the records custodian of the unit will reduce the request to writing and will obtain the requester’s agreement to the accuracy of the writing before proceeding further.

**Accreditation**

The University of North Carolina at Greensboro is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award bachelor’s, master’s, specialist’s, and doctoral degrees. Contact the Commission on Colleges at Commission on Colleges
1866 Southern Lane
Decatur, Georgia 30033-4097
or call 404-679-4500 for questions about the accreditation of the University of North Carolina at Greensboro.

The Commission is to be contacted only if there is evidence that appears to support an institution's significant non-compliance with a requirement or standard. All other inquiries, such as admission requirements, financial aid, educational programs, etc., should be made directly to the University of North Carolina at Greensboro, 336-334-5000.

Undergraduate Resources

Arts & Entertainment (https://www.uncg.edu/arts-entertainment)

International Programs (https://international.uncg.edu/)

Lloyd International Honors College (http://honorscollege.uncg.edu)

New Students (https://newstudents.uncg.edu)

Online Courses & Degrees (https://online.uncg.edu)

Spartan Athletics (http://www.uncgspartans.com)

Students First Office (https://studentsfirst.uncg.edu)

Student Success Center (https://studentsuccess.uncg.edu/home)

Undergraduate Majors & Concentrations (https://admissions.uncg.edu/majors-and-concentrations.php)

University Registrar’s Office (https://reg.uncg.edu)

Research Centers and Institutions

Center for Community-Engaged Design

102 Gatewood Studio Arts Building
(336) 334-5320
uncg.edu/iar/cc-ed (http://uncg.edu/iar/cc-ed)

The Center for Community-Engaged Design is an interdisciplinary research center that fosters community/university partnerships for meaningful research and design of the built and natural environments. Housed in the Department of Interior Architecture at the University of North Carolina at Greensboro, CC-ED collaborates with community partners, non-profit organizations, and municipal departments to address design-related projects in underserved areas and for underrepresented populations in the Piedmont-Triad area. Through community-engaged processes of research, service, visioning, teaching, and learning, CC-ED brings innovative design thinking and methodologies to bear in areas where resources are most limited.

Center for Housing and Community Studies

Suite 3605 Moore Humanities and Research Administration Building
(336) 334-3731
chcs.uncg.edu (http://chcs.uncg.edu)

The UNC Greensboro Center for Housing and Community Studies provides data, analysis, planning and evaluation that aids non-profit and governmental agencies in providing fair, affordable, and healthy housing and building safe and sustainable communities for all.

Center for Industry Research and Engagement

474 Bryan Building
(336) 334-4471
b (http://biotech.uncg.edu)ryan.uncg.edu/faculty-staff/research/center-for-industry-research-engagement/ (https://catalog.uncg.edu/about/research-centers-institutions/bryan.uncg.edu/faculty-staff/research/center-for-industry-research-engagement)

Drawing on the expertise of the faculty of the Bryan School of Business and Economics, the Center for Industry Research and Engagement (CIRE) performs high-quality applied research in economic policy and business practice, including economic-impact analyses, industry studies, regional economic profiles, feasibility studies, opinion surveys, program assessments, and updates of current economic conditions.

Center for the Health of Vulnerable Populations

210 Moore Nursing Building
(336) 334-3701
n (http://nursing.uncg.edu/research/CHVP)nursing.uncg.edu/about/community (https://catalog.uncg.edu/about/research-centers-institutions/nursing.uncg.edu/about/community)

The mission of the Center for the Health of Vulnerable Populations (CHVP) is to improve the knowledge of health disparities and vulnerable populations through research, collaboration and education. This includes initiatives to alleviate those disparities, thus improving the health, access, quality of care and quality of life of vulnerable populations. Strategies are designed to address the NIH Roadmap, Healthy People 2020, and Healthy Carolinians 2020 through partnerships with community stakeholders. To fulfill the mission, the Center:

1. promotes and enhances research on aging, culture, disease processes, ethnicity, health care delivery, disparities, health education, health policy and health risks and behaviors;
2. fosters collaborative research within the School, across the University and state, and involving community and international partners;
3. disseminates research information to teachers, researchers, business leaders, health care providers, policy makers, the public and the international community; and
4. develops new knowledge that contributes to better health, fewer health disparities and improved health care for vulnerable populations.

The CHVP activities include research training, research studies, grantsmanship, and outreach health education community partnerships.

Center for New North Carolinians

915 W. Gate City Blvd.
(336) 334-5411
cnnc.uncg.edu (http://cnnc.uncg.edu)

The Center for New North Carolinians (CNNC) is committed to advancing the capacity of immigrants and refugees by building bridges between immigrant populations and existing communities throughout the state
of North Carolina. This is done via community-based outreach and advocacy, educational programming, research and evaluation, immigrant and refugee leadership development, cultural brokering, and educational opportunities for faculty and students. The CNNC was established in 2001 and currently serves clients from over 31 countries including but not limited to Bhutan, Burma, Central African Republic, Cuba, Democratic Republic of Congo, El Salvador, Eritrea, Ethiopia, Iraq, Mexico, Sudan, Syria, and Vietnam. Several ongoing projects include: Americorps ACCESS Project, Community Centers, Thriving at Three, Immigrant Health ACCESS Project, Interpreter ACCESS Project, Microentreprise for Refugees in the Triad, Latino Community Coalition of Guilford, and Research Fellows.

**Center for Translational Biomedical Research**

6500 Laureate Way, Suite 4226  
Kannapolis, NC 28081  
(704) 250-5810  
cnbr.uncg.edu (http://ctbr.uncg.edu)

The UNC Greensboro Center for Translational Biomedical Research (CTBR) is housed in the UNC Nutrition Research Building at the North Carolina Research Campus (NCRC) in Kannapolis, NC, about 70 miles southwest of Greensboro. Scientists at the Center are conducting studies to understand the molecular mechanisms of disease pathogenesis and progression, identify biomarkers for diagnosis, and discover novel interventions for disease prevention and treatment. The current research activities at the Center focus on metabolic diseases, including steatohepatitis and diabetes mellitus. These studies entail molecular biology, metabolomics and proteomics approaches. Graduate students who are interested in joining the Center are encouraged to apply through graduate programs of the Department of Nutrition and the Department of Chemistry & Biochemistry.

**Center for Women’s Health and Wellness**

Mail: 401 Coleman Building  
Room: 126 Coleman Building  
(336) 334-4736  
cwhw.uncg.edu (http://www.uncg.edu/hhs/cwhw)

cwhw.uncg.edu/wordpress/cwhw/ (https://catalog.uncg.edu/about/research-centers-institutions/hhs.uncg.edu/wordpress/cwhw)

The mission of the Center for Women’s Health and Wellness is to help bring about a world where adults and children, of all gender identities and expressions, are able to live safe, healthy, productive and meaningful lives at home, school, work, and in their communities. We are particularly interested in advancing the health, wellness and quality of life of girls, women and LGBTQI individuals. Our goals are to:

1. develop an interdisciplinary program of research and community-engaged scholarship; and  
2. connect research to practice through research dissemination, community education and service.

The Center’s work is organized to provide interdisciplinary, community-informed solutions to specific social issues that build on the strengths of our university, faculty, students, and community partners. The Center is currently comprised of programs that focus our work in four areas: preventing and responding to gender-based violence; advancing girls and women in sport and physical activity; advancing breastfeeding and reproductive health; and advancing the health, wellness and quality of life of LGBTQI populations. Administratively the Center is housed within the School of Health and Human Sciences.

**Center for Youth, Family, and Community Partnerships**

1001 W. Gate City Blvd.  
(336) 334-3659  
cyfcp.uncg.edu (http://cyfcp.uncg.edu)

The Center for Youth, Family, and Community Partnerships (CYFCP) is dedicated to building the capacity of families, service providers, researchers, teachers, and communities to promote the social, emotional, and cognitive well-being of children. In partnership with colleagues from across the University and the community, the Center:

- carries out basic, applied, and action research;  
- translates research into effective programs and practice;  
- infuses community perspectives into university research and teaching;  
- facilitates strategic problem-solving processes; and  
- promotes programs, practices, and policies that are likely to yield positive outcomes for children and their families.

With funding from federal, state, local, and foundation grants, the Center’s current initiatives focus on family-centered, system of care approaches to mental health service delivery and training of service providers, parenting, early childhood mental health and readiness, youth violence prevention and intervention, community health, and community-based evaluation.

**Institute for Community and Economic Engagement**

3710 MHRA  
(336) 256-2578  
communityengagement.uncg.edu (http://communityengagement.uncg.edu)

Collaborators working with the Institute for Community and Economic Engagement (ICEE) focus on infusing community engagement into the strategic goals of the university and issues of importance to communities across the Piedmont Triad, state, nation, and world. ICEE supports, elevates, and amplifies the efforts of faculty, staff, student, and community colleagues from across all sectors as they employ teaching, learning, research, creative activity, and service in pursuit of these goals.

The institute serves as a central communication hub for community engagement activities, relationships, resources, scholarship, best practices, and outcomes. ICEE works campus-wide with academic affairs, student affairs, and administrative offices to integrate community engagement into core academic work and systems to advance institutional and community aims.

ICEE activities fall into six strategic areas.

1. The institute enhances the pursuit of scholarly agendas and practices of community engagement.  
2. It promotes community engagement as a strategy to achieve key institutional goals among departments, programs, offices and units that offer student teaching and learning opportunities.  
3. It tracks and assesses the broad range of community-engaged activities, programs, and initiatives across the university;
4. It works to expand UNC Greensboro’s capacity to identify and establish mutually beneficial community-university partnerships.
5. It strengthens UNC Greensboro’s reputation as a collaborative, inclusive, responsible, and effective member of the communities of which it is a part.
6. It supports initiatives to grow community engagement relationships and community-engaged scholarship.

**Institute for Data, Evaluation, and Analytics (IDEA)**

1702 MHRA  
(336) 256-0426  
dea.uncg.edu (https://catalog.uncg.edu/about/research-centers-institutions/idea.uncg.edu)

The Institute for Data, Evaluation, and Analytics (IDEA), formerly known as the Center for Social, Community and Health Research and Evaluation, is a “virtual organization” developed to promote and support UNC Greensboro’s wide expertise in data analytics, evaluation, and research. It provides a visible and easily accessible point of contact for the external community seeking consulting services and technical assistance. IDEA is composed of university partners, faculty, departments, other centers spanning a wide range of skills and supported by a comprehensive array of analytical software and technology as well as a robust computing environment with data security and comprehensive backup. By working collaboratively with personnel, units, departments, investigators, other UNC Greensboro Centers, and agencies on data collection and analysis efforts, IDEA provides technical assistance to the UNC Greensboro community and to outside agencies and programs and allows UNC Greensboro and community, institution, state, national, and international partners to meet their accountability goals and objectives and to increase their capacity to serve their constituencies.

**Institute to Promote Athlete Health and Wellness**

437 Coleman Building  
(336) 334-9727  
athletewellness.uncg.edu (http://athletewellness.uncg.edu)

The Institute to Promote Athlete Health & Wellness is at the forefront of excellence in health promotion for athletes of all ages and levels of competition. The Institute’s vision is to improve the health and wellness of athletes through the translation of prevention research to effective policies and practices. Areas of focus include, but are not limited to:

1. alcohol and other drug education/prevention,
2. the prevention of interpersonal violence,
3. the promotion of effective stress management, decision making, and communication skills and
4. the promotion of healthy relationships and emotional health.

Their mission is to work collaboratively with a variety of organizations to provide educational resources and support through evidence-based programming, training, research, and evaluation to effectively promote athlete health and wellness thereby fostering lifelong athlete development. The Institute accomplishes this by providing valuable technical and research/evaluation support for organizations that serve athletes.

**Medicinal Chemistry Collaborative**

435 Sullivan Science Building  
(336) 334-5402  
mcsquared.uncg.edu (https://catalog.uncg.edu/about/research-centers-institutions/mcsquared.uncg.edu)

Natural products research examines plants, microorganisms, and other elements of the natural world to identify potentially beneficial chemical entities, such as anticancer agents, antibiotics, and agrochemicals. Studying the activities of these substances allows researchers to optimize their effectiveness and develop similar materials (analogs) with ideal biological properties. Natural products research provides insight into the effectiveness of herbal remedies, basic biological processes, and more. By leveraging expertise across disciplines, the Medicinal Chemistry Collaborative looks at the larger picture and pursues richer and more fruitful discoveries.

**North Carolina Entrepreneurship Center**

1718 MHRA Building  
(336) 256-8649  
ncec.uncg.edu (http://ncec.uncg.edu)

The North Carolina Entrepreneurship Center (NCEC) is a campus-wide, cross-disciplinary center that has community engagement building student and community connections as its primary focus.

Our mission is to help entrepreneurs start and grow their businesses, and to serve as a catalyst for the creation of sustainable and globally competitive enterprises in the Piedmont Triad, North Carolina, and beyond.

NCEC offers a range of outreach, instructional, and research opportunities including seminars, workshops and conferences featuring entrepreneurship education for students and faculty. It also offers extra-curricular entrepreneurial opportunities including public forums to educate the campus and community about entrepreneurship; lectures by visiting experts in various types of entrepreneurship; and business idea competitions and programs that create diverse opportunities for growing the entrepreneurial mindset.

**North Carolina Sales Institute**

441 Bryan Building  
(336) 334-4413  
bryan.uncg.edu/ncsi (https://catalog.uncg.edu/about/research-centers-institutions/bryan.uncg.edu/ncsi)

The North Carolina Sales Institute provides world-class sales education and research, carried out by two separate entities within the Bryan School: the Department of Marketing, Entrepreneurship, Hospitality & Tourism (MEHT) and the Office of Executive Education. The NCSI is a coordinating mechanism that works actively to integrate the elements of credit- and non-credit teaching, as well as research focused on sales. The target audiences are undergraduate and graduate students, current or aspiring sales professionals, and organizations in the private, public, and non-profit sectors, in the Piedmont Triad Region, the state of North Carolina, and beyond. The combination of undergraduate and graduate education and ongoing faculty scholarship, in conjunction with the membership opportunities for executive education through the Bryan School Office of Executive Education and the NCSI Sales Leadership Roundtable is unequaled by anything currently in existence in the state.
The SERVE Center at UNCG
Dixon Building
Gateway University Research Park
5900 Summit Avenue
Brown Summit, NC
(336) 315-7400 or (800) 755-3277
serve.uncg.edu

The SERVE Center at UNC Greensboro is an educational research and evaluation, technical assistance, training, and dissemination center. Since 1991, we have worked with educators and policymakers in the Southeast and nationally on improving educational outcomes. Our research and evaluation projects have ranged from large-scale experimental designs to small-scale qualitative studies on topics extending from early childhood to high school reform. We have conducted over 200 program evaluations for states, districts, schools, and other organizations. Our work is funded by a variety of sources including contracts (with federal entities, states, districts, schools, and others) and competitive grant awards. Key aspects of current work are:

- Services for at-risk students. A cornerstone of SERVE's work in helping to improve services in this area is the operation of the National Center for Homeless Education (NCHE funded by the U.S. Department of Education). NCHE at SERVE Center operates as a national information clearinghouse and technical assistance provider to support the implementation of the McKinney-Vento Act (Title X, Part C of the No Child Left Behind Act). SERVE Center also operates the North Carolina state homeless education program.

- Evaluating high school reform. Through funding from the Institute of Education Sciences, SERVE is conducting a seven-year experimental study of the impact of early college high schools in North Carolina. We are also evaluating the scale-up of this reform model nationally (serving as project evaluators for two U.S. Department of Education Investing in Innovation projects that seek to apply early college high school principles to traditional high schools).

- Program evaluation services. SERVE provides a variety of research and evaluation services to states, districts, higher education institutions, and nonprofit agencies. For example, we currently have contracts to evaluate the Read to Achieve and the 21st Century Community Learning Programs in North Carolina and various other K-12 curriculum and teaching enhancement projects.

Useful Links

Academic Calendars (http://reg.uncg.edu/calendars)
Administration
Admission to the University (http://admissions.uncg.edu)
Dean of Students (http://sa.uncg.edu/dean)
Enrollment and Degree Statistics (http://ire.uncg.edu/factbook)
Financial Aid (http://fia.uncg.edu)
The Graduate School (http://grs.uncg.edu)
Housing (http://hrl.uncg.edu)
Meal Plans (http://www.dineoncampus.com/uncg)
Military and Veteran Services (https://veterans.uncg.edu)
New Student Transitions and First Year Experience (http://newstudents.uncg.edu)
Online Learning (http://online.uncg.edu)
Parking Permits (http://parking.uncg.edu)
Research Centers and Institutions
Students First Office (http://studentsfirst.uncg.edu)
Student Success Center (http://success.uncg.edu)
Tuition and Fees (http://csh.uncg.edu)
The University Community (http://communityengagement.uncg.edu)
University Registrar's Office (http://reg.uncg.edu)
ADMISSION TO THE UNIVERSITY

- Undergraduate Admissions (https://admissions.uncg.edu)
- Graduate Admissions (p. 662)

Graduate Admissions

Admission to Graduate Study

Each application to The Graduate School will result in one admission decision. Applicants are notified of offers of admission by letter from The Graduate School. Successful applicants are offered full graduate admission for a specific program in a specific term. If the admitted applicant does not register for the term specified in the admission letter, the admission may be subject to subsequent review. Students may not be admitted to and graduate from the same degree or certificate program in the same academic term.

Full Graduate Admission

All applicants must have obtained the following:

1. A bachelor's degree from an accredited college or university or appropriately-evaluated credentials for non-U.S. schools.
2. Satisfactory academic standing as an undergraduate or in a post-baccalaureate program.
3. Approval of the academic department in which the graduate student will major.
4. If required, satisfactory scores on the Graduate Record Examination (GRE) or other authorized examination as required by the respective graduate degree programs.

Department requirements may be more specific. Please consult the department/program handbook.

Deferral of Admission

Graduate admission to a degree or certificate program may be deferred for a maximum of one year from the initial term of admission. The student is responsible for contacting the department to determine if admission for subsequent terms is allowed.

To request a deferral of admission, admitted students must submit a completed Deferral of Admission Form provided by the admitting department's Director of Graduate Study no later than the first day of classes of the term of initial admission. The deferral request must be for a specific term and may not exceed one year from the original term of admission. After considering the request, the department will forward the form to The Graduate School for processing and The Graduate School will notify the student of the decision. Merit-based financial aid (teaching/research assistantships, scholarships, and fellowships) will not be deferred and the student must compete again for the awards for the term of deferral (if approved).

Students who have not enrolled after one year and have not requested a deferral of admission will be required to reapply.

Military-affiliated students should contact The Graduate School at 336-334-5596 for individual assistance with extended deferrals.

Applying for Admission

General Application Requirements

Graduate applicants must submit a completed online application, a nonrefundable application fee, and the following supporting credentials:

- One official transcript of the applicant's academic record from every college and university previously attended. If credit from one institution has been transferred to another and is listed on the receiving institution's transcript, a transcript from the original institution is not required. If an applicant is currently enrolled in a degree program and will not graduate prior to an admission deadline, transcripts should be provided that reflect courses in progress. Prior to receipt of the final official transcript, students may be admitted for the first semester but will not be permitted to register for the following semester unless the final official transcript has been received.
- Applicants whose prior degree(s) is/are from a college or university outside the United States may also submit a third party credential evaluation, but it is not required. See Credential Evaluations below.
- Three letters of recommendation from former professors, employers, or persons well acquainted with the applicant's academic potential.
- Official copies of GRE scores or results from other authorized examinations as required by the program to which one applies. Scores are valid for five years from the time originally taken.
- Any additional materials required by the program or department such as audition, interview, portfolio, resume, writing sample, personal statement, etc. Please refer to the Guide for Graduate Admissions or the departmental/program website for specific instructions and/or requirements.

All credentials must be in English and received by The Graduate School by the posted deadline. International applicants should refer to the section below entitled Additional Requirements for International Applicants. Domestic applicants are required to have recommenders submit letters of recommendation electronically. International applicants may send paper recommendations. In addition, copies of official academic transcripts may be uploaded to the application electronically by converting the paper document to a PDF file and submitting it in the appropriate section of the application. Resumes, personal statements, and requested forms also may be provided electronically by uploading the documents into the application prior to submission. Uploading required credentials and having recommenders provide recommendations electronically speeds the processing of applications. International applicants who cannot utilize these features may submit credentials by mail and are not disadvantaged in the admission process.

Pursuing Multiple Programs

Students may pursue only one degree program of a given level at a time. Students may pursue one or more graduate certificate(s) simultaneously with a graduate degree program.

Application Deadlines

Unless otherwise stated in the Application and Admission section of the appropriate program or the Guide for Graduate Admissions, the application for a specific term of entry, including supporting credentials, must be received by the following deadlines:

Domestic Applicants:
• Fall Semester — July 1
• Spring Semester — October 1
• Summer Session — April 1

International Applicants:
• Fall Semester — May 15
• Spring Semester — September 15
• Summer Session — February 15

Deadlines may be extended one month if the international applicant is already in the U.S.

Additional Requirements for International Applicants
International applicants include citizens or permanent residents of a country other than the United States. International applicants may be in the United States on an educational, worker, or visitor visa, or be residing in their home country. International applicants must submit all application materials as described above. All supporting credentials must be in English and transcripts must be submitted to The Graduate School. International applicants on, or intending to be on, an F-1 or J-1 visa are required to certify that they have adequate financial resources to cover the cost of tuition and fees, accommodation and meals, insurance, and other living expenses. Financial forms and supporting bank/sponsor documents may be downloaded from www.uncg.edu/ipg.

English Proficiency
Non-native speakers of English must validate proficiency in the English language by one of three means.

1. Submit a satisfactory score on a language proficiency test. If the TOEFL is the chosen test, the minimum required score depends on the form of the exam taken (internet based - 79 or paper based - 550). A score of at least 6.5 is required on the IELTS. A score of at least 53 is required for the Pearson Test of English.
2. Have earned a baccalaureate or graduate degree from an accredited college or university in the United States.
3. Complete INTERLINK, the intensive English language program located on UNCG’s campus (http://nc.interlink.com).

The English language proficiency requirement may be waived if the applicant is a graduate of a university in a country where English is the official language.

Credential Evaluation
All supporting credentials must be in English. Applicants must arrange for The Graduate School to receive official or certified copies of transcripts of academic records from every college and university previously attended. For a transcript or diploma to be final and official, it must show no coursework in progress and must contain the name of the degree and date on which it was awarded.

Campus Safety
As part of the admissions process, each applicant is required to answer questions related to campus safety. A “yes” answer to one or more of the questions will not necessarily preclude an applicant from being admitted. However, failure to provide complete, accurate, and truthful information will be grounds to deny or withdraw admission, or to dismiss a student after enrollment.

UNC Greensboro Undergraduates Applying for Dual Registration
Undergraduate students at UNC Greensboro who plan to undertake graduate study at UNC Greensboro and who need no more than 12 credit hours of work to fulfill all requirements for the bachelor’s degree, may enroll in The Graduate School. Total graduate credit obtained in this dual status may not exceed 12 credits. Courses at the 600 level or above are applied to the graduate degree only. Students must apply for admission to a graduate program before requests for dual registration can be approved but do not have to be formally admitted until the end of the semester in which credit is earned. For dual registration status, the approvals of The Graduate School, the University Registrar’s Office, and the student’s major adviser are required. Contact the University Registrar’s Office (336-334-5946) for more information.

Approval for dual registration does not guarantee or constitute acceptance into any graduate program.

UNC Greensboro Undergraduates Applying to Bachelor’s to Graduate Degree Programs (ADP)
The Accelerated Bachelor’s to Graduate Degree Program (ADP) is designed to provide a more efficient means to obtain a graduate degree. The program is for students who have a high GPA and want to start taking courses that will count towards both their undergraduate and graduate degrees. The University benefits from retaining its best students for advanced study and students benefit from the shortened time to degree.

The ADP allows a student to begin accumulating credits towards completion of a graduate degree while still enrolled as an undergraduate. Undergraduates participating in this program are given an early decision on their graduate application pending successful completion of the baccalaureate and are allowed to take specified graduate level courses during the spring semester of their junior year and/or during their senior year.

A maximum of 12 graduate credits taken during the undergraduate career may be applied towards completion of the graduate degree as long as the following criteria are met:

• The courses must be appropriate to attain the necessary competencies for the graduate degree,
• The student must earn a grade of “B” (3.0) or better in each course,
• The courses must be at the 500-level or above, and the student must fulfill the graduate level requirements of those courses.

These graduate-level courses will count towards the baccalaureate degree and the graduate degree, and the grades will be recorded on the undergraduate transcript and later on the graduate transcript. The Graduate School will authorize the acceptance of this credit on the student’s graduate record after the student has completed the undergraduate degree and has been admitted to the graduate program.

Academic units interested in participating in the ADP must provide a proposal to both the Undergraduate Curriculum Committee and the Graduate Studies Committee that indicates how the necessary courses will be incorporated into this accelerated program. Specific graduate courses (some may be at the 500 level) must be identified for the accelerated program rather than permitting the selection of electives.

Admission Procedure
Participation in the ADP by any academic unit is optional. Each academic unit will develop admission criteria based on the following guidelines:

1. Minimal criteria for admission will include a cumulative undergraduate GPA of at least 3.5 based on at least 30 hours earned at the University of North Carolina, Greensboro (UNCG), and any additional criteria as determined by the academic unit.
2. The undergraduate student may not apply for admission to the ADP before the first semester of the junior year and must have completed at least 60 semester credits.

3. The student must apply for admission to the ADP through The Graduate School. This admission, if approved, will include admission to the graduate degree granting academic unit after the baccalaureate degree is awarded. After admission into the ADP the student will be identified as having ADP status through a student group within the records management system. To ensure a timely decision and access to course enrollment, students must apply for ADP admission by July 1 for Fall ADP course enrollment, November 15 for Spring enrollment, and April 1 for Summer enrollment.

International students who are admitted into the ADP will work with The Graduate School and the Office of International Affairs in order to apply for a visa extension.

Academic Advising and Records
Academic units that want to participate in the ADP will develop a clear admissions and advising process for the ADP. In departments where a formal ADP arrangement does not exist, a student may petition the department to offer an individualized ADP. In such cases at the discretion of the department the student may be granted permission to negotiate an individualized ADP that is within the framework of the existing guidelines. The individualized ADP must be approved by both the department Director of Undergraduate Study and Director of Graduate Study, and then be submitted to The Graduate School. All students must submit the Request for Accelerated Degree Program (form found in graduate application) to the Graduate School and must simultaneously apply for admission to the appropriate graduate degree program.

To avoid losing eligibility for financial aid as an undergraduate student, ADP students should work with their advisors and develop individual graduation plans showing that the courses taken at the graduate level will meet requirements in their bachelor’s degree program.

Program Requirements
A student admitted into the ADP will complete up to twelve graduate credit hours that can be applied toward the undergraduate degree during the second-semester junior and senior year. Following admission to the graduate program, those courses may be incorporated into a graduate program. While an undergraduate, the student must enroll for graduate credit but will pay the appropriate undergraduate tuition for the specified graduate courses. Differential tuition fees will apply for those courses in programs that have been approved for these special fees.

Only courses in which a “B” or above has been earned will be included on the graduate plan of study. Students who complete the undergraduate degree may claim their status as graduate students (with the appropriate graduate credit) in the next semester or session after receiving the bachelor’s degree.

Admission to the ADP is a promise of formal admission to The Graduate School and the academic unit after completion of the bachelor’s degree. Students will not be required to take the GRE or other entrance examination unless stipulated by the department for the ADP. ADP students will still be considered undergraduate students until the baccalaureate degree is officially awarded. At that time, those students will be formally admitted into The Graduate School, and the courses will be reflected on both transcripts.

Visiting and Non-Degree-Seeking Students
VISIONS
Visiting and non-degree-seeking students who wish to pursue graduate studies for personal enrichment, professional knowledge, renewal of licensure, or any other reason are categorized as VISIONS students and must hold a baccalaureate degree from a recognized accredited college or university. A $25.00 non-refundable fee is charged each semester a VISIONS enrollment form is submitted.

VISIONS students are not eligible for financial aid.

Individuals who are permitted to enroll at the University as VISIONS students may take courses numbered 100-749 that have not been restricted by the departments (see The Graduate School’s webpages). Students wishing to enroll in graduate courses in the Department of Art or the Bryan School of Business and Economics must obtain permission from the appropriate graduate program director. Visiting students who wish to enroll in MBA classes must provide a letter of good standing, signed by the dean of their graduate program, prior to registration. With the instructor’s approval, VISIONS students may submit a written petition to the Director of Graduate Study or the Department Head to enroll in a restricted course; however, independent study is reserved for only degree seeking students. Graduate credits earned as a VISIONS student may be applicable to a graduate degree or certificate.

Should a VISIONS student wish to apply for admission to The Graduate School, subject to the written recommendation of the major department and the approval of the Vice Provost and Dean of The Graduate School, up to nine (9) semester hours of such credit may be accepted toward a degree and up to three (3) semester hours of such credit may be accepted toward a certificate. Credit earned must fall within the timeline for completing the degree or certificate.

Public School Personnel
Public school teachers and administrators who wish to take courses solely for licensure renewal credit may do so as VISIONS students. If credit is to be applied to a graduate degree, the student must submit an application to The Graduate School before the completion of the course. If the student meets all requirements for full admission as a graduate degree student, she/he will receive the licensure renewal credit.

Bryan Prelude
The Bryan Prelude program is a non-degree status designed for individuals who wish to explore a potential degree program in Business Administration (MBA), Information Systems and Supply Chain Management (MS in Information Technology and Management), or MS in Accounting. Admitted applicants to the Bryan Prelude may enroll in select courses as outlined in the course requirements listed below. The abbreviated application is found online under the Bryan Prelude program listing. Participants in the Bryan Prelude program must apply each semester in which they intend to enroll by using the online application. A $25.00 non-refundable fee is charged each semester an application is submitted.

Bryan Prelude students who subsequently are admitted and enrolled in the Master of Business Administration, the Master of Science in Information Technology and Management, or the Master of Science in Accounting program may include no more than 6 hours of graduate level coursework earned while enrolled in the Bryan Prelude program. Bryan Prelude courses taken in preparation for the Bryan MS in Accounting are intended for individuals whose undergraduate degree is not in accounting and who wish to take undergraduate-level, prerequisite coursework for the Bryan MS in Accounting.
Requirements for Admission
Admission to the Bryan Prelude program is selective. To be considered all applicants must meet the following minimum standards:

1. an official undergraduate transcript, verifying an earned baccalaureate degree from an accredited college or university with an undergraduate grade point average of 3.00 or higher (on a 4.00 scale)
2. a clearly articulated statement of purpose indicating degree program interest
3. a current resume.

A combination of work experience and education could on rare occasions possibly substitute for GPA requirements.

Recommended Courses
Students admitted to the Bryan Prelude program may enroll in the following courses. Course selection and sequence is determined by applicant designation of interest in the MBA, MS in Information Technology and Management, or MS in Accounting program.

For Business Administration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 701</td>
<td>Quantitative Analysis for Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>MBA 702</td>
<td>Financial and Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>MBA 703</td>
<td>Economic Policies and Impact on Global Outcomes</td>
<td>3</td>
</tr>
<tr>
<td>MBA 716</td>
<td>Leadership and Sustainable Business</td>
<td>3</td>
</tr>
</tbody>
</table>

For Information Technology and Management
The following courses are recommended for students applying to MSITM without a business background. These are prerequisite courses and cannot be applied toward the master’s degree:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 202</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>SCM 302</td>
<td>Operations Management</td>
<td>3</td>
</tr>
</tbody>
</table>

For Accounting
The following prerequisite courses are recommended for students applying to Accounting without a baccalaureate in Accounting. These courses cannot be applied toward the master’s degree:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 202</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 218</td>
<td>Financial Statement Preparation and Disclosures</td>
<td>3</td>
</tr>
<tr>
<td>ACC 318</td>
<td>Intermediate Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACC 319</td>
<td>Intermediate Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>ACC 325</td>
<td>Accounting Transaction Processing Systems</td>
<td>3</td>
</tr>
<tr>
<td>ACC 330</td>
<td>Cost Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 420</td>
<td>Federal Tax Concepts</td>
<td>3</td>
</tr>
<tr>
<td>ACC 440</td>
<td>Auditing Concepts</td>
<td>3</td>
</tr>
</tbody>
</table>

For additional information on these courses along with potential undergraduate course prerequisite options, see the Bryan Prelude website.

Registration
Registration at UNC Greensboro is an automated process conducted online through UNCGenie; go to the University Registrar’s Office (https://reg.uncg.edu/registration) for additional registration information.
ACADEMIC REGULATIONS AND POLICIES

• University Policies (p. 667)
• Undergraduate Policies (p. 671)
• Graduate Policies (p. 689)

University Policies

Academic Integrity Policy

First responsibility for academic integrity lies with individual students and faculty members of the UNC Greensboro community. A violation of academic integrity is an act harmful to all other students, faculty and, ultimately, the entire community. Specific information on the Academic Integrity Policy and obligations of faculty and students may be found online at http://academicintegrity.uncg.edu. Names of College and School members of the Academic Integrity Advisory Group may be found online at this site as well as under the link “Academic Integrity at UNC Greensboro/Resources for Faculty.” The Administrative Coordinator for Academic Integrity can be reached at 336-334-5514.

Auditing Courses

Current UNC Greensboro students may audit courses upon the written approval of the instructor. Auditors must register officially for the class. Attendance, preparation, and participation in the classroom discussion and laboratory exercises shall be at the discretion of the instructor. An auditor is not required to take examinations and tests and receives no credit for the course.

Registration may not be changed from audit to credit or from credit to audit status after the end of schedule adjustment.

A full-time UNC Greensboro undergraduate student (registered for 12 or more credit hours) may audit one course per semester without an additional fee. A part-time UNC Greensboro undergraduate student (registered for fewer than 12 credits) may audit no more than two courses per semester and is charged a $15.00 fee for each audited course.

See the Auditors topic in the Admission to the University section for auditing options other than current UNC Greensboro students.

Catalog Year Policy

The Academic Catalog is the publication that documents all academic policies, regulations, and program requirements for a given academic year for all Undergraduate and Graduate students and programs.

A student’s catalog year identifies the particular set of curriculum requirements and regulations, including general education and university requirements, in effect for program completion. The catalog year is established for the individual student upon declaration or change of the program.

A student may change a catalog year without a change of program or minor only to a more recent catalog. The student may request this change formally through their department.

Any student who has been inactivated must reapply for admission to the university. If admitted, the student will be assigned to the catalog requirements for the program in effect for the re-admit term.

Class Attendance

Regular class attendance is a responsibility and a privilege of university education. It is fundamental to the orderly acquisition of knowledge. Students should recognize the advantages of regular class attendance, accept it as a personal responsibility, and apprise themselves of the consequences of poor attendance. Instructors should stress the importance of these responsibilities to students, set appropriate class attendance policies for their classes, and inform students of their requirements in syllabi and orally at the beginning of each term.

Student’s Responsibility

1. Knowledge of each instructor’s attendance policy and monitoring his or her class absences throughout the term.
2. Familiarity with all materials covered in each course during absences and make-up of any work required by the instructor.
3. Inform each instructor as far in advance as possible when conflicts or absences can be anticipated (e.g., athletic team events, work, medical procedures, religious observances, etc.) by e-mail, phone, or by contacting the main office of the department that offers the course.
4. Provide appropriate documentation so that each instructor can make an informed decision as to whether or not the absence is excusable.
5. Initiation of requests to make-up work missed because of class absences. The decision to assist the student with make-up work, including tests, rests with the instructor.
6. Follow-up on all notices from the Registrar regarding course enrollment in order to correct registration.

Instructor’s Responsibility

1. Setting of reasonable regulations for class attendance as appropriate for class content, organization, methodology, and size.
2. Description of attendance policies in course syllabi and announcement in class, particularly at the beginning of each term.
3. Maintenance of class attendance records of enrolled students as appropriate for the attendance policy.
4. Exaction of penalties for unsatisfactory class attendance. Possible penalties are lowering the course grade, including a grade of F, and, in extreme circumstances, dropping the student from the course.

Dean of Students Office Responsibility

1. Notify each instructor on the student’s behalf when personal reasons (e.g., family emergency, illness, bereavement, birth of a child, military duty, etc.) prevent the student from properly notifying each instructor because of circumstances beyond the student’s control. The student or the student’s representative should contact the Dean of Students Office (336-334-5514) if the student is unable to make direct contact by e-mail or phone with each instructor or is unable to leave word with each instructor’s department.
2. Review documentation by a licensed health professional and confirm attendance policies for their classes, and inform students of their requirements in syllabi and orally at the beginning of each term.

The student should be aware that assistance of the Dean of Students Office does not change in any way the outcome of the instructor’s decision regarding the student’s academic work, grades and performance in any given course.
Religious Observance

Approved by the Office of the Provost, August 2010

1. The university allows for a limited number of excused absences each academic year for religious observances required by the faith of the student.

2. Students must notify instructors of absences in advance of the date of the religious observance. Instructors have the authority to specify, via written notice to students, the amount of lead time required and may require that the nature of the religious observance be specified and the student’s participation be confirmed in writing by an official of the religious organization.

3. When appropriate notice is provided by a student, the student must be granted at least two excused absences per academic year under this policy and must be allowed to make up or waive work and tests missed due to these particular absences. With regard to any test or other assignment that a student would miss due to notice of a required religious observance, faculty members may require the student to complete the test or assignment in advance of the originally scheduled date of the test or assignment. Beyond the minimum terms and limits of this policy, instructors maintain authority to establish and enforce the attendance policy for the courses they are teaching.

4. The requirement for students to make such requests for excused absences applies only to days when the university is holding class.

Appeals

If a student thinks there is a discrepancy between the instructor’s exaction of a penalty for unsatisfactory class attendance and the stated policy or that there is an extenuating circumstance that may affect the instructor’s decision, then he or she should first make a request to the instructor. If desired, the student may further appeal to the Department Head, the Dean of the School or College, and the Provost, in that order.

Cancellation for Non-Attendance

In circumstances in which a student was charged for or received a grade for a class that they never attended, the student should request a Cancellation of Course(s) for Non-Attendance through the University Registrar’s Office. The student is responsible for demonstrating eligibility for cancellation under this policy. Cancellations cannot be processed for students who attended a class, even one time. (Important note: Class attendance for online courses is tracked based on a student's log-in records and activity in Canvas or relevant online Learning Management System). Requests for Cancellation of Course(s) for Non-Attendance must be submitted within one year of the term in which the courses were taken. No cancellations will be made once a student has been awarded a degree for a course on record previous to that degree's award. Once verified with instructors, all requested courses will be removed from a student’s registration and will not display on a transcript.

Copyright Compliance Policy

The following is reprinted from The University Policy Manual and can be accessed at https://policy.uncg.edu/university-policies/copyright_compliance/.

The University of North Carolina at Greensboro promotes the responsible and ethical adherence to intellectual property rights. This policy seeks to promote this goal. All students, faculty, staff, and authorized affiliates of the University are expected to comply with United States copyright laws. These laws apply to copyright-protected materials regardless of whether they are reproduced in digital, electronic, print, or other form. Copyright ownership by members of the University community is addressed in the Copyright Ownership and Use Policy.

All users of University technology resources must abide by the guidelines set forth in the Acceptable Use of Computing and Electronic Resources Policy (https://policy.uncg.edu/university-policies/acceptable_use). Unauthorized replication, installation, or distribution of copyright protected material is prohibited. Users who download software that is not covered by an existing license may be held personally liable for any legal claims or litigation that should ensue due to the illegal use of such software.

Those users who wish to rely upon the "fair use" exception as an alternative to obtaining the copyright owner's permission should first review and be familiar with UNC General Administration's A Primer on Copyright Use (http://old.northcarolina.edu/legal/sm/copyrightownership/Primer__Copyright_Ownership_042209.pdf). The Fair Use Worksheet (http://old.northcarolina.edu/legal/sm/copyrightownership/Primer_Fair_Use_Worksheet_042209.pdf) provided by the UNC Office of the President should be completed and maintained.

Copyright infringement notifications will be acted upon in accordance with the requirements of the Digital Millennium Copyright Act (http://its.uncg.edu/DMCA) (DMCA) 17 U.S.C. 512(c)(3) by the DMCA Agent, following established procedures. Violations of the DMCA may result in denial of access to University computing equipment and systems, and to disciplinary action.

Allegations of copyright infringements found on University computer resources should be sent to:

DMCA Agent
Information Technology Services
235 Bryan Building
The University of North Carolina at Greensboro
P.O. Box 26170
Greensboro, NC 27402-6170
dmca_agent@uncg.edu

Discriminatory Conduct

The following is reprinted from The University Policy Manual and can be accessed at https://policy.uncg.edu/university-policies/discriminatory_conduct/.

The University of North Carolina at Greensboro is committed to the principle that educational and employment decisions should be based on an individual's abilities and qualifications and should not be based on personal characteristics or beliefs that have no relevance to academic ability or to job performance. Accordingly, UNC Greensboro supports policies, curricula and co-curricular activities that encourage understanding of and appreciation for all members of its community. UNC Greensboro will not tolerate any harassment of or discrimination against persons. UNC Greensboro is committed to equal opportunity in education and employment for all persons and will not tolerate any discrimination against or harassment of persons on the basis of race, color, religion, sex, sexual orientation, gender identity, national origin, political affiliation, genetic information, veteran status, disabling condition, or age.

This policy applies internally as well as to the University’s relationships with outside organizations, except to the extent that those organizations,
including the federal and State government, the military, ROTC, or private employers do not yet recognize sexual orientation as protected.

The University's educational and employment practices are consistent with Section 103 of The Code of The University of North Carolina. In addition, the University complies with North Carolina General Statutes 126-16 and 126-17, Title VII of the Civil Rights Act of 1964, as amended, the Civil Rights Restoration Act of 1988, Title IX of the Education Amendments of 1972, the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the Vietnam Era Veteran's Readjustment Assistance Act of 1974, and other federal and state laws relating to discrimination in educational programs and employment. In accord with Executive Order 11246, the University has in place an Affirmative Action Plan which states the University's commitment to the concept and practice of equal employment opportunity for all persons regardless of race, color, religion, sex, sexual orientation, gender identity, national origin, political affiliation, genetic information, veteran status, disabling condition, or age.

Any employee who believes he or she has been treated unfairly based on any of the above characteristics should contact his or her immediate supervisor, or the next level supervisor if the immediate supervisor is the subject of the allegation. Students should contact the Office of Student Affairs.

Retaliatory action of any kind will not be tolerated against any person for making a good faith report of discrimination or on the basis of that person's participation in any allegation, investigation or proceeding related to the report of discriminatory conduct. Every UNC Greensboro employee and student is charged with the responsibility to be aware of and abide by this policy. Failure to abide by this policy may subject the violator to disciplinary action up to and including dismissal.

Drug and Alcohol Policy and Operational Procedures

The University of North Carolina at Greensboro seeks to maintain an environment supporting the pursuit and dissemination of knowledge. The use of illegal drugs by any member of the community interferes with the activities through which the University meets its goals, and the use of illegal drugs will not be tolerated. The University will take all actions necessary, consistent with federal, state, and local laws, and University policy, to eliminate illegal drugs from the University community. The Policy on Illegal Drugs can be found at https://policy.uncg.edu/university-policies/illegal_drugs/. Additionally, UNC Greensboro is committed to sustaining an environment that enables members of our community to acquire knowledge, develop intellectual skills, and become more thoughtful and responsible members of a global society. The University recognizes the improper and excessive use of alcohol may negatively affect the health and safety of students, faculty, staff, and the Greensboro community. The full Illegal Use or Abuse of Alcohol Policy and Resources can be found at https://policy.uncg.edu/university-policies/illegal_use_abuse_alcohol/.

Immunization Clearance

Students who have been admitted to UNC Greensboro are required by North Carolina State law to submit an immunization form with appropriate verification of immunizations. This form is supplied by the admitting office and must be satisfactorily completed and returned to Gove Student Health Center. Failure to comply with this requirement within thirty calendar days from the first day of registration may Admissions 14 2016–17 UNC Greensboro Undergraduate Bulletin result in the student's being administratively withdrawn from the university. For detailed information see http://www.uncg.edu/shs/clinic/immunization. Students subjected to an administrative withdrawal for failure to comply with medical clearance requirements are entitled to a refund, subject to the guidelines of the Refund Policy.

Online Sections and Online Programs Policy

Students in online programs are restricted to enrollment in online sections.

Online sections with regular meetings patterns, including optional meeting patterns, must have meeting days and times scheduled in the student information system and published in the schedule of courses prior to registration. These sections are synchronous in delivery method.

Online sections without mandatory and/or optional meeting patterns shall not have meeting days and times scheduled in the student information system nor shall instructors impose them once the registration schedule is posted. These sections are asynchronous in delivery method.

Sexual Harassment

UNCG prohibits Sexual Assault, Sexual Exploitation, Intimate Partner Violence, Stalking, Sexual or Gender-Based Harassment, Complicity in the commission of any act prohibited by this policy, and Retaliation against a person for the good faith reporting of any of these forms of conduct or participation in any review or proceeding under this policy (collectively, "Prohibited Conduct"). These forms of Prohibited Conduct are unlawful, undermine the character and purpose of the University, and will not be tolerated. For the full policy on Sexual Harassment, see https://policy.uncg.edu/university-policies/sex_gender_harrassment/.

Student Code of Conduct

All students are responsible for conducting themselves in a manner that helps enhance an environment of learning in which the rights, dignity, worth, and freedom of each member of the academic community are respected. The full UNC Greensboro Student Code of Conduct can be found at https://sa.uncg.edu/handbook/student-code-of-conduct/.

Dual Registration as Undergraduate and Graduate

Undergraduate students at UNC Greensboro who plan to undertake graduate study at UNC Greensboro, and who lack no more than 12 credit hours of work to fulfill all requirements for the bachelor's degree, may enroll in the Graduate School. Total graduate credit obtained in this dual status may not exceed 12 credits. Students must apply for admission to a graduate program before requests for dual registration can be approved, but do not have to be formally admitted until the end of the semester in which credit is earned. For dual registration status, the approval of the Dean of the Graduate School and the student's major advisor are required.

Students should be advised that approval for dual registration neither guarantees nor constitutes acceptance into any graduate program.
University Directory Information

The University Registrar’s Office maintains student demographic data and provides it for the online University Directory.

Release of Student Directory Information

Unless a student requests in writing to the contrary, federal law permits the university to release Directory Information to the public without the student’s consent.

Directory Information is information in a student’s education record that would not generally be considered harmful or an invasion of privacy if disclosed. At UNC Greensboro, Directory Information consists of:

- Student’s first and last name
- Major field of study
- Dates of attendance
- Enrollment status
- Anticipated graduation date
- Degrees awarded
- Awards (including scholarships)

Additionally, UNC Greensboro designates some information as Limited-Use Directory Information. The use and disclosure of this information is restricted to: (1) university officials who have access, consistent with FERPA, to such information and only in conjunction with a legitimate educational interest and (2) external parties contractually affiliated with the university, provided such affiliation requires the sharing of Limited-Use Directory Information. Limited-Use Directory Information consists of:

- Local and permanent address
- Student e-mail address
- County, state, or US territory from which the student originally enrolled
- Telephone numbers
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- The most recent previous educational agency attended by the student

Suppression of Student Directory Information

Under the 1974 Family Educational Rights and Privacy Act (FERPA), the student has the right to request in writing that the disclosure of this information be withheld from persons outside the university. Please note that this information can only be suppressed from the public, not from university officials. The suppression request includes both Directory Information and Limited-Use Directory Information as defined by UNC Greensboro policy.

A student must file a form requesting suppression of information with the University Registrar’s Office. A request to suppress information must be filed while the student is still enrolled at the university.

Once a student’s information is suppressed, it will not be printed in the Commencement Program upon the student’s graduation, without the student’s written consent. The suppression of information remains in effect until revoked in writing by the student, even after the student is no longer enrolled at the university. Former students may request in writing that earlier suppression requests be revoked.

Parents’ Information

Information concerning parents of students (names, addresses, phone numbers, etc.) is not made available as it is not considered directory information.

Release of Grades and GPA Information

Grades and grade point averages are never released to agencies or persons outside the university without the written consent of the student, unless otherwise provided for by law. Grades and GPA information are not given out over the telephone.

Withdrawal for Students Called to Active Military Duty

Military Call-Up Policy

Leaving Prior to the Completion of a Term

A student voluntarily or involuntarily called for active military duty in the Armed Services Reserve or the National Guard is eligible to elect one of the following options for leaving prior to the completion of a term:

A. Complete Withdrawal Option (without academic penalty)

- Tuition and general fees are fully refundable.
- Health fees are generally fully refundable, except for students who have used UNC Greensboro health services. These students would be billed at the service rate to a maximum charge equivalent to the health fee. Students who have enrolled in the Student Health Insurance program should contact the Agent for information on a pro-rated refund of premium.
- Room and board is refunded based on the number of weeks the room is occupied and the meals consumed.
- The student is still responsible for all miscellaneous charges such as library fines, parking tickets, health service charges, etc.

In order to be eligible for a refund under these guidelines, the student must contact the University Registrar’s Office and provide the following:

- a copy of his or her call-up papers; these serve as documentation for the refund of tuition and fees
- a mailing address to which the student would like the refund to be sent

The University Registrar’s Office will notify appropriate offices of the student’s withdrawal including Undergraduate Studies, the Graduate School, Financial Aid Office, Housing and Residence Life, and the Cashiers and Student Accounts Office.

In order for a student living in UNC Greensboro housing to receive a refund from the Department of Housing and Residence Life, room keys must be returned to the appropriate office.

If a student is receiving financial aid when called to active duty, financial aid must be repaid according to federal and state guidelines before a refund will be issued by the UNC Greensboro.

B. Early Exam Option

A student who is required to report for military duty not earlier than four calendar weeks prior to the date a semester ends as stated in the official catalog of the UNC Greensboro (or after completion of at least 75% of the enrollment period in a non-standard semester) may, when authorized by the instructor, take the final exam early and be given full credit for
all courses that have an average grade of C or better. Students are not eligible for refunds for which they receive credit.

C. Incomplete Grade Option

A student who is required to report for military duty prior to the completion of a term may take a grade of incomplete in a course and complete it upon release from active duty. Course completion may be accomplished by independent study or by retaking the course without payment of tuition and fees. Under federal financial aid policies, a course that is retaken in this manner may not be counted toward a student’s enrollment load. An eligible student who receives an incomplete for any course is not entitled to a refund of tuition or fees paid.

Returning to UNC Greensboro Within the Same Term

A student called for active duty and subsequently released within the time frame to re-enroll during the semester of withdrawal may pursue re-enrollment within the same term. UNC Greensboro will make every effort to accommodate the request. Individual contacts with faculty involved will determine appropriateness of returning to a course.

Returning to UNC Greensboro at the Start of a New Term

A student voluntarily or involuntarily called for active military duty in the Armed Services, Armed Services Reserves, or the National Guard who wants to return to UNC Greensboro must submit an application for readmission to UNC Greensboro Undergraduate Admissions.

The returning student is eligible to have the application fee waived if:

1. The student selects the option to pay by check during the application process.
2. The student notifies the UNC Greensboro VA Certifying Official of the intent to return and provides a copy of orders, confirming dates of call to active duty.

The re-enrolled student is technically ineligible to participate in early registration for the term of re-enrollment; however, UNC Greensboro will arrange a priority window to assist the student in returning with appropriate classes that are applicable toward the field of study.

Undergraduate Policies

Academic Requirements and Limits for Undergraduates

Baccalaureate Degree Requirements And Limits

122 - Minimum number of credit hours required for an undergraduate degree

36 - Minimum number of credits required toward the degree at or above the 300 course level

31 - Minimum required credits in residence at UNC Greensboro

31 - Minimum required credits in residence at UNC Greensboro beyond the first degree for a second undergraduate degree

2.0 - Minimum cumulative GPA required for graduation

Credit Hour Regulations And Limits

12 - Minimum number of credits in which undergraduates must enroll per semester to qualify for full-time status

18 - Maximum number of credits per semester in which an undergraduate may enroll without special permission

64 - Maximum number of credits allowed for 2-year transfer credit

12 - Maximum number of credits allowed for physical education credit

Deans’ List Qualifications

6 - Minimum number of credits a student must have completed at UNC Greensboro to be eligible for Deans’ List

6 - Minimum number of credits in which a student must be enrolled for a given semester

3.50 - Minimum required GPA for the semester

B+ - Minimum grade earned for the semester (no grade may be lower than B+)

Chancellor’s List Qualifications

30 - Minimum number of credits a student must have completed at UNC Greensboro to be eligible for Chancellor’s List

12 - Minimum number of credits in which a student must be enrolled for a given semester at UNC Greensboro

3.65 - Minimum required cumulative GPA

Transfer students must be enrolled for at least one semester at UNC Greensboro to be eligible for the Chancellor’s List.

Graduation With Honors Requirements

45 - Minimum number of credits a student must complete in residence at UNC Greensboro by end of senior year to be eligible for graduation with honors

3.90 - Minimum required GPA for Summa cum laude

3.70 - Minimum required GPA for Magna cum laude

3.50 - Minimum required GPA for Cum laude

Second Degree Honors Required Hours

45 - Minimum number of credits a second degree candidate must complete toward the second degree in residence at UNC Greensboro, with the required GPA, to be eligible for graduation with honors

Simultaneous Baccalaureate Degrees Residency Hours

31 - Minimum number of credits in residence a student must complete beyond requirements for the first degree in order to receive a second, simultaneous baccalaureate degree

Academic Standing at UNC Greensboro

The following requirements and procedures for maintaining academic good standing became effective in Fall 2017 for undergraduate students and was modified by Faculty Senate in April 2017.

Undergraduate students are expected to be aware at all times of their academic standing and are responsible for knowing whether or not they are on Academic Good Standing, Academic Warning, Academic Probation, Academic Suspension, or Academic Dismissal. Students may check their academic standing via UNCGenie.
UNC Greensboro reserves the right to deny enrollment to any student, even though the student has met the minimum grade point average required, if it is apparent from the student's academic record of required courses that the student will not be able to meet graduation requirements.

The Academic Good Standing Policy applies to enrollment during any term, including summer term. Students may be placed on Academic Warning, Academic Probation, Academic Suspension, Academic Dismissal, or restored to Academic Good Standing based on their academic performance during Summer Session. Academic performance for both summer terms is evaluated at the end of Summer Session II.

**Academic Good Standing Policy**

*(For degree-seeking students entering the university Fall 2014 and after. Students who entered the university as degree-seeking undergraduates prior to Fall 2014 are grandfathered into the policy last published in the 2013–14 Undergraduate Bulletin.)*

To maintain Academic Good Standing at UNC Greensboro, undergraduate students will be required to satisfy all of the following requirements:

- Maintain a minimum 2.0 cumulative GPA.
- Earn 67% of their credit hours each term.

Failure to satisfy all of the requirements above will result in Academic Warning or Academic Probation.

**Academic Warning**

Academic Warning will occur when an undergraduate student maintains a minimum 2.0 cumulative GPA but earns less than 67% of their credits.

Students who fall on Academic Warning will be required to satisfy all of the following requirements during their next term of enrollment:

- Maintain a minimum 2.0 cumulative GPA.
- Earn 67% of their credits each term.
- Enroll in and successfully complete the requirements of the Academic Resources & Knowledge (ARK) Program.

Failure to meet the requirements for Academic Good Standing while on Academic Warning may result in Academic Probation. A student who is able to maintain a 2.0 cumulative GPA but does not earn 67% of their credits will continue on Academic Warning each consecutive semester until the required minimum percentage of hours is earned.

**Academic Probation**

Academic Probation will occur when an undergraduate student in Academic Good Standing or on Academic Warning fails to maintain a minimum 2.0 cumulative GPA.

Undergraduate students who fall on Academic Probation will be required to satisfy all of the following requirements during their next term of enrollment:

- Limit enrollment to a maximum of 16 credits each fall and spring term and 8 credits in the summer term until Academic Good Standing is restored.
- Earn a minimum 2.30 term GPA each term until a 2.0 cumulative GPA is restored.
- Enroll in and successfully complete the requirements of ARS 100.

Failure to satisfy all of the Academic Probation requirements above may result in Academic Suspension at the end of the probationary term. A student who is able to restore a 2.0 cumulative GPA but does not earn 67% of their credits will be placed on Academic Warning.

In cases where circumstances beyond the student's control have interfered with the student's academic performance, students placed on Academic Suspension may request immediate reinstatement by submitting an Academic Suspension Appeal. Contact the Students First Office, Forney Student Success Commons—Suite 101, 336-334-5730, for more information on the appeal process.

**Academic Suspension**

Academic Suspension will occur when an undergraduate student on Academic Probation fails to maintain either a minimum 2.30 term GPA or a minimum 2.0 cumulative GPA.

All students who fall on Academic Suspension are ineligible to enroll at UNC Greensboro for one fall or spring term.

NOTE: Summer Session is not considered a term away for the purposes of Academic Suspension. After a one-term suspension, students may apply for readmission to the university via the Office of Undergraduate Admissions.

If readmitted, upon return from Academic Suspension, an undergraduate student will be considered on Academic Probation and is required to satisfy all of the following requirements during their next term of enrollment:

- Limit enrollment to a maximum of 16 credits each fall and spring term and 8 credits in the summer term until Academic Good Standing is restored.
- Earn a minimum 2.30 term GPA each term until a 2.0 cumulative GPA is restored.
- Enroll in and successfully complete the requirements of ARS 120.

Failure to satisfy all of the Academic Suspension requirements above may result in Academic Dismissal at the end of the term. A student who is able to restore a 2.0 cumulative GPA but does not earn 67% of their semester hours will be placed on Academic Warning.

In cases where circumstances beyond the student's control have interfered with the student's academic performance, students placed on Academic Dismissal may request immediate reinstatement by submitting an Academic Dismissal Appeal. Contact the Students First Office, Forney Student Success Commons—Suite 101, 336-334-5730, for more information on the appeal process.

**Academic Dismissal**

Academic Dismissal will occur when an undergraduate student on Academic Probation after returning from Academic Suspension fails to maintain either a minimum 2.30 term GPA or a minimum 2.0 cumulative GPA.

All students who fall on Academic Dismissal are ineligible to enroll at UNC Greensboro for one academic year.

NOTE: Summer Session is not considered a term away for the purposes of Academic Dismissal. After a one-year dismissal, students may request permission to return to the university by submitting a Return from Academic Dismissal Appeal and must apply for readmission to the university via the Office of Undergraduate Admissions. Contact the Students First Office, Forney Student Success Commons—Suite 101,
336-334-5730, for more information on the appeal and readmission process.

If readmitted, upon return from Academic Dismissal, an undergraduate student will be considered on Academic Probation and is required to satisfy all of the following requirements during their next term of enrollment:

- Limit enrollment to a maximum of 16 credits each fall and spring term and 8 credits in the summer term until Academic Good Standing is restored.
- Earn a minimum 2.30 term GPA each term until a 2.0 cumulative GPA is restored.
- Enroll in and successfully complete the requirements of ARS 140.

Failure to satisfy all of the Academic Dismissal requirements above may result in Academic Dismissal at the end of the term. A student who is able to restore a 2.0 cumulative GPA but does not earn 67% of their semester hours will be placed on Academic Warning.

In cases where circumstances beyond the student’s control have interfered with the student’s academic performance, students placed on Academic Dismissal may request immediate reinstatement by submitting an Academic Dismissal Appeal. Contact the Students First Office, Forney Student Success Commons—Suite 101, 336-334-5730, for more information on the appeal process.

**Academic Appeals**

In cases where circumstances beyond the student’s control have interfered with the student’s academic performance, students placed on Academic Suspension or Academic Dismissal may request immediate reinstatement by submitting an Academic Suspension Appeal or Academic Dismissal Appeal. Appeals must be submitted by the published deadlines, which are located in the academic calendar and the University Catalog. Events and/or circumstances that merit an appeal include officially documented unanticipated personal life events, officially documented unanticipated serious medical difficulty, and/or officially documented serious psychological difficulty. Students are strongly encouraged to contact the Students First Office for assistance before officially submitting an appeal.

An Academic Suspension Appeal or Academic Dismissal Appeal will be reviewed by the Academic Appeals Committee. Once an appeal has been submitted, students will be notified of the results of their appeal via their UNC Greensboro email account. All academic appeal decisions are final.

As mandated by the university, a student whose Academic Suspension Appeal or Academic Dismissal Appeal is approved must agree to participate in the designated Academic Recovery Program, coordinated within the Students First Office, during the next term of enrollment. Failure to participate in and successfully complete the requirements of the designated Academic Recovery Program will result in immediate Academic Dismissal at the end of the term.

**Average Time to Graduation**

Many factors affect both the length of time and the number of credit hours an individual student will require to complete the baccalaureate degree. Full-time undergraduate students are expected to complete at least 12 credit hours per semester. Failure to complete an average of 15 credits per semester may lengthen the student’s time to graduation. Some majors do require formal admission beyond that required for admission to the university in general.

Students should meet with their academic advisors regularly to plan their academic schedules. To graduate, students must complete specific university requirements as well as requirements within the major. Students who change majors may find that additional requirements must be fulfilled. Changing majors excessively, or after the third or fourth semester of study, may also lengthen the time to graduation.

Criteria for admission to a specific major (outlined in the University Catalog) and continuation in that major may include a university grade point average exceeding that required for continuation within the university as a whole. Students considering such majors should become familiar with the guidelines, and work with an academic advisor, as soon as possible to ensure that they meet the criteria.

**Classification of Students**

The following classifications became effective for fall 1996 and thereafter for newly admitted undergraduates (transfer students and freshmen).

Undergraduate students are classified as freshmen, sophomores, juniors, and seniors. These classifications are determined by the number of semester hours completed (including hours transferred from another institution). The classifications are as follows:

<table>
<thead>
<tr>
<th>Classification</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>0–29.9 credit hours completed</td>
</tr>
<tr>
<td>Sophomore</td>
<td>30–59.9 credits completed</td>
</tr>
<tr>
<td>Junior</td>
<td>60–89.9 credits completed</td>
</tr>
<tr>
<td>Senior</td>
<td>90 or more credits completed</td>
</tr>
</tbody>
</table>

**Course Credit Regulations and Limits**

**Correspondence Credit**

Up to 64 credit hours in correspondence and extension credit may be applied to the completion of work for an undergraduate degree with the further stipulation that not more than one-fourth of the requirements for the degree may be completed in correspondence credit. Academic departments may establish such course and credit limitations in acceptance of correspondence credit as may be required by specific degree programs.

Although UNC Greensboro correspondence credit is treated as transfer credit at the time of admission, it will be thereafter considered “Residence” credit for degree certification purposes.

Correspondence credit earned from institutions other than UNC Greensboro is always treated as transfer credit. It will have no impact on the UNC Greensboro grade point average. Only credits will be applied toward UNC Greensboro degree requirements.

**Extension Credit**

UNC Greensboro extension credit, earned either on or off campus, will be considered transfer credit for admission purposes. Up to 64 credit hours in extension and/or correspondence credits may be applied to completion of work for an undergraduate degree. Academic departments may establish such course and credit limitations in acceptance of extension credit as may be required by specific degree programs.

Although UNC Greensboro extension credit is treated as transfer credit at the time of admission, it will be thereafter considered “Residence” credit for degree certification purposes.
Non-Credit Courses
Non-credit courses do not count toward graduation nor are they calculated in the student’s GPA. There are currently no non-credit courses available.

Physical Education Credit Limit Policy
Any university student may take up to 12 credit hours of elective credit in physical education activity courses to apply toward graduation.

Repeated Courses
If a course or its equivalent is taken more than once for credit and is not repeatable for credit, credit will be applied toward degree requirements only once.

Summer Session Credit
Students may enroll for no more than seven credits during each of the two summer sessions, unless permitted to take an increased load by their assigned academic advisor.

Transfer Credit
Comprehensive Articulation Agreement
The North Carolina General Assembly, the Board of Governors of The University of North Carolina, and the State Board of Community Colleges are committed to the simplification of transfer of credits for students and thus facilitating their educational progress as they pursue associate or baccalaureate degrees within and among public post-secondary institutions in North Carolina. The Comprehensive Articulation Agreement (CAA) is a statewide agreement governing the transfer of credits between N.C. community colleges and public universities in North Carolina, and has as its objective the smooth transfer of students, providing certain assurances to the transferring student by identifying community college courses that are appropriate for transfer as electives, and specifying courses that will satisfy pre-major and general education requirements.

The CAA establishes the procedures governing the transfer of credits for students who transfer from a North Carolina Community College to a constituent institution of The University of North Carolina. To be eligible for the transfer of credits under the CAA, the student must graduate from the community college with an Associate in Arts (AA) or Associate in Science (AS) degree and have an overall Grade Point Average (GPA) of at least 2.0 on a 4.0 scale and a grade of "C" or better in all CAA courses. Students who do not complete the degree are eligible to transfer credits on a course-by-course basis. Students officially enrolled in an AA or AS program at a North Carolina community college prior to Fall Semester 2014 are subject to the conditions and protections contained in the CAA in place at the time of their initial enrollment as long as they have remained continuously enrolled.

Community college graduates of the Associate in Arts or Associate in Science degree programs who have earned 60 semester hours in approved transfer courses with a grade of "C" or better will receive at least 60 semester hours of academic credit upon admission to UNC Greensboro. A student who completes the Associate in Arts or Associate in Science degree prior to transfer to UNC Greensboro will have fulfilled the university’s lower-division general education requirements, but not intermediate-level general education requirements like the College of Arts and Sciences’ foreign language requirement. Also, due to degree requirements in some majors, additional lower-division courses at UNC Greensboro may be required beyond the general education courses and pre-major courses taken at the community college.

If a student from a North Carolina Community College System (NCCCS) college believes the terms of the Comprehensive Articulation Agreement (CAA) have not been honored by UNC Greensboro, the student may invoke the CAA Transfer Credit Appeal Procedure. Steps to file an appeal can be found in Appendix E of the Comprehensive Articulation Agreement document (https://www.nccommunitycolleges.edu/academic-programs/college-transferarticulation-agreements/comprehensive-articulation-agreement-caa).

Transfer Credit and Credit Limit
UNC Greensboro is accredited by and will accept transfer credit from schools accredited by the Commission on Colleges, Southern Association of Colleges and Schools (SACS). Colleges and universities outside of the SACS region must have accreditation from the appropriate regional accrediting agency for the transfer credit to be accepted.

Transfer credit to be awarded is determined by the quality as well as the quantity of the student's previous college work. Course work completed with a grade of C-, D+, D, or D- will not transfer. Transfer courses are evaluated on a course-by-course basis.

The sum total of transfer credit hours from two-year college(s), extension, or correspondence courses that may be applied toward an undergraduate degree may not exceed 64 semester hours. No combination of 2Plus and transfer/extension credit may exceed 64 semester hours on the student's transfer equivalency worksheet.

The University's Repeated Course policy applies to transfer credit. If a course or its equivalent is taken more than once for credit and is not repeatable for credit, credit will be applied toward degree requirements only once. In the case of duplicate transfer credit, only the first instance in which credit can be awarded will remain on the UNC Greensboro academic record.

Current UNC Greensboro policy stipulates that courses completed in technical, vocational, or professional programs at community colleges or courses from technical colleges or proprietary institutions cannot be accepted in transfer, unless they are part of a 2Plus Program. These programs give students with articulated Associate in Applied Science degrees access to a limited number of degrees at UNC Greensboro.

Credit for Military Training
Elective credit for military training may be awarded where UNC Greensboro has comparable courses and upon receipt of an official American Council of Education transcript.

Course Selection (including the Course Withdrawal Policy)
Adding Courses
Students may add courses to their schedules during the Drop/Add period. Between the end of the Drop/Add period and the 10th day of classes, a student desiring to add a course may do so only with the written approval of the instructor.

Late Adds
After the 10th day of classes, adding with instructor permission will be accepted by the University Registrar's Office only under extraordinary circumstances.
Course Withdrawal Policy

The following requirements and procedures for maintaining Academic Good Standing became effective in Fall 1996 for newly admitted degree-seeking undergraduates (freshmen and transfer students), modified by Faculty Senate in April 1998 and modified again in November 2013 in compliance with UNC Policy 400.1.1[R].

Withdrawing from Current Term Courses

16 credit hour limit for course withdrawals

Beginning Fall 2014, all undergraduate students will be limited to withdrawing from a maximum of 16 credit hours during their undergraduate career. This limitation does not include course withdrawals completed within the course adjustment period (as identified on the Academic Calendar) that do not count as attempted hours and are not limited to 16 credits. Students who have not exceeded their 16 credit limit may withdraw from a course or courses after the course adjustment period and within the first eight weeks of the term without incurring a WF grade (Withdrawn Failing). Withdrawal from courses within the 16 credit limit will be indicated on a transcript with a grade of WX.

Course withdrawals after eight weeks or in excess of 16 credits will incur a WF grade (Withdrawn Failing).

Courses of less than one semester’s duration, including Summer School courses, shall have shorter withdrawal deadlines (proportional to the course adjustment and eight-week deadline for the regular semester). All withdrawal deadlines are published on the University Registrar’s Office website.

All WX courses count as attempted hours and in tuition surcharge calculations, and are subject to academic standing, financial aid, and Satisfactory Academic Progress rules and calculations.

Withdrawing from a course with extenuating circumstances

Undergraduate students with appropriate cause, as determined by officially documented military deployment, medical, psychological, or unanticipated personal life events, or administrative reasons, may petition for an exemption from the 16 credit limit and the eight-week deadline by initiating a Course Withdrawal Request through the Students First Office. The Course Withdrawal Request Committee, under the purview of the Students First Office, shall be responsible for authorizing Course Withdrawal Requests in consultation with the instructor of every course, and with other departments or agencies as needed. If a Course Withdrawal Request is authorized, all requested courses will be indicated on a transcript with a grade of WE (Withdrawn Exception).

If a student withdraws from all courses, the student is considered officially withdrawn from the university. See section on Withdrawal from the University.

All WE courses count as attempted hours and are subject to financial aid, Satisfactory Academic Progression, and tuition surcharge rules and calculations; they do not count in academic standing calculations or GPA calculation.

Withdrawing from courses retroactively

Undergraduate students shall be given one year following the term in which a course or courses were taken to submit a Course Withdrawal Request with the Students First Office. Students who seek to withdraw from a course or courses retroactively must meet the conditions under Withdrawing from Current Term Courses and the Course Withdrawal Request Committee, under the purview of the Students First Office, must authorize the request. Students are strongly encouraged to contact the Students First Office for assistance before officially submitting a Course Withdrawal Request. If a Course Withdrawal Request is authorized, all requested courses will be indicated on a transcript with a grade of W (Withdrawn) for classes taken prior to Fall 2014, and a grade of WE (Withdrawn Exception) for courses taken in Fall 2014 and thereafter. Students who have graduated may not withdraw from courses retroactively.

Neither the course withdrawal (WX) nor the course withdrawal with an exception (WE) can be replaced under the university’s Grade Replacement Policy or forgiven as part of the Academic Renewal Policy.

Course Levels

Course level numbers are structured as follows:

<table>
<thead>
<tr>
<th>Course Level Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-199</td>
<td>intended primarily for freshmen</td>
</tr>
<tr>
<td>200-299</td>
<td>intended primarily for sophomores</td>
</tr>
<tr>
<td>300-399</td>
<td>intended primarily for juniors</td>
</tr>
<tr>
<td>400-499</td>
<td>intended primarily for seniors</td>
</tr>
<tr>
<td>500–599</td>
<td>intended for advanced undergraduates and graduate students; these courses are not open to freshmen and sophomores</td>
</tr>
<tr>
<td>600-749</td>
<td>registration restricted to students who are classified as graduate students</td>
</tr>
<tr>
<td>750-799</td>
<td>registration restricted to students admitted to doctoral programs</td>
</tr>
</tbody>
</table>

Course Loads

Twelve credit hours is considered full-time status for undergraduates. An undergraduate student must be enrolled for a minimum of 12 credits to qualify for full-time certification to any organization.

Full-time undergraduates normally take five courses per semester. Since a majority of courses carry three hours of credit with some carrying four hours of credit, a normal course load is 15 or 16 credits per semester. To complete most undergraduate degrees in four years, students should plan to carry 15 or 16 credits per semester.

Undergraduates may not take more than 18 credits per semester except with the approval of their assigned academic advisor. Students who have cumulative grade point averages of 3.0 may be authorized, in special circumstances and at the discretion of the Dean of Undergraduate Studies, to carry a maximum of 21 credits of course work.

Suggested Academic Workload Guidelines

Students should be aware that academic excellence and scholastic achievement usually require a significant investment of time in study, research, and out-of-class projects. To provide guidance to students in planning their academic and work schedules, the following recommendations are offered:

1. In general, students should plan to devote between 2–3 hours outside of class for each hour in class. Thus, students with a 15 credits course load should schedule between 30–45 hours weekly for completing outside-of-class reading, study, and homework assignments.

2. Students who are employed more than 5–10 hours each week should consider reducing their course loads (semester hours),
depending upon their study habits, learning abilities, and course work requirements.

**Grading**

**Academic Renewal**

The following policy was approved by the UNC Greensboro Faculty Senate on October 2, 2002; amended October 23, 2006; amended March 4, 2015.

Academic Renewal allows formerly enrolled students who have been readmitted the possibility of having grades earned during their previous attendance period to be forgiven (excluded from GPA calculations). Students initiate the request for Academic Renewal by filing a form with the Students First Office.

Formerly enrolled students who left UNC Greensboro with a cumulative GPA below 2.00 may pre-qualify for academic renewal when:

- they have not been enrolled in any institution of higher education for a minimum of one year (one fall and one spring semester);

or, as an alternative:

- they have completed 24 credit hours of transferrable college credit with a 2.50 GPA since their last enrollment at UNC Greensboro.

Upon being readmitted and/or reactivated under the provisions of this policy, pre-qualified students may apply for Academic Renewal after earning at least a 2.30 GPA on their first 12 credits following re-enrollment. If a student earns fewer than 12 credits in their first term after re-enrollment, all hours and grades earned in consecutive terms (concluding with the term in which the 12 credits total is reached) will be considered for this requirement. If a student earns more than 12 credits in the first term after re-enrollment, all hours and grades earned in that term will be considered for the GPA requirement. Thereafter, the student must meet the standard for continuation in the university Academic Good Standing policy.

All Academic Renewal requests should be submitted to the Students First Office and will be reviewed for approval by the Academic Renewal Review Committee.

Upon meeting the Academic Renewal requirements, previously completed courses in which grades of a D+ or below were earned will be forgiven. The recomputed GPA will be calculated from the courses in which grades of C- or higher were earned. All courses taken will appear on the academic record and count toward attempted hours. Grades will be forgiven only once during a student’s career and cannot be reversed.

Students who receive approval for an Academic Renewal Request cannot utilize the Grade Replacement Policy in future semesters.

**Chancellor’s List**

Undergraduate students are eligible for the Chancellor’s List who meet the following criteria:

- achievement of 30 or more credits at UNC Greensboro
- a cumulative grade point average of 3.65 or higher
- current enrollment at UNCG in 12 or more credits
- be in Academic Good Standing

In the case of transfer students, at least one semester of enrollment at UNC Greensboro is required.

Recognition is accorded the recipients of this honor. The Chancellor’s List is published on the University Registrar’s website after all grades have been processed for the respective fall or spring term. The achievement also appears on the academic transcript.

**Deans’ List**

Undergraduate students are eligible for the Deans’ List who meet the following criteria:

- carry six or more credits of course work graded on an A, B, C, D, or F basis
- earn a grade point average of 3.50 or better and have no grade below B- for the semester
- be in Academic Good Standing

The list is compiled at the end of each semester or when a grade change is processed after a semester for all students whose grade point average falls within the range at the time the report is prepared.

Recognition is accorded the recipients of this honor. The Deans’ List is published on the University Registrar’s website after all grades have been processed for the respective fall or spring term. The achievement also appears on the academic transcript.

**Final Course Examinations**

Final examinations may be required at the discretion of faculty and must be scheduled in course syllabi with information available to students on the first day of class.

**Change of Examination Schedule**

A student desiring to change the meeting time of a final exam should make the request directly to the class instructor. It is the instructor’s prerogative to grant such requests. In instances where students have three exams within a 24-hour period, they may apply to the University Registrar’s Office, 180 Mossman Building, for permission to change their exam schedules. The usual process is to change the middle examination in a sequence of three. All requests for changes in examinations must be filed with the University Registrar’s Office before Reading Day.

**Grade Appeal Policy**

If a student wishes to appeal an assigned grade, the student should first discuss the concerns with the instructor. If desired, the student may further appeal to the department head, the dean of the school or college, and the provost, in that order.

The following amendment to the appeal policy was approved by the UNC Greensboro Faculty Senate on November 17, 2007.

Grade Appeals will be considered only in the most exceptional circumstances, and are approved only in cases where the evidence strongly supports the student’s claim. Appeals must be filed no later than the first six months after the grade has posted.

Examples that do merit a grade appeal include:

- The instructor has miscalculated a final grade;
- The instructor has violated the grading policies outlined in the syllabus without reasonable cause;
- The instructor has not provided a reasonable explanation of how the student’s work was evaluated.

Examples that do not merit a grade appeal include:

- The instructor’s grading policies differ from other instructors in the department, college or school, or university.
The instructor's Attendance Policy differs from other instructors in the department, college or school, or university.

The instructor's Late Work Policy differs from other instructors in the department, college or school, or university.

The grade distribution in the class in question is lower than in other sections of the same course.

The student's grade in the course is significantly lower than grades the student earned in similar courses.

The grade in question will trigger probation, suspension, or loss of financial aid.

Please note that simple disagreement about what constitutes fair grading is not grounds for an appeal. Department or school handbooks and/or the instructor's syllabus define standards for grading in that course. When a student elects to remain in a class after reading these materials, the instructor is not obligated to deviate from grading standards outlined in the department or school handbooks and/or the syllabus.

Grade Points/Grade Point Averages (GPA)

UNC Greensboro uses a credit hour and grade point system for evaluating undergraduates. Credit hours represent the number of course hours completed. Grade points are determined by the number of credits attempted and the grades earned.

The grade point average is determined by dividing the accumulated number of grade points earned by the accumulated number of semester hours undertaken. Hours attempted but not passed must be included in this calculation. However, a second F or WF in the same course is not used in computing the grade point average. Courses graded on the P/ NP or S/U basis and courses transferred from another institution (except those courses taken through the Consortium and Inter-institutional Registration) may not be used in determining the UNC Greensboro grade point average.

Beginning with courses taken in Fall 1996, plus/minus grades are incorporated into the GPA for all undergraduates.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points Awarded Per Hour of Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F/WF</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Grade Replacement Policy

Except for courses with specific provision in the course description for repeated credit, a UNC Greensboro undergraduate student may repeat a UNC Greensboro course in an attempt to earn a better grade. Students may request that an original grade in a course be removed from the Grade Point Average (GPA) and replaced by the grade earned in the repeated course. Students must initiate the request by filing a form with the University Registrar's Office to replace a grade.

- Grades can be replaced for courses taken Fall 2005 and thereafter.
- Only courses numbered 300-level and below may be repeated.
- During their undergraduate careers, students may request to replace the grades for a total of three courses, regardless of credit hour value. For example, a student may replace a single course three times, or a combination thereof, not to exceed the limits of the policy.
- Grades earned as a result of Academic Integrity violations, which are recorded by the Dean of Students Office, may not be replaced by another grade.
- Grades earned in repeated courses will not be used to replace grades earned as part of a degree once it has been conferred.
- All grade replacements are final.
- The academic record will reflect all attempts and grades.
- The attempted credits from all courses will be counted for academic standing, tuition surcharge, and financial aid eligibility (as applicable).
- Students who have received an approved Academic Renewal Request cannot utilize the Grade Replacement Policy in future semesters.

In the case of all other repeated courses, attempted credits and grade points from all attempts will be counted fully in the GPA; however, credits earned for the course will count only once in the total hours for the degree. Departmental policies may supersede this policy.

Grade Reports

Final course grades are made available to students at the end of each semester on UNCGenie, UNC Greensboro's student information system. Students can view and print copies of their grades from UNCGenie.

Grades

A grade in a course is based on the quality of the student's classroom and written work throughout the semester. Most course grades are not solely based on the final examination alone.

If a course or its equivalent is taken more than once for credit and is not repeatable for credit, credit will be applied toward degree requirements only once.

Grading System For Undergraduates

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent—indicates achievement of distinction and excellence in several if not all of the following aspects: 1) completeness and accuracy of knowledge; 2) intelligent use of knowledge; 3) independence of work; 4) originality.</td>
</tr>
<tr>
<td>B</td>
<td>Good—indicates general achievement superior to the acceptable standard defined as C. It involves excellence in some aspects of the work, as indicated in the definition of A.</td>
</tr>
</tbody>
</table>
### Undergraduate Policies

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>Average—indicates the acceptable standard for graduation from UNCG. It involves such quality and quantity of work as may fairly be expected of a student of normal ability who gives to the course a reasonable amount of time, effort, and attention.</td>
</tr>
<tr>
<td>D</td>
<td>Lowest Passing Grade—indicates work that falls below the acceptable standards defined as C but which is of sufficient quality and quantity to be counted in the hours of graduation if balanced by superior work in other courses.</td>
</tr>
<tr>
<td>F</td>
<td>Failure—indicates failure that may not be made up except by repeating the course.</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete—indicates that the completion of some part of the work for the course has been deferred because of prolonged illness of the student or because of some serious circumstances beyond the student's control. Concomitantly with the recording of an Incomplete grade, the instructor files with the head of the school or department concerned the student's average grade and the specific work that must be accomplished before the Incomplete can be removed. Incomplete grades may be recommended by the university physician, the Counseling and Testing Center, and by the Dean of Undergraduate Studies. See also the topic Incomplete Grades in this section.</td>
</tr>
<tr>
<td>IP</td>
<td>In Progress—indicates that the course work was planned to continue beyond a single semester.</td>
</tr>
<tr>
<td>NR</td>
<td>Not Reported—indicates a final grade was not submitted prior to the official end of the semester according to the university's academic calendar.</td>
</tr>
<tr>
<td>P/NP</td>
<td>Passing/Not Passing—used for designated courses only; courses graded P/NP are so indicated in the course description.</td>
</tr>
<tr>
<td>SP</td>
<td>Special Exam</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal—indicates a course from which the student withdrew during the first eight (8) weeks of classes; no academic penalty is attached to a grade of W; see also Course Withdrawal.</td>
</tr>
<tr>
<td>WF</td>
<td>Withdrawal with Failure—indicates a course from which the student withdrew after the first eight (8) weeks of classes; a WF is computed in the student's GPA; see also Course Withdrawal.</td>
</tr>
<tr>
<td>WN</td>
<td>Withdrawal Not Passing—used in courses designated P/NP</td>
</tr>
<tr>
<td>NC</td>
<td>No Credit—indicates an audited course.</td>
</tr>
</tbody>
</table>

### Incomplete Grades

An Incomplete grade may be removed by completion of the deferred work. The time line for which all deferred work must be submitted by a student is determined at the discretion of the instructor and should be clearly outlined via a written document summarizing the course work to be completed and any deadlines for submission. A student should not reregister for the course in order to remove the Incomplete.

An Incomplete received during a semester or in summer session must be removed within six months from the last day of examinations in the term in which the course was taken. Current deadlines for removals of incompletes are published below.

An incomplete not removed within this time limit is automatically converted to an F by the university registrar. A graduating senior who incurs an Incomplete and who has completed all requirements and enough semester hour credits and grade points to graduate may do so even though the Incomplete grade is outstanding. If the Incomplete is not removed within the required six months, it will be converted to F at the end of that period of time. When an Incomplete is removed, it may be replaced by A, B, C, D, F, or, in certain designated courses, P, NP, S, or U.

### Incomplete Removal Deadlines

Incomplete grades must be removed by the deadlines stated below or they will be automatically converted to F on the student's academic record.

Note: These deadlines indicate the final date that an instructor may submit a grade change to remove the incomplete grade. The parameters for removing an incomplete grade, including any deadlines for which work must be submitted by a student, are at the discretion of the instructor.

#### Fall 2017
Incomplete grades earned during Fall 2017 must be removed by June 7, 2018.

#### Spring 2018
Incomplete grades earned during Spring 2018 must be removed by November 3, 2018.

#### Summer 2018
Incomplete grades earned during Summer 2018 must be removed by January 20, 2019.

#### Fall 2018
Incomplete grades earned during Fall 2018 must be removed by June 6, 2019.

#### Spring 2019
Incomplete grades earned during Spring 2019 must be removed by November 9, 2019.
The student may declare the major in one of the following ways: first term at UNC Greensboro.

Credit Hours
Credits for all courses are reported in credit hours. A credit hour credit equals one 50-minute class period per week or its equivalent throughout one semester. The number of credits given for each course is listed as part of the course description.

Credit Hours
Retroactive Grade Change
A retroactive grade change is a change in an officially recorded grade. A grade becomes officially recorded when the Registrar so stipulates. Except to correct clerical errors or to resolve an incomplete grade (see Incomplete Grades), a retroactive grade change is an extraordinary action and is granted only in the most compelling circumstances. No change may occur unless the instructor who gave the grade initiates the formal process of a retroactive grade change. The change must also be approved by the instructor’s department head and by the instructor’s dean.

Students who seek a retroactive grade change to a W are referred to the section on Withdrawing from Courses Retroactively in the Course Withdrawal Policy.

Retroactive grade changes are not made for students who have graduated.

Honors For Second Degree Recipients and Transfer Students
To maintain equity with students who have attended all four years at UNC Greensboro and who may have a semester GPA that would qualify them for honors, the following policy is in place: Any second degree candidate or degree candidate who transferred to UNC Greensboro from another institution is eligible for graduation with honors who, at the end of the final year, has completed toward the degree (in the case of second degree students, toward the second degree) at least 45 credit hours of work in residence at UNC Greensboro and has earned the requisite grade point average.

Majors, Minors, Double Majors and Simultaneous Degrees Policy
Major
The major is a field of study in which a student must specialize in an academic discipline or interdisciplinary area of study by taking a minimum of 27 credit hours in a specified selection of courses in the subject matter(s) as a part of the requirements for completion of an undergraduate degree program. All students must complete the requirements for at least one major, in addition to general education requirements, to successfully earn a bachelor’s degree. The major appears on the transcript.

All undergraduate degree-seeking students must meet the requirements to declare and be accepted into a major prior to the completion of 60 credits of credit. Transfer students entering with more than 60 credits must declare and be accepted into a major prior to registration of their first term at UNC Greensboro.

The student may declare the major in one of the following ways:

- Upon completion of the initial undergraduate freshman, transfer, or international admissions application.
- By formal request to the department of the new degree program.

Concentration
A concentration is a structured plan of study within select majors comprising a specified cluster of courses. The requirements for a concentration are determined by the department. The concentration appears on the transcript.

Minor
A minor represents an optional, secondary field of study for a degree-seeking student; no student may declare a major and a minor in the same discipline. A minor requires additional coursework beyond what is already required for a related major. The minor appears on the transcript.

Pre-Major
A pre-major is a designated pathway for interested undergraduate students to gain entry into a UNC Greensboro undergraduate major/degree program. A pre-major functions principally as an advising tool that helps departments guide interested students into required preparatory coursework and to advise them on any other major requirements. Acceptance or assignment into a pre-major does not guarantee acceptance into the associated major.

Preprofessional Programs
UNC Greensboro offers all courses required for admission to certain professional schools. The Pre-Professional Programs are not majors, but areas of interest. Students must select another academic area as the major.

Double Major
A student who fulfills the specified requirements for two different majors under a single degree program (e.g. B.A., B.S.) prior to graduation completes a double major. For example, a student may complete a Bachelor of Arts (B.A.) with majors in Music and Political Science or a Bachelor of Science (B.S.) with majors in Psychology and Business Administration.

The successful completion of prerequisite and curriculum requirements for both majors are required in order to complete the degree program with a double major. A student must declare a primary major and fulfill the General Education requirements of the primary major. For double majors, one diploma is issued and both majors are recorded on the student’s transcript.

Simultaneous Degrees
A student who fulfills the specified requirements for distinct programs from different degrees prior to graduation will be awarded simultaneous degrees. For example, a student may complete a B.A. in Economics and a B.S. in Physics.

The student must complete an additional 31 credit hours beyond the degree plan with the higher number of required credit hours. Successful completion of prerequisite and curriculum requirements for each degree is required in order to complete both degrees. In order to graduate, the student must complete two graduation applications (one application for each degree).

For students who receive simultaneous degrees, two diplomas are issued, and both degrees and majors are listed on the student’s transcript.

Change of Degree Program, Major, Concentration, and/or Minor
An undergraduate student may change the degree program which consists of major and/or concentration and/or minor and may enroll in
a new degree program provided that the student meets the prerequisites for admission to the new degree program. See Student Catalog Year Policy for establishing the requirements for the changed degree.

The change of degree program (major, concentration, or minor) must be requested through and approved by the department of the new degree program. The department will submit the approval to the University Registrar’s Office for processing.

A student who has earned 60 or more credit hours cannot change his/her major to Exploratory/Undecided.

Second Baccalaureate Degree
Students who have previously earned bachelor’s degrees from UNC Greensboro or other accredited institutions may apply to a program leading to a second baccalaureate degree. The major selected for the second baccalaureate degree must be in a different academic discipline from that of the first degree.

Students seeking a second baccalaureate degree must:
1. Complete no fewer than 31 credits at UNC Greensboro within the second baccalaureate degree requirements.
2. Achieve a minimum grade point average of 2.0 on all work attempted toward the second degree.
3. Satisfy all requirements for the second degree.

Students who hold a baccalaureate degree from an accredited institution will not be required to satisfy the UNC Greensboro General Education Requirements for the second degree.

Baccalaureate Minor After Degree Awarded
Students who have earned a bachelor’s degree from UNC Greensboro may not enroll in a program of study leading solely to a minor.

Steps to Graduation
By the beginning of the semester or summer session in which graduation is expected, undergraduates must officially apply for graduation to the University Registrar. Fulfillment of all requirements for the degree applied for, as well as official application for the degree, are the student’s responsibilities.

Academic Requirements
Candidates for a baccalaureate degree must satisfy all of the specific requirements of UNC Greensboro and of the School/College and department in which they major. They must present for graduation the specific number of semester hours required for the degree with a minimum cumulative overall grade point average of at least 2.0 on all credits undertaken.

At least 36 of the total credits for the degree must be at the 300 level or above.

Graduation Requirements
Students must complete the specific number of credits required for the degree with a minimum cumulative overall grade point average of at least 2.0 on all hours undertaken; at least 36 of the total credits for the degree must be at the 300 level or above; all students must complete at least 31 credits in residence at UNC Greensboro for the degree.

Residence Requirements
All students must complete at least 31 credits in residence at UNC Greensboro for the degree, 12 of which must be in the major field and 9 of which must be in the minor if a minor is sought. After enrollment, Extension credit and Correspondence courses offered by UNC Greensboro are considered residence credit; however, credit earned by special examination is not considered residence credit.

Time Requirements
General Education Requirements
The following policies regard time allowed for completion of GEC and GEC + LEC requirements. The Office of the University Registrar can provide additional details.

GEC or GEC + LEC Requirements
Students must meet the General Education or General Education and College Additional Requirements (LEC) for graduation as stated in this University Catalog in effect at the time of original enrollment at UNC Greensboro. If the student fails to graduate within seven years, however, the university * has the option of enforcing:

1. the original requirements, or
2. the GEC or GEC + LEC requirements in effect at the time the seven year period expired, or
3. the GEC or GEC + LEC requirements in effect at the time of re-enrollment if the student withdrew.

* Typically, the UNC Greensboro Office of the University Registrar will make the choice among these options in consultation with the department in which the student chooses to major.

Major Requirements
Students must meet the departmental major requirements in effect when the student declares or, if required by the department, is formally admitted to a school/college major. If the student fails to graduate within seven years, however, the university * has the option of enforcing:

1. the original requirements, or
2. the major requirements in effect at the time the seven year period expired, or
3. the major requirements in effect at the time of re-enrollment if the student withdrew.

* Typically, the department in which the student chooses to major will make the choice among these options in consultation with the UNC Greensboro Office of the Dean of Undergraduate Studies.

Application for Graduation
All undergraduate students are required to file an application for graduation with the University Registrar’s Office at the beginning of the semester in which they plan to graduate. The online degree application is available via UNCGenie.

This application is required for processing the final degree audit and for printing diplomas. See the topic Miscellaneous Fees and Expenses in the Expenses, Payments, and Refunds section. The fee is nonrefundable. The deadline dates for filing are also published each year in the Academic Calendar and on the University Registrar’s Office website.

Students who do not graduate in the semester for which they file a graduation application must refile for the next term in which they expect to complete their degrees.

Applications are accepted for a short period of time beyond the published deadlines in order to allow for extenuating circumstances; however, once the application for a term is disabled and deemed closed, students must apply to graduate for the next available term. These deadlines are not
Graduation with Latin Honors

Graduation with Latin honors is based on all courses (including the last semester’s work) for which grades and grade points are given. Any senior is eligible for honors who, at the end of the senior year, has completed at least 45 credits of work in residence at UNC Greensboro. This does not include hours for which credit and grade points have been received by special examinations. Honors information printed in the commencement program is based on course work completed through the previous semester, as is the list provided for the purchase of honor cords.

Latin honors are awarded to graduating seniors as follows:

- **Summa cum laude** (with highest honor) achievement of a minimum grade point average of 3.90
- **Magna cum laude** (with great honor) achievement of a minimum grade point average of 3.70
- **Cum laude** (with honor) achievement of a minimum grade point average of 3.50

Commencement Ceremonies

Commencement ceremonies are held in May and December of each year; there is no formal ceremony in August. The names of August degree recipients are printed in the December commencement program and listed on the University Registrar’s Office website. Visit http://commencementcentral.uncg.edu for information about the commencement ceremonies.

Commencement Participation Policy

*Approved by the Chancellor, February 19, 2003*

Students completing all degree requirements by the end of the spring semester are encouraged to participate in May Commencement. Students completing degree requirements by the end of the fall semester are encouraged to participate in the December Commencement. There is no ceremony in August for summer graduates.

Students completing degree requirements by the end of the Summer Session may participate in either the May (preceding the completion of the summer term) or the December (following the completion of the summer term) commencement ceremony by applying to graduate for the summer term, paying the graduation fee, and completing the RSVP form found at http://commencementcentral.uncg.edu. Note that the names of August graduates appear only in the December commencement program.

Please note: Degree candidates will neither earn degrees nor be graduated from the university until they have completed all degree requirements. Participation in a commencement ceremony does not presume graduation from the university.

Students who do not apply for graduation before the published deadline for any semester must apply for graduation during the next semester. Students who have applied for graduation but fail to meet the requirements must reapply for graduation by the published deadline for the semester in which they will fulfill the requirements.

Degrees are conferred only after all requirements are completed and the Board of Trustees has taken official action.

Visit http://commencementcentral.uncg.edu for information about the commencement ceremonies.

Withdrawal from the University

Undergraduate students who find that they must withdraw from the university can do so by withdrawing from all courses through UNCGenie. Undergraduates who withdraw from all courses are considered to be withdrawn from the university and must seek reactivation or readmission through Undergraduate Admissions to return to school in subsequent terms.

Students withdrawing from the university within the first eight weeks of the term will be indicated on the transcript with a grade of WT (Withdrawn - Total). All WT courses count as attempted hours and are subject to financial aid, Satisfactory Academic Progression, and tuition surcharge rules and calculations; they do not count in academic standing calculations or GPA calculation.

If a student withdraws from the university after the eight-week deadline, WF grades will be recorded. WF grades are calculated in the student’s GPA as F (failing) grades.

General Education Program

**Philosophy of UNC Greensboro’s General Education Program**

The faculty and staff of The University of North Carolina at Greensboro are dedicated to student learning and believe that the best evidence of this commitment is the caliber of UNC Greensboro graduates. A UNC Greensboro graduate should combine specialized education in a major with the skills, knowledge, and understanding necessary to be a lifelong learner, an ethical and independent decision maker, a critical and creative thinker, a clear and effective communicator, and a responsible citizen.

The character and abilities of an educated person are the product not solely of a specific battery of courses but of an entire process of education. The mandate to foster the knowledge, character, and sensibility of a university-educated person belongs to the entire University, not to a single department or unit. To the extent possible, learning in the General Education Core should provide foundations and alternative perspectives for the more specialized knowledge gained in the major, while learning in the major should build upon and extend the work that is done in General Education courses.

**UNC Greensboro General Education Mission and Goals**

The faculty and staff of The University of North Carolina at Greensboro embrace student learning as the highest priority. Our General Education Program provides students with the foundational knowledge, skills, and values necessary to be critical and creative thinkers, ethical decision-makers, effective communicators, and collaborative and engaged global citizens. The breadth of General Education empowers our students to thrive as lifelong learners who lead personally fulfilling lives. Thus, the General Education Program provides foundations and alternative perspectives for the more specialized knowledge gained in the major. Likewise, the major builds upon and integrates knowledge, skills, and attitudes learned in General Education courses and the cocurriculum.

**Learning Goals**

**LG1. Foundational Skills:** Think critically, communicate effectively, and develop appropriate fundamental skills in quantitative and information
To ensure that students attain these Student Learning Goals by graduation, UNC Greensboro requires that they complete the General Education Core (GEC) requirements listed in this Catalog. Other requirements and opportunities in the major program, the minor program (if any), and the total undergraduate experience build on the General Education Program and support this Learning Goal: GFA, GPR, GNS, GSB, GL, GN, WI, SI.

The General Education Program relies upon category courses and marker courses. Category courses ensure a breadth of knowledge and are found at the 100, 200, and 300 levels. Courses with one or more markers integrate competency areas with a knowledge area. Marker courses may be found at lower and upper levels, within General Education, and within the major.

The following are brief descriptions of the General Education Core categories and markers, their methods, and learning goals.

**Humanities and Fine Arts (GFA, GLT, GPR)**
By focusing on painting, sculpture, architecture, drama, dance, cinema, or music, students gain understanding of the aims and methods of artistic expression and the role of cultural traditions and artistic value in human society.

**Literature (GLT)**
Students read and write about selected works of prose and/or poetry from diverse cultural traditions, analyzing the context, aims, and methods of literary expression.

**Philosophical/Religious/Ethical Perspectives (GPR)**
For two or more significant philosophical, ethical, and/or religious traditions, students examine and compare assumptions, modes of thought, and attendant practices, and analyze their effects on behavior.

**Historical Perspectives (GHP)**
Students use an historical approach to a specific region and period to explore the context of events (social structure, economics, political systems, culture, or beliefs), evaluate evidence and divergent interpretations, and communicate historical ideas in writing.

**Natural Sciences (GNS)**
By focusing on the concepts of one physical or biological science, students gain understanding of scientific inquiry as they analyze empirical information, distinguish between primary research and secondary reports, and communicate effectively about scientific issues.

**Mathematics (GMT)**
Students gain the skills to perform computations on data, to use mathematical principles to solve problems, and to reason with and manipulate concepts within a mathematical system.

**Reasoning and Discourse (GRD)**
Students gain skills in intellectual discourse, including constructing and evaluating arguments, synthesizing and analyzing evidence, and communicating clearly, coherently, and effectively.

**Social and Behavioral Science (GSB)**
This category covers the behavior of individuals, groups, or organizations. Students learn to use methodology and/or theoretical frameworks to interpret, analyze, and/or evaluate social contexts and situations which influence the behaviors of individuals, groups, and organizations.
Global Perspectives (GL)
Students focus on the interconnections among regions, cultures, polities, and/or intellectual traditions of the world, interpret and evaluate information on diverse ecologies, human societies, artistic achievements, or political systems, and gain sensitivity to cultural differences on a global scale.

Global Non-Western Perspectives (GN)
Students focus on the interconnections among cultures, polities, and/or intellectual traditions of the world other than the dominant Euro-American ones. Students will interpret and evaluate information on diverse ecologies, human societies, artistic achievements, and/or political systems, and gain sensitivity to cultural differences.

Speaking Intensive (SI)
In a course in any subject, students receive instruction in an appropriate mode of oral communication (interpersonal or small group communication, or presentational speaking), and enhanced opportunities to practice improvement of oral communication skills.

Writing Intensive (WI)
In a course in any subject, students demonstrate their understanding of its concepts and materials through writing, using constructive criticism from readers to revise drafts and produce one or more clear, coherent, and effective written assignments appropriate to the field.

General Education Core Courses
The members of the General Education Council approve Program courses and are responsible for Program oversight. See the Course Schedule in UNCGenie for complete General Education listings.

General Education Credit Through Study Abroad
Students may receive General Education category and marker credit for courses taken through study abroad programs offered by the University's International Programs Center.

As stated above, one Global Perspectives marker (GL or GN) course requirement is waived for each semester completed in a credit-bearing Study Abroad experience, up to a maximum of two course waivers. A summer program abroad counts as a semester.

For information about these courses and programs, contact the International Programs Center, 207 Foust Building (336-334-5404 (https://catalog.uncg.edu/academic-regulations-policies/undergraduate-policies/general-education-program/tel:(336) 20334-5404)).

Writing Intensive (WI) And Speaking Intensive (SI) Courses
The General Education Program requires one Writing Intensive (WI) and one Speaking Intensive (SI) marker course from any discipline; a second WI course and a second SI course are to be taken in the major. Since most WI and SI courses are approved only for specific instructors or only for a given term, students should use the Course Schedule in UNCGenie for the current WI and SI course offerings.

Enrollment in certain Writing Intensive and Speaking Intensive courses is restricted to majors in that program. Students should always be aware of course prerequisites and other course restrictions as stated in this Catalog before attempting to register for a course.

General Education Category Requirements (36–37 total credit hours required)
Select courses as indicated from the categories listed below.

Humanities and Fine Arts (12 credits)
- One course from Fine Arts list—GFA (3 credits)
- One course from Literature list—GLT (3 credits)
- One course from Philosophical/Religious/ Ethical Perspectives list—GPR (3 credits)
- One additional course from any of the above (3 credits)

Historical Perspectives—GHP
One course from Historical Perspectives list (3 credits)

Natural Sciences—GNS (6–7 credits)
Two courses from Natural Science list as follows:
- One must be a laboratory course.
- Each must have a different departmental course prefix (e.g., AST, ATY, BIO, CHE, etc.).

Mathematics—GMT
One course from Mathematics list (3 credits)

Reasoning and Discourse—GRD (6 credits)
- ENG 101 or FMS 115 or RCO 101 (3 credits)
- One additional course from Reasoning and Discourse list (3 credits)

Social and Behavioral Science—GSB
Two courses from Social and Behavioral Science list (6 credits)

General Education Marker Requirements
Fulfill the requirements listed below.

One writing intensive course in any discipline
- Indicated in the online Schedule of Courses by marker WI.
- In addition to this General Education Writing Intensive requirement, students must also complete a second Writing Intensive course within the major.

One speaking intensive course in any discipline
- Indicated in the online Schedule of Courses by marker SI.
- In addition to this General Education Speaking Intensive requirement, students must also complete a second Speaking Intensive course within the major.

Four Global Perspectives courses
- Indicated in semester Schedule of Courses by markers GL or GN.
- At least one of the Global Perspectives courses must carry the GN (non-Western course) marker.
- GL/GN courses may include a maximum of two courses in a foreign language (6 credits).
- One GL/GN course requirement is waived for each semester completed in a credit-bearing Study Abroad experience, up to a
maximum of two course waivers. A summer program abroad counts as a semester.

- A foreign language course completed to meet an admission deficiency does not meet a GL or GN requirement.

Courses used to meet the core General Education Category Requirements section above also fulfill the marker requirements if the course carries the indicated marker in the online Schedule of Courses. Other marker courses are also available, including courses in the major. It is therefore possible to meet all General Education Marker Requirements while completing the courses under the General Education Category Requirements section above and/or courses required for the major. Students should carefully and intentionally plan their semester course schedules.

Waivers of Marker Courses for Incoming Students Transferring 60 or More Credits

Students who initially enroll with 60 or more transfer credits are required to take just one SI course and one WI course, both in the major, and two Global Perspectives courses, one of which must carry the GN marker.

Work toward Student Learning Goals outside the General Education Program

General Education provides a foundation for progress toward the UNC Greensboro Student Learning Goals. These goals are then reinforced in the major and minor programs that students complete before graduation. In addition to the General Education category and marker requirements described above, all bachelor’s degree programs require:

- At least one additional writing intensive course (WI) in the major
- At least one additional speaking intensive course (SI) in the major
- Proficiency level in technology as required for the major
- Proficiency level in information skills/research as required for the major

University Requirements

Undergraduate Degrees and Degree Requirements

Undergraduate Degrees

UNC Greensboro offers six baccalaureate degrees:

- B.A. Bachelor of Arts
- B.F.A. Bachelor of Fine Arts
- B.M. Bachelor of Music
- B.S. Bachelor of Science
- B.S.N. Bachelor of Science in Nursing
- B.S.W. Bachelor of Social Work

Requirements For A Bachelor’s Degree

A bachelor’s degree from UNC Greensboro is awarded to a student who has met the following requirements:

1. Successful completion of a minimum of 122 semester hours, distributed as follows:
   a. General education core (GEC): 36–37 s.h. (minimum)
   b. General education marker courses (may also satisfy General Education core and/or major requirements)
   c. Additional College/School requirements
   d. Major subject and related areas: as required by program
   e. Electives: as required by program
   Total minimum s.h.: 122
2. A grade point average on the semester hours attempted of not less than 2.0
3. At least 36 s.h. of courses at the 300 course level or above
4. At least 31 s.h. in residence at UNC Greensboro, 12 of which must be in the major field and nine (9) of which must be in the minor if a minor is sought

The College of Arts and Sciences and each of the five professional academic units—Joseph M. Bryan School of Business and Economics; School of Education; School of Health and Human Sciences; School of Nursing; and the College of Visual and Perforfing Arts—have structured their individual degree programs to comply with this all-university degree framework.

Students who are undecided about their major are advised through the College of Arts and Sciences Advising Center (CASA). CASA advisors help these students determine the major program (in the College or one of the professional schools) that is best suited for them while they complete courses in the General Education Core.

Average Time To Graduation

Many factors affect both the length of time and the number of semester hours an individual student will require to complete the baccalaureate degree. At UNC Greensboro the median number of months to graduation for full time students is 46. The median number of credit hours completed is 125.

Full time undergraduate students are expected to complete at least 12 hours per semester. Failure to complete an average of 15 hours per semester may lengthen the student’s time to graduation. Some majors do require formal admission beyond that required for admission to the University in general.

Students should meet with their academic advisors regularly to plan their academic schedules. To graduate, students must complete specific University requirements as well as requirements within the major. Students who change majors may find that additional requirements must be fulfilled. Changing majors excessively, or after the third or fourth semester of study, may also lengthen the time to graduation. Also see Tuition Surcharge.

Criteria for admission to a specific major (outlined in this Bulletin) and continuation in that major may include a University grade point average exceeding that required for continuation within the University as a whole. Students considering such majors should become familiar with the guidelines, and work with an academic advisor as soon as possible to ensure that they meet the criteria.

Changes In Degree Requirements And Other Regulations

The University reserves the right to make changes as required in course offerings, curricula, academic policies, and other rules and regulations affecting students, to be effective whenever determined by the University. These changes will govern current and formerly enrolled students. Enrollment of all students is subject to these conditions.

Basic Technology Competencies

UNC Greensboro recognizes that the ability to utilize appropriate technologies is an essential proficiency for a university graduate in the twenty-first century. The university has established a list of Basic Technology Competencies in the categories of computer operation;
setup, maintenance and troubleshooting; word processing; spreadsheet/graphing; library research; networking; telecommunication; use of Internet/Web; media communications; and multimedia integration. The list of these competencies is available as an on-line resource, and provides several means available to UNC Greensboro students for acquiring each competency, with options that include campus workshops, computer lab staff support, and websites. Go to UNC Greensboro Basic Technology Competencies to view and access these resources.

UNC Greensboro students are expected to use a variety of these basic technology competencies and additional competencies relevant to their fields of study. Incoming students should review the basic competencies and work to correct any deficiencies.

### Information and Research Skills Competencies

In addition to basic technology skills, information literacy, which is the acquisition of information skills and research competencies, is an important Learning Goal of the General Education Program. Familiarity with information resources is essential in acquiring such skills, and these skills should be integrated into the academic curriculum. To assist students in gaining these skills, UNC Greensboro’s university libraries offers two levels of information literacy instruction to undergraduates:

1. **First-Year Undergraduates**—students achieve orientation to research skills by completing the Library’s Web tutorial and/or attending an instructional session, led by a librarian, that is integrated into one of their courses.

2. **Upper Division Undergraduates**—students who have not achieved the objectives of library instruction for first-year students may use the Library’s Web tutorials designed for this purpose. In addition, more advanced skills may be gained through sessions that relate directly to course assignments and are arranged by teaching faculty for specific classes. Librarians tailor instruction to specific disciplines and assignments and also meet with students to offer individual assistance.

See the following for additional information: http://library.uncg.edu/info/help/classes_and_tours.aspx and http://library.uncg.edu/research/tutorials/

### Student Outcomes Assessments

UNC Greensboro requires students to participate in student outcomes assessments from time to time prior to their graduation. Most of these activities consist of in-class assessments. However, students may also be invited to complete tests measuring other learning outcomes such as information literacy or science. These tests may occur outside of the classroom and at different times in a student’s career. Scores on these tests are not used to evaluate students on an individual basis, but are used to evaluate learning across the university’s programs. Participation is expected.

### Academic Program Terminology

**Guide To Course Descriptions**

Course descriptions are comprised of the following information:

- course number—each course description is represented by a three-letter prefix (indicating the department or program within which the course is taken) and a three-digit course number.
- course title
- course credit (in parentheses)—after each course title are two (or three) numbers separated by colons which indicate semester hours credit, lecture, and laboratory hours.
- description of course content
- prerequisites and/or corequisites
- courses with which the course may be cross-listed (i.e., Same as . . .)
- frequency of offering
- General Education credit (Distribution)
- special information (Notes), which may include:
  - special restrictions or other requirements
  - repeat-for-credit notation, if course can be repeated
  - grading mode, if other than letter grade
  - previous course occurrences, if renumbered or prefix changed (i.e., Formerly . . .)
  - equivalent course credit

See topics listed below for explanations of the above items.

### Course Prefixes

Listed below are the current graduate and undergraduate course prefixes.

- ACC - Accounting
- ADS - African American and African Diaspora Studies
- APD - Apparel Product Design
- ARE - Art Education
- ARH - Art History
- ARS - Academic Recovery Seminar
- ART - Studio Art
- AST - Astronomy
- AST - Anthropology
- ATY - Anthropology
- BIO - Biology
- BLS - Humanities
- BUS - Business Administration
- CCI - Classical Civilization
- CED - Counseling and Educational Development
- CHE - Chemistry and Biochemistry
- CHI - Chinese
- CRS - Consumer, Apparel, and Retail Studies
- CSC - Computer Science
- CSD - Communication Sciences and Disorders
- CST - Communication Studies
- CTP - Comprehensive Transition and Postsecondary Education
- CTR - Community and Therapeutic Recreation
- DCE - Dance
- ECO - Economics
- EDU - Teachers Academy and Licensure Programs
- ELC - Educational Leadership and Cultural Foundations
- ENG - English
- ENS - Ensemble
- ENT - Entrepreneurship
- ERM - Educational Research Methodology
- FFL - Foundations for Learning
- FIN - Finance
- FMS - Freshman Seminars
- FRE - French
- GEN - Genetic Counseling
Academic Program Terminology

GER - German
GES - Geography, Environment, and Sustainability
GRC - Grogan College
GRK - Greek
GRO - Gerontology
HDF - Human Development and Family Studies
HEA - Public Health
HED - Higher Education
HHS - School of Health and Human Sciences
HIS - History
HSS - Honors Programs
IAR - Interior Architecture
IGS - International and Global Studies
IPC - International Programs
ISC - Integrated Science
ISL - Integrated Studies Lab
ISM - Information Systems and Operations Management
ITA - Italian
JNS - Japanese Studies
KIN - Kinesiology
LAT - Latin
LIS - Library and Information Studies
LLC - Languages, Literatures, and Cultures
MAT - Mathematics
MBA - Master of Business Administration
MGT - Management
MKT - Marketing
MLS - Master of Arts in Liberal Studies
MST - Media Studies
MTD - Music, Theatre, and Dance
MUE - Music Education
MUP - Music Performance
MUS - Music
NAN - Nanoscience
NTR - Nutrition
NUR - Nursing
PCS - Peace and Conflict Studies
PHI - Philosophy
PHY - Physics
POR - Portuguese
PSC - Political Science
PSY - Psychology
RCO - Ashby Residential College
RCS - Retailing and Consumer Studies
REL - Religious Studies
RUS - Russian
SAS - Student Academic Success
SCM - Supply Chain Management
SEP - Spartan Experience Program
SES - Specialized Education Services
SOC - Sociology
SPA - Spanish
SSC - Social Sciences
STA - Statistics
STH - Sustainable Tourism and Hospitality
STR - Strong College
SWK - Social Work
TED - Teacher Education
THR - Theatre
UN - University Studies
WCV - Western Civilization
WGS - Women's and Gender Studies

Course Numbers and Levels

Course level numbers are structured as listed below.

<table>
<thead>
<tr>
<th>Course Level Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-199</td>
<td>intended primarily for freshmen</td>
</tr>
<tr>
<td>200-299</td>
<td>intended primarily for sophomores</td>
</tr>
<tr>
<td>300-399</td>
<td>intended primarily for juniors</td>
</tr>
<tr>
<td>400-499</td>
<td>intended primarily for seniors</td>
</tr>
<tr>
<td>500-599</td>
<td>intended for advanced undergraduates and graduate students; these courses are not open to freshmen and sophomores</td>
</tr>
<tr>
<td>600-749</td>
<td>registration restricted to students who are classified as graduate students</td>
</tr>
<tr>
<td>750-799</td>
<td>registration restricted to students admitted to doctoral programs</td>
</tr>
</tbody>
</table>

Undergraduates are reminded that a minimum of 36 semester hours must be completed at the 300 level or above to meet graduation requirements.

Course descriptions for graduate-level courses (600 and 700 level) are printed in the University Catalog.

Course Credit Hours

Credits for all courses are reported in credit hours. A credit hour credit equals one 50-minute class period per week or its equivalent throughout one semester. The number of credits given for each course is listed as part of the course description immediately following the course title.

Course Type Abbreviations with Instructional Delivery Method

ACT—Physical Activity
A course requiring students to participate in physical training, physical conditioning, or other physical exercise activities, sports, or games.

CLN—Clinical
A course requiring medical or healthcare focused experiential work where students test, observe, experiment, or practice a field or discipline in a hands on or simulated environment.

COL—Colloquia
A course requiring students to participate in an unstructured or informal meeting for the exchange of views on a specific topic with an expert or qualified representative of the field or discipline.

DSC—Recitation
A course requiring the extended expression of thought supported by generally-accepted principals or theorems of a field or discipline led by a teaching assistant or instructor under the guidance of a permanent faculty member, which often supplements or expands upon the content of a related or corequisite course.

DTS—Dissertation or Thesis
Dissertation or thesis.

ENS—Recital, Performance, or Ensemble
A course requiring recital, performance, or ensemble focused experiential work, where students practice in group settings or rehearse and
ultimately perform works of music, dance, or theatre for a jury or audience.

IND—Individual Study
A course requiring students to participate in individualized, independent, directed, or guided studies under the supervision of an expert or qualified representative of the field or discipline that cannot be otherwise classified as INI, PRC, or ENS.

INI—Internship, Field Experience, or Cooperative Education
A course requiring students to participate in a partnership, professional employment, work experience, or cooperative education with an entity external to the institution, generally under the supervision of an employee of the given external entity. Does not include organized course meetings.

INT—Internship, Field Experience, or Cooperative Education
A course requiring students to participate in a partnership, professional employment, work experience, or cooperative education with an entity external to the institution, generally under the supervision of an employee of the given external entity. Includes organized course meetings with instructor.

LAB—Lab
A course requiring scientific or research focused experiential work where students test, observe, experiment, or practice field or discipline in a hands-on environment.

LEC—Lecture
A course requiring the extended expression of thought supported by generally accepted principals or theorems of a field or discipline led by an expert or qualified representative of the field or discipline.

LEL—Lecture and Lab
A course that requires the combined attributes of a Lecture course and a Lab course.

PRC—Practicum
A course requiring students to participate in an approved project or proposal that practically applies previously studied theory of the field or discipline under the supervision of an expert or qualified representative of the field or discipline. Includes organized course meetings with instructor.

PRF—Recital, Performance, or Ensemble
A course requiring recital, performance, or ensemble focused experiential work, where students practice or rehearse during individual lessons in works of music, dance, or theatre.

PRI—Practicum
A course requiring students to participate in an approved project or proposal that practically applies previously studied theory of the field or discipline under the supervision of an expert or qualified representative of the field or discipline. Does not include organized course meetings.

SAB—Study Abroad
A course (primarily face to face) that is taught by a school, not in the United States, that a UNCG student is taking as part of an international learning experience approved by the International Programs Office and where UNCG awards academic credit.

SEM—Seminar
A course requiring students to participate in structured conversation or debate focused on assigned readings, current or historical events, or shared experiences led by an expert or qualified representative of the field or discipline.

STT—Student Teaching
A course requiring students to instruct or teach at an entity external to the institution, generally as part of the culminating curriculum of a teacher education or certification program.

STU—Studio
A course requiring visual or aesthetic focused experiential work where students test, observe, experiment, or practice a field or discipline in a hands-on environment.

WEB—Web Course, Fully Online
A course delivered in a fully online setting. While Web-based, may in other aspects resemble Lecture, Lab, Seminar, Clinical, or other organized course instructional formats.

WLC—Lecture with Web Components
A hybrid course with both online and face-to-face components requiring regular organized course meetings. No more than 50% classroom space will be assigned to Web hybrid courses.

WLL—Lecture and Lab with Web Components
A hybrid course with both online and face-to-face components requiring regular organized classroom and lab based meetings. No more than 50% classroom space will be assigned to Web hybrid courses.

Course Description
The description of a course is necessarily brief and is intended to give students a concise overview of course content. A course syllabus, which contains complete details about a course's content and requirements, may be obtained from the department or instructor.

Course Prerequisites and/or Corequisites
A prerequisite is a course that must be completed before another course may be taken. A corequisite is a course that must be taken concurrently with another course. Prerequisites and corequisites are indicated with the heading Prerequisite or Corequisite followed by the requirements that must be met before that course may be taken. A student may not enroll in a course without having completed the proper prerequisites unless these prerequisites have been waived by the head of the department in which the course is offered.

Cross-Listed Courses
Each semester a number of courses are cross-listed with courses taught in a different department. These courses meet in the same room at the same time but have different course prefixes and may have different numbers. Cross-listed courses are listed under the Cross Listed Courses heading (“Same as . . . ”). Students should be aware of cross-listings before registering in order to avoid taking a course for which they will not receive additional credit.

Frequency of Course Offering
Many courses indicate the semester(s) in which they are usually offered. This information is listed under the Offered heading:

- Fall and Spring—course usually offered both fall and spring semesters.
- Fall and Spring and Summer—course usually offered fall and spring semesters and summer session.
- (Fall or Spring)—course usually offered either fall or spring semesters.
- (Fall or Spring or Summer)—course may be offered fall semester, or spring semester, or summer session.
Undergraduate Areas of Study

Undergraduate areas of study include all majors, concentrations, teacher licensure programs, minors, and second majors that are available to UNC Greensboro students. Each area of study carries a unique code, which is used to identify the program. Students seeking a baccalaureate degree must select a primary major, and may, after consultation with an advisor, also select a minor or a second major. See Undergraduate AOS (Area of Study) Codes in the Academic References section.

Also refer to the Academic Units section for a complete list of available areas of study by school and/or department.
Related Area Requirements
A number of majors require courses from other departments or programs for completion of the degree. Such courses are listed as “Related Area” requirements following the major requirements.

Teacher Licensure Requirements
Programs that lead to teacher licensure also list teacher licensure requirements.

Second Academic Concentration Requirements for Teacher Licensure Programs
Several teacher licensure programs require students to complete a second academic concentration in addition to the primary major program. Students in teacher education programs should check with their advisors or with the School of Education Licensure Programs for available second academic concentrations.

Electives
Most programs do not specify which electives a student must take although some may make suggestions. Electives are those courses taken to complete the hours required for the degree after fulfilling General Education requirements and major, related and/or other program requirements.

Minors
A minor is a formalized curricular sequence taken by a student outside his or her major area of study. Programs that can be taken as minors are described following descriptions of the major and second major. A minimum of 15 hours in a department is required to complete an area of study as a minor. Several areas of study can be taken only as minors. See individual programs for details.

Special Curriculum Option (Plan II)
For students whose intellectual interests and professional goals span more than one Academic Department, a special curriculum option—called Plan II—allows students to design an individualized interdisciplinary course of study drawing on existing faculty expertise and interest. Plan II programs should reflect the same kind of rigorous intellectual investigation found in UNCG Greensboro’s established department based majors. Rigorous intellectual investigation varies by discipline, but typically involves a scaffolded set of courses that build upon each other; some degree of formal theoretical analysis is often, if not universally, desirable.

Developing an individualized program is a time consuming process, often taking one year from initial intent to final approval. Students must file a statement of intent to pursue Plan II with the University Curriculum Committee prior to completing their first 45 institutional credit hours, and submit the full plan for review prior to completing their first 60 institutional credit hours. Students desiring to pursue Plan II should be advised that there is no guarantee that their proposed program will lead to graduation until it has been fully approved.

Required steps have been adopted by the Undergraduate Curriculum Committee for approving Plan II programs. The following is an abbreviated description of the procedures that must be followed:

1. Consult with the Student’s First Office regarding established UNC Greensboro majors &/or minors to determine if a program that supports the student’s interdisciplinary goals already exists (Plan II programs that replicate existing programs with minor variations will not be approved).
2. Select a faculty advisor with academic expertise in the primary component of the interdisciplinary major.
3. With the help of the faculty advisor, Select another faculty member with expertise in a different component of the interdisciplinary major, as well as a representative of the Unit Advising representative to serve on an advisory committee.
4. Develop a formal proposal with the advisory committee.
5. Proposal must be reviewed by the lead faculty advisor’s academic unit’s curriculum committee.
6. Proposals are then reviewed by the Undergraduate Curriculum Committee

Minor modifications to an approved Plan II program may be made if approved by both the faculty advisor and the University Registrar’s Office. Other modifications require the full process outlined.

Graduate Policies

Academic Regulations

Academic Eligibility to Continue in Graduate School
Persons enrolled in The Graduate School are regarded as members of the student body of The University of North Carolina at Greensboro and are held responsible for conducting themselves in conformity with the moral and legal restraints found in any law-abiding community. Continued enrollment in The Graduate School is at all times subject to review of the student’s academic record and of the student’s actions with regard to observance of University rules and regulations.

Academic Good Standing
After completing nine credit hours of graduate coursework, students must maintain a cumulative GPA of at least 3.0 in all graduate coursework at UNCG to remain in Academic Good Standing.

Academic Probation and Academic Dismissal
Any student who has completed at least nine credit hours of graduate coursework and whose cumulative GPA for all graduate courses drops below 3.0 will be placed on Academic Probation. Probationary status will be removed if, within the next nine credit hours, a student brings the cumulative GPA to at least 3.0 for all graduate coursework. If probationary status is not removed, the student will be dismissed from the program and is ineligible to continue in The Graduate School. While on academic dismissal, students are not eligible to take courses through the VISIONS program.

Academic Progress and Professionalism
Satisfactory performance in The Graduate School also involves maintaining the professional standards and academic progress expected in a particular discipline or program. Failure to maintain the standards or progress set out in a student’s departmental or program handbook may result in dismissal of the student from the program.

Readmission after Academic Dismissal
A student who is dismissed for academic reasons may re-apply for the same or a different program after two semesters or the equivalent. It is important to note that all graduate courses previously taken at UNCG will remain on the student’s academic record. Only students whose current GPA predicts the ability to graduate with a 3.0 within the allotted timeframe will be offered re-admission.

Fresh Start Admission
A graduate student may request a “fresh start” when changing or returning to a graduate program leading to a master’s degree or certificate at UNCG. A fresh start is defined as beginning a graduate program and having the graduate academic record recalculated to reflect
no credits attempted and no graduate grade point average for the new or returned to program; however, all graduate courses previously taken at UNCG will remain on the student’s academic record. The attempted credit hours from all courses will be counted for financial aid eligibility (as applicable).

To be eligible for a fresh start, the student must meet the following criteria:

- A period of time of at least five years must have passed since the student withdrew or was dismissed from a UNCG graduate program;
- The student’s cumulative graduate GPA must be below a 3.0;
- The student must be recommended for admission into the program by the appropriate department; and
- The student must request and be granted a fresh start from The Graduate School.

Courses completed in a previous UNCG graduate program will not transfer nor will they be applied to the requirements of the new or returned to program. The new program must be finished and the degree conferred within five years of the completion of the first new course.

At most, one fresh start will be granted to any one graduate student at UNCG. Final approval for a fresh start application rests with the Vice Provost and Dean of the Graduate School.

**Bryan Prelude (Visiting Students)**

Bryan Prelude students will become academically ineligible to continue in the Graduate School under any of the following circumstances:

- When grades of U, F, or WF (or D in an undergraduate course) are received in any 6 credit hours.
- When grades of C+ or C are received in 9 credit hours of any coursework taken (graduate or undergraduate.)
- When any grade of U, F, or WF (or D in an undergraduate course) is received in combination with 6 semester hours of C+ or C grade.

**Academic Progress and Professionalism**

Satisfactory performance in The Graduate School also involves maintaining the professional standards and academic progress expected in a particular discipline or program. Failure to maintain the standards or progress set out in a student’s departmental or program handbook may result in dismissal of the student from the program.

**Appeals Policy and Procedures**

This policy provides a procedure for graduate students to make claims that their rights under University policy or under the law have been violated. This procedure is to be used to resolve grievances against decisions or action that were made by employees or agents of UNCG and that would adversely affect the student’s progress toward a graduate degree. The procedures set forth below may be used by persons who are enrolled as UNCG graduate students.


There are two types of appeals available through The Graduate School: 1) Appeal of grades, and 2) Appeal based on misapplication or misinterpretation of University policy, regulation, rule, or procedure or a violation of state or federal law.

**Appeal of Grades**

A current student may appeal a grade within 90 calendar days of the date the grade was posted. The process of appeal must adhere to the following steps. An informal complaint is initiated by the student with the instructor assigning the grade. If the instructor endorses the change, the department/program head must also review the request. If approved, a Grade Change is initiated. If the informal appeal is not endorsed at the department/program level, the student may initiate a formal appeal. (See Appeals Procedure).

A retroactive Withdrawal may be requested in cases in which the student will be unable to complete the term and the deadline to drop without academic penalty has passed or when a grade of Incomplete has been assigned and the student is unable to complete the remaining requirements. Such withdrawals will only be considered when truly extenuating circumstances exist. The student is required to submit supporting documentation.

The process must adhere to the following steps:

- The student should submit a written request for a retroactive Withdrawal to the course instructor, preferably within 90 days but no later than 6 months from the posting date of the final letter grade.
- The instructor will review the request and determine whether or not to endorse the student’s request. If the instructor is no longer employed by UNCG or chooses not to endorse the request, the student can submit the request to the Department Head/Chair.
- An endorsed request for retroactive Withdrawal should be submitted to The Graduate School for review by the Vice Provost or the Vice Provost’s designee. If the request is not endorsed by both the Department and the Vice Provost, the student may initiate a formal appeal. (See Appeals Procedure)

**Appeals of Misapplication or Misinterpretation of Policies or Procedures**

An appeal of the application of a rule or regulation must be made by the student within 90 calendar days as determined by the date of the letter from The Graduate School informing the student of the decision in question.

**Criteria for Appeals**

**Grade Appeals**

This section applies when a student wants to appeal a final course grade that has been recorded by the Registrar on the student’s academic record. A currently enrolled student may appeal a grade within 90 calendar days of the date the grade was posted.

A grade appeal under this policy may be based on one or more of the following criteria:

- The grade(s) was/were calculated in a manner inconsistent with University policy, the syllabus, or changes to the syllabus.
- The grade(s) was/were erroneously calculated.
• Grading/performance standards were arbitrary.
• The instructor failed to assign or remove an Incomplete (“I”) or to initiate a grade change as agreed upon with the student.
• The student (who may or may not be currently enrolled) is requesting a retroactive Withdrawal from a course due to truly extenuating circumstances as demonstrated in supporting documentation.

A grade appeal cannot be made in response to a grade penalty assessed as a result of a violation of the Academic Integrity Policy.

**Appeals of Misapplication or Misinterpretation of Policies or Procedures**

This section applies when a currently enrolled student wants to appeal a decision that he or she perceives to be a misapplication or misinterpretation of University policy, regulation, rule, or procedure, or a violation of state or federal law. The appeal must be filed within 90 calendar days from the date of the letter informing the student of the decision in question.

An appeal under this policy may be based on one or both of the following criteria:

• The policy, regulation, rule, or procedure was applied in a manner inconsistent with University policy, the syllabus, or changes to the syllabus.
• The policy, regulation, rule, or procedure was arbitrarily or unequally applied.

**Informal Appeals Procedure**

Before initiating a formal appeal, a student is encouraged to initiate discussions with the instructor or, in the case of an appeal of regulations, with a Graduate School official. A written appeal is not necessary in the informal stage. During the informal procedure, the student discusses the appeal with the instructor or Graduate School official. Such meetings often help students understand the practices of instructors and other Graduate officials and often lead to resolution of disputes with students. If the instructor endorses the change, the department/program head must also review the request. If approved, a Grade Change is initiated. In the case of an informal appeal of regulations, the Graduate School official will forward recommendations to the Vice Provost and Dean of The Graduate School for a final decision.

**Formal Appeals Procedure**

If there is no resolution at the informal stage or the student wishes to pursue a formal appeal, the following processes must be followed:

**Step 1: Written Appeal to Department/Program or Graduate School**

The student must submit a written appeal to the department/program head or graduate school official. The formal letter must identify the basis of the appeal and must state in detail the applicable criteria for the appeal and why the student believes that the grade should be changed or how the policy, regulation, rule, or procedure was misapplied or misinterpreted.

The department/program head or graduate school official reviews the written appeal and uses normal administrative methods to learn of the facts and make a decision regarding it. Within a reasonable time, normally no longer than fifteen (15) calendar days, the department/program head or graduate school official sends a written response to the student, with a copy to the instructor or appropriate Graduate School officials. The Step 1 response shall include a recommendation of whether or not the instructor should re-evaluate the student’s work in the course(s) or the application of the regulation against the student should be re-evaluated.

In the case of a grade appeal, the department/program head cannot change the student’s grade without the instructor’s agreement. The instructor will determine if a grade change is warranted, and if so will submit a grade change.

The granting of exceptions to Graduate School regulations must receive the approval of the Vice Provost and Dean of The Graduate School. Therefore, after approval of the exception by the department/program, the appeal must be sent to the Vice Provost for final decision.

If the student is not satisfied with the outcome at Step 1, the student may proceed to Step 2.

**Step 2: Written Appeal to The Graduate Studies Committee**

The final date to initiate the Step 2 appeal is fifteen (15) calendar days after the student receives a response under Step 1. Failure to observe this time frame will result in a waiver of the right to proceed to Step 2.

Under Step 2, the student submits a copy of the formal appeal request and the decision of the instructor/Graduate School official from Step 1 to the Vice Provost and Dean of The Graduate School. If the student attempts to raise a new basis for an appeal after the original appeal at Step 2, he/she must present a new appeal under Step 1.

If the Vice Provost and Dean of The Graduate School determines that the formal appeal request does not qualify under the appeals criteria contained in this policy, the appeal will be dismissed subject only to the authority of the Chancellor. If the appeal meets the criteria, the Vice Provost and Dean of The Graduate School will transmit the appeals materials to the Chair of the Graduate Studies Committee and will send a copy of it to the Dean of the Student’s academic unit as notification of a pending appeal.

After conferring with the Chair of the Graduate Studies Committee, the Vice Provost and Dean of The Graduate School will notify the student, the instructor, and any witnesses who will be needed, of the time and place of the hearing. Each party shall be notified at least fifteen (15) calendar days in advance of the scheduled date of the hearing.

**Conduct of the Hearing**

The Chair of the Student Affairs Subcommittee of the Graduate Studies Committee has responsibility for ensuring that the proceedings are conducted in an orderly and fair manner. The Vice Provost and Dean of The Graduate School may be present during the hearing but will not take part in the questioning of witnesses or deliberations. The Vice Provost may, however, provide a brief impartial overview of the appeal at the beginning of the hearing. The Vice Provost’s statement shall be limited to a summary of the facts and issues present in the appeal and shall not include any opinions regarding the appeal.

All evidence including personal testimony will be heard by the Committee in the presence of the student, the instructor, and/or the Vice Provost and Dean of The Graduate School or his or her designee. Since the hearing is a normal part of the educational process and not a legal proceeding, neither the student nor the University shall have an attorney present.

Following the presentations, the Subcommittee members will have an opportunity to ask questions of the presenters and witnesses. The student, the instructor, and/or appropriate representatives will have reasonable time, as determined by the Subcommittee Chair, to question witnesses and respond to evidence.
At the completion of the questioning all presenters, witnesses, and the Vice Provost, will leave the room and deliberation by the Subcommittee will begin.

At the conclusion of the hearing, the Chair of the Student Affairs Subcommittee of the Graduate Studies Committee will prepare a report describing the facts of the appeal as determined by the Committee after hearing the evidence and the Committee’s recommendations for the action which should be taken. The Chair of the Subcommittee will send the report within fifteen (15) calendar days, to the Vice Provost and Dean of The Graduate School.

Final Decision
The Vice Provost and Dean of The Graduate School has responsibility under this policy to make the final University decision in Graduate School appeals, subject only to the authority of the Chancellor. The Vice Provost’s decision will be communicated to the student and the instructor/Graduate School official within a reasonable time, normally no more than fifteen (15) calendar days, after receipt of the report from the Committee.

Conflict of Interest

Student-Faculty Relationship
It is essential to the promotion of high academic standards and maintenance of sound professional practice that the student-faculty relationship be free of real or apparent conflicts of interest based on familiar relationships. To this end, a member of the faculty shall not serve in any capacity that will involve evaluating the academic performance of a graduate student when there exists between them a relationship in the first or second degree of affinity or consanguinity or when they otherwise are so closely identified with one another as to suggest a possible conflict of interest.

Faculty as Student
Members of the voting and non-voting faculty (as identified in sections 2.1 and 2.2 of the Constitution of the Faculty: The University of North Carolina at Greensboro) may not pursue a graduate degree or certificate in their home department or degree-offering unit. For exceptions, the unit Dean may petition the Vice Provost and Dean of The Graduate School.

Student as Faculty
Graduate students should not be assigned to graduate assistantships that generate conflicts of interest. In the rare instance that a graduate student must be assigned to teach a graduate level course, the department is required to seek permission from the Vice Provost and Dean of the Graduate School, providing rationale for the assignment and a plan to ensure that the assignment will not generate conflicts of interest.

Continuous Enrollment
Students pursuing a graduate degree or certificate program are required to be enrolled from the time of matriculation through degree/certificate completion. Continuous enrollment is defined as completing a minimum of 1 hour of graduate credit (including 699/799) every Fall and Spring semester, or one semester during the academic year in combination with a Summer Session. This coursework must be approved for the student’s program of study and selected in consultation with the departmental Director of Graduate Study and or advisor/committee chair.

Students who have already enrolled in the maximum number of 699/799 hours but who have not yet completed the requirements for thesis/dissertation are required to maintain continuous enrollment. These students will enroll in and pay tuition and fees for no fewer than one nor more than three hours of thesis/dissertation extension credit each semester, after consultation with and approval by their faculty adviser. These credit hours will not count toward the degree.

All graduate students must be enrolled for at least 1 credit during the semester in which they are scheduled to receive their degrees/certificates. This may include extension courses (801/802/803).

Any student who breaks continuous enrollment must apply for re-admission to the university. If re-admitted, the student will be assigned to the catalog requirements for the program in effect for the re-admit term.

Course Loads
Graduate students enrolled in nine or more credit hours per term are considered full-time. After completing all required coursework, a master’s student may be considered full-time while enrolled in a 3 credit hour thesis course (699). Master’s students may maintain full-time status with 3 credits of 699 for two terms.

After entering candidacy status, a doctoral student may be considered full-time while enrolled in a 3 credit hour dissertation course (799). Doctoral candidates may maintain full-time status with 3 credits of 799 until completion of the number of dissertation credit hours specified by their programs in the Graduate School Bulletin or their departmental plan of study.

Continued enrollment in thesis or dissertation credit hours beyond those that are required will not provide full-time status unless the student also enrolls in thesis extension, dissertation extension, and/or research extension courses to fulfill the 9 credit hour requirement.

Permission to enroll in extension courses will require verification by the committee chair that the student is making satisfactory progress.

Meeting Visa Requirements for International Students on an F-1 or J-1 Visa
Doctoral students on an F-1 or J-1 visa, upon and after admission to candidacy and after completion of all dissertation hours required on the plan of study, may enroll in one hour of dissertation extension each term to meet visa requirements.

Master’s students on an F-1 or J-1 visa, upon completion of all required coursework and any thesis hours required on the plan of study, may enroll in one hour of thesis extension or research extension each term to meet visa requirements.

Each term, the academic department must supply a letter to the International Programs Center verifying that the student remains in good standing and is making satisfactory progress toward completion of the degree.

Grades

Graduate Grading Scale
Plus/minus grades are incorporated into the GPA for all graduate level courses according to the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points Awarded Per Hour of Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>Grade</td>
<td>GPA</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>F/WF</td>
<td>0.0</td>
</tr>
<tr>
<td>NR</td>
<td>0.0</td>
</tr>
</tbody>
</table>

- Grades of NR, not reported, are assigned in instances in which the instructor does not report a grade and the semester has officially closed.
- Grades of S, satisfactory, or U, unsatisfactory, are reported on all workshops and institutes, and certain seminars, field projects, internships, practica, music groups, and others.
- The grade point average is determined by dividing the accumulated number of grade points earned by the accumulated number of semester hours undertaken. Hours attempted but not passed must be included in this calculation. Courses graded S/U and courses transferred from another institution (except those courses taken through cross registration) may not be used in determining the UNC Greensboro grade point average.
- If a student receives a course grade other than Incomplete (I) and later submits additional work (whether that work is specified in the syllabus or not) after grades are posted, this work cannot be used as a basis for changing the assigned grade. Except for independent study or where specific provision is made in the course description, no student may repeat for credit a course for which he/she has earned credit. If a student repeats such a course, the grade will be recorded on the transcript, but no additional credit will be allowed toward graduation or toward the grade point average. A failing grade remains on the student’s academic record permanently.

**Withdrawal from a Program or a Course**

Graduate students who must withdraw from the University may do so by dropping all courses online through UNCGenie until the last day to drop without academic penalty. Students whose registration for all courses is cancelled must seek reactivation or readmission through The Graduate School to return to school in subsequent terms. After the deadline to withdraw without penalty, and no later than the last day of classes, a Withdrawal (W) may be granted only with the permission of the Vice Provost and Dean of The Graduate School and if status in the course at the time of withdrawal is satisfactory. If the student is in failing status at the time of withdrawal, a grade of Withdrawal Failing (WF) is given. A course abandoned with insufficient reason for withdrawal is assigned the grade of F. In certain cases, faculty may initiate the withdrawal procedure for cause.

**Incomplete (Graduate)**
The symbol I indicates inability, for reasons beyond the student’s control, to complete course requirements by the end of the term in which the course was offered. The Incomplete may be removed by completion of the deferred requirements within six months from the last day of examinations in the term in which the course was taken. An Incomplete not removed within this time limit automatically becomes an F. A grade of I on any course, including work not required for the student’s program, must be removed before graduation. A grade of I cannot be removed with a grade of W.

In the case of a thesis, master’s production, or dissertation in progress, a grade of In Progress (IP) will be recorded each semester of registration for credit until completion of the thesis, master’s production, or dissertation, when a final grade of Satisfactory (S) will be assigned. Extension of thesis, research extension, and extension of dissertation courses also may be graded with IP on a limited basis, but faculty advisers may be required to provide documentation of the student’s satisfactory progress toward completion of the program.

**S-U Courses**
Grades for the following courses are reported as Satisfactory (S) or Unsatisfactory (U):

- All Practicum and Internship courses in Education and Library and Information Studies
- All Workshops and Institutes
- Thesis and dissertation courses (699, 799)
- 800-level extension courses (801, 802, 803)
- Other courses as indicated in the departmental listings

**Graduation and Commencement**

**Applying for Graduation**
Students must formally apply for graduation to The Graduate School by the end of the first week of classes during the term in which they plan to graduate. Degrees are awarded at the end of each semester and the second summer session (i.e., in December, May, and August).

All graduate students must be enrolled for at least one credit during the term in which they are scheduled to receive their degree. This may include extension courses (801, 802, 803). See the Continuous Enrollment Policy.

Diplomas and transcripts of students owing money to the University will be withheld until the account is cleared. Students may not be admitted to and graduate from the same degree or certificate program in the same academic term.

Students who do not apply for graduation before the published deadline for any semester may apply for graduation during the next semester. Students who have applied for graduation but fail to meet the requirements must reapply for graduation by the published deadline for the semester in which they will fulfill the requirements.

Degrees are conferred only after all requirements are completed and the Board of Trustees has taken official action.

**GPA Requirement for Graduation**
For the completion of graduate programs, the overall GPA for graduate courses taken at UNC Greensboro must be at least 3.0. Additionally, the overall GPA for all courses included on the student’s final Plan of Study must be at least 3.0. A GPA of 3.0 or better may be required in the major field at the option of the major department.

In the case of a student who has attempted the minimum number of credit hours for the degree or certificate without achieving the required GPA, the Vice Provost and Dean of The Graduate School, upon the recommendation of the department, may permit the student to continue taking courses in an effort to earn the required minimum GPA. If permission is granted, a maximum of 25% of the coursework hours required for the program may be added to the plan of study, not to exceed 12 credit hours. The additional credit hours may not be independent study.

Students completing all degree requirements by the end of the spring semester are encouraged to participate in the May Doctoral Hooding or Commencement ceremony. Students completing all degree requirements by the end of the fall semester are encouraged to participate in the December Doctoral Hooding or Commencement ceremony. Students completing all degree requirements by the end of the Summer Session
may participate in either the May or December Doctoral Hooding or Commencement ceremony by applying to graduate, paying the graduation fee, and notifying The Graduate School. Degree candidates will not earn degrees nor be graduated from the University until they have completed all degree requirements. Participation in a commencement ceremony does not presume graduation from the University.

Only those doctoral candidates whose degree requirements are completed by the established deadlines (see the Academic Calendar) are authorized to participate in the University’s formal December or May Doctoral Hooding ceremony.

**Graduation Fee**
The graduation fee is payable in the Cashier’s and Student Accounts Office. The Bryan School requires an additional graduation fee that goes directly to the Bryan School. Students who do not graduate in the term for which they originally applied must file a new application. Check with The Graduate School regarding your status.

**Degree Name Changes**
Graduates who have been awarded a degree by UNC Greensboro will not be able to convert that degree to another if later the name of the degree is changed.

**Independent Study (Graduate)**
Independent study is reserved for certificate or degree seeking students. VISIONS/visiting students are not eligible to register for independent study. To be eligible for independent study, a student must have completed several regular courses of graduate work and attained at least a 3.0 average. Students may not register for independent study as a substitute for existing courses. Registration for independent study must have the approval of the instructor, the department head or dean, and the Vice Provost and Dean of The Graduate School.

Post-Baccalaureate and Post-Master’s Certificate students may count no more than 3 credit hours of independent study toward certificate requirements.

Master’s students may register for no more than 3 credit hours of independent study per semester and may count no more than 6 credit hours of independent study toward satisfying the minimum requirements for the master’s degree. At the discretion of the department, M.F.A. students may earn up to a maximum of 20% of their required credits as independent study credits.

Doctoral students may count no more than 15 credits of independent study toward degree requirements.

**Leave of Absence**
The University of North Carolina at Greensboro supports a leave of absence policy to assist graduate students who are temporarily unable to continue their programs. The leave of absence may extend for up to one academic year.

Current students who must break continuous enrollment may apply for a leave of absence. Students choosing this option must file a Graduate School Request for a Leave of Absence that states the reason for the requested absence and that they will neither use University resources, nor require faculty communication or interaction during the leave period. If the leave of absence extends beyond one academic year, the student’s matriculation is closed and the student must re-apply for admission to The Graduate School.

International students on F-1 visa/status must remain continuously enrolled until the thesis, dissertation, project or directed study is completed. Those international students who wish to apply for a leave of absence are advised to consult with the International Program Center.

It is the student’s responsibility to ensure that the proposed leave is compatible with the regulations of any granting agency from which funding would normally be received during the leave period and that such agencies are informed of the proposed leave. Students on student loan programs should inquire with the Financial Aid Office and/or lender regarding any consequences that such a leave may have on their ability to receive future aid or on their repayment status.

Graduate students on assistantship, who are granted a leave of absence, will have their salary and stipend suspended during the period of their leave. If feasible, the remainder of their appointment will be held for them upon their return to the next term. In the event that a graduate assistant and chairperson/director disagree on the leave or its arrangements, students may appeal to The Graduate School. See Appeals Policy and Procedures.

**Preparing the Application for Leave of Absence**
In consultation with the supervising faculty member, the Application for Leave of Absence form is to be completed by the student, and signed by both the student and the advisor or supervising faculty member. The application is to be submitted to the chairperson/director for review and signature before being forwarded to the Vice Provost and Dean of The Graduate School. Whenever possible, application should be made in advance of the anticipated leave or as soon as possible after commencement of the leave.

**Student Responsibilities**
Each graduate student’s program is planned with an adviser who is a graduate faculty member appointed by the department head or dean. The adviser interprets departmental requirements and arranges an orderly sequence of activities for the student’s progress toward the anticipated degree. The student is responsible for continuing in satisfactory academic standing and for meeting all the degree requirements and deadlines for graduation or licensure. Therefore, students are advised to consult with their advisers frequently and to request their advisers to develop a tentative written plan of study. This plan is to be placed on file in The Graduate School.

The Academic Integrity Policy states the precepts, violations, and obligations of academic integrity. In addition, graduate students are expected to comply with the social regulations of the University as set forth in the UNCG Policies for Students available online at deanofstudents.uncg.edu (https://sa.uncg.edu/dean).

**Transfer Credit (Graduate)**
In some instances, work done in other institutions may be counted toward the degree or certificate. Please see Summary of Certificate Requirements, Summary of Master’s Requirements, and Summary of Doctoral Requirements for transfer credit information specific to the type of graduate program.

If transfer credit is to be considered, the following stipulations must be present:

- All credit offered in transfer must have been taken at an accredited graduate school and not have been used to complete the requirements for a degree.
Summary of Regulations on Certificates and Degrees

Certificates

A student may apply coursework from a certificate program toward a graduate degree at UNCG with the approval of the department offering the degree and The Graduate School.

Summary of Requirements for Certificates

- Satisfaction of all requirements for admission.
- A plan of study must be submitted to The Graduate School when a student in a certificate program applies for graduation.
- Satisfactory completion of all course requirements.
- Certificate students must maintain a minimum GPA of 3.0 in all certificate coursework and achieve a minimum overall GPA of 3.0 to graduate.
- Only three credit hours with a grade of C+ (2.3) or C (2.0) will count towards a certificate.
- With the exception of internship, practicum, independent projects or clinical work, all courses for a certificate will be letter graded.

Credit Hours Required for Certificates

In general, certificate programs should be between 12-18 credits hours at the 500-level or above with at least half of this course work at the 600-level or above.

Plan of Study for Certificates

The course work comprising the certificate program must be an integrated and organized sequence of study.

Time Limits for Certificates

Certificates awarded from UNCG indicate that our students have current, usable knowledge in their field; therefore, the certificate curriculum, including the capstone, must be completed within five academic years, from the date the first courses carrying graduate credit applicable to the student’s program are begun. However, if study for the program extends beyond three years, the student may need to meet new requirements.

Independent Study for Certificates

No more than 3 credit hours of independent study may be applied to the minimum number of semester hours required for completion of the graduate certificate program. (See additional requirements above in order to pursue Independent Study.)

Transfer Credit for Certificates

A maximum of three credit hours of transfer credit will be accepted toward a certificate.

Master’s Degrees and Specialists in Education Degrees

Programs at UNCG leading to a master’s degree hold the objective of a reasonable, comprehensive mastery of the subject matter in a chosen field, accomplished through study, training, and experience in research or other scholarly activities.

Summary of Requirements for Master’s Degrees

- Satisfaction of all requirements for admission.
- Submission of plan of study to The Graduate School prior to 50% of program completion.
- Satisfactory completion of all course requirements.
- Achievement of the required B (3.0) GPA overall, for courses listed on the plan of study, and, if required by the department, for the major.
- No more than six credit hours of credit evaluated as C+ (2.3) and/or C (2.0) applied toward the minimum credits required for the degree.
- An applied knowledge of one modern foreign language, or approved option, in programs having this requirement.
- Capstone Experience: The nature of this experience (or combination of experiences) will be left to the discretion of individual academic units. They may include some combination of:
  - Comprehensive written or oral examination,
  - Thesis or research paper,
  - Portfolio,
  - Creative work, and/or
  - Internship experience.
- Filing of an application for graduation and the final plan of study with The Graduate School by the end of the first week of classes of the term in which the degree will be granted and payment of the graduation fee.
- Payment of all accounts owed the University. Diplomas and transcripts of students owing money to the University will be held until the account is cleared.

All the requirements above must be met by the deadlines stated in the Academic Calendar. Some special programs may have additional requirements not listed above but explained in materials supplied by the major department or school.

Time Limit Master’s Degrees

Advanced degrees awarded from UNCG indicate that our students have current, usable knowledge in their field; therefore, the master’s curriculum, including the thesis, must be completed within five academic years, from the date the first courses carrying graduate degree credit applicable to the student’s program are begun. However, if study for the program extends beyond three years, the student may need to meet new requirements.
Credit Hours Required Master's Degrees
Minimum credit-hour requirements, which vary with the degree, are stated under the respective departmental program description. Credit that is applied to one master's degree cannot be applied to another master's degree. No course below the 500 level will be counted towards graduate degree requirements. In all programs, at least one half of the work credited toward the degree must be in 600-level courses or above.

Plan of Study Master's Degrees
A plan of study for the master's degree (or Specialist in Education degree) must be outlined and signed by the student and director of graduate study/designee at the earliest practical time following the student's admission to The Graduate School, but no later than 50% of the program's completion. The plan must indicate the following:

- All courses the student is expected to complete as a minimum requirement, including courses required for the major, supporting courses, number of elective hours, and courses recommended for transfer.
- Courses required by the department but not counted toward the degree, including prerequisite courses.
- No more than 6 credit hours of independent study. At the discretion of the department, M.F.A. candidates may earn up to a maximum of 20% of their required credit hours as independent study credits. (See additional requirements above in order to pursue Independent Study.)
- No more than six credit hours of credit evaluated as C+ (2.3) and/or C (2.0) applied toward the minimum credits required for the degree.
- Capstone Experience.
- Credit earned for STA 667 Statistical Consulting is not applicable to a graduate plan of study.

Copies of the approved plan of study must be filed in the student's permanent folder in The Graduate School, in the department's files, and with the student. If changes have been made to the plan of study, a revised plan of study must be submitted to The Graduate School by the end of the third week of classes of the semester in which the student applies for graduation.

Language Requirements Master's Degrees
Some programs require the student to demonstrate an applied knowledge of a modern foreign language. Exceptions are made at the discretion of the major department.

Foreign students whose native language is not English, who are seeking a master's degree in which a reading knowledge of a modern foreign language is required, may not offer their native language as satisfaction of this requirement. They may offer a reading knowledge of any other approved modern language, including English. When English is offered, the examination will be of the traditional type and will be administered by the Department of English or by the student’s major department in consultation with the Department of English.

Upon the recommendation of the department, The Graduate School may approve requests for graduate students to pass a maximum of 12 semester hours of undergraduate level language courses by special examination. The results of the examination (S-U) will be posted to the student’s graduate transcript. Permission will be limited to language skills courses.

Capstone Experience Master’s Degrees
The capstone experience may consist of a comprehensive written or oral examination, thesis or research paper, portfolio, creative work, internship, or some combination of these experiences. The requirement can be satisfied after the student has completed at least two-thirds of the minimum program credits. If an unsatisfactory grade is given on the first attempt to satisfy the requirement, no more than one additional attempt is permitted. If the student fails to meet the department’s minimum criteria for the capstone experience on the second attempt, The Graduate School will be notified and will send the student a letter of dismissal from the program.

The Thesis Master's Degrees
Some master's programs require a thesis; some offer a thesis or non-thesis option. A student in a thesis program prepares a thesis under the guidance of a thesis committee consisting of a chair and two other members appointed by the head of the major department or school. The committee members must hold membership on the graduate faculty. Although all members of the committee may come from the major department, appointment of one member from another department is encouraged.

Institutional Review Board (IRB) approval is required for research involving human subjects prior to acceptance of a thesis based on such research.

The thesis must conform to rules established by the Graduate Studies Committee in the Guide for Preparation of Theses and Dissertations. The guide can be printed from The Graduate School's website or paper copies can be obtained from the office at no cost. An oral examination on the thesis may be required at the discretion of the major department or school, either for the individual or all students in a thesis program.

The process for submitting the thesis to The Graduate School has two components: submitting the approval copy and submitting the final copy. Specific instructions and deadline dates affiliated with each step are available in the Guide and the Academic Calendar.

Students file the thesis electronically via the online submission system available on The Graduate School's website. The approved electronic submission must conform to the format requirements stated in the Guide and must be uploaded by the deadline dates as specified in the Academic Calendar. Publication of the thesis by UMI Dissertation Publishing/ProQuest Information and Learning is required by The Graduate School. There is no charge for traditional publishing. However, optional services requested by the candidate during submission may have associated charges.

Maximum credit allowed for the thesis is 6 credit hours. Additional 801 credits may be required to maintain continuous enrollment but will not count toward the degree.

Transfer Credit Master's Degrees
At the master’s and specialist’s levels, credit may be given for graduate work taken at other institutions (including credit earned through the Greater Greensboro Consortium), but certain conditions must be met:

- Transfer credit may not exceed one-third of the minimum number of credit hours required by the student’s program.
- All credit offered in transfer must have been taken at an accredited graduate school and not have been used to complete the requirements for a degree.
- Such work must have been taken within the five-year time limit.
- The student must have earned a grade of B (3.0) or better on all transfer credit. In a four-letter grading system, only credit earned with either of the top two grades is transferable. The transfer of credit
where a grade of P or its equivalent is received in a two- or three-letter grading system (such as P-F, S-U, or H-P-F) reduces credit for credit the number of C grades earned that may count toward the minimum requirement for the degree.

- The credit must be recorded on an official transcript placed on file with The Graduate School.
- It must be approved both by the student’s major department and by the Vice Provost and Dean of The Graduate School.
- It must be necessary to meet specific degree requirements.

Credit hours only, not grades, may be transferred from other institutions. Quarter-hours do not transfer as semester hours. A fraction of an hour of credit will not be transferred. See sample below:

- 2 quarter hours transfer as 1 semester hour.
- 3-4 quarter hours transfer as 2 semester hours.
- 5 quarter hours transfer as 3 semester hours.
- 6-7 quarter hours transfer as 4 semester hours.
- 8 quarter hours transfer as 5 semester hours.
- 9-10 quarter hours transfer as 6 semester hours.

Students must secure approval from their major advisor and the Vice Provost and Dean of The Graduate School in advance of registration at other universities. In general, however, not less than two-thirds of the total program for the master’s and specialists degrees must be completed at The University of North Carolina at Greensboro.

All credit to be transferred must come within the time limit described above and must be supported by placing an official copy of the transcript on file in The Graduate School. No credit will be transferred unless it is required to meet specific degree requirements.

No more than 3 credit hours of institute and workshop credit may be counted toward satisfying the minimum requirements for the master’s and specialists degrees.

**Doctoral Degrees**

**Doctor of Philosophy**

The degree of Doctor of Philosophy is conferred upon those students who have completed, with high distinction, a prescribed period of intensive study and investigation in a single field of learning. Students must master the methods of study in the chosen field and demonstrate familiarity with what has been done and with the potentialities for further progress in the field. They must also demonstrate capacity for original and independent study or creative work and must present evidence of such investigation in a scholarly dissertation.

A Ph.D. may be earned in communication sciences and disorders; community health education; computational mathematics; consumer, apparel, and retail studies; counseling and counselor education; economics; educational research, measurement and evaluation; educational studies; English; environmental health science; geography; history; human development and family studies; information systems; kinesiology; medicinal biochemistry; music education; nanoscience; nursing; nutrition; psychology; and special education.

**Doctor of Education**

The major premise of the Doctor of Education degree program is that students receive depth in subject matter as well as professional development. Therefore, the program is purposely flexible, allowing the students to develop under careful advisement a course of study best suited to their ability, personality, experience, and major professional goal. It is expected that each student will make a significant research contribution to the discipline culminating in a scholarly dissertation.

An Ed.D. may be earned in kinesiology and educational leadership.

**Doctor of Musical Arts**

The Doctor of Musical Arts degree program is a performance degree offered only in the School of Music. The requirements of The Graduate School stated below apply to the Doctor of Musical Arts; however, due to the highly specialized nature of the degree, the student should consult the Director of Graduate Study in the School of Music for specific requirements and procedures.

**Doctor of Nursing Practice**

The Doctor of Nursing Practice degree program is an applied degree offered only in the School of Nursing. The requirements of The Graduate School stated below apply to the Doctor of Nursing Practice; however, due to the highly specialized nature of the degree, the student should consult the information in the Doctor of Nursing Practice section regarding the specific requirements and procedures.

**Summary of Requirements for Research Doctoral Degrees (Ph.D., Ed.D., D.M.A.)**

- Satisfaction of all requirements for admission to a doctoral program, including the removal of any deficiencies identified at the time of admission.
- An approved advisory/dissertation committee, to be filed in The Graduate School by the end of 18 semester hours.
- An approved plan of study, to be filed in The Graduate School by the end of 18 semester hours.
- Satisfactory completion of any language requirement or approved option.
- Satisfaction of the residence requirement.
- Satisfactory completion of any diagnostic qualifying examination that may be required by the major department or school.
- Satisfactory completion of all course requirements in the student’s approved program of study.
- Satisfactory completion of the preliminary written and oral examination and any additional work that may be required as a result of this examination.
- An approved dissertation topic, to be filed in The Graduate School.
- Admission to candidacy upon the satisfaction of the requirements above (formal application to be made in The Graduate School).
- Submission of a dissertation acceptable to the advisory/dissertation committee.
- Satisfactory oral defense of the dissertation.
- Acceptance of the dissertation by The Graduate School.
- Filing of an application for graduation with The Graduate School by the end of the first week of classes of the term in which the degree will be granted and payment of the graduation fee.
- Payment of all accounts owed to the University. Diplomas and transcripts of students owing money to the University will be held until the account is cleared.

The requirements above must be met by the deadlines stated in the Academic Calendar. Detailed explanations of these requirements follow. Some programs may have additional requirements not listed above but explained in materials supplied by the major department or school.
Admission Requirements
Admission to the doctoral program is distinct and separate from any previous admission to The Graduate School. For this reason, a student who has been admitted to a master's degree program must reapply for doctoral study by notifying The Graduate School of the desire to be considered for admission to the advanced program. Admission to study for the doctorate normally follows completion of the master's degree or its equivalent coursework, but some departments will consider admission directly from an undergraduate program in the case of exceptionally well-qualified applicants. Applicants who hold the master's degree or its equivalent, however, are not automatically eligible for admission to doctoral study.

In addition to satisfactory entrance examination scores and recommendations (explained in the application materials), final approvals of the major department or school and of the Vice Provost and Dean of The Graduate School are required.

Advisory/Dissertation Committee
The advisory/dissertation committee, consisting of at least four members of the graduate faculty, shall assist the student with the preparation of the plan of study and shall guide and evaluate the doctoral dissertation. This committee will be appointed by the Vice Provost and Dean of The Graduate School upon the recommendation of the major department head or dean and must be mutually acceptable to the student and all committee members.

Of the four members, the chair must hold an Endorsement to Chair Doctoral Committees, and no more than one may be an Adjunct Member of the graduate faculty. The committee chair must be from the major department, and it is recommended that when appropriate, one member be selected from the minor area of study. If at any time the advisory/dissertation committee decreases in number to fewer than four members, additional members of the graduate faculty must be approved by the Vice Provost and Dean of The Graduate School to bring the number to at least four. See Policy on Appointment to the Graduate Faculty for further details.

The student must request the appointment of this committee no later than upon completion of the first 18 semester hours of graduate courses. Any subsequent changes in the advisory/dissertation committee must be submitted to The Graduate School for approval.

Minor
Certain doctoral programs may permit, encourage, or require a minor, which is a formalized curricular sequence of advanced work in one or more areas outside the major field but cognate to it. The student should ask the chair of his/her advisory/dissertation committee if a minor is appropriate or required. The minor must consist of at least 12 credit hours of study. The student's advisory/dissertation committee approves the minor, and it must appear on the doctoral plan of study.

For information concerning the doctoral minor in educational research and methodology, human development and family studies, information systems, and statistics, see the relevant academic program.

Research Competence
Competence in research is required of all doctoral students. Whereas the specific requirements will vary from field to field and according to the student's professional objective, the plan of study must provide for mastery of techniques of research that not only are appropriate to the particular field of study but also will help prepare prospective holders of the doctorate to continue their intellectual and professional growth.

Plan of Study
A plan of study for the doctoral degree must be outlined by the student and the advisory/dissertation committee at the earliest possible time following admission of the student to The Graduate School, preferably at the end of the first semester of residence or not later than the completion of 18 credit hours. The plan must indicate the following:

- Major and minor fields of study.
- Specific courses the student is expected to complete as a minimum requirement.
- All specific core, seminar, language, and research requirements of the major department.
- No more than one quarter of the coursework credited to the degree, exclusive of the dissertation, at the 500 level.
- No more than 15 credit hours of independent study, exclusive of the dissertation. (See additional requirements above in order to pursue Independent Study.)
- No credit evaluated as B- (2.7) or less. All courses applied toward the degree must be B (3.0) or better, and additional hours must be taken for any hours earned with a grade of B- (2.7) or less.
- Credit earned for STA 667 Statistical Counseling is not applicable to a graduate plan of study.

A record of all graduate work the student has taken must accompany the proposed program. It is at this time that the advisory/dissertation committee evaluates the student's qualifications to be recommended for further study in The Graduate School, further preparation for such study, or withdrawal. The committee may propose prerequisite coursework to be taken if it believes the student shows weaknesses that might be corrected by additional formal study.

The plan of study must be submitted to the Vice Provost and Dean of The Graduate School for approval. The Vice Provost reserves the right to refer any or all plans of study to the Graduate Studies Committee for review and recommendation.

Copies of the approved plan of study must be filed in the student's permanent folder in The Graduate School, in the department's files, with the chair and each member of the advisory/dissertation committee, and with the student. Any subsequent changes in the plan of study or in the subject of the dissertation must be submitted to The Graduate School for approval.

Language Requirement
Each candidate for the doctorate must show either a satisfactory reading knowledge of at least one modern foreign language relevant to the student's major area of study or, where approved, a satisfactory mastery of research skills at an appropriate level of competence.

The language or languages used to satisfy a language requirement must be approved by the student's major advisor. French, German, and Spanish are most frequently used.

The language requirements must be passed prior to the preliminary examinations, and prior to admission to candidacy.

A student whose native tongue is a language other than English may use English, but not the native language, to satisfy a language requirement. When English is offered, the examination will be administered by the Department of English or by the student's major department in consultation with the Department of English. A statement certifying the
candidate's proficiency in English must be filed in The Graduate School before the preliminary examinations may be taken.

**Residence Requirement**

Doctoral students are expected to satisfy a residence requirement, which provides them the opportunity for an extended period of intensive study and intellectual and professional development among a community of scholars.

The basic requirement is two consecutive semesters (minimum of 6 hours per semester) of graduate coursework (excluding independent study and dissertation hours) on this campus after admission to a doctoral program. Spring and fall may be considered consecutive semesters if summer courses are not regularly available in the program. The two sessions of summer school count as one semester. Undergraduate courses taken in support of a graduate program cannot count towards residence.

**Residence Requirement - Online Doctoral Programs**

The minimal residency requirement for online professional/practice doctoral programs will be met when students make a minimum of three required visits to campus as part of their graduate program:

- To participate in an orientation program prior to coursework to foster a sense of community with their peers and faculty, and to gain knowledge of UNCG resources available to them;
- Upon completion of coursework, to participate in written and oral comprehensive examinations, in discussion regarding the dissertation proposal with faculty, and in observation of a dissertation defense; and
- To participate in their dissertation defense at the culmination of the program.

**Time Limits for Doctoral Degrees**

Advanced degrees awarded from UNCG indicate that our students have current, usable knowledge in their field; therefore, all requirements for the doctorate, including the dissertation, must be completed within seven academic years. Post-master's (or equivalent) credit that is to be applied to the student's doctoral program must be no more than seven years old when the degree requirements are completed. This means that all coursework to be credited to the student's doctoral program must fall within a seven-year period of time beginning with the date the first courses carrying graduate degree credit applicable to the student's program are begun. If credit to be transferred was earned before enrollment at this University, the seven-year period of time commences with the beginning date of the term in which the transfer credit was earned.

The seven-year time limit does not apply to students who are admitted directly to a doctoral program upon completion of the baccalaureate. In this case, the time limit is ten years.

**Transfer Credit for Doctoral Degrees**

In some instances, work done in other institutions may be counted toward the degree, particularly work culminating in a master's degree from a regionally accredited institution and representing an appropriate area of study. If the student proposes the transfer of credit from another graduate school, the work for which credit was received must be covered by the preliminary examination, and the transfer must be recommended by the student's advisory/dissertation committee before The Graduate School will credit the work to the student's doctoral program.

A maximum of one-third of non-dissertation course credit hours beyond the master's degree may be transferred to a doctoral program.

The following conditions apply to transfer credit for doctoral program:

- All credit offered in transfer must have been taken at an accredited graduate school.
- Such work must have been taken within the time limit described above.
- The student must have earned a grade of B (3.0) or better on all transfer credit. In a four-letter grading system, only credit earned with either of the top two grades is transferable.
- The credit must be recorded on an official transcript placed on file with The Graduate School.
- The credit must be approved by both the student's doctoral advisory/dissertation committee and the Vice Provost and Dean of The Graduate School.
- The credit must be necessary to meet specific degree requirements.

Credit hours only, not grades, may be transferred from other institutions. Quarter-hours do not transfer as semester hours. A fraction of an hour of credit will not be transferred. See sample below:

- 2 quarter hours transfer as 1 semester hour.
- 3-4 quarter hours transfer as 2 semester hours.
- 5 quarter hours transfer as 3 semester hours.
- 6-7 quarter hours transfer as 4 semester hours.
- 8 quarter hours transfer as 5 semester hours.
- 9-10 quarter hours transfer as 6 semester hours.

Students must secure approval from their doctoral advisory/dissertation committee and the Vice Provost and Dean of The Graduate School in advance of registration at other universities. In general, however, not less than two-thirds of the total non-dissertation credit hours of doctoral degrees must be completed in residence courses at UNCG.

In order to ensure that the courses fall within the time limit permitted, the transfer credit will be accepted finally and posted to the transcript only at the time of completion of the degree requirements.

**Preliminary Examination**

When a student has removed any provisions or special conditions that may have been attached to admission, completed a minimum of 75% of the coursework contained in the program of study, passed any foreign language requirements, and completed the research skill requirements, that student is then eligible to take the preliminary examination. Individual departments may have additional requirements. Each doctoral student is required to pass the doctoral preliminary examination, which consists of both a written and oral examination. The written part is scheduled and prepared by the dissertation advisor with the assistance of the advisory/dissertation committee. The questions may cover any aspect of the coursework taken by the student during the period of this graduate study or any subject logically related and basic to an understanding of the subject matter of the major and minor areas of study. Any transferred coursework is subject to examination at the time of the preliminary examination. The oral examination should be scheduled within one month following the written examination.

Unanimous approval is required for passing the preliminary examination. Approval may be conditional, however, upon the satisfactory completion of such additional work as may be required by the committee. However, if the student does not pass the preliminary examination, no more than one
re-examination will be allowed. The re-examination will not be permitted during the semester in which the preliminary examination was failed. If the student fails to pass the re-examination, The Graduate School will send the student a letter of dismissal from the program.

The complete advisory/dissertation committee of at least four must participate in the holding of the preliminary oral examination.

Admission to Candidacy
When a student has completed all major and minor required courses, has passed the preliminary written and oral examinations, satisfied any language or skill requirements, and submitted a dissertation research outline that has been approved by his dissertation advisor and advisory/dissertation committee, that student may then make formal application in The Graduate School for admission to candidacy for the doctoral degree.

The Dissertation
The dissertation is the product of a thorough investigation of a basic and significant problem or question within the major area of study. An appropriate plan of research must be developed and executed by the student under the general guidance of the chair and the advisory/dissertation committee. Institutional Review Board (IRB) approval is required for research involving human subjects prior to acceptance of a dissertation based on such research.

The dissertation requirement is designed to develop the capacities of originality and generalization in the candidate. It should foster and attest to the development in the candidate of ability in scientific inquiry, understanding and mastery of the techniques of scholarship, and the art of exposition within the field of specialization. The advisory/dissertation committee, with such other professors as may be appointed by the Vice Provost and Dean of The Graduate School, shall examine the dissertation. No dissertation shall be accepted unless it secures unanimous approval of the advisory/dissertation committee.

It is expected that the dissertation will serve to demonstrate the student's ability to contribute to the development of research or scholarship within the discipline. As such, The Graduate School must be certain that the dissertation is a demonstration of the student's ability to identify a problem, develop a methodology, carry out the necessary steps to gather data, analyze the findings, and form a defensible conclusion.

In the case of non-traditional dissertations that may contain chapters or sections with multiple authors, it is necessary to clarify the contribution of the dissertating student and others who may contribute to the dissertation. In situations where there may be multiple authors, it is the responsibility of the advisory/dissertation committee chair to identify the percentage of proposed work to be developed by each of the contributors and submit it to The Graduate School for approval. This must be done at the proposal stage and again at final defense if the original plan has been revised.

It is expected that the dissertating student will be identified as the primary author of each of the chapters. The introduction to the dissertation must be solely authored by the dissertating student and must contain the theoretical framework that unifies the chapters that follow. The dissertating student also must be the sole author of the concluding chapter in which the significance of the various articles is explained. It is also expected that within the dissertation, appropriate attribution will be given to the other authors who contribute to the chapters.

Students file the dissertation electronically via the online submission system available on The Graduate School's website. In final form, the dissertation must comply with the rules prescribed by the Graduate Studies Committee in the Guide for the Preparation of Theses and Dissertations. The approved electronic submission must be uploaded by the deadline dates as specified in the Academic Calendar.

Publication of the dissertation by UMI Dissertation Publishing/ProQuest Information and Learning is required by The Graduate School for all programs except the DNP. There is no charge for traditional publishing. However, optional services requested by the candidate during submission may have associated charges.

The process for submitting the dissertation to The Graduate School has two components: submitting the signed approval copy and submitting the final copy. The specific instructions and deadline dates affiliated with each step are available in the Guide and the Academic Calendar.

Dissertation hours vary according to the program but are never less than 12 semester hours, normally taken in units of three semester hours. For a complete explanation of requirements affecting dissertation registration, see the Policy on Continuous Enrollment.

Oral Defense
The doctoral candidate who has successfully completed all other requirements for the degree must defend the dissertation orally. The defense will be scheduled by the chair of the advisory/dissertation committee in consultation with the other committee members. The Graduate School will publish the dissertation title, date, time and location of the oral defense at least two weeks prior to the defense. The defense is open to all members of the University community who may wish to attend, as required by state laws on public meetings. The oral defense is administered by the advisory/dissertation committee according to program guidelines. The defense is largely related to the dissertation field of study including courses taken here and elsewhere. Approval of the defense must be attained by all members of the advisory/dissertation committee. The results of the defense are to be reported in writing to the Vice Provost and Dean of The Graduate School.
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