



THE UNIVERSITY *of* NORTH CAROLINA
GREENSBORO

*One-Hundred-and-Twenty-Second
Annual Undergraduate Bulletin*

2013–14

The Undergraduate Bulletin is also available on the Web at <http://reg.uncg.edu/bulletin>.

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Notices

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 orientation¹. 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, PO Box 26170, UNCG, Greensboro, NC 27402-6170, (336-334-5009), is responsible for coordinating compliance and investigating complaints.

¹*The UNC Greensboro discriminatory conduct policy includes protection for transgendered individuals, and actual or perceived gender id entity or expression, within its prohibited discriminatory conduct.*

Equity in Athletics Statement

Pursuant to the federal Equity in Athletics Disclosure Act, information about equity in UNCG's intercollegiate athletics programs may be obtained from the UNCG 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 <http://deanofstudents.uncg.edu/policy>.

Services for students experiencing problems with alcohol and other drugs are available through Student Health Services. They include the medical clinic (336-334-5340), a Substance Information Program (SIP) for education and assessment (336-334-5112), and counseling (336-334-5874). Educational programs are also provided through the Wellness Center, <http://www.uncg.edu/shs/wellness>, (336-334-3190).

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, UNCG supports policies, curricula, and cocurricular activities that encourage understanding of and appreciation for all members of its community. UNCG will not tolerate any harassment of, discrimination against, or disrespect for persons. UNCG 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, creed, religion, gender, age, national origin, disability, military veteran status, political affiliation, or sexual orientation. 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.

Right-To-Know Statement

Pursuant to the federal Student Right-to-Know Act, UNCG graduation rates may be obtained from the Office of Institutional Research, 356 McIver Building, UNCG, Greensboro, NC 27402-6170.

About This Bulletin

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, 2013; 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 2013–14
Announcements for 2012–14
Vol. 101

Announcements are published online three times per year: *Fall Schedule of Courses* in March, annual *Undergraduate Bulletin* in June, and *Spring Schedule of Courses* in October.

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180 Mossman Building
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Academic Calendar

The following is reprinted from <http://reg.uncg.edu/calendars>.

This Bulletin page is not updated with changes to the Academic Calendar after publication. Check the source Web page for current information.

Fall 2013

| | |
|-----------------------------|---|
| August 12–16, Mon.–Fri. | Orientation, advising, and registration for all students based on student population and classification |
| August 12, Monday | Fall semester opens |
| August 13, Tuesday | Undergraduate academic suspension appeals deadline |
| August 14, Wednesday | State of the Campus Address |
| August 19, Monday | Classes begin, 8:00 A.M. |
| August 19–23, Mon.–Fri. | Late registration and schedule adjustment |
| August 23, Friday | Last day to change course(s) or course section(s) without special permission |
| August 23, Friday | Financial aid satisfactory academic progress appeals deadline; hours locked for financial aid purposes. |
| August 23, Friday | Last day to drop course for tuition and fees refund |
| August 26, Monday | Deadline for graduate students to apply to graduate in December 2013 |
| September 1–30 | Undergraduate students declare or change major in September. |
| September 2, Monday | Labor Day holiday. Classes dismissed; offices closed. |
| September 6, Friday | Final deadline for undergraduates to apply to graduate in December 2013 |
| October 5, Saturday | Founders Day |
| October 11, Friday | Last day to drop course(s) without academic penalty |
| October 11, Friday | Instruction ends for Fall Break, 6:00 p.m. |
| October 16, Wednesday | Classes resume after Fall Break, 8:00 a.m. |
| Oct. 16–Nov. 19, Wed.–Tues. | Spring semester and summer session advising for continuing students, by appointment |
| October 25, Friday | Final date for December doctoral candidates' oral examinations |
| Oct. 28–Nov. 19, Mon.–Tues. | Spring and Summer 2014 registration for continuing students |
| November 1, Friday | Deadline for undergraduates to apply to student teach during Fall 2014 |
| November 8, Friday | Deadline for filing one signed copy of dissertation with the Graduate School |
| November 18, Monday | Deadline for filing one copy of thesis with the Graduate School |
| November 26, Tuesday | Instruction ends for Thanksgiving holiday, 10:00 p.m. |
| December 2, Monday | Classes resume, 8:00 a.m. |
| December 2, Monday | Last day of classes |

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| December 3, Tuesday | Final date for complete clearance of December graduate degree candidates. Deadline for final submission of thesis or dissertation to the Graduate School. |
| December 3, Tuesday | Reading Day |
| December 4–7, 9–11, Wed.–Sat., Mon.–Wed. | Final examinations |
| December 12, Thursday | Final exam makeup day |
| December 13, Friday | December Commencement, Greensboro Coliseum |

Approved by the Faculty Senate 4/6/2011. Approved by the Chancellor 6/17/2011. Amended 2/1/2012, 10/11/2013.

Spring 2014

| | |
|----------------------------|---|
| January 6–10, Mon.–Fri. | Orientation, advising, and registration for all students based on student population and classification |
| January 7, Tuesday | Undergraduate academic appeals deadline |
| January 13, Monday | Classes begin, 8:00 a.m. |
| January 13–17, Mon.–Fri. | Late registration and schedule adjustment |
| January 17, Friday | Financial aid satisfactory academic progress appeals deadline; hours locked for financial aid purposes. |
| January 17, Friday | Last day to change course(s) or course section(s) without special permission |
| January 17, Friday | Last day to drop a course for tuition and fees refund |
| January 20, Monday | Dr. Martin Luther King Jr. holiday. Classes dismissed; offices closed. |
| January 21, Tuesday | Deadline for graduate students to apply to graduate in May 2014 |
| January 31, Friday | Final deadline for undergraduates to apply to graduate in May 2014 |
| February 1–28 | Undergraduate Students declare or change major in February. |
| February 14, Friday | Deadline for undergraduates to apply to student teach during Spring 2015 |
| March 1, Saturday | Financial aid priority filing date for 2014–15 academic year |
| March 7, Friday | Last day to drop course(s) without academic penalty |
| March 8, Saturday | Instruction ends for Spring Break, 1:00 p.m. |
| March 17, Monday | Classes resume after Spring Break, 8:00 a.m. |
| Mar. 17–Apr. 23, Mon.–Wed. | Fall advising for continuing students, by appointment |
| March 19, Wednesday | Final date for May doctoral candidates' oral examinations |
| March 26, Wednesday | Deadline for filing one signed copy of dissertation with the Graduate School |
| Mar. 31–Apr. 23, Mon.–Wed. | Fall 2014 registration for continuing students |
| April 8, Tuesday | Deadline for filing one copy of thesis with the Graduate School |
| April 11, Friday | Student Excellence Day |
| April 18, Friday | Spring holiday. Classes dismissed; offices closed. |
| April 29, Tuesday | University follows Friday schedule; last day of classes. |
| April 30, Wednesday | Final date for complete clearance of May candidates for graduate degrees. Deadline for final submission of thesis or dissertation to the Graduate School. |

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|---|---------------------------------------|
| April 30, Wednesday | Reading Day |
| May 1–3, May 5–7, Thur.– Sat., Mon.–Wed. | Final examinations |
| May 9, Friday | May Commencement, Greensboro Coliseum |

Approved by the Faculty Senate 4/6/2011. Approved by the Chancellor 6/17/2011. Amended 2/1/2012, 10/11/2013.

Summer 2014

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|-----------------------|--|
| May 12, Monday | MBA and BLS first summer session classes begin |
| May 15, Thursday | First summer session classes begin |
| May 26, Monday | Deadline for graduate students to apply to graduate in Summer 2014 |
| May 26, Monday | Memorial Day holiday. Classes dismissed; offices closed. |
| May 30, Friday | Classes dismissed for Memorial Day are held on this date. |
| June 6, Friday | Final deadline for undergraduates to apply to graduate in Summer 2014 |
| June 18, Wednesday | First summer session final examinations |
| June 19, Thursday | Second summer session classes begin |
| June 20, Friday | MBA and BLS first summer session final examinations |
| June 23, Monday | MBA and BLS second summer session classes begin |
| July 3–4, Thurs.–Fri. | Independence Day holiday. Classes dismissed; offices closed on Friday. |
| July 25, Friday | Second summer session final examinations |
| August 5, Tuesday | MBA and BLS second summer session final examinations |
| August 8, Friday | Summer graduation date |

Approved by the Faculty Senate 4/6/2011. Approved by the Chancellor 6/17/2011. Amended 2/1/2012, 10/11/2013.

Introduction to UNCG

Chancellor's Welcome



I am delighted to welcome you to the University of North Carolina at Greensboro. As you join our community, I encourage you to immerse yourself in the many opportunities provided to you as a member of our student body. You will find a rich academic experience punctuated by chances to participate in internships, study abroad programs, community service opportunities, club sports and many, many other activities. Take time to explore your interests, match them with our opportunities, and be inspired as part of the process.

At UNCG, student success is our highest priority. Here you will find a dedicated and supportive university community ready to help you as you explore intellectual challenges and discover the passions that will propel you toward a meaningful life and engaged citizenship. The features of UNCG's picturesque campus, as well as the local Greensboro community, provide an ideal environment for your intellectual and social discovery.

The *Undergraduate Bulletin* is one of your most valuable resources as you undertake your academic career. It describes the nature of our academic programs and student support services as well as the policies that govern them. Please take the time to become familiar with this important guide.

I am pleased that you have chosen to become a part of our university, and I wish you the best as you begin to make choices that distinguish your UNCG experience.

Sincerely,

Linda P. Brady
Chancellor

Profile

The institution that is now The University of North Carolina at Greensboro was chartered in 1891 to provide higher education for women. Formerly The Woman's College, and one of the three original institutions of The Consolidated University of North Carolina, UNCG has been highly regarded now for over one hundred years for both its strong liberal arts tradition and its excellent professional preparation for selected careers. In 1963, it became a doctoral-granting, coeducational university, and is now classified as a research university (high research activity) by the Carnegie Foundation. UNCG is a member of the Association of Public and Land-Grant Universities (APLU), the American Association of State Colleges and Universities (AASCU), and the National Association of Diversity Officers in Higher Education. In athletics, UNCG began NCAA Division IA competition in 1991, and is a member of the Southern Conference.

Fall 2010 resident headcount enrollment was 17,397, including 14,310 undergraduates and 3,087 graduate students; 12,913 (90%) of undergraduate and 1,252 (41%) of graduate students were enrolled on a full-time basis; 66% of undergraduate students were female; 7% of undergraduate and 17% of graduate students were from out of state; 19% of undergraduate and 12% of graduate students were African-American; 30% of undergraduate students lived in residence halls. The Fall 2010 extension headcount was 1,081 (an additional 575 resident students took extension courses), making the total University student headcount 18,478.

Among the 1,115 faculty members are nationally known scholars whose research and creative work regularly contribute new knowledge to their fields; 79% of full-time faculty hold terminal degrees in their disciplines. See the listing of Teaching Faculty.

UNCG faculty members remain committed to excellence in teaching, research, and public service, and are easily accessible to students through an advisory system and on an informal basis.

Academic Programs

The University is organized into a College of Arts and Sciences and six professional schools—the Joseph M. Bryan School of Business and Economics; School of Education; School of Health and Human Sciences; Joint School of Nanoscience and Nanoengineering; School of Music, Theatre, and Dance; and School of Nursing. Undergraduates have a choice of over 100 areas of study from which to select a major or concentration within a major leading to one of six undergraduate degrees: Bachelor of Arts (B.A.), Bachelor of Fine Arts (B.F.A.), Bachelor of Music (B.M.), Bachelor of Science (B.S.), Bachelor of Science in Nursing (B.S.N.), and Bachelor of Social Work (B.S.W.).

The UNCG Board of Trustees, acting within the framework outlined for UNCG by The University of North Carolina Board of Governors, determines general directions for UNCG's academic programs. Direct responsibility for administering academic programs rests within the various academic units.

The Chancellor has the responsibility for the administration of all campus programs, academic and non-academic. The Provost coordinates and oversees the graduate and undergraduate academic programs on the UNCG campus.

The University faculty through the Faculty Senate, the Undergraduate Curriculum Committee, and the General Education Council determines the general framework for UNCG undergraduate degree requirements and approves the programs proposed by academic units.

Approximately 2,090 courses offered in more than 4,200 sections are available each semester. In addition, UNCG participates in several inter-institutional agreements, including the Greater Greensboro Consortium (with Bennett College, Elon University, Greensboro College, Guilford Technical Community College, High Point University, and North Carolina Agricultural and Technical State University), the North Carolina Inter-Institutional Agreement (with Duke University, North Carolina Central University, North Carolina State University, The University of North Carolina at Chapel Hill, and The University of North Carolina at Charlotte), and the UNC Inter-institutional Agreement (with all of the UNC system schools) designed for online courses.

Degree-seeking students may cross-register through the Greater Greensboro Consortium and the North Carolina Inter-institutional Agreement at no extra cost. Students who register through the UNC Inter-Institutional Agreement will pay the appropriate tuition and fees to the visited campus.

The University also offers four doctoral degrees in 26 areas of study, master's degrees in a wide variety of concentrations, and several post-baccalaureate and post-master's certificates. *The Graduate School Bulletin* describes these programs in complete detail.

Most undergraduate degree programs require 122 semester hours with a minimum of 27 semester hours of work in the major. See University Requirements and Academic Units for complete descriptions of academic programs and University degree requirements.

Many special academic programs are also available for undergraduates. Among these, Teacher Education has a long tradition. Four UNCG schools and several departments within the College of Arts and Sciences offer programs leading to teacher licensure in North Carolina and qualification for licensure in most other states. Students may select licensure programs in several subject areas. See School of Education Licensure Programs for complete details.

Introduction

The Honors Programs, administered by the Lloyd International Honors College, provide opportunities for broad interdisciplinary study, for advanced work in the major, and independent projects leading to special recognition at graduation.

Special interdepartmental academic programs offer majors and minors in African American Studies, Archaeology, Environmental Studies, Humanities, Integrated Science, International and Global Studies, Social Science, and Women's and Gender Studies.

UNCG's preprofessional programs offer all courses required for admission to medical or dental schools, to pharmacy, veterinary, or physical and occupational 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.

Independent study, tutorials, and internships are available in most schools and departments.

Several learning communities and living-learning communities provide unique settings for innovative study and unity of academic and social experiences for students.

Students interested in study abroad for academic credit may select from several opportunities available through summer study, semester abroad, or the junior year abroad program. See Study Abroad for complete descriptions.

The University Community

The 81 buildings on the attractively landscaped campus on Spring Garden Street reflect the 119-year history of the University from the oldest, Foust (1892), to those currently under construction and renovation. Work on the new School of Education Building, located on Spring Garden Street between Stirling and Kenilworth streets, began in May 2009 and is scheduled to open in fall 2011. This building and the newly renovated Forney and Petty Buildings are the latest elements of the UNCG campus makeover funded by the Higher Education Bonds passed in 2000. The Gatewood Studio Arts Building and the Moore Humanities & Research Administration Building opened in fall 2006. The science building, recently renamed the Patricia A. Sullivan Science Building, opened in time for the fall 2003 semester. The University's 357-acre campus includes Gateway University Research Park and is located in Greensboro, a city of 257,997.

UNCG is especially rich in the diversity of its arts programs. Weatherspoon Art Museum, located in the Anne and Benjamin Cone Art Building, houses what is considered to be the most outstanding permanent collection of contemporary art in the Southeast and offers a showcase for student and faculty work. University Dance programs provide performance and choreographic opportunities for qualified graduate and undergraduate students in dance. In music, student performing organizations are open to all students by audition.

UNCG offers an accelerated degree completion option known as UNCG in 3, which allows students to earn the same high quality bachelor's degree in three years as they do in four. Participating UNCG departments have committed a schedule of courses that will accelerate students through their degree programs. The program utilizes Winter Session, Summer Sessions, and UNCG Online as scheduling options.

A wide-ranging program in theatre has five production programs including the UNCG Theatre, Workshop Theatre, Studio Theatre, the North Carolina Theatre for Young People, and Theatre 232, the summer theatre program. Performances are given in three spaces: Taylor Theatre, Brown Building, and Aycock Auditorium.

Student Health Services provides full-time medical services, while the Counseling and Testing Center offers personal counseling, psychotherapy, and outreach programs to assist students with their adjustment to college.

The Career Services Center assists students in planning their careers and securing full-time employment after graduation.

The Elliott University Center (EUC) provides space for student government, student publications, and many student organizations, as well as offering a food court, study rooms, meditation space, game room, movies, concerts, lectures, dances, and parties. The offices of Career Services, Disability Services, Multicultural Affairs, Orientation and Family Programs, and Campus Activities and Programs are located in EUC.

The Student Plaza and Fountain, situated in the middle of the campus, is a popular location for outdoor events and informal gatherings.

There are close to two hundred affiliated clubs and organizations at UNCG, including honor societies, national societies, service organizations, departmental, professional, religious, and general groups, musical, media organizations, and sports clubs. UNCG is one of only seven higher educational institutions in North Carolina approved to have a chapter of Phi Beta Kappa.

Several Greek fraternities and sororities have chapters on campus and offer a channel for social growth.

UNCG has a seventeen-team intercollegiate athletics program and competes in the Southern Conference at the NCAA Division I level. A wide choice of intramural sports and club sports is also offered on campus.

The well-equipped recreation center offers a full range of recreational services to the campus, including an indoor climbing wall.

The UNCG campus is located near the center of Greensboro, the state's third largest city. Greensboro has a population of 257,997, while the greater Triad area has a population approaching 1,600,100. Located midway between Washington and Atlanta, Greensboro is less than

two hours from the Blue Ridge Mountains, about three hours from the Atlantic coast, and is served by Piedmont Triad International Airport. Greensboro is a dynamic city, offering a splendid setting for a university. In return, for more than a century, UNCG has enriched Greensboro with its widely diversified academic community.

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 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.

The UNCG Vision and Mission Statement

Approved by the Chancellor, December 15, 2008

Approved by the UNC Board of Governors, November 13, 2009

Amended by the Chancellor, February 14, 2012

The University of North Carolina at Greensboro will redefine the public research university for the twenty-first century as an inclusive, collaborative, and responsive institution making a difference in the lives of students and the communities it serves.

UNCG is:

- a learner-centered, accessible, and inclusive community fostering intellectual inquiry to prepare students for meaningful lives and engaged citizenship;
- an institution offering classes on campus, off campus, and online for degree-seeking students and life-long learners;
- a doctorate-granting research university where collaborative scholarship and creative activity enhance quality of life across the life span;
- a source of innovation and leadership meeting social, economic, and environmental challenges in the Piedmont Triad, North Carolina, and beyond; and
- a global university integrating intercultural and international experiences and perspectives into learning, discovery, and service.

UNCG's Vision for Teaching and Learning

UNCG embraces student learning as its highest priority and provides exemplary learning environments. The University establishes a diverse community of learning in which individual differences are valued and interactions are encouraged in an atmosphere of mutual respect.

The faculty are committed to introducing students to the most important knowledge and research in their disciplines, fostering intellectual depth and breadth, and opening students to new possibilities for understanding themselves and the world. The faculty employ the growing body of knowledge about learning and work continually to evaluate and improve their teaching methods and materials. UNCG views learning as a shared responsibility, and accordingly,

- maintains clear, high, and consistent learning goals,
- provides a variety of opportunities which foster intellectual growth,
- empowers individuals to take responsibility for their own learning,
- recognizes and supports diverse learning styles and levels of development,
- incorporates appropriate informational and instructional technologies,
- encourages the integration of knowledge across disciplines, and
- utilizes assessment, evaluation, and feedback to improve teaching and learning.

UNCG expects all students to communicate clearly and to make effective use of technology appropriate to their studies. Students are encouraged to be actively engaged in their education. UNCG graduates should be ready to continue as lifelong learners and to face the challenges that will confront them as responsible citizens of the state, the nation and the world.

Affirmative Action Program

The Code adopted by the Board of Governors of The University of North Carolina affirms the following statement:

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 discrimination against any person on the basis of race, color, creed, religion, sex, national origin, age, or disability, or because of the person's honorable service in the armed services of the United States. (Chapter 1, Section 103)

Introduction

At The University of North Carolina at Greensboro, the following statement has been formulated to express the commitment to Affirmative Action:

In addition to adherence to the UNCG 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 University community. In seeking to fill openings, every effort will be made to recruit in such a way that women, minorities, disabled persons, and veterans 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, creed, religion, gender, national origin, age, political affiliation, sexual orientation, or disabling condition in such manner as is consistent with achieving a staff of diverse and competent persons.

Overall responsibility for the development and implementation of the University's Affirmative Action Plan resides with the Chancellor. The Affirmative Action Committee and the Affirmative Action Office have been given the responsibility to monitor the effectiveness of the University's Affirmative 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.

All employees of the University are expected to support the principle of and contribute to the realization of equal employment opportunity. Affirmative action is a priority concern in all facets of operation.

Admission to the University

UNCG seeks men and women with ability, character, motivation, and the intellectual potential to meet UNCG standards of performance. UNCG's admission decision is based upon an evaluation of the applicant's secondary school record and/or college record, including the overall grade point average, essay, and SAT or ACT scores. These factors are used to determine the applicant's probability of success at UNCG.

This policy applies to the admission of freshmen and transfer students. The University of North Carolina at Greensboro is fully committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, sex, age, or disability. This commitment is in keeping with Title IX of the Educational Amendments of 1972 and Section 504, Rehabilitation Act of 1973, the ADA of 1990, and other applicable federal and state laws. The Affirmative Action Officer, UNCG, PO Box 26170, Greensboro, NC 27402-6170, (336/334-5009), is responsible for coordinating compliance and investigating complaints.

For traditional freshman and transfer applicants, interviews are not used as criteria for admission. Individual appointments for information purposes may be arranged by contacting the Office of Undergraduate Admissions, 336/334-5243, in advance of the date a campus visit is planned.

Adult students who do not meet regular admission requirements may be considered for admission through the Office of Undergraduate Admissions.

Overenrollment or state budgetary constraints may require the restriction of admission during a given year or the adjustment of minimum requirements or application deadlines. Visit the Web site at <http://admissions.uncg.edu> or call the Undergraduate Admissions Office, Armfield-Preyer Admissions & Visitor Center, 336/334-5243, for complete admissions information.

Accelerated Master's Programs for Undergraduates

UNCG offers undergraduates with demonstrated academic ability a fast track to a graduate degree. Talented students can earn a bachelor's and master's degree in approximately five years instead of the usual six or seven.

Although formal admission to an accelerated program is usually in the junior year, careful selection of undergraduate courses beginning in the freshman year is

essential. Interested students should speak with an advisor in the department of their undergraduate major as early as possible. See Accelerated Master's Programs for specific program requirements.

Admission Decision

After all required information is received by the Office of Undergraduate Admissions, applicants are notified by letter of their acceptance, rejection, or other action taken on their applications. International applicants are notified of decisions by the International Programs Center.

Accept Offer of Admission

Students admitted before April 1 for the fall semester must accept the offer of admission by May 1 by confirming online in their SpartanLink portal. Students admitted after April 1 for the fall semester and all students admitted for the spring semester must accept the offer of admission online within four (4) weeks from the date on their letter of admission. If a student does not confirm intent to enroll, the student's application is subject to cancellation. Students must also submit a completed immunization form prior to enrolling.

Adult Students

UNCG encourages qualified adult students to complete their undergraduate degrees.

Persons who have been away from formal schooling for at least twelve (12) consecutive months at any time and have completed high school, earned an adult high school diploma, or earned a GED may be considered for admission as a nontraditional adult student through an interview process. If they are under 24 years of age, they must have fulfilled the UNC-System Minimum High School Course Requirements or a required sequence of college transfer course work to be eligible for consideration. Some adult students may be admitted for full-time course work, some may have their hours limited to promote academic success, and some may be advised first to complete preparatory course work elsewhere.

Priority consideration applications for nontraditional adult students (including all required credentials) are due by March 1 for the fall semester or October 1 for the spring semester. The final application deadlines are July 15 (space permitting) for the fall semester or November 15 (space permitting) for the spring semester.

1. Complete the UNCG application form online (<https://spartanlink.uncg.edu>) and submit with the application fee no later than July 15 for fall or November 15 for spring.

2. Submit official transcripts for the secondary school attended (and GED scores or adult high school diploma, if applicable) and from any post-secondary institution(s) attended, even those granting summer, extension, developmental, and technical credit.

Applicants will be notified of a decision as soon as possible. Admitted students should confirm their intention to enroll by confirming online in their SpartanLink portal within four weeks from the date of acceptance if possible. Confirmation of late acceptance must be made by the registration deadline. Before enrolling, students must submit an immunization form (found in the UNCG Enrollment Checklist) to the UNCG Student Health Services in Gove Student Health Center

Auditors

Auditing a course is the privilege of being present in the classroom when space is available. No credit is involved, no examinations are required, and no grades are reported. Attendance, preparation, and participation in classroom discussion and activities are at the discretion of the department and the instructor. Registration for audited courses begins the first day of classes for a given semester and ends on the last day of late registration.

AUDITORS REQUIRING A RECORD OF ENROLLMENT

Current UNCG Students

A currently enrolled UNCG student may audit a course upon the written approval of the instructor and must register officially for the course. A full-time UNCG undergraduate student (registered for 12 or more hours) may audit one course per semester without an additional fee. A part-time UNCG undergraduate student (registered for fewer than 12 hours) may audit no more than two courses per semester and is charged a \$15.00 fee for each audited course.

Persons Not Enrolled at UNCG

Persons not currently enrolled at UNCG who require a record of enrollment in a course as an auditor must follow regular admission procedures through the University Registrar's Office or The Graduate School. A fee equal to in-state or out-of-state tuition rates is charged for each course audited (see Payment and Cost Information and auditing fees).

Registration for audited courses begins the first day of classes for any given semester and ends on the last day of late registration. Fees are payable in full at the time of enrollment.

Continual Learning Visiting Auditors (Persons Not Requiring a Record of Enrollment)

A person not currently enrolled at UNCG who desires to audit a course and who does not require a record of enrollment should secure a Visiting Auditor form from the Division of Continual Learning, Becher-Weaver Building, 915 Northridge Street, 336/315-7044 or 1-866-334-CALL. Only Visiting Auditors should apply through the Division of Continual Learning; all others must follow regular admission and registration procedures (see previous information).

A Visiting Auditor may audit courses for a fee of \$50 for each course (no record of enrollment is provided and no computer access is available).

Only courses approved by academic departments are open to auditors. To audit a 600- or 700-level course, a visiting auditor must hold a bachelor's degree. Visiting auditors are permitted in lecture courses when space is available with the written approval of the department head or the instructor teaching the course. Persons may register as visiting auditors beginning the first day of classes for any given semester.

Course Credit and Advanced Placement

Advanced placement credit or exemption from specific degree requirements may be granted by UNCG. Students should contact their secondary school counselors regarding dates and local test centers.

COLLEGE BOARD ADVANCED PLACEMENT (AP) PROGRAM

Secondary school students enrolled in AP courses may receive college credit by taking AP examinations upon completion of the courses and forwarding the results to the Office of the University Registrar for evaluation. You may also visit the ETS Web site.

Advanced Placement Exam

| Exam | Score Req | Hours Granted | Courses |
|-------------|-----------|---------------|-------------------|
| Art History | 4 | 3* | ART elective |
| Biology | 3 | 4 | BIO 105, BIO 105L |
| Biology | 4 | 8 | BIO 111, BIO 112 |
| Chemistry | 3 | 4 | CHE 111, CHE 112 |
| Chemistry | 4 | 8 | CHE 111, CHE 112, |

| | | | | | | | |
|----------------------------------|---|---|--|-----------------------------------|--------|---|--------------------------------------|
| | | | CHE 114, CHE 115 | German Language | 4 | 6 | GER 203, GER 204 |
| Chinese Language & Culture | 3 | 3 | CHI 203 | German Language | 3 | 3 | GER 203 |
| | | | | Gov & Politics: Amer. | 3 | 3 | PSC 100 |
| Chinese Language & Culture | 4 | 6 | CHI 203 & CHI 204 | Gov & Politics: Comparative | 3 | 3 | PSC 260 |
| Computer Science AB | 3 | 3 | CSC 130 | History, European | 4 | 6 | HIS 222, HIS 223 |
| Computer Science AB | 4 | 6 | CSC 130, CSC 230 | History, U.S. | 4 | 6 | HIS 211, HIS 212 |
| Computer Science A | 4 | 3 | CSC 130 | History, World | 4 | 6 | HIS electives at the 200 level |
| Economics— Macro | 4 | 3 | ECO 202 | | | | |
| Economics— Micro | 4 | 3 | ECO 201 | Italian Language | 4 | 6 | ITA 203, ITA 204 |
| English—Lang & Comp | 3 | 3 | ENG 101 | Italian Language | 3 | 3 | ITA 203 |
| English—Lang & Comp | 4 | 6 | ENG 101, ENG 102 | Japanese Language & Culture | 3 | 3 | JNS 203 |
| English—Lang & Comp | 5 | 9 | ENG 101, ENG 102, ENG 104 | Japanese Language & Culture | 4 | 6 | JNS 203 & JNS 204 |
| English—Lit & Comp | 3 | 3 | ENG 104 | Latin—Vergil | 3 | 3 | LAT 203 |
| | | | | Latin—Vergil | 4 or 5 | 3 | LAT 204 |
| English—Lit & Comp | 4 | 6 | ENG 101, ENG 104 (with WI**) | Latin Literature | 3 | 3 | LAT 203 |
| | | | | Latin Literature | 4 or 5 | 3 | LAT 204 |
| English—Lit & Comp | 5 | 9 | ENG 101, ENG 102, ENG 104 (with WI**) | Mathematics— Calculus AB | 3 | 3 | MAT 191 |
| | | | | Mathematics— Calculus AB | 4 | 6 | MAT 191, MAT 292 |
| Environmental Science | 3 | 4 | BIO 105, BIO 105L | Mathematics— Calculus BC | 3 | 6 | MAT 191, MAT 292 |
| French Language | 4 | 6 | FRE 203, FRE 204 | Music—Aural | 4 | 1 | MUS 105 |
| French Language | 3 | 3 | FRE 203 | Music—Aural | 5 | 2 | MUS 105, MUS 106 |
| French Literature | 4 | 6 | FRE 301, FRE elective | Music— Nonaural | 4 | 2 | MUS 101 |
| French Literature | 3 | - | Exemption, no credit | Music— Nonaural | 5 | 4 | MUS 101, MUS 102 |
| Geography, Human | 3 | 3 | GEO 105 | Physics B | 4 | 8 | PHY 211, PHY 212 |

Admissions

| | | | | | | | | |
|------------------------------|---|---|--------------------------|-----------------------|-------------|---------|---|--|
| Physics C | 4 | 8 | PHY 291, PHY 292 | English Literature | 650– 699 | 700–749 | - | Exemption from ENG 212 |
| Psychology | 3 | 3 | PSY 121 | European History | 700– 800 | n/a | 6 | WCV 101, WCV 102 |
| Spanish Language | 4 | 6 | SPA 203, SPA 204 | Foreign Language | 550– 800 | 570–800 | 3 | Foreign Language 204 Intermedi ate level met. |
| Spanish Language | 3 | 3 | SPA 203 | World History | n/a | 750–800 | 6 | WCV 101, WCV 102 |
| Spanish Literature | 4 | 6 | SPA 351, SPA elective | Writing | n/a | 760–800 | 3 | ENG 101 |
| Spanish Literature | 3 | - | Exemption, no credit | Writing | n/a | 710–759 | - | Exemption from ENG 101 |
| Statistics | 3 | 3 | STA 108 | | | | | |
| Statistics | 5 | 3 | STA 108 & STA 271 | | | | | |
| Studio Art: Gen Portfolio | 3 | 2 | ART elective | | | | | |
| Studio Art: Drawing | 3 | 2 | ART elective | | | | | |

**Examination papers will be read by the department to determine exemption.*

***ENG 104 with Writing Intensive marker*

COLLEGE BOARD SAT: WRITING EXAM

Exemption from ENG 101 will be based on a score of 650 or above on the SAT Writing Exam.

COLLEGE BOARD SAT: SUBJECT TESTS

Those who have strong academic preparation are encouraged to take one or more of the exams listed below. Examination dates are available in secondary school counseling centers or by writing to College Board SAT Program, Princeton, NJ 08541, phone number 609/771-7600. You may also visit the ETS Website.

College Board SAT: Subject Tests

| Exam | Original Score** | ReCentered Score | Hours Granted | Courses |
|-----------------------|---------------------|---------------------|------------------|----------------------|
| American History | 700– 800 | 750–800 | 6 | HIS 211, HIS 212, |
| American History | 650– 699 | 700–749 | 6 | |
| English Literature | 700– 800 | 750–800 | 3 | ENG 212 |

****For tests taken before March 1995.*

COLLEGE LEVEL EXAMINATION PROGRAM (SUBJECT EXAMINATIONS ONLY)

The College Board offers these examinations at permanent test centers throughout the United States. Test center information can be obtained from secondary school counselors or by writing to C.L.E.P., Box 6600, Princeton, NJ 08541. The test is designed for persons who have done college-level work outside college and can successfully demonstrate what they know. You may also visit the ETS Website at www.ets.org. Also see the College Board Website as well as the UNCG Counseling and Testing Website.

College Level Examination Program (Subject Exams Only)

| Exam | Minimum Score | Hours Granted | Courses |
|---|------------------|------------------|------------------------|
| Accounting | 50 | 6 | ACC 201, ACC 202 |
| American Literature | 50 | 6 | ENG 251, ENG 252 |
| Analyzing & Interpreting Literature | 50 | 6 | ENG 105, ENG 106 |
| Biology | 50 | 8 | BIO 111, BIO 112 |

| | | | |
|--|----|---|---------------------------|
| Information Systems & Computer Applic. | 57 | 3 | CSC 101 |
| College Mathematics | 50 | 3 | MAT 112 |
| College Algebra | 55 | 3 | MAT 150 |
| Precalculus | 60 | 3 | MAT 151 |
| Calculus | 50 | 6 | MAT 191, MAT 292 |
| Chemistry | 50 | 6 | CHE 111, CHE 114 |
| Principles of Macroeconomics | 50 | 3 | ECO 202 |
| Principles of Microeconomics | 50 | 3 | ECO 201 |
| College Composition | 50 | 3 | ENG 101 |
| College Composition Modular | 50 | 3 | ENG 101 |
| English Literature | 50 | 6 | ENG 211, ENG 212 |
| Foreign Language | 50 | 6 | Foreign Language 203, 204 |
| Psychology, Introductory | 52 | 3 | PSY 121 |
| Sociology, Introductory | 50 | 3 | SOC 101 |

INTERNATIONAL BACCALAUREATE (IB) PROGRAM

Listed below is the credit associated with scores on the International Baccalaureate Higher Level Examinations. The University Registrar at UNCG receives the IB scores and assigns the appropriate credit hours. Students should request that their test scores be sent to UNCG. Students will be notified in writing of the credit they receive. You may also visit the IB Website or call 212/889-9242. Scores must be requested in written form by contacting International Baccalaureate of North America, 200 Madison Avenue, New York, NY 20016.

International Baccalaureate IB Exams

| Exam | Min Score | Hours Awarded | Courses |
|-------------------------------|-----------|---------------|-------------------------------------|
| IB Biology—Higher level | 5 | 8 | BIO 111 & BIO 112 |
| IB Chemistry—Higher level | 5 | 8 | CHE 111/CHE 112 and CHE 114/CHE 115 |
| IB English A1 | 4, 5 | 6 | ENG 101 & ENG 104 |
| IB English A1 | 6, 7 | 9** | ENG 101 & ENG 104** |
| IB French A1—Higher level | 5 | 6 | FRE 203 & FRE 204 |
| IB French A1—Higher level | 6, 7 | 6 | FRE 204 & FRE 301 |
| IB French A1—Standard level | 6 | 6 | FRE 203 & FRE 204 |
| IB French A1—Standard level | 7 | 6 | FRE 204 & FRE 301 |
| IB French B—Higher level | 5 | 6 | FRE 203 & FRE 204 |
| IB French B—Higher level | 6, 7 | 6 | FRE 204 & FRE 301 |
| IB French B—Standard level | 6 | 6 | FRE 203 & FRE 204 |
| IB French B—Standard level | 7 | 6 | FRE 204 & FRE 301 |
| IB German A1 | 5 | 9 | GER 203 & GER 204 & GER 301 |
| IB German B | 5 | 6 | GER 203 & GER 204 |
| IB History | 5 | 6 | HIS 217, HIS 218 |
| IB Japanese AB—Standard level | 6, 7 | 6 | JNS 203 & JNS 204 |
| IB Mathematics - Higher level | 5 | 6 | MAT 191 & MAT 292 |
| IB Physics | 5 | 8 | PHY 211, PHY 212 |

Admissions

| | | | |
|-------------------------------|------|---|----------------------------------|
| IB Social Anthropology | 5 | 6 | ATY 213 & elective ATY credit |
| IB Psychology | 4 | 3 | PSY 121 |
| IB Spanish A1—Higher level | 5 | 6 | SPA 203 & SPA 204 |
| IB Spanish A1—Higher level | 6, 7 | 6 | SPA 204 & SPA 301 |
| IB Spanish A1— Standard level | 6 | 6 | SPA 203 & SPA 204 |
| IB Spanish A1— Standard level | 7 | 6 | SPA 204 & SPA 301 |
| IB Spanish B— Higher level | 5 | 6 | SPA 203 & SPA 204 |
| IB Spanish B— Higher level | 6, 7 | 6 | SPA 204 & SPA 301 |
| IB Spanish B— Standard level | 6 | 6 | SPA 203 & SPA 204 |
| IB Spanish B— Standard level | 7 | 6 | SPA 204 & SPA 301 |

***Contact Director of Undergraduate Studies in English for an additional English course at the 200 level to be awarded in consultation with the department.*

Credit for Military Training

Elective credit for military training may be awarded where UNCG has comparable courses and upon receipt of an official American Council of Education transcript.

Division of Continual Learning

The Division of Continual Learning offers credit and non-credit programs that extend its academic resources to meet professional and personal learning needs of individuals.

These programs may be offered on campus, off campus, or online, and include regular University credit courses, short courses, workshops, institutes, conferences and teleconferences, and study abroad. Persons need not be admitted to UNCG in order to register for these courses but must meet course prerequisites. Students wishing to include this work in their degree programs should consult their advisors.

Registration for these courses is handled by the Division of Continual Learning, Becher-Weaver Building, 915 Northridge Street. For information access the DCL Web page or call 336/315-7044 (outside Greensboro 1-866-334-CALL).

Former UNCG Students

All degree-seeking undergraduate students who sit out a semester or more (other than summer) without completing courses at UNCG must reapply for admission and pay the application fee. This includes students who withdraw from all courses partway through the semester. Students should complete a former student application and pay the application fee to the Office of Undergraduate Admissions. Former students should follow one of the procedures outlined below:

- **Former UNCG students who have not attended any other post-secondary institution since leaving UNCG** should apply for readmission to the University prior to the deadlines at <http://admissions.uncg.edu/apply-deadlines.php>.
- **Former UNCG students who have attended another post-secondary institution since leaving the University are required to apply for readmission to the University (no later than December 1 for the spring term, August 1 for the fall term, or May 1 for summer).** They are further required to submit official transcripts from all schools attended since leaving UNCG to the Office of Undergraduate Admissions.
- Former students must meet the prevailing admission standards for the term in which they wish to enroll.
- **Formerly suspended students who wish to return** must agree to participate in a program sponsored by the Office of the Dean of Undergraduate Studies during their first semester upon return. Failure to meet the conditions of this program will result in immediate dismissal from the term. Formerly suspended students will be notified of the details of this program by the Office of the Dean of Undergraduate Studies.
- **Former UNCG students who left on academic dismissal**, must also petition the Office of the Dean of Undergraduate Studies to return. Formerly dismissed students who successfully petition to return must agree to participate in a program sponsored by the Office of the Dean of Undergraduate Studies during their first semester upon return. Failure to meet the conditions of this program will result in immediate dismissal from the term. Formerly dismissed students who are readmitted will be notified about the details of this program when their appeal is approved.

The Office of Undergraduate Admissions reserves the right to request additional information regarding an applicant's activities and responses to questions required by the UNC system. If additional information cannot be

collected prior to the above deadlines, the application may be denied and the student will need to reapply for future terms. **For this reason, we encourage applicants to submit all required materials well in advance of the posted deadline.**

Freshmen

A freshman is defined as a student who is a high school graduate and who has not attended college after graduating from high school. Admission into the freshman class implies that the student will eventually become a candidate for a bachelor's degree. A student who has college credit totaling fewer than 30 semester hours from a regionally accredited institution is designated as a "freshman-transfer" and must meet requirements under both transfer and freshman admissions programs.

Secondary School Preparation

Candidates for admission to the freshman class must submit a secondary school diploma (or its equivalent) and *at least* 15 acceptable units of credit from an accredited secondary school. (A unit is defined as credit given for a course which meets for one period daily during the entire school year or its equivalent.) **Students must present the required secondary school units.**

It is recommended that prospective students take one foreign language unit and one mathematics unit in the twelfth grade.

Application Procedures for Freshmen

1. Complete the UNCG application online (<https://spartanlink.uncg.edu>), including essay. A \$55 application fee must accompany the application. This fee covers the cost of processing the application and is subject to change; it is not refundable and is not applicable toward tuition or other costs.

The application deadline for freshman admission is March 1. Applications received after that date will be considered on a space available basis.

2. Submit an official transcript of secondary school work. Applicants must request that their school counselors forward their transcripts, including courses in progress, weighted cumulative grade point average on a 4.0 scale, and rank in class, directly to the Office of Undergraduate Admissions. Students currently enrolled in secondary school should request that the courses in progress and cumulative grade point average be listed on the transcripts.
3. Take the SAT administered by The College Board or the ACT Assessment with the Writing Test option. If possible, this test should be taken in the spring of the junior year and in the fall of the senior year of secondary school. **It is recommended that test scores be sent directly from The College Board or from**

the ACT Assessment Program to the Office of Undergraduate Admissions .

For information about the SAT, visit the ETS Website at www.ets.org. You may also write or call The College Board SAT Program, Princeton, NJ 08541, 866/756-7346. UNCG's College Board code number is 5913. For information about the ACT, you may visit the ACT Website at www.act.org. You may also write or call ACT, P.O. Box 168, Iowa City, IA 52243, 319/337-1000. UNCG's ACT code number is 3166.

4. The Office of Undergraduate Admissions reserves the right to request additional information regarding an applicant's activities and responses to questions required by the UNC system. If additional information cannot be collected prior to the above deadlines, the application may be denied and the student will need to reapply for future terms. **For this reason, we encourage applicants to submit all required materials well in advance of the posted deadline.**

See additional admissions requirements for selected majors and programs.

Early Graduates

Students who plan to complete high school in fewer than four years with the intention of enrolling at UNCG are considered on a case by case basis. To determine if you are eligible to enroll as an early high school graduate, please contact the Office of Undergraduate Admissions at 336/334-5243. In addition, early high school graduates must meet the following criteria to be considered for admission:

- Submit the UNCG application forms and application fee prior to the deadline
- Submit a final high school transcript with an official graduation date that is prior to the intended enrollment date at UNCG
- Satisfy the minimum course requirements prior to graduation
- Submit official SAT or ACT scores

Please note that students who enroll as early graduates are not eligible for the UNCG Scholars program.

Graduate Students

Students interested in working toward a graduate degree or students who hold a bachelor's degree and wish to continue their general education should consult *The Graduate School Bulletin* or contact The Graduate School Office, 241 Mossman Building, 336/334-5596, for admission information. *The Graduate School Bulletin* can be obtained from The Graduate School office and is also available on The Graduate School's Website.

Immunization Clearance

Students who have been admitted to UNCG 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 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 University's Refund Policy.

Inter-institutional Registration

Students taking courses through an inter-institutional agreement must meet the standards for participation in the program as set by their home institution and must follow the rules and policies of both campuses.

Greater Greensboro Consortium/North Carolina Inter-institutional Agreement

A student attending a college or university through the Greater Greensboro Consortium (Bennett College, Elon University, Greensboro College, Guilford College, High Point University, Guilford Technical Community College, and North Carolina Agricultural and Technical State University) or through the North Carolina Inter-institutional Agreement (with Duke University, North Carolina Central University, North Carolina State University, The University of North Carolina at Chapel Hill, and The University of North Carolina at Charlotte) is not classified as a visiting student at UNCG and does not go through the admissions process for the fall or spring semesters. Students wishing to register for regular—or main campus—courses at UNCG through the Greater Greensboro Consortium or the North Carolina Inter-institutional Agreement should contact the registrar of their home institutions. For Summer Sessions, the Greater Greensboro Consortium is in effect only with North Carolina Agricultural and Technical State University.

UNCG students wishing to take courses at one of the Consortium institutions should request a Consortium form from the University Registrar's Office, 180 Mossman Building, 336/315-7044.

Students attending other schools participating in the Greater Greensboro Consortium or the North Carolina Inter-institutional Agreement who are interested in taking courses in the UNCG Summer Sessions should request a *Summer Session Bulletin* from the Division of Continual

Learning (336/334-5414) and submit the application form found in that publication.

Students who wish to register for courses at UNCG and who are not enrolled at another UNC system school must answer campus safety questions, per UNC Policy 700.5.1[R]. Students may be required to submit to a criminal background check, based on their answers to the campus safety questions.

UNC Online Inter-institutional Agreement

A student interested in taking an online course through one of the UNC system schools may consult The University of North Carolina Online Website, <http://online.northcarolina.edu/subjectlistc.php>, for a list of available courses. Registration requests also may be made through this Web site.

International Credentials

For the purpose of admission, UNCG defines an “**international student**,” or an applicant under a temporary protected status (TPS), as a foreign national who holds, or who intends to hold, a temporary, non-immigrant visa/status in the U.S.A. International students apply through the **International Programs Center**. For additional information please contact the Director of International Admissions at 336/334-5404.

Applicants who are U.S. citizens, U.S. nationals, U.S. permanent residents, pending permanent residents, political asylees, undocumented students, or refugees are considered as “**domestic**” applicants and should apply through the Office of Undergraduate Admissions. For additional information please contact the **Office of Undergraduate Admissions** at 336/334-5243.

International athletic applicants must be approved for admission by both the International Programs Center and the Office of Undergraduate Admissions.

INTERNATIONAL STUDENT ADMISSIONS

International students may apply to UNCG for the fall (August) or spring (January) semester. The fall semester deadline for applicants is July 1. The deadline for the spring semester is December 1. Applicants may apply online or download a printable version of the International Admission Application Form from www.uncg.edu/ipg/intlundergradappforms or send an e-mail request to ipc_adm@uncg.edu. Admission is based on courses taken, grades achieved in secondary and post-secondary institutions, and English proficiency test results for non-native English speakers. Freshman international athletes must also submit SAT results.

A. First-Time Freshman International Admissions Criteria

International applicants to UNCG are required to submit the following:

- **Complete International Admission Application.** Undergraduate International Admission Application Form (online or paper version) is at www.uncg.edu/ipg/intlundergradappforms or e-mail ipc_adm@uncg.edu. Please read instructions carefully and complete all appropriate sections.
- A \$55.00 (U.S. currency) non-refundable processing fee payable to UNCG must accompany your application. Note: The non-refundable processing fee will increase to \$55.00 (U.S. currency) effective for Spring 2012 applications.
- Results of the Test of English as a Foreign Language (TOEFL) or other acceptable test (see below for list of tests). Scores must be sent directly to UNCG from testing agency. Required for applicants whose native language is not English.
- Original or certified copies of all OFFICIAL secondary records including certificates, degrees, or diplomas in original language of issue. Do not fax academic records. Applicants who have studied in the U.S. are required to have the institution(s) in the U.S. send the transcript(s) directly to UNCG.
- Official English translations of all academic records including certificates, degrees, or diplomas. Send OFFICIAL transcript(s) directly to UNCG.

English Language Proficiency

Applicants whose first language is not English are required to prove English proficiency by one of the following means and/or in conjunction with U.S.-based secondary education system, if fewer than three years have been spent in the U.S. system:

- TOEFL—Test of English as a Foreign Language with a minimum Paper-Based score of 550 or a minimum Internet Based score of 79*.
- IELTS—International English Language Test System with a score of 6.5 or higher.
- MELAB (Michigan English Language Battery) test result of 76 or higher.
- SAT—Scholastic Aptitude Test with a Critical Reading (verbal) score of 400 or higher.
- Successful completion of a college transferable English course (minimum requirement: grade of B or better). Must be taken at a regionally-accredited U.S. college.
- Successful completion of the INTERLINK Language Program at UNCG.

**This score can be scaled based on standard errors of measurement as defined by the testing service.*

UNCG Intensive English Language and Conditional Admissions

An intensive English program is offered through the INTERLINK Language Center. IPC works closely with INTERLINK to offer conditional admission to academically eligible students who first will attend INTERLINK. Students who successfully complete all INTERLINK levels, or achieve an acceptable English language proficiency test score, are eligible to apply for full admission to the university.

B. Transfer Student International Admissions Criteria

Transfer applicants must request official transcripts from high school and each post-secondary institution attended. International and U.S. transcripts and the official translations must be sent to the Office of International Programs.

You are required to submit all transfer records whether or not you wish to receive credit. Concealing attendance at an educational institution is considered an offense by the University and can be grounds for academic dismissal.

International transfer applicants to UNCG are required to submit the following:

- **Complete International Admission Application.** Undergraduate International Admission Application Form (online or paper version) is at www.uncg.edu/ipg/intlundergradappforms or e-mail ipc_adm@uncg.edu. Please read instructions carefully and complete all sections.
- A \$55.00 (U.S. currency) non-refundable processing fee payable to UNCG must accompany your application. Note: The non-refundable processing fee will increase to \$55.00 (U.S. currency) effective for Spring 2012 applications.
- Results of the Test of English as a Foreign Language (TOEFL) or other acceptable test (see below for list of tests). Scores must be sent directly to UNCG from testing agency. Required for applicants whose native language is not English.
- Original or certified copies of all OFFICIAL secondary and post-secondary records including certificates, degrees, or diplomas in original language of issue. Do not fax academic records. Applicants who have studied in the U.S. are required to have the institution(s) in the U.S. send the transcript(s) directly to UNCG.
- Official English translations of all academic records including certificates, degrees, or diplomas. Do not fax translations. Send OFFICIAL transcript(s) directly to UNCG.

English Language Proficiency

Applicants whose first language is not English are required to prove English proficiency by one of the following means and/or in conjunction with U.S.-based

secondary education system, if fewer than three years have been spent in the U.S. system:

- TOEFL—Test of English as a Foreign Language with a minimum Paper-Based score of 550 or a minimum Internet Based score of 79*.
- IELTS—International English Language Test System with a score of 6.5 or higher.
- MELAB (Michigan English Language Battery) test result of 76 or higher.
- SAT—Scholastic Aptitude Test with a verbal score of 400 or higher.
- Successful completion of a college transferable English course (minimum requirement: grade of B or better). Must be taken at a regionally-accredited U.S. college.
- Successful completion of the INTERLINK Language Program at UNCG.

**This score can be scaled based on standard errors of measurement as defined by the testing service.*

Please have all scores sent to UNCG directly from testing agency.

UNCG Intensive English Language and Conditional Admissions:

An intensive English program is offered through the INTERLINK Language Center. IPC works closely with INTERLINK to offer conditional admission to academically eligible students who first will attend INTERLINK. Students who successfully complete all INTERLINK levels, or achieve an acceptable English language proficiency test score, are eligible to apply for full admission to the university.

C. Second-degree International Admissions Criteria

Applicants must submit official transcripts from all colleges/universities attended, in the native language with official English translations. Review of the college/university transcripts will determine second-degree eligibility. Other requirements and procedures are the same as for International Transfer Students.

NOTE: Students who have taken advanced examinations in high school, such as British A-levels, the German Abitur, or the French Baccalaureate, etc. may be eligible to receive university course credits. Please contact IPC for details. Students who have taken the International Baccalaureate Higher Level Examinations may also be awarded university course credits. IB test scores must be sent to UNCG to assign the appropriate number of credit hours.

DOMESTIC APPLICANTS WITH INTERNATIONAL CREDENTIALS

Applicants who are U.S. citizens, U.S. nationals, U.S. permanent residents, pending permanent residents, political asylees, undocumented students, or refugees are considered as “**domestic**” applicants and should apply through the **Office of Undergraduate Admissions**. Applicants under a temporary protected status (TPS) must apply through International Programs. For additional information please contact the Office of Undergraduate Admissions at 336/334-5243.

International athletic applicants must be approved for admission by both the International Programs Center and the Office of Undergraduate Admissions.

APPLICATION PROCEDURES FOR DOMESTIC FRESHMEN WITH ANY INTERNATIONAL CREDENTIALS

1. Complete the UNCG application forms. A \$55 application fee must accompany the application. This fee covers the cost of processing the application and is subject to change; it is not refundable and is not applicable toward tuition or other costs. The application deadline is March 1. Applications received after that date will be considered on a space available basis.
2. Submit original or certified copies of all official secondary records including certificates, degrees, or diplomas in original language of issue and a certified English translation. Official records must be sent directly to the Office of Undergraduate Admissions. Applicants who have studied in the U.S. must request that their school counselors forward their transcripts directly to the Office of Undergraduate Admissions.
3. Students with any international college or university credentials must submit detailed or course-by-course transcript evaluations from a company recognized by NACES or from AACRAO by the March 1 deadline in order for an admission decision to be made. Please visit www.naces.org or www.aacrao.org to obtain a list of qualified evaluation services.

English Language Proficiency

Applicants whose first language is not English are required to prove English proficiency by one of the following means:

- TOEFL—Test of English as a Foreign Language with a minimum Paper-Based score of 550 or a minimum Internet Based score of 79.
- IELTS—International English Language Test System with a score of 6.5 or higher.
- MELAB (Michigan English Language Battery) test result of 80 or higher.

- SAT—Scholastic Aptitude Test with a verbal score of 400 or higher.
- Successful completion of a college transferable English course (minimum requirement: grade of C or better).
- Successful completion of the INTERLINK Language Program at UNCG.

Please have all scores sent to UNCG directly from the testing agency.

APPLICATION PROCEDURES FOR DOMESTIC TRANSFER STUDENTS WITH ANY INTERNATIONAL CREDENTIALS

1. Complete the UNCG application forms. A \$55 application fee must accompany the application. This fee covers the cost of processing the application and is subject to change; it is not refundable and is not applicable toward tuition or other costs. For transfer students, the priority deadline for submitting the application and all credentials is March 1 for fall and November 1 for the spring semester. Final deadlines for transfer applicants are July 15 for fall and November 15 for spring (space permitting).
2. Submit original or certified copies of all official secondary records including certificates, degrees, or diplomas in original language of issue and a certified English translation. Official records must be sent directly to the Office of Undergraduate Admissions. Applicants who have studied in the U.S. must request that their high school counselors forward their transcripts directly to the Office of Undergraduate Admissions.
3. Submit original or certified copies of all postsecondary records including certificates, degrees or diplomas in original language of issue. Official records must be sent directly to the Office of Undergraduate Admissions.

Applicants who have studied in the U.S. are required to submit official transcripts from each postsecondary institution previously attended (including summer school and extension). Official transcripts must be sent directly to the Office of Undergraduate Admissions.

4. All postsecondary academic records obtained outside of the U.S. must be evaluated by a company recognized by NACES or from AACRAO prior to the application deadline in order for an admission decision to be made. Please visit www.naces.org or www.aacrao.org to obtain a list of qualified evaluation services. All secondary records must have a certified English translation.

Course descriptions and/or course syllabi must be submitted to the Transfer Articulation Division of the University Registrar's Office. Course descriptions and/or course syllabi must be in English and translated by an

accredited translation service or by appropriate UNCG faculty.

English Language Proficiency

Applicants whose first language is not English are required to prove English proficiency by one of the following means:

- TOEFL—Test of English as a Foreign Language with a minimum Paper-Based score of 550 or a minimum Internet Based score of 79.
- IELTS—International English Language Test System with a score of 6.5 or higher.
- MELAB (Michigan English Language Battery) test result of 80 or higher.
- SAT—Scholastic Aptitude Test with a verbal score of 400 or higher.
- Successful completion of a college transferable English course (minimum requirement: grade of C or better).
- Successful completion of the INTERLINK Language Program at UNCG.

Please have all scores sent to UNCG directly from the testing agency.

Non-Degree Seeking Students

Non-degree seeking registration for unrestricted courses is available at the beginning of each semester for undergraduate-level adults who wish to take a course(s) for personal enrichment or professional development through the Division of Continual Learning. The non-degree seeking registration process is not intended for UNCG students who are already admitted to degree programs or who are returning to UNCG.

Students who have earned a baccalaureate degree must register through the Visions program. Please refer to the *Graduate School Bulletin* for information on the Visions program for visiting and non-degree seeking students.

Non-degree seeking students are not eligible for any kind of university financial aid. Like all UNCG students, non-degree seeking students are subject to Immunization Clearance requirements and will be held to the same Academic Good Standing policies.

Information about non-degree seeking registration may be obtained from the Division of Continual Learning (336-315-7044) or the Graduate School (336-334-5596) for Visions.

Registering for courses as a non-degree seeking student does not constitute admission to UNCG or any of its programs. Students seeking admission to a degree program should file a formal application through the Undergraduate Admissions Office or the Graduate School.

Part-Time Degree Students

Students who plan to enroll on a part-time basis, but who wish to work toward a degree, are considered “part-time degree students” and should follow the standard admissions procedures. Part-time students are those who enroll in fewer than 12 semester hours. Tuition and fees are determined by the number of semester hours taken and by in-state or out-of-state residency (see Tuition and Fees for details).

Reserve Officers’ Training Corps (ROTC)

The United States Air Force and Army Reserve Officers’ Training Corps programs are available to UNCG students at North Carolina A&T State University (in Greensboro). As a member of the Greater Greensboro Consortium, UNCG offers students these opportunities for leadership training and a commission in the Army or Air Force through cross-registration.

The University will grant credit for ROTC courses taken at N.C. A&T State University. UNCG students will be awarded elective credit and quality points for ROTC courses completed at North Carolina A&T State University through the Consortium.

Second Baccalaureate Degree Students

An applicant who holds a baccalaureate degree from a regionally accredited institution and who wishes to take undergraduate work toward a second baccalaureate degree in a different field should follow the instructions below:

1. Complete the application form online (<https://spartanlink.uncg.edu>) and submit with the application fee. Priority consideration applications (including all required credentials) are due by March 1 for the fall semester or October 1 for the spring semester. The final application deadlines are July 15 (space permitting) for the fall semester or November 15 (space permitting) for the spring semester.
2. Submit official transcripts from each postsecondary institution previously attended (including summer school and extension) by the above deadlines.
3. An application fee, currently \$55, not refundable and not applicable toward tuition and other costs.
4. The Office of Undergraduate Admissions reserves the right to request additional information regarding an applicant’s activities and responses to questions required by the UNC system. If additional information cannot be collected prior to the above deadlines, the application may be denied and the student will need to reapply for future terms. **For this reason, we**

encourage applicants to submit all required materials well in advance of the posted deadline.

An applicant holding a baccalaureate degree and taking work for credit for other purposes must apply through the Graduate School.

Exception I: second-degree applicants to Preprofessional Programs, including the Pre-Medical Program, should apply through the Undergraduate Admissions Office.

Exception II: All students seeking Standard Professional I Licensure in the same major as their degree should contact the School of Education Office of Student Services at 336/334-3410.

Secondary School Units Required

(minimum course requirements)*

| | |
|---|-----------|
| English(emphasizing grammar, composition, and literature) | 4 |
| Foreign Language(two units of one foreign language) | 2 |
| Mathematics (Algebra I, Algebra II, Geometry, one advanced course beyond Algebra II**) | 4 |
| Science (including at least 1 unit in life or biological science , at least 1 unit in physical science , at least 1 laboratory course) | 3 |
| Social Science(1 unit in US history; 1 unit in history, economics, sociology, or civics) | 2 |
| Total Required Units | 15 |

**These required units vary per high school graduation year. Please contact the Office of Undergraduate Admissions for details.*

***Please contact the Office of Undergraduate Admissions for an approved list of courses that satisfy the fourth mathematics requirement.*

Summer Session

Currently enrolled UNCG students who are continuing their studies at UNCG should register for summer courses in April, at the same time they register for fall classes.

New or visiting students planning to attend Summer Session at UNCG must complete the Summer Student Information Form. Summer Session courses and the information form may be obtained in mid-March by accessing the Summer Session Web page, or by contacting the Division of Continual Learning, UNCG, Becher-Weaver Building, 915 Northridge Street,

Greensboro NC 27402, phone 336/315-7044 (outside Greensboro 1-866-334-CALL).

Permission to register for Summer Session does not constitute admission to the University nor any of its programs for fall or spring semesters.

Transfer Credit Regulations

Students are encouraged to check the status of their transfer credit by reviewing their degree audit report regularly.

Students should know that the University does not award credit for repeated courses, including transfer courses, unless the course is repeatable for credit at the University. For more information, see Credit Regulations & Limits.

Accreditation

UNCG accepts the accreditation of the Southern Association of Colleges and Schools Commission on Colleges. Colleges and universities outside North Carolina must have accreditation from the appropriate accrediting agency for the transfer credit to be evaluated for acceptance.

Nonaccredited Institutions

Applicants from nonaccredited post-secondary institutions must meet the requirements in effect for admission to the freshman class, including satisfactory secondary school records and SAT scores, as well as meet the transfer requirements of a 2.30 GPA on a 4.0 scale.

Validating Examinations

Some departments at UNCG require an examination to validate transfer credit. These examinations are administered by the department or school involved.

Professional School Admissions

Admission to the University does not constitute selection into any of the professional schools.

Minimum Transferable Grade

Transfer credit to be awarded is determined by the University Registrar (see Transfer Articulation) by the quality and 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.

Transfer Credit Limit

The sum total of transfer credit from two-year college(s), that may be applied toward an undergraduate degree may not exceed 64 semester hours.

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.

Based on initial transfer to UNCG, students who earn the A.A. or A.S. degree from a North Carolina community college and earned grades of C (2.30) or better will be eligible for 60 semester hours of credit, junior standing, and will have met General Education Core (GEC) requirements. Students who complete the General Education transfer core (44 semester hours), but do not complete the A.A. or A.S. degree also will have met General Education Core (GEC) requirements. Students who earn D grades in the A.A. or A.S. program may or may not be admitted as juniors, but will not have GEC waived.

Extension Credit

UNCG extension credit, earned either on or off campus, will be considered transfer credit for admission purposes. Up to 64 semester hours in extension and/or correspondence credits may be applied toward 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 UNCG extension credit is treated as transfer credit at the time of admission, it will thereafter be considered "residence" credit for degree certification purposes.

Correspondence Credit

Up to 64 semester 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 UNCG 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 UNCG is always treated as transfer credit. It will have no impact on the UNCG grade point average. Credit hours only will be applied toward the UNCG degree.

Transfer Students

Well-qualified students with 30 transferable semester hours or more of college credit from a regionally accredited institution are encouraged to transfer to UNCG to continue their studies. A student who has college credit totaling fewer than 30 semester hours from a regionally accredited institution is designated a “freshman-transfer” and must meet requirements under both transfer and freshman admissions programs. See information for applicants who are Former (returning) UNCG students or Non-Degree Seeking.

REQUIREMENTS AND PROCEDURES

For consideration as a transfer, students must have at least a 2.30 or higher grade point average on a 4.0 scale on all previous work attempted and on all transferable course work from a regionally accredited college or university. Grade point averages are recalculated to determine admissibility. Transfer students must be in good standing and eligible to return to their last attended undergraduate, graduate, or professional institution.

For transfer students, the priority deadline for submitting the application is March 1 for fall and October 1 for the spring semester. Final deadlines for transfer applicants are July 15 for fall and November 15 for spring (space permitting).

Transfer students are required to submit, by the above deadlines:

1. UNCG application forms showing true and complete information.
2. Official transcript from the secondary school attended. Transfer students must present 15 acceptable units of credit from an accredited secondary school. See specific course units listed in Freshmen.
3. Official transcripts from each postsecondary institution previously attended (including summer school and extension).
4. A list of courses in progress including course number, course name, and semester/quarter hours of credit.
5. An application fee, currently \$55, not refundable and not applicable toward tuition and other costs.

After receipt of the above credentials, the UNCG admissions staff reviews the application to determine admissibility. The Office of Undergraduate Admissions reserves the right to request additional information regarding an applicant's activities and responses to questions required by the UNC system. If additional information cannot be collected prior to the above deadlines, the application may be denied and the student will need to reapply for future terms. **For this reason, we encourage applicants to submit all required materials well in advance of the posted deadline.**

2PLUS STUDENTS

The 2Plus program is for those North Carolina community college graduates who hold a specific Associate in Applied Science (A.A.S.) or Associate Degree in Nursing (A.D.N.) degree and desire to transfer into UNCG with advanced standing, pursuing a specific UNCG major. Articulation notices are sent to North Carolina community colleges listing the 2Plus admission requirements. Specific details of each notice may be obtained from the UNCG Undergraduate Admissions Office or the community college involved. Out-of-state A.A.S./A.D.N. degrees may also be approved to transfer under the 2Plus program by the corresponding UNCG academic department(s).

2Plus Articulation students are transfer students with several unique requirements and procedures. Details governing their enrollment are provided for in the articulation notices. The decision for admission is based on successful completion of the A.A.S./A.D.N. Degree, and other specific factors outlined in the 2Plus articulation notice. These applicants must complete all procedures listed under Transfer Students except for #2 and apply through the Undergraduate Admissions Office. Students admitted under the 2Plus agreement must notify Undergraduate Admissions to change their major. A change in major may result in a change in the student's admissibility.

2Plus students must meet the grade point average requirements of the UNCG School of their major as designated in the articulation notice.

No combination of 2Plus and community college transfer credit may exceed 64 semester hours on the student's transfer equivalency worksheet.

Please visit the 2Plus Web site (<http://admissions.uncg.edu/students-2plus.php>) for more details about 2Plus admission requirements.

Veterans

Veterans enrollment certification is handled by the University Registrar's Office, 180 Mossman Building, 336/334-5946, ddcurtis@uncg.edu.

UNCG is on the list of approved institutions that can provide training under the Department of Veterans Affairs Educational Training Program. A veteran wishing to receive educational benefits should apply first to Veterans Affairs for a Certificate of Eligibility. The student then applies for admission to UNCG through normal admissions procedures. The issuing of a Certificate of Eligibility by the VA does not automatically assure a student of admission to UNCG.

When enrolling at UNCG, the veteran should present a Certificate of Eligibility to the University Registrar requesting that certification of enrollment be sent to the VA. This Certification of Enrollment is necessary before

educational benefits can be received. Certification of Enrollment must be requested for each academic year and again for summer session.

Visiting Students

College Level

College level visitors may apply through the Division of Continual Learning. See <http://web.uncg.edu/dcl/web>.

High School Level

High school seniors with superior academic credentials may want to supplement their high school curriculum with courses at UNCG. To determine if you are eligible to enroll as a visiting student, contact the Office of Undergraduate Admissions at 336/334-5243. Admission as a visiting student does not imply regular admission to UNCG.

In addition, visiting high school applicants must:

- Submit the UNCG application forms and the application fee.
- Have a letter of permission from parent(s) and from the high school principal sent directly to the UNCG Office of Undergraduate Admissions. The letter must include permission to take a specific UNCG course.
- Request that an official high school transcript and SAT or ACT scores be sent to the UNCG Office of Undergraduate Admissions.

Expenses, Payments, and Refunds

Financial Aid

For financial aid information, visit <http://fia.uncg.edu>.

Housing

For housing information, visit <http://hrl.uncg.edu>.

Meal Plans

For meal plan information, visit <http://www.dineoncampus.com/uncg>.

Miscellaneous Fees and Expenses

Athletic, Activity, and Facilities Fees

Payment of these fees gives students access to athletic events, campus organizations, Elliott University Center (student union), and many other student programs.

Auditing Fees

Current UNCG Students. A registered full-time (12 or more hours) UNCG student may audit one course per term without charge. A registered part-time UNCG student may audit no more than two courses per term and is charged a fee of \$15.00 per course. **Division of Continual Learning Visiting Auditors.** Visiting auditors are classified as non-UNCG students who wish to take a course without receiving a record of enrollment. Such individuals must apply to register through the Division of Continual Learning. A Visiting auditor will not receive a record of enrollment and is charged a \$50.00 fee per course. **Registered auditors (persons not officially enrolled at UNCG) who do require a record of enrollment as an auditor** should follow regular admission, registration, and payment procedures. Tuition and fees equal to in-state or out-of-state tuition rates is charged for each course audited. Fees are payable in full at the time of enrollment. See Admissions for details about auditing courses.

Books and Course Supplies

Costs generally run \$250–\$500 per semester for textbooks and related supplies for full-time students. These are to be paid for as purchased, either from the UNCG Bookstore or elsewhere. A few courses may require significantly

higher expenditures for supplies or special fees and are so noted in the online course schedule footnotes.

Furnishings (Traditional Residence Hall)

All residence hall rooms are furnished with beds, dressers, and desks. All have community bathrooms by floor or wing. Students furnish their own pillows, pillow cases, sheets, blankets, bedspreads, towels, and room accessories such as study lamps, draperies, rugs, recycling bins, and wastebaskets.

Graduation Application Fee

The graduation fee, currently \$55 for the baccalaureate degree, covers the cost of the diploma and other expenses associated with the commencement ceremony and is charged to all degree candidates. It is payable in the Cashiers and Student Accounts Office 30 days prior to graduation. The fee is non-refundable. Degree candidates purchase regalia from the University Bookstore.

Identification Cards (UNCG SpartanCard)

A permanent UNCG SpartanCard will be issued to each student upon completion of registration for their first semester at UNCG. A replacement fee is charged for lost, stolen, or damaged IDs.

Internet/Cable Connections

All residence hall rooms are provided with Internet access through Time Warner Cable. Students must provide their own computer equipment.

Laundry

SpartanCard-ready washing machines and dryers are located in each residence hall. Students may apply money to their UNCG SpartanCard for laundry and vending expenses.

Parking Permits

Parking permits are required for all student-operated motor vehicles that park on the UNCG campus. See Parking Operations and Campus Access Management for details on parking regulations.

Transcript Fee

A fee (currently \$5 per copy at the time this Bulletin was printed) is charged for release of an official UNCG academic transcript.

Uniforms, Special Equipment, and Liability Insurance

Students are expected to use outfits appropriate to the physical education activities taken. Gym clothing, leotards, and other appropriate outfits are available from the University Book Store. Nursing majors are required to purchase uniforms and liability insurance. See School of Nursing for complete details. Some majors in Kinesiology are also required to purchase liability insurance. See Department of Kinesiology for details. Many laboratory courses require safety goggles and special protective clothing. Smocks or coveralls are often required in art classes. Unless the student has advance information, it is preferable to purchase these items after arrival.

Refunds

Refund Policy

http://fsv.uncg.edu/cashiers/cashiers_refund.html

Housing and Dining Plan Refunds

http://fsv.uncg.edu/cashiers/cashiers_refundcommittee.html

Late Fee for Registration

Continuing students eligible to register during early registration for the following semester who choose not to do so, or who fail to confirm their registration with payment of tuition and fees will be charged a late fee. Waiver of the late fee will be considered only when it can be demonstrated that the University, through one of its offices or officials, was directly responsible for the failure of the student to complete registration.

University Refund Appeals Committee

http://fsv.uncg.edu/cashiers/cashiers_refundcommittee.html

Tuition

For payment and cost information, visit <http://csh.uncg.edu/payment-and-cost-information>.

See also Residence Status for Tuition Purposes in the Appendix.

50% TUITION SURCHARGE FOR UNDERGRADUATES

Revised by the UNC Board of Governors, August 17, 2010.

The General Assembly has instituted a tuition surcharge (Section 89 (b), Senate Bill 27, 1993 Session), which became effective fall semester 1994 and applies to all new undergraduates seeking a baccalaureate degree. Specifically, it states,

The Board of Governors of The University of North Carolina shall ensure that procedures are established

that are necessary to impose a twenty-five percent (25%) tuition surcharge prior to Fall 2010, and fifty percent (50%) effective Fall 2010 on students who take more than 140 degree credit hours to complete a baccalaureate degree in a four-year program or more than one hundred ten percent (110%) of the credit hours necessary to complete a baccalaureate degree in any program officially designated by the Board of Governors as a five-year program. The calculation of the credit hours taken at the constituent institution or accepted for transfer shall include courses failed by the student or that are not completed unless officially dropped by the student pursuant to the academic policy of the appropriate institution. The calculation of these credit hours taken at a constituent institution or accepted for transfer shall exclude hours earned through the College Board's Advanced Placement or CLEP examinations, through institutional advanced placement or course validation, or through summer term or extension programs.

Students Subject to the Surcharge

The tuition surcharge will be applied to new undergraduate students enrolled for the first time in Fall 1994 and thereafter in a degree program at UNCG as follows:

1. For students earning a first baccalaureate degree in a program that requires no more than 128 credit (semester) hours, the surcharge shall be applied to all hours in excess of 140.
2. For students earning a first baccalaureate degree in a UNC Board of Governors Board-approved program that requires more than 128 credit hours, the surcharge shall be applied to all hours that exceed 110 percent of the credit hours required for the degree. Such programs include those that have been officially designated by the Board of Governors as five-year programs as well as those involving double majors, or combined bachelor's/master's degrees.
3. For students earning a baccalaureate degree other than their first, the surcharge shall be applied to all hours that exceed 110 percent of the *minimum* additional credit hours needed to earn the additional baccalaureate degree. The minimum additional credit hours will be determined by the degree evaluation performed by the Office of the University Registrar during the first semester a student is enrolled in the second or other baccalaureate degree.

Students seeking a second baccalaureate degree are required to take 31 credit hours of residency at UNCG.

The surcharge will be imposed in the fall or spring semester and in all subsequent semesters where a student's cumulative credit hour total exceeds the threshold. **The surcharge does not apply to required fees.**

Hours included in Tuition Surcharge Hours:

The undergraduate credit (semester) hours to be counted in the calculation of the tuition surcharge include:

1. all semester (fall and spring semester) academic credit hours attempted (includes repeated course work and failed course work); and
2. all transfer credit hours from UNC System schools and North Carolina Community Colleges that are accepted by UNCG.

Hours excluded from Tuition Surcharge Hours:

1. College Board's Advanced Placement (AP) credit;
2. College Level Examination Program (CLEP) or similar programs' credits;
3. credit earned through any UNCG advanced placement, course validation or similar procedure;
4. credit earned in summer sessions;
5. transfer credit from institutions other than the UNC System schools and North Carolina Community Colleges;
6. credit earned while enrolled as a high school student;
7. credit associated with courses officially dropped by the student consistent with UNCG policy.

If a student receives a North Carolina Student Incentive Grant or the North Carolina Education Lottery Scholarship and is billed Tuition Surcharge, the student may become ineligible for funds.

Students will be informed of the Tuition Surcharge Hours earned each semester and cumulatively in their tuition billing.

Students may contact the Office of the University Registrar to obtain current information on their credit/semester hours.

Students may request a waiver for military service obligation, serious medical debilitation, disability, or other extraordinary hardship, as defined under BOG 1000.1.5 [R].

STUDENT CREDIT POLICY

Visit <http://csh.uncg.edu/student-credit-policy>.

MANAGING YOUR STUDENT LOAN

Visit <http://csh.uncg.edu/managing-your-student-loan>.

RESIDENCE STATUS FOR TUITION PURPOSES

The tuition charge for persons who qualify as North Carolina residents for tuition purposes is substantially less than that for nonresidents. An explanation of the North

Carolina law (General Statute §116–143.1) governing residence classification for tuition purposes is set forth in Appendix A. A more complete explanation of the statute and the procedures under the statute is contained in *A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes*. The Manual is the controlling administrative statement of policy on this subject. Copies of the Manual are available for inspection in the Office of the Provost, in the Jackson Library, and online at www.uncg.edu/pvt/residency/pdf/residency_manual.pdf.

Initial Classification

Every applicant for admission is required to state in writing the length of his or her legal residence in North Carolina. Every applicant is classified as a resident or nonresident for tuition purposes prior to actual matriculation, the admitting office making the initial classification. Those not claiming to be residents for tuition purposes are, of course, classified as out-of-state students (nonresidents) for tuition purposes. If insufficient information supports an applicant's claim to be a resident for tuition purposes, the admitting office will initially classify that applicant as a nonresident.

Classification Review

A residency classification once assigned (and confirmed pursuant to any appeal properly taken) may be changed thereafter (with corresponding change in billing rates) only at intervals corresponding with the established primary divisions of the academic year.

A student who, due to subsequent events, becomes eligible for a change in classification, whether from out-of-state to in-state or the reverse, has the responsibility of applying for a reclassification in the University Registrar's Office (for undergraduates) or Graduate School (for graduate students).

Appeals

A student may appeal a residence classification assigned by the admitting office by submitting to the appropriate office a completed "Residence-and-Tuition Status Application." **The completed application must be submitted to the Office of the Provost and received, along with all required documentation, by midnight on the fifth day of class of the academic term for which the student wishes to be considered for reclassification.** Application forms may be obtained from the University Registrar's Office, 180 Mossman, from any admitting office, or at www.uncg.edu/pvt/residency.

It is the responsibility of the student to pay tuition at the rate charged and billed by the payment deadline while an appeal is pending. Any necessary adjustments in the rate paid will be made at the conclusion of the appeal.

Students who wish to receive a timely review of their residence status should submit their completed "Residence-and-Tuition Status Application" no more than ninety (90) days before the term for which they are

seeking a review of their residence status. Applications are reviewed in the order in which they are received; failure to submit a fully completed application with attachments in a timely manner may delay the review process.

The determination of residence classification may be appealed to the Campus Residence Appeals Committee, and decisions of the Campus Residence Appeals Committee may be appealed to the State Residence Committee. A written statement of the appeals procedure is provided to every applicant or student receiving an out-of-state classification after an appeal.

Academic Regulations and Policies

The Academic Integrity Policy

First responsibility for academic integrity lies with individual students and faculty members of the UNCG 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 UNCG/Resources for Faculty.” The Administrative Coordinator for Academic Integrity can be reached at 336/334-5514.

Academic Requirements and Limits for Undergraduates

BACCALAUREATE DEGREE REQUIREMENTS AND LIMITS

- 122 Minimum number of hours required for an undergraduate degree
- 36 Minimum number of hours required toward the degree at or above the 300 course level
- 31 Minimum required hours in residence at UNCG
- 31 Minimum required hours in residence at UNCG 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 credit or semester hours in which undergraduates must enroll per semester to qualify for full-time status
- 18 Maximum number of hours per semester in which an undergraduate may enroll without special permission
- 64 Maximum number of hours allowed for 2-year transfer credit

- 12 Maximum number of hours allowed for physical education credit

DEANS' LIST QUALIFICATIONS

- 6 Minimum number of hours a student must have completed at UNCG to be eligible for Deans' List
- 6 Minimum number of hours 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 hours a student must have completed at UNCG to be eligible for Chancellor's List
- 12 Minimum number of hours in which a student must be enrolled for a given semester at UNCG
- 3.65 Minimum required cumulative GPA

Transfer students must be enrolled for at least one semester at UNCG to be eligible for the Chancellor's List.

GRADUATION WITH HONORS REQUIREMENTS

- 45 Minimum number of hours a student must complete in residence at UNCG 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 hours a second degree candidate must complete toward the second degree in residence at UNCG, with the required GPA, to be eligible for graduation with honors

SIMULTANEOUS BACCALAUREATE DEGREES RESIDENCY HOURS

- 31 Minimum number of hours in residence a student must complete beyond requirements for the first degree in order to receive a second, simultaneous baccalaureate degree

Academic Standing at UNCG

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), and was modified by Faculty Senate in April 1998.

Academic Good Standing Policy

To continue in academic good standing at UNCG, students must maintain a cumulative grade point average of 1.75 for freshmen (0–29 semester hours completed), and 2.0 thereafter (30 or more semester hours completed).

Students on academic probation must earn a 2.30 GPA each term including Summer Session until academic good standing is restored. For freshmen a 1.75 cumulative GPA is required for good standing; for sophomores and above, a 2.0 cumulative GPA. Failure to meet the 2.30 term GPA until good standing is restored will result in academic suspension, if not previously suspended. Students on academic probation after academic suspension or dismissal who fail to meet the 2.30 term GPA will be academically dismissed.

UNCG 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 session. Students may be placed on academic probation, suspended, dismissed, or restored to good standing based on their academic performance during Summer Session. Academic performance for both summer terms is evaluated at the end of Summer Term II. Students may check their academic standing via UNCGenie.

Academic Probation

Academic probation will occur as a result of any of the following:

1. Freshmen will be placed on academic probation if their cumulative GPA falls below a 1.75.
2. Sophomores, juniors, and seniors will be placed on academic probation if their cumulative GPA falls below a 2.0.

Students on academic probation must earn a 2.30 term GPA each term to be eligible to continue until good standing is restored.

Students who are placed on academic probation must participate in the Student Academic Success Program sponsored by Undergraduate Studies during their next semester. Failure to participate in this program or meet any condition of this program will result in immediate academic suspension.

All students on academic probation shall be limited to a maximum of 13 semester hours in the fall or spring semester and no more than four (4) hours in each term of Summer Session. Students who register for more hours than 13 will have their registration dropped to no more than 13 hours.

Students are expected to be aware at all times of their academic status and are responsible for knowing whether or not they are on academic probation.

Academic Suspension

Academic suspension from the university will occur as a result of either of the following:

1. Freshmen on academic probation will be suspended for one semester if they fail to earn either a minimum 2.30 GPA each term or raise their cumulative GPA to 1.75 at the end of their probationary term.
2. Sophomores, juniors, and seniors on academic probation will be suspended for one semester if they fail to earn either a minimum 2.30 GPA each term or raise their cumulative GPA to 2.0 at the end of the probationary term.

Students placed on academic suspension are denied permission to enroll for one semester. After a one-semester academic suspension, students may apply for reactivation/readmission to the University. Students are encouraged to complete an interview in the Office of the Dean of Undergraduate Studies prior to the application deadline. If reactivated, students will return carrying academic probation status. Summer Session is not considered a semester away for the purposes of academic suspension.

Academic Suspension Appeals

A student who wishes to appeal academic suspension must appeal in writing to the Office of the Dean of Undergraduate Studies by the appeals deadline in the academic calendar, which is published in the *Undergraduate Bulletin* and semester *Registration Guide*. Academic suspension appeals are considered in cases where circumstances beyond the student's control have interfered with the student's academic performance.

Academic Regulations

Events and circumstances that merit an appeal:

- Personal or family emergency
- Unanticipated, serious medical difficulty (excluding chronic conditions—students are responsible for properly balancing academic work with known chronic conditions)
- Serious psychological difficulty

Information to be included in the appeal:

- State the academic term of suspension you are appealing
- Explain the events/circumstances that were detrimental to your academic performance
- Attach any supporting documentation of events/circumstances that merit your appeal
- Describe how the events/circumstances in your appeal have been resolved
- Describe your plans for ensuring satisfactory academic performance in the coming academic term, should your appeal be approved.

Contact the Office of the Dean of Undergraduate Studies at 336-334-4025 for additional information.

Academic Suspension Appeals will be reviewed by the Office of the Dean of Undergraduate Studies and/or the Academic Appeals Committee. Students will be notified of the results of their appeals in writing.

Formerly suspended students who wish to return must agree to participate in a program sponsored by the Office of the Dean of Undergraduate Studies during their first semester upon return. Failure to meet the conditions of this program will result in immediate dismissal from the term. Formerly suspended students will be notified of the details of this program by the Office of the Dean of Undergraduate Studies.

Academic Dismissal

Academic dismissal will occur as a result of either of the following:

1. Freshmen who return on academic probation after suspension will be dismissed if they fail to earn either a minimum 2.30 GPA each term or raise their cumulative GPA to 1.75.
2. Sophomores, juniors, and seniors who return on academic probation after suspension will be dismissed if they fail to earn either a minimum 2.30 GPA each term or raise their cumulative GPA to 2.0.

Academic Dismissal Appeals

Students who have been academically dismissed cannot enroll at UNCG. One year after an academic dismissal, students may petition the Dean of Undergraduate Studies to return to the university. Approval to continue after

academic dismissal is a relatively rare occurrence. If approved, students will return carrying academic probation status. Students must also apply to Undergraduate Admissions to return.

Information to be included in the appeal:

- Explain the events/circumstances that were detrimental to your academic performance during your previous enrollment at UNCG
- Describe how these events/circumstances have been resolved
- Describe your plans for ensuring satisfactory academic performance in the coming academic term, should your appeal be approved.

Return to the University After Academic Probation, Suspension, or Dismissal

Students not in good academic standing (academic probation, suspension, dismissal) when they leave the university must meet readmission requirements. If students not in good academic standing attend another post-secondary institution, they must have an overall and transferable 2.0 GPA on a 4.0 scale on all courses taken since leaving the university.

Dismissed students must petition the Dean of Undergraduate Studies to return to the university. Formerly dismissed students who successfully petition to return must agree to participate in a program sponsored by the Office of the Dean of Undergraduate Studies during their first semester upon return. Failure to meet the conditions of this program will result in immediate dismissal from the term. Formerly dismissed students will be notified about the details of this program when their appeal is approved.

Academic Appeals

The Dean of Undergraduate Studies and the Academic Appeals Committee, appointed from the faculty, consider special and meritorious requests for waivers of academic regulations stated in the *Undergraduate Bulletin*. The Committee's decision is final. The student should consult the Office of the Dean of Undergraduate Studies for information concerning the appeal process.

Auditing Courses

Full-time UNCG 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 late registration.

See regulations regarding visiting auditors and part-time auditing students are information concerning auditing fees.

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 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.

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.

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. 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.

4. 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.

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 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.

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:

| | |
|-----------|-------------------------------------|
| Freshman | 0–29.9 semester hours completed |
| Sophomore | 30–59.9 semester hours completed |
| Junior | 60–89.9 semester hours completed |
| Senior | 90 or more semester hours completed |

Course Selection

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 DROP POLICY

Approved by Faculty Senate, February 4, 2009; Approved by the Chancellor, April 2, 2009.

Dropping Current Term Courses

Dropping a course or courses within the first eight weeks of the semester shall be without penalty and hours shall not be computed as hours attempted.

Dropping a course or courses after the eight-week deadline but before the end of the semester shall be without penalty when approved for appropriate cause as determined by appropriate documentation of medical, psychological, unanticipated life events, or administrative reasons. A student should initiate a request for course drop without penalty from one or more courses through the Office of the Dean of Undergraduate Studies. Courses of less than one semester's duration, including summer school courses, shall have shorter deadlines (proportional to the eight-week deadline for the regular semester) for

dropping. These deadlines are published on the University Registrar's Web site.

The Dean of Undergraduate Studies shall be responsible for authorizing these drops after consultation with the instructor of every course, and with other departments or agencies as needed.

The grade W on the grade report and transcript indicates that the student either dropped the course within the eight-week, no-penalty period or that the student dropped at a later date for appropriate cause determined by medical, psychological, unanticipated life events, or administrative reasons.

If a student drops all courses, the student is considered officially withdrawn from the University. See section on Withdrawal from the University.

Dropping Courses Retroactively

Students shall be given one year following the semester in which a course was taken to petition to drop the course retroactively. Students who seek to drop a course/courses retroactively must meet the conditions under "Dropping Current Term Courses" and the drop must be approved by the Dean of Undergraduate Studies. In the event that the instructor is, for practical purposes, unavailable, only the Academic Appeals Committee, appointed from the faculty, may act in place of the instructor in the matter of a retroactive course drop.

Courses may not be dropped retroactively for students who have graduated.

COURSE LEVELS

Course level numbers are structured as follows:

| | |
|-------------|---|
| 100– 199 | intended primarily for freshmen |
| 200– 299 | intended primarily for sophomores |
| 300– 399 | intended primarily for juniors |
| 400– 499 | intended primarily for seniors |
| 500– 599 | intended for advanced undergraduates and graduate students; these courses are not open to freshmen and sophomores |
| 600– 749 | registration restricted to students who are classified as graduate students |
| 750– 799 | registration restricted to students admitted to doctoral programs |

The *Undergraduate Bulletin* lists complete course descriptions for courses numbered 100 through 599. Please see The Graduate School Bulletin for information on 600- and 700-level graduate courses.

COURSE LOADS

Twelve semester hours is considered full-time status for undergraduates. An undergraduate student must be enrolled for a minimum of 12 hours 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 hours per semester. To complete most undergraduate degrees in four years, students should plan to carry 15 or 16 hours per semester.

Undergraduates may not take more than 18 hours per semester except with the approval of the Dean of Undergraduate Studies, 132 McIver. 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 hours 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-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 (semester hours), depending upon their study habits, learning abilities, and course work requirements.

Course Credit Regulations and Limits

CORRESPONDENCE CREDIT

Up to 64 semester 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 UNCG 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 UNCG is always treated as transfer credit. It will have no impact on the UNCG grade point average. Only credit hours will be applied toward UNCG degree requirements.

EXTENSION CREDIT

UNCG extension credit, earned either on or off campus, will be considered transfer credit for admission purposes. Up to 64 semester 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 UNCG 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.

Non-Credit Course List

Courses

| | |
|---------|--|
| SAS 100 | Strategies for Academic Success |
| SAS 200 | Academic Success for Continuing Students |

PHYSICAL EDUCATION CREDIT LIMIT POLICY

Any University student may take up to twelve (12) 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

Approval to have credit transferred to UNCG for degree credits must be obtained from the University Registrar's Office (see Transfer Articulation).

Students may enroll for no more than 7 hours during each of the two summer sessions, unless permitted to take an increased load by the Dean of Undergraduate Studies, 132 McIver.

TRANSFER ARTICULATION

Located in the University Registrar's Office, this unit enters transfer credit course work into the student's official record. Also, in association with University faculty, this unit is responsible for determining how postsecondary-level courses and credits transfer to UNCG, applying admission-level transfer credit regulations, and enforcing the provisions of the North Carolina Comprehensive Articulation Agreement. Students with questions about transfer credit are encouraged to call the University Registrar's Office and ask for the Transfer Articulation area (336/334-5946). Transfer equivalencies for courses taken at in-state community colleges and protected under the state's Comprehensive Articulation Agreement can be found at our North Carolina Community College Transfer Equivalencies site; available transfer equivalencies from other institutions, in-state and out-of-state, can also be found on the Registrar's Web site.

Transfer Articulation staff will also evaluate and approve certain courses from other institutions to transfer to UNCG for currently enrolled students. Students who are considering enrolling at another institution during the summer or for a distance learning opportunity are encouraged to contact the staff to seek a preliminary evaluation.

TRANSFER CREDIT

UNCG accepts the accreditation of the Southern Association of Colleges and Schools Commission on Colleges. Colleges and universities outside of North Carolina must have accreditation from the appropriate accrediting agency for the transfer credit to be evaluated for acceptance.

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 from two-year college(s) that may be applied toward an undergraduate degree may not exceed 64 semester hours.

The University's Repeated Course policy applies to transfer credit. In the case of duplicate transfer credit, only the first instance in which credit can be awarded will remain on the UNCG academic record.

The University's Grade Replacement policy stipulates that attempts to earn a better grade in a UNCG course must be done either at the University or through Inter-institutional registration. Transferred courses cannot apply toward a formal grade replacement request.

Current UNCG 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 articulation agreement. These agreements give students with articulated Associate in Applied Science degrees access only to complementary degrees at UNCG.

Grading

ACADEMIC RENEWAL

The following policy was approved by the UNCG Faculty Senate on October 2, 2002; amended October 23, 2006:

Formerly enrolled students who have less than a 2.0 cumulative GPA and who have not been enrolled in any institution of higher education during the previous three years may apply for academic renewal; or, as an alternative, students who have less than a 2.0 cumulative GPA may apply for academic renewal after completing 30 hours of UNCG-approved college credit with a 2.50 GPA since their last enrollment at UNCG.

All students readmitted/reactivated under the provisions of this policy must earn at least a 2.0 GPA on their first 15 hours following re-enrollment to qualify for renewal. Thereafter, the student must meet the standard for continuation in the University academic good standing policy. Grades will be forgiven only once during a student's career and cannot be reversed.

Grade Forgiveness

Upon meeting these requirements, all previously completed courses in which grades below a C were earned will be forgiven. The grades of these courses will be shown on the transcript but will not be used in the calculation of the GPA and the hours will not be counted toward degree requirements. The recomputed GPA will be calculated from the courses in which grades of C or higher were earned. Grades of C- (1.70 grade points) or below will not be counted toward degree requirements nor in the GPA.

CHANCELLOR'S LIST

Students are eligible for the Chancellor's List who meet the following criteria: achievement of 30 or more semester hours at UNCG; a cumulative grade point average of 3.65 or higher; current enrollment at UNCG in 12 or more hours. In the case of transfer students, at least one semester of enrollment at UNCG is required.

Recognition is accorded the recipients of this honor. The Chancellor's List is published on the University Registrar's Web site at www.uncg.edu/reg after all grades for the fall and spring semesters have been processed.

DEANS' LIST

Undergraduate students carrying 6 or more semester hours of course work graded on an A, B, C, D, or F basis are eligible for the Deans' List in the fall and spring semesters.

Students who earn a grade point average of 3.50 or better and who have no grade below B- for the semester will be placed on the Deans' List. 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. Fall and Spring semester Deans' Lists are published on the University Registrar's Web site at www.uncg.edu/reg/DeansList/index.html after all grades for the semester have been processed.

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/Chair, the Dean of the School or College, and the Provost, in that order.

If a student accepts responsibility for an academic integrity violation (Section III.B of the violation report form), but does not accept the sanctions proposed by the faculty member, the student must appeal to the faculty member's Department Head/Chair, the Dean of the School or College, and the Provost, in that order.

The following amendment to the appeal policy was approved by the UNCG 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/School, or University.
- The instructor's attendance policy differs from other instructors in the Department, College/School, or University.
- The instructor's Late Work policy differs from other instructors in the Department, College/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 student is understood to have accepted the grading terms for the course. 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)

UNCG uses a semester hour credit and grade point system for evaluating undergraduates. Semester hour credits represent the number of course hours completed. Grade points are determined by the number of semester hour 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

Academic Regulations

transferred from another institution (except those courses taken through the Consortium and Inter-institutional Registration) may not be used in determining the UNCG grade point average.

SAS 100 and SAS 200 do not count toward graduation and therefore are not calculated in a student's GPA.

Beginning with courses taken in Fall 1996, plus/minus grades are incorporated into the GPA for all undergraduates. Effective fall 2006, the A+ is added to the scale, carrying 4.3 quality points. The maximum grade point average for an undergraduate, however, will be capped at 4.0.

| Grade | Grade Points Awarded Per Hour of Credit |
|-------|---|
|-------|---|

| | |
|------|-----|
| A+ | 4.3 |
| A | 4.0 |
| A- | 3.7 |
| B+ | 3.3 |
| B | 3.0 |
| B- | 2.7 |
| C+ | 2.3 |
| C | 2.0 |
| C- | 1.7 |
| D+ | 1.3 |
| D | 1.0 |
| D- | 0.7 |
| F/WF | 0.0 |

GRADE REPLACEMENT POLICY

Except for courses with specific provision in the course description for repeated credit, a UNCG undergraduate student may repeat a UNCG 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. Only 300-level and below courses may be repeated. During their undergraduate careers students may request to replace the grades for a total of three courses, regardless of credit- or semester-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.

Students must initiate the request by filing a form with the University Registrar's Office to replace a grade. All grade replacements are final. The academic transcript will reflect all attempts and grades. Students cannot combine the Academic Renewal and the Grade Replacement policies. Grades earned as a result of Academic Integrity violations recorded by the Office of Student Affairs 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.

In the case of all other repeated courses, attempted hours and grade points from all attempts will be counted fully in the GPA. Semester hours earned for the course will count only once in the total hours for the degree. Departmental policies supersede this policy. Grades can be replaced for courses taken fall 2005 and thereafter.

GRADE REPORTS

Final course grades are made available to students at the end of each semester on *UNCGenie*, UNCG'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

- | | |
|----------|--|
| A | 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. |
| B | 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. |
| C | 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. |
| D | 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. |
| F | Failure—indicates failure that may not be made up except by repeating the course. |
| I | 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. Also see section "Removal of Incompletes."

| | |
|-------------|--|
| IP | In Progress—indicates that the course work was planned to continue beyond a single semester. |
| NR | Not Reported—indicates a final grade was not submitted prior to the official end of the semester according to the University's Academic Calendar. |
| P/NP | Passing/Not Passing—used for designated courses only; courses graded P/NP are so indicated in the course description. |
| SP | Special Exam |
| W | 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 "Dropping Courses." |
| WF | 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 "Dropping Courses." |
| WN | Withdrawal Not Passing—used in courses designated P/NP. |
| NC | No Credit—indicates an audited course. |

INCOMPLETE GRADES

An Incomplete grade may be removed by completion of the deferred work. 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, each semester in the *Registration Guide*, and on the University Registrar's Web site.

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.

Fall 2012

Incomplete grades earned during fall 2012 must be removed by **June 12, 2013**.

Spring 2013

Incomplete grades earned during spring 2013 must be removed by **November 8, 2013**.

Summer 2013

Incomplete grades earned during summer 2013 must be removed by **January 24, 2014**.

Fall 2013

Incomplete grades earned during fall 2013 must be removed by **June 11, 2014**.

Spring 2014

Incomplete grades earned during spring 2014 must be removed by **November 7, 2014**.

Summer 2014

Incomplete grades earned during summer 2014 must be removed by **January 26, 2015**.

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 "Removal of Incomplete Grade"), 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 "Dropping Courses Retroactively" in the Course Drop policy.

Retroactive grade changes are not made for students who have graduated.

SEMESTER HOUR CREDITS

Credits for all courses are reported in semester hours. A semester hour credit equals one 50-minute class period per week or its equivalent throughout one semester. The number of semester hour credits given for each course is listed as part of the course description.

Majors—Declaring or Changing

Notification of the University Registrar's Office or the College/School/Departmental office is required when a student declares or changes his/her major.

Declaring a Major

Many students declare their majors when they are accepted into the University or during their orientation programs, before they initially register for courses. Those who enter the University with an "undecided" major should declare their majors prior to the completion of 45 semester hours. To earn a degree in a timely manner, several academic departments recommend that students declare their major even earlier in their academic careers. Students should contact the department of their intended major for further information.

Changing a Major

Students planning to change their majors should do so well in advance of the next registration period in order to be assigned to a new advisor and to receive adequate advising in the department or advising center of their new majors.

Other Regulations

REQUIREMENTS FOR A SECOND BACCALAUREATE DEGREE

A student with a bachelor's degree may receive a second baccalaureate degree if it is a different degree or a different major. In such a case, all the requirements for the second degree and major as stated in the catalog which the student is entitled to follow must be met. In any case, a minimum of 31 hours in residence beyond requirements for the first degree must be completed.

Meeting requirements for a second major does not qualify a student to receive a second degree. See explanation of second majors.

SIMULTANEOUS DEGREES

A student may receive two degrees at the same time if the requirements for both degrees are met. A minimum of 31 hours in residence beyond the requirements for the first degree must be completed (e.g., if the first degree requires 122 semester hours, a total of 153 hours must be completed).

HONORS FOR SECOND DEGREE RECIPIENTS AND TRANSFER STUDENTS

To maintain equity with students who have attended all four years at UNCG 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 UNCG 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 hours of work in residence at UNCG and has earned the requisite grade point average.

DUAL REGISTRATION AS UNDERGRADUATE AND GRADUATE

Undergraduate students at UNCG who plan to undertake graduate study at UNCG, and who lack no more than 12 semester 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 semester hours. 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.

Placement Examinations

Placement tests are administered each summer during orientation (SOAR) and each semester during the advising and registration period by the departments concerned.

The results of placement tests in French, Latin, and Spanish are binding for student placement in courses. Students may enroll in mathematics courses at the level at which they place or in lower level courses. Students will neither receive credit nor will they be exempt from University distribution requirements based on their performance on the tests.

AMERICAN SIGN LANGUAGE PLACEMENT EXAMINATIONS

All students who have had prior experience with American Sign Language in high school or elsewhere, or who are deaf or hard of hearing and consider themselves native signers, or who are transfer students must take the placement exam to enroll in SES 102 American Sign Language II through SES 306 American Sign Language VI. The American Sign Language placement exam is offered at the beginning of each semester. The test takes approximately one hour to an hour and a half and is a written and performance exam. A study guide and additional information is provided on the Professions in Deafness Program Web site: www.uncg.edu/ses/ses_deaf/.

FRENCH, LATIN, AND SPANISH PLACEMENT TESTS

Students who started French, Latin, or Spanish in secondary school and who are beginning their study of that language at UNCG must take a placement test. All transfer students returning to the study of French, Latin, or Spanish begun in high school but not previously pursued at the college level must also take the placement test. Students who are transferring credits in these languages from another college need not take the test in order to continue the same language at UNCG. See Languages, Literatures, and Cultures for more information about the French and Spanish placement tests.

MATHEMATICS PLACEMENT TEST

There is no prerequisite for MAT 112, 115, and 150; hence, no student is required to take the Mathematics Placement Test. See <http://www.uncg.edu/mat/undergraduate/mathplacetest.html>.

Science or Business majors with very strong backgrounds in precalculus or calculus should consult (at least two months prior to the beginning of a semester via matplace@uncg.edu) with the Department of Mathematical Sciences in order to discuss the possibility of taking the Mathematics Placement Test.

PLACEMENT WITHOUT CREDIT

Students with exceptional ability are encouraged to take examinations for placement without credit in order to take advantage of opportunities for advanced courses and for individual research or other creative endeavors.

Examinations for placement without credit will be administered by the departments or schools concerned. It is recommended that departments or schools make available to interested students reading lists and other

source material that might assist the students in preparing for the examination.

Passing an examination of this type will not alter the number of hours required in that area or subject. Successful completion of an examination for placement at the 100 level in the student's major field shall have the effect of increasing the number of hours accepted toward graduation above the 100 level by the number of hours so waived.

In all cases in which requirements of prerequisites are waived, by placement examination or other means, this fact should be reported in writing by the appropriate department head to the University Registrar's Office and should be entered on the student's record.

SPECIAL EXAMINATION FOR CREDIT

In exceptional circumstances, students may attempt to establish academic credit through a Special Examination upon the recommendation of the department or school and under the supervision of the University Registrar.

Only those courses that are designated by the department or school may be credited by special examination. The department or school shall administer a written examination, except in cases where mastery of techniques may be demonstrated in other formats. Applications for the exam shall be made to the University Registrar with the written permission of the head of the department or school, at least 30 days before the examination. A nonrefundable fee will be charged, and is payable in the Cashiers and Student Accounts Office.

Examinations must be taken before the last semester or 12-week summer session preceding the completion of the student's degree requirements. Students may not be tested in material for which they received high school credit, and transfer students may not extend the number of hours allowed in transfer by this method. Credit will not be given for a prerequisite to a course for which the student has already received credit. No examination may be given in a course for which the student has registered for audit.

No more than 12 semester hours may be earned toward graduation by this procedure. The School of Nursing has a special exemption to present 30 semester hours by the Special Examination Program. Credits earned in this manner may not be used to fulfill residency requirements.

A student must consult in advance with the faculty advisor and with the head of the department or school concerned and file evidence of having prepared for the exam. Assistance should be given to the student in developing reading lists and other source material.

Results of all examinations shall be reported to the Registrar before the first day of the next registration period. Credit, but no grade points, will be granted when the level of performance is C or better.

Registering for Courses

Dates for advising and registration periods for each semester are published in the University's Academic Calendar and on the University Registrar's Web site (www.uncg.edu/reg). It is the student's responsibility to be aware of all registration and advising periods. Registration for courses at UNCG is an automated process conducted through *UNCGenie*, UNCG's student information system, which provides students with Web registration access.

REGISTRATION PROCESS

New Freshman students register for courses during the summer orientation programs (SOAR) or after the completion of their orientation programs at the beginning of a semester.

Transfer, Former, or unclassified students receive registration instructions by e-mail before the beginning of each semester's registration period.

Inter-institutional Registration

UNCG students desiring to take courses at one of the Greater Greensboro Consortium schools or one of the North Carolina Inter-institutional schools should obtain a Consortium form from the University Registrar's Office, 180 Mossman Building, 336/334-5646.

UNCG students desiring to take an online course through one of the UNC system schools should make this request through The University of North Carolina Online Web site, <http://online.northcarolina.edu/index.php>.

Continuing students, those currently enrolled in UNCG who are returning for another semester of work, receive instructions by e-mail for registering during the Early Registration periods in November (for spring semester) and in April (for summer/fall semester). Continuing students eligible to pre-register for the next semester who do not do so, will be required to pay a late registration fee.

ADVISING CODES

All undergraduates are required to meet each semester with their faculty advisors for assistance with course selection and to obtain semester advising codes. New advising codes are issued for the next semester during the advising period. Undergraduates must use advising codes to access the *UNCGenie* registration system, throughout the semester for schedule adjustment.

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 UNCG 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 hours undertaken.

At least 36 of the total semester hours for the degree must be at the 300 level or above.

GRADUATION REQUIREMENTS

Students must complete 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 hours undertaken; at least 36 of the total semester hours for the degree must be at the 300 level or above; all students must complete at least 31 semester hours in residence at UNCG for the degree.

RESIDENCE REQUIREMENTS

All students must complete at least 31 semester hours in residence at UNCG 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 UNCG 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 + CAR requirements. The Office of the University Registrar can provide additional details.

GEC or GEC + CAR Requirements

Students must meet the General Education or General Education and College Additional Requirements for graduation as stated in this *Undergraduate Bulletin* in effect at the time of original enrollment at UNCG. If the student fails to graduate within seven years, however, the University¹ has the option of enforcing

1. the original requirements, or
2. the GEC or GEC + CAR requirements in effect at the time the seven year period expired, or
3. the GEC or GEC + CAR requirements in effect at the time of re-enrollment if the student withdrew.

¹*Typically, the UNCG 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,
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 UNCG 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 current graduation application fees. The fee is nonrefundable. The deadline dates for filing are also published each year in the University Calendar, in each semester's Registration Guide booklet, and on the University Registrar's Web site.

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.

The graduation application deadlines for undergraduates filing for the 2013–14 academic year are by 5:00 p.m. on the following:

For those graduating in December 2013

early deadline: June 7, 2013

final deadline: September 6, 2013

For those graduating in May 2014

early deadline: November 20, 2013

final deadline: January 31, 2014

For those graduating in August 2014

early deadline: April 24, 2014

final deadline: June 6, 2014

Early deadlines: It is in the student's best interest to apply by the early graduation application deadline for the term in which requirements are to be completed. By applying early, the student receives graduation status feedback before the end of drop/add for the upcoming term.

Applications are accepted online 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 in *UNCGenie*, graduation applications are no longer accepted for that term of graduation and no exceptions are made. After that point, students must apply to graduate for the next available term. These deadlines are not negotiable as notification of the candidates for graduation are submitted to the Board of Trustees for official action shortly after the deadline dates for filing each term.

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 hours of work in residence at UNCG. 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

Honors for Second Degree Recipients and Transfer Students

To maintain equity with students who have attended all four years at UNCG 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 UNCG 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 hours of work in residence at UNCG and has earned the requisite grade point average.

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 on the University Registrar's Web site at www.uncg.edu/reg/DegreeFiles. For detailed information on each semester's ceremony, see CommencementCentral.uncg.edu.

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.

Supporting Offices

Several UNCG offices support the implementation of academic processes, policies, regulations, and related activities.

NEW STUDENT AND SPARTAN FAMILY PROGRAMS

245 Elliott University Center • 336/334-5231
www.uncg.edu/ori

New undergraduates and their families are welcomed by a number of programs designed to assist with their transition into the UNCG community, such as Spartan Orientation, Advising, and Registration (SOAR) and Rawkin' Welcome Week. At SOAR, students and families spend time with current students and staff learning about campus resources, programs, services, and policies, as well as experiencing the unique spirit and tradition of UNCG. Students also meet with an academic advisor and register for courses. French, Latin, and Spanish foreign language placement exams are also given during SOAR.

New students entering UNCG in the fall semester are required to attend the SOAR program, which occurs in June and August. New students are also expected to participate in Rawkin' Welcome Week, which takes place the week prior to and the week following the first day of classes in the fall.

STUDENT SUCCESS CENTER

110 McIver • 336/334-7533
<http://success.uncg.edu>

The Student Success Center currently houses three different but related academic support service units complementing the efforts of the teaching faculty through personalized and structured approaches to learning which include tutoring, academic counseling, preparation for graduate school entrance exams, computer instruction, skills development, and workshops.

The Learning Assistance Center (LAC), 104 McIver, provides programs and services to help undergraduate students improve their academic performance and achieve their educational goals.

Special Support Services (SSS) is a comprehensive educational support program sponsored by the U.S. Department of Education and UNCG, providing free services to first-generation undergraduate students in a supportive and caring atmosphere that enables them to achieve high levels of academic success at UNCG.

The Supplemental Instruction Program (SIP) is an academic support area that targets historically difficult courses. SIP is a non-remedial approach to learning enrichment that increases student performance and retention. Students enrolled in SIP-identified courses attend regularly scheduled, out-of-class review/discussion sessions. The sessions are focused on reviewing lecture notes, discussing course readings, and preparing for examinations. For more information about SIP, call 336/334-3562 or visit <http://success.uncg.edu/sip>.

UNDERGRADUATE STUDIES

132 McIver Building • 336/334-5393
<http://provost.uncg.edu/Underedu>

Steven H. Roberson, Dean of Undergraduate Studies

John R. Sopper, Executive Director of Undergraduate Studies

Created in 2009, Undergraduate Studies (US) fosters a learner-centered experience for undergraduate success by promoting learner success and persistence, enhancing faculty/staff development and support, and cultivating integrative and collaborative learning. Professionals in US work collaboratively and interdependently, both internally and externally, to offer comprehensive academic support, sustain high impact undergraduate pedagogy, create complementary faculty/staff development and engagement, implement innovative technological practices, and explore meaningful intersections between scholarship and interdisciplinary learning. US especially seeks interactive working relationships with our campus and community colleagues to create a community dedicated to learning and scholarship. US pledges to function organically, constantly seeking and manifesting realignments and new approaches in order to most ably respond to evolving responsibilities, opportunities, and necessities. Guided by our mission, values, vision, and current strategic areas, US further promises to create an inclusive and transparent environment of high energy and great expectations, with unwavering mutual respect for all learners.

UNIVERSITY REGISTRAR'S OFFICE (URO)

180 Mossman
 336-334-5946
www.uncg.edu/reg

The University Registrar's Office is responsible for the registration of all students, undergraduate and graduate, in academic credit courses offered by the university. Registration is Web-based on the university's automated student information system, UNCGenie. All aspects of this process, including the preparation of schedule materials, demographic updates, registration scheduling and processing, are handled by this office. In connection with registration, the University Registrar's Office is also responsible for grade processing at the close of each semester, and maintains the official academic records for all current and former students.

Other services provided by this office include the following:

Certifications/Verifications

The University Registrar's Office certifies student enrollment via the National Student Clearinghouse to various agencies and institutions upon request. Academic honors are also certified by this office.

Change of Address or Name

All university-related mailings access the demographic files maintained by the University Registrar's Office. A student can update his/her demographic information on the Web by accessing UNCGenie. Presentation of a photo ID and legal document in the University Registrar's Office is required to process a name change in person.

Degree Evaluation, Graduation, and Commencement

The University Registrar's Office is responsible for the implementation and maintenance of the Curriculum, Advising, and Program Planning (CAPP) automated degree audit system. This system facilitates degree monitoring and final degree clearance for undergraduates.

Undergraduate students must apply to the University Registrar's Office by the semester deadlines published in the university academic calendar in order to be certified for graduation. The University Registrar's Office coordinates all university commencement activities.

Inter-Institutional Registration

UNCG students desiring to take courses at one of the Greater Greensboro Consortium schools or one of the North Carolina inter-institutional schools should obtain a consortium form from the University Registrar's Office.

UNCG students desiring to take an online course through one of the UNC system schools should make this request through the University of North Carolina Online Web site, <http://online.northcarolina.edu/index.php>.

Major Changes and Advisor Assignments, Academic Good Standing

The Office coordinates major changes, faculty advisor assignments, academic good standing, tuition surcharge, GEC course substitutions for UNCG courses, and academic renewal.

Residency Appeals, Undergraduate

If a student chooses to petition a reclassification of his or her residence status, application must be made to the University Registrar's Office. Students who wish to file a petition for reclassification should first familiarize themselves with the statutory provisions and then submit a completed Residency Reclassification Application (along with any required additional documentation) to the University Registrar's Office.

Summer Session Credits

Although approval to be a visiting student at another college must be obtained from the Dean of Undergraduate Studies, to have the credits transferred to UNCG for degree credits, you must submit an official transcript to the Office of the University Registrar.

Transfer Credit Articulation

The University Registrar's Office provides transfer credit evaluation for students transferring into the university. See also Credit Regulations and Limits in the Academic Regulations and Policies section of this bulletin.

Transcript of Academic Record

The University Registrar's Office will provide an official UNCG transcript to any student upon submission of an online request. Transcript pick-up, mailing, and fax services are available. There is a fee for the issuance of a transcript. Call 336-334-5945 or visit the University Registrar's Office Web site for complete instructions about obtaining UNCG transcripts.

University Directory Information

See the topic University Directory Information in the Academic Regulations and Policies section.

VA Benefits and Certification

Veterans Affairs benefits enrollment certification is handled by the University Registrar's Office.

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 the following types of information to the public without the student's consent:

Name; mailing, permanent, and e-mail address; telephone number; date of birth; dates of attendance; class (junior, senior, etc.); enrollment status (full-time or part-time); major; anticipated date of graduation; degree(s); honors and awards; county, state, and/or U.S. territory from which the student originally enrolled; participation in officially recognized activities and sports; weight and height of members of athletic teams; most recent previous educational agency or institution attended.

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.

To have address and phone number information suppressed from the online University Directory, 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 from the University

Students who find that they must withdraw from the University can do so by dropping all courses through the *UNCGenie* Web site. Undergraduates who drop 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 on or before the last day to drop without academic penalty will receive W grades (withdrawal without academic penalty). Thereafter, WF grades will be recorded. WF grades are calculated in the student's GPA as F (failing) grades.

Students who have questions regarding withdrawing from the University should contact the Office of the Dean of Undergraduate Studies, 126 McIver, 336/334-4025. Inquiries regarding returning to the University should be directed to the Undergraduate Admissions Office,

336/334-5243. For additional information go to <http://www.uncg.edu/reg/Reg/current/withdrawal.html>.

**WITHDRAWAL/REFUND/RE-ENROLLMENT
POLICY FOR STUDENTS ACTIVATED FOR
MILITARY DUTY****including the Armed Services Reserve and
the National Guard**

Students who serve in the Armed Services Reserve or the National Guard are often alerted that they may be called to active duty for various reasons. If a student is involuntarily called for active military duty during a term in which he or she is enrolled, the eligible student may elect one of several options for withdrawing from the University, including complete withdrawal with fully refundable tuition and general fees, an early exam option, or an Incomplete grade option. See complete details of UNCG's Refund Policy for Students Activated for Military Duty, including policies regarding returning to the University after release from active duty.

University Requirements

Undergraduate Degrees and Degree Requirements

UNDERGRADUATE DEGREES

UNCG 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 UNCG is awarded to a student who has met the following requirements:

1.

Successful completion of a minimum of 122 semester hours, distributed as follows:

- General education core (GEC): 36–37 s.h. (minimum)
- General education marker courses (may also satisfy General Education core and/or major requirements)
- Additional College/School requirements
- Major subject and related areas: as required by program
- Electives: as required by program

Total minimum s.h.: 122

- A grade point average on the semester hours attempted of not less than 2.0
- At least 36 s.h. of courses at the 300 course level or above
- At least 31 s.h. in residence at UNCG, 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 schools—Joseph M. Bryan School of Business and Economics; Education; Health and Human Sciences; Music, Theatre, and Dance; and Nursing—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.

See programs of study leading to the baccalaureate degree.

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 UNCG 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.

General Education Program

The UNCG General Education Program, approved by the UNCG Faculty Senate in March 2000, is effective for new undergraduates entering UNCG in Fall 2001 and thereafter. The Speaking Intensive (SI) General Education Marker requirement became effective Fall 2002.

Philosophy of UNCG'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 UNCG graduates. A UNCG 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.

UNCG General Education Mission and Goals

The faculty and staff of The University of North Carolina at Greensboro embrace student learning as its 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. The mandate to foster an educated person belongs to the entire university, not to a single department, unit, or cocurricular program. 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 literacies.* [GRD, WI, SI, GLT, GFA, GPR, GHP, GMT, GNS, GSB, GL, GN]

LG2. The Physical and Natural World: *Understand fundamental principles of mathematics and science, and recognize their relevance in the world.* [GMT, GNS]

LG3. Knowledge of Human Histories, Cultures, and the Self: *Describe, interpret, and evaluate the ideas, events, and expressive traditions that have shaped collective and individual human experience through inquiry and analysis in the diverse disciplines of the humanities, religions, languages, histories, and the arts.* [GLT, GFA, GPR, GHP, GSB, GL, GN]

LG4. Knowledge of Social and Human Behavior: *Describe and explain findings derived from the application of fundamental principles of empirical scientific inquiry to illuminate and analyze social and human conditions.* [GPR, GSB, GL, GN]

LG5. Personal, Civic, and Professional Development: *Develop a capacity for active citizenship, ethics, social responsibility, personal growth, and skills for lifelong learning in a global society. In so doing, students will engage in free and open inquiry that fosters mutual respect across multiple cultures and perspectives.* [GFA, GPR, GNS, GSB, GL, GN]

To ensure that students attain these Student Learning Goals by graduation, UNCG requires that they complete the General Education Core (GEC) requirements listed in this Bulletin. Other requirements and opportunities in the major program, the minor program (if any), and the total undergraduate experience build on the foundation of the GEC and contribute to the attainment of these goals. Students are thus given the opportunity to work toward each goal not just in one course, but in a series of courses and learning experiences encountered from the freshman through the senior year. Alternative ways to demonstrate competencies will be available to students with documented disabilities.

Approved by Faculty Senate on April 1, 2009; Approved by the General Faculty on April 29, 2009.

Amended by the Faculty Senate on April 7, 2010.

GENERAL EDUCATION REQUIREMENT ABBREVIATIONS

Courses approved as meeting requirements in the general education core or marker areas are indicated by one of the following abbreviations following the course title and credit:

GE Core Category Abbreviations

| | |
|-----|--|
| GFA | Fine Arts |
| GHP | Historical Perspectives on Western Culture |
| GLT | Literature |
| GMT | Mathematics |
| GNS | Natural Sciences |
| GPR | Philosophical/Religious/Ethical Perspectives |
| GRD | Reasoning and Discourse |

GSB Social and Behavioral Sciences

GEC Marker Abbreviations

GL Global Perspectives
GN Global Non-Western Perspectives
SI Speaking Intensive
WI Writing Intensive

College's Additional Requirements (CAR) Abbreviations

GFL Foreign Language
GLS Natural Sciences—Life Science
GMO Historical Perspectives—Modern
GPM Historical Perspectives—Premodern
GPS Natural Sciences—Physical Science

GENERAL EDUCATION CORE CATEGORY/MARKER DESCRIPTIONS

The following are brief descriptions of the General Education Core categories and markers, their methods, and learning goals.

Humanities and Fine Arts (GLT, GFA, GPR)

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.

Fine Arts (GFA)

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.

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 cogent arguments, locating, synthesizing and analyzing documents, and writing and speaking clearly, coherently, and effectively.

Social and Behavioral Science (GSB)

By focusing on a particular discipline which studies the behavior of individuals, groups, or organizations, students learn to use its methodology and theoretical framework to interpret, analyze, and evaluate the broader social contexts of individual events or situations.

Global (GL)

In a course in any subject, students 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.

Global Non-Western (GN)

In a course in any subject, students focus on the interconnections among regions of the world other than North America, Great Britain, and continental Europe, interpret and evaluate information on diverse ecologies, human societies, artistic achievements, or political systems, and gain sensitivity to cultural differences on a global scale.

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 REQUIREMENTS

I. GEC Category Requirements (36–37 total semester hours required)

Select courses as indicated from the following categories:

Humanities and Fine Arts (12 s.h.)

One course from Literature list—GLT (3 s.h.)

One course from Fine Arts list—GFA (3 s.h.)

One course from Philosophical/Religious/ Ethical Perspectives list—GPR (3 s.h.)

One additional course from any of the above (3 s.h.)

Historical Perspectives—GHP

One course from Historical Perspectives list (3 s.h.)

Natural Sciences—GNS (6–7 s.h.)

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 s.h.)

Reasoning and Discourse—GRD (6 s.h.)

- ENG 101 or FMS 115 or RCO 101 (3 s.h.)
- One additional course from Reasoning and Discourse list (3 s.h.)

Social and Behavioral Science—GSB

Two courses from Social and Behavioral Science list (6 s.h.)

II. GE Marker Requirements

Fulfill the following requirements:

One writing intensive course (indicated in the online *Schedule of Courses* by marker WI) in any discipline

[In addition to this GE Writing Intensive requirement, students must also complete a second Writing Intensive course within the

major. The College of Arts and Sciences requires additional Writing Intensive courses]

One speaking intensive course (indicated in the online *Schedule of Courses* by marker SI) in any discipline

[In addition to this GE 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 s.h.)
- 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 category requirements (#I 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 GE Marker requirements while completing the courses under #I above and/or courses required for the major.

Waivers of Marker Courses for Incoming Students Transferring 60 or More Hours

Students who initially enroll with 60 or more transfer hours 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.

III. Work toward Student Learning Goals outside the GEC

The General Education Core provides a foundation for progress toward the UNCG Student Learning Goals. These goals are then reinforced in the major and minor programs that students complete before graduation. In addition to the GEC 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**

GENERAL EDUCATION CORE COURSES

The courses listed in the following table have been approved by the General Education Council, which is responsible for their oversight. Courses listed below may also carry SI or WI markers for a given semester. See the Class Schedule in *UNCGenie* for complete General Education core and marker listings. Students in the College of Arts and Sciences should refer to the separate listing of the College's Additional Requirements (CAR).

GENERAL EDUCATION CREDIT THROUGH STUDY ABROAD

Students may receive General Education Core category and Marker Credit and College Additional Credit (CAR) for courses taken in three overseas programs offered by the University's International Programs Center. For information about these courses, contact the International Programs Center, 127 McIver Street, UNCG, 336/334-5404.

Fall Semester in Estonia

Political System and Administration (GSB)
Estonian History (GHP)
Estonian Literature in Translation (GLT-GN)
Estonian Culture (GFA)
Ecology and Nature in Estonia (GNS)
Economy (GSB)

Fall Semester in Finland

Cultures and Societies of Scandinavia (GSB)
Indigenous Cultures of the Polar Region (GN)
Arts of Scandinavia (GFA)
Finnish and Scandinavian Literature in Translation (GLT-GN)
Nordic Nature and Environment (GNS)

Spring Semester in Poland

Arts in Contemporary Poland (GFA)
Culture and Society in Contemporary Poland (GSB)
Evolution of Political Systems in Eastern Europe (GSB)
History of Poland (GHP)
Transition of Central European Countries to Market Economies (GSB)
Polish Literature in Translation (GLT-GN)

WRITING INTENSIVE (W) AND SPEAKING INTENSIVE (SI) COURSES

GEC requires one WI and one SI marker course from any discipline; a second WI course and a second SI course are to be taken in the major. Please note that the College of Arts and Sciences requires additional WI courses.

Throughout the year, Writing Intensive (WI) and Speaking Intensive (SI) courses are approved for offering by the Writing Intensive and Speaking Intensive Committees. Since most WI and SI courses are approved to carry the WI or SI marker only for specific instructors or only for a given term, lists of WI and SI courses are not published in the *Undergraduate Bulletin*.

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 Bulletin before attempting to register for a course.

Basic Technology Competencies

UNCG 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 UNCG students for acquiring each competency, with options that include campus workshops, computer lab staff support, and Web sites. Go to UNCG Basic Technology Competencies to view and access these resources.

UNCG 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, UNCG'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

http://library.uncg.edu/info/help/classes_and_tours.aspx and <http://library.uncg.edu/research/tutorials/> for additional information.

College of Arts and Sciences Additional Requirements (CAR)

See CAR in the College of Arts and Sciences.

Definitions of 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

The following is a listing of current graduate and undergraduate course prefixes.

| | |
|-----|---|
| ACC | Accounting |
| AFS | African American Studies |
| APD | Apparel Product Design |
| ARE | Art Education |
| ARH | Art History |
| ART | Studio Art |
| AST | Astronomy |
| ATY | Anthropology |
| BIO | Biology |
| BLS | Humanities |
| BUS | Business Administration |
| CCI | Classical Civilization |
| CED | Counseling and Educational Development |
| CHE | Chemistry and Biochemistry |
| CHI | Chinese |
| CPS | Conflict and Peace Studies |
| CRS | Consumer, Apparel, and Retail Studies |
| CSC | Computer Science |
| CSD | Communication Sciences and Disorders |
| CST | Communication Studies |
| CTR | Community and Therapeutic Recreation |
| DCE | Dance |
| ECO | Economics |
| EDU | Teachers Academy and Licensure Programs |
| ELC | Educational Leadership and Cultural Foundations |
| ENG | English |
| ENT | Entrepreneurship |

University Requirements

| | | | |
|-----|---|-----|-------------------------------------|
| ENV | Environmental Studies | MUE | Music Education |
| ERM | Educational Research Methodology | MUP | Music Performance |
| FFL | Foundations for Learning | MUS | Music |
| FIN | Finance | NAN | Nanoscience |
| FMS | Freshman Seminars | NTR | Nutrition |
| FRE | French | NUR | Nursing |
| GEN | Genetic Counseling | PHI | Philosophy |
| GEO | Geography | PHY | Physics |
| GER | German | POR | Portuguese |
| GRC | Grogan College | PSC | Political Science |
| GRK | Greek | PSY | Psychology |
| GRO | Gerontology | RCO | Ashby Residential College |
| HDF | Human Development and Family Studies | RCS | Retailing and Consumer Studies |
| HEA | Public Health | REL | Religious Studies |
| HED | Higher Education | ROM | Romance Languages |
| HHS | School of Health and Human Sciences | RUS | Russian |
| HIS | History | SAS | Student Academic Success |
| HSS | Honors Programs | SCM | Supply Chain Management |
| IAR | Interior Architecture | SEP | Spartan Experience Program |
| IGS | International and Global Studies | SES | Specialized Education Services |
| IPC | International Programs | SOC | Sociology |
| ISC | Integrated Science | SPA | Spanish |
| ISL | Integrated Studies Lab | SSC | Social Sciences |
| ISM | Information Systems and Operations Management | STA | Statistics |
| ITA | Italian | STH | Sustainable Tourism and Hospitality |
| JNS | Japanese Studies | STR | Strong College |
| KIN | Kinesiology | SWK | Social Work |
| LAT | Latin | TED | Teacher Education |
| LIS | Library and Information Studies | THR | Theatre |
| LLC | Languages, Literatures, and Cultures | UNS | University Studies |
| MAT | Mathematics | WCV | Western Civilization |
| MBA | Master of Business Administration | WGS | Women's and Gender Studies |
| MGT | Management | | |
| MKT | Marketing | | |
| MLS | Master of Arts in Liberal Studies | | |
| MST | Media Studies | | |
| MTD | Music, Theatre, and Dance | | |

See topics listed below for explanations of the above items.

Course Numbers and Levels

Course level numbers are structured as follows:

- 100–199—intended primarily for freshmen

- 200–299—intended primarily for sophomores
- 300–399—intended primarily for juniors
- 400–499—intended primarily for seniors
- 500–599—intended for advanced undergraduates and graduate students; these courses are not open to freshmen and sophomores
- 600–749—registration restricted to students who are classified as graduate students
- 750–799—registration restricted to students admitted to doctoral programs

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 *Graduate School Bulletin*.

Course Credit Hours

Course credit, or semester, hours are indicated in parentheses immediately following the course title. The first figure indicates the number of semester hour credits awarded for the course. The second and third figures indicate the number of lecture/seminar and laboratory/studio/practice hours normally scheduled each week during the semester in the course.

For example, (3:2:3) indicates the course carries three semester hour credits, meets for two lecture/seminar hours and three laboratory/studio hours each week.

When only two figures appear in the parentheses, there are no laboratory or studio hour requirements. For example, (3:3) indicates that the course carries three semester hour credits and meets for three lecture/seminar hours per week.

Graduate courses and certain other courses may have only one figure enclosed in parentheses, which indicates only the number of semester hours credit given.

Normally, a class period is 50 minutes in length for each semester hour given.

Two course numbers separated by a comma indicate a sequence of two courses with closely related content.

General Education Requirement Abbreviations

See General Education Requirement Abbreviations.

Course Type/Instructional Delivery Mode

Courses at UNCG may be offered in several formats, based on the mode in which the course is taught or instruction delivered. The type of course is reflected in the credit structure as well as being detailed in the course description. The semester *Schedule of Courses* also indicates a course's type or delivery mode.

Lecture/Seminar Courses

A lecture course consists of classes that meet weekly for a specified number of hours; instruction is delivered in a lecture or seminar setting. The semester hour structure of the course is expressed by two numbers, such as (3:3), where the first number indicates that the course carries three semester hours of credit and the second number indicates that the course meets for three lecture/seminar hours per week.

Laboratory/Studio/Practice Courses

Such courses, which meet weekly, may combine a lecture component with a laboratory/studio/practice component, or may consist of a lab/studio/practice session only.

In a combined lecture and lab/studio course, class sessions usually meet at different times and are detailed in the online *Schedule of Courses* for each semester. The credit structure for such courses is always expressed by three numbers, such as (3:2:3), where the first number represents the semester hours credit, the second number represents the number of lecture/seminar hours the course meets per week, and the final number, the lab/studio hours required by the course each week.

A course that is comprised of a lab/studio/practice component only will be expressed by the following credit structure: (1:0:3), where the course receives 1 semester hour of credit, has no lecture component, and meets for three hours a week in a lab/studio/practice environment.

Web-Based Courses

Web-based courses are delivered via the Internet, totally or in combination with more conventional formats such as in-person lectures and/or labs. Web-based courses are denoted as such in the online *Schedule of Courses*.

Service-Learning Courses

The University defines Academic Service-Learning as a teaching method that links community action and academic study so that each strengthens the other. Students, faculty, and community partners collaborate to enable students to address community needs, initiate social change, build effective relationships, enhance academic skills, and develop civic literacy. Service-Learning encourages critical consideration of the ethical dimensions of community engagement. Service-Learning courses are identified by the course category in the online Class Schedule.

Experimental Courses

An experimental course is a regular academic credit course offered once or twice on an experimental basis through an established academic program. Such a course is intended to accommodate the expertise of a visiting faculty member or to allow faculty to test a course within the UNCG academic community. An experimental course is always denoted as such by including "Experimental Course" in the title, abbreviated to "Exp Crs" in the course schedule and on the academic transcript.

University Requirements

Practicum/Internship Courses

A practicum/internship course is usually an upper level course, involving a career-related learning experience of limited duration in which an individual takes on responsible roles outside of the traditional university environment where training and supervision are included: in a nonprofit organization, a government office, or a private, for-profit business. An internship may last for a month, several months, or a year; be paid or voluntary; be taken for academic credit or not; be full-time or part-time.

An example of a practicum/internship credit structure is (6:1:20), which indicates the course is taken for six (6) semester hours credit, has an on-campus seminar or lecture component that meets for 1 hour a week, and requires the student to spend approximately 20 hours weekly in the field at the off-campus site.

Course Type Abbreviations

| | |
|------------------|--|
| ACT ¹ | Activity |
| CLN | Clinical |
| COL | Colloquium |
| CON | Conversational Language Course |
| CPJ | Company Project |
| DIS ¹ | Dissertation |
| DSC | Discussion |
| ENS ¹ | Ensemble |
| IND ¹ | Independent Study |
| INT ² | Internship |
| LAB ¹ | Laboratory |
| LEC | Lecture |
| LEL ² | Lecture & Lab |
| LPF ² | Lecture with Practicum/Field Experience |
| PRC | Practicum |
| PRF ¹ | Performance |
| RES ¹ | Research |
| SAB ¹ | Study Abroad Course |
| SEM | Seminar |
| STL ² | Studio and Lecture |
| STO ¹ | Studio/Other (<i>Used primarily for Dance courses</i>) |
| STT | Student Teaching |
| STU ¹ | Studio |
| THS ¹ | Thesis |
| TUT | Tutorial |

| | |
|------------------|---|
| VCF ¹ | Video Conference |
| WEB ¹ | Web-based (<i>100% of course instruction is taught online</i>) |
| WLB ¹ | Web and lab (<i>~50% of course instruction is taught online and ~50% is a lab component</i>) |
| WLC ² | Web and lecture (<i>Course is taught via face-to-face lecture and online</i>) |
| WLL ² | Web, lecture, and lab (<i>Course requirements include face-to-face lectures, lab sessions, and an Internet component</i>) |
| WLS ² | Web, lecture, and studio (<i>Used primarily for Dance courses</i>) |
| WTX ³ | Web with on-campus tests and examinations (<i>Used primarily for Math courses</i>) |
| WVC ² | Web with on-campus video conference |

Web interaction involves more than the use of Blackboard or the placement of the course syllabus on the instructor's Web site. The course is defined as asynchronous instruction where the instructor and student are separated by time and space. Interaction in these courses is primarily through discussion forums, e-mail, and blogs.

¹*Will not be assigned to a general purpose classroom.*

²*No more than fifty percent (50%) of instruction will be assigned to general purpose classroom.*

³*General purpose classrooms assigned based on department request for specific dates.*

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/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 after the course title and credit by *Pr.* or *Coreq.* 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 indicated in parentheses following a course description (“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 indicated in parentheses at the end of the course description as follows:

- (Fall & Spring)—course usually offered both fall and spring semesters.
- (Fall & Spring & 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.
- (Fall or Spring or Winter)—course may be offered fall semester, or spring semester, or winter session.
- (Fall)—course usually offered fall only.
- (Spring)—course usually offered spring only.
- (Summer)—course usually offered summer only.
- (Alt)—course usually offered only in alternate semesters or years.
- (Even, Odd)—course usually offered in even or odd semesters or years.
- (Occ)—course offered occasionally.

Students should also be aware that regularly scheduled undergraduate classes for which fewer than ten students enroll (or graduate classes for which fewer than five students enroll) will be offered only with special approval of the Provost. If enrollment does not justify continuation of a class, the class may not be offered that semester.

Other Course Restrictions

Some courses carry additional restrictions (Freshmen only; Majors only; etc.). Such restrictions are highlighted following the listing of any course prerequisites.

Repeat-for-Credit Notation

Some courses may be repeated for credit under special circumstances. Such information is highlighted following the listing of any prerequisites.

Grading Method

Courses are graded by letter grade (A–F) unless otherwise noted in the course description. If a course is graded other

than by letter grade, this information is stated after the prerequisite listing. Also see section on Grading.

Pass/Not Pass Courses

Undergraduate/advanced undergraduate courses that are graded P/NP (Pass/Not Pass) or S/U (Satisfactory/Unsatisfactory) and are so noted in their descriptions.

P/NP or S/U Courses List

Courses

| | |
|-----------------|--|
| ARE 369 | Internship: Leadership in Art Education |
| BUS 105B | Career Planning and Business Skills Assessment |
| CED 506 | Institutes in Education |
| CHE 401 | Chemistry Seminar Introduction |
| CPS 589 | Experimental Course: Sports, Conflict, and Peace: Global Issues with Local Solutions |
| CSC 594 | Directed Study in Computer Science |
| CSD 219 | Communication Disorders Laboratory |
| CSD 333 | Independent Study |
| CSD 476 | Structured Clinic Observations |
| CSD 490 | Senior Honors Project |
| CSD 493 | Honors Independent Study |
| CSD 571 | Beginning Clinical Practice in Speech-Language Pathology |
| DCE 250 | Dance Performance Practicum |
| DCE 365 | Practicum: Dance in School and Community Settings |
| DCE 461 | Student Teaching in Dance Education |
| ELC 506 | Institutes in Education |
| ENT 427/MKT 427 | Personal Selling Internship |
| FRE 210 | Intermediate French Conversation |
| GER 311 | German Conversation Topics |
| GRK 150 | Applied Modern Greek |
| HEA 203 | Peer Health Education: Selected Topics |
| HEA 428 | Health Education Internship (Fieldwork IV and Seminar) |
| HHS 110 | Bridging Differences through Community Relationships: Health and Human Sciences |
| HSS 299 | Honors International Experience |
| IAR 452 | Internship in Interior Architecture |
| IPC 320 | Internship |
| IPC 330 | Special Topics |
| ISM 411 | Undergraduate Internship in ISSC |
| ITA 210 | Intermediate Italian Conversation |
| JNS 499 | Practicum |
| KIN 461 | Student Teaching and Seminar in Physical Education |

University Requirements

| | |
|-----------------|---|
| KIN 462 | Student Teaching and Seminar in Physical Education |
| KIN 471 | Internship Preparation in Fitness Leadership |
| KIN 522 | Internship in Community Youth Sport Development Programs |
| LAT 198 | Latin Sight Reading |
| LAT 199 | Conversational and Modern Latin |
| MKT 427/ENT 427 | Personal Selling Internship |
| MKT 450 | Marketing Internship |
| MUE 090 | Music Education Convocation |
| MUE 479 | Music Education Workshop |
| MUP 091 | Recital Attendance |
| NUR 425 | Nursing Practicum I |
| NUR 435 | National Council Licensure Examination Review for Registered Nurses |
| NUR 440 | Nursing Practicum II |
| NUR 460 | Nursing Care of Vulnerable Adult Populations |
| NUR 474 | Nursing Practicum, RN to B.S.N. |
| PHY 401 | Physics Senior Seminar |
| PSY 122 | Careers in Psychology |
| RUS 101L | Elementary Russian Lab |
| RUS 102L | Elementary Russian Lab |
| SAS 100 | Strategies for Academic Success |
| SAS 200 | Academic Success for Continuing Students |
| SPA 100 | Spanish for Health Care |
| TED 461 | Student Teaching and Seminar: Elementary Grades |
| TED 462 | Student Teaching and Seminar: Middle Grades |
| TED 506 | Institutes in Education |

Equivalent Course Credit

A number of undergraduate courses have course content that is considered equivalent to other similar courses. The course entry in this Bulletin will contain a notation—such as “Students may not earn credit for both <course> and <course>”—at the beginning of the description. Students should be aware of such equivalencies before registering in order to avoid taking a course for which they will not receive additional credit.

MAJOR/PROGRAM REQUIREMENTS AND COURSES EXPLANATION

Undergraduate Areas of Study

Undergraduate areas of study include all majors, concentrations, teacher licensure programs, minors, and second majors that are available to UNCG 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 Areas of Study codes.

Also refer to Academic Units for a complete list of available areas of study and the departmental listings for specific program and degree requirements.

Major

A major is a formalized curricular program leading to a degree. Each academic unit or department establishes the course requirements for each major program, concentrations within a major, and related area requirements. All program requirements follow the general structure described below.

Concentration

A concentration is a formalized curricular sequence established to achieve a specific goal within a major.

Major Description

The following information is always included at the beginning of any program description:

1. Name of Major
2. Degree Awarded
3. Total Hours Required for the Degree
4. Area of Study Codes (AOS)
5. Concentrations Available (if more than one area of study is available)

Program Admission Requirements

Special program admission and/or continuation requirements, if any, are listed immediately following the description of the major and degree. A number of programs have requirements that must be met before the student can be formally admitted to the major and permitted to take upper level courses. Such requirements usually involve completion of foundation courses, achievement of a certain GPA, and completion of a specified number of semester hours. Certain programs require portfolio review or audition for admission.

Program Course Requirements

General Education Requirements

All students completing undergraduate degrees at UNCG are required to complete General Education Core and Marker Requirements.

All undergraduate programs follow General Education requirements. Most programs in the College of Arts & Sciences have requirements (CAR) in addition to the General Education requirements. General Education Core and Marker requirements, including specific courses specified by the program, are listed prior to the major requirements. See complete General Education details and courses and College of Arts and Sciences Additional Requirements and courses.

Major Requirements

Major requirements include all courses that must be taken within the major department for completion of the degree. All undergraduate majors require a minimum of 27 hours in the major program of study.

Majors that provide students with more than one concentration or area of study within the major will usually separate the Major Requirements into Core Requirements and Additional Concentration Requirements.

A program of study taken by a student as a second major, in addition to the student's primary major, must meet all requirements as stated for that major. For example, a student pursuing English as his or her primary major who wishes to obtain a second major in French, must meet all the requirements for the English major as well as those for the French major.

Core Requirements

Core courses are those courses required of all students in the major, regardless of concentration.

Additional Concentration Requirements

Concentration requirements are additional courses required only for a specific concentration.

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. Also see School of Education Licensure Programs in this *Bulletin*.

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 needs are not met by the formal majors and degrees offered at UNCG, a special curriculum option—called Plan II—allows students to design their own course of study in consultation with appropriate faculty.

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. Developing a 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 Dean of Undergraduate Studies prior to registering for their last 45 hours. 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 Dean of Undergraduate Studies regarding general requirements and procedures. All general University requirements and minimum admission requirements for the desired departmental programs must be met by any Plan II program.
2. Select a faculty advisor with expertise in the interdisciplinary major.
3. Select another member of the faculty to serve on an advisory committee.
4. Develop a formal proposal with the committee.
5. Send proposal to Undergraduate Curriculum Committee.

Minor modifications to an approved Plan II program may be made if approved by both the faculty advisor and the Dean of Undergraduate Studies. Other modifications require the full process outlined.

Student Outcomes Assessments

UNCG 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 Units and Areas of Study

The College of Arts and Sciences

105 Foust Building

Timothy D. Johnston, Professor and Dean of the College

Denise N. Baker, Professor and Associate Dean

Robert C. Hansen, Professor and Associate Dean

Thomas Kwapil, Professor and Associate Dean for Research

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.

The College of Arts and Sciences is composed of the departments of Anthropology; Art; Biology; Chemistry and Biochemistry; Classical Studies; Communication Studies; Computer Science; English; Geography; History; Interior Architecture; Languages, Literatures, and Cultures; Mathematics and Statistics; Media Studies; Philosophy; Physics and Astronomy; Political Science; Psychology; Religious Studies; and Sociology. The College also includes Freshman Seminars, African American Studies, Archaeology, Environmental Studies, Humanities, Integrated Science, International and Global Studies, Social Sciences, and Women's and Gender Studies.

CASA, the College advising center, provides academic assistance for first-year students.

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 hours in a department. No more than 8 of the department hours may be taken at the 100 level and at least 9 hours must be taken in residence at UNCG.

Second Majors

A student may take a second major in conjunction with the first major. This program requires a minimum of 27 semester hours 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 (CAR). In the case of transfer students, at least 15 hours in each major must be taken at UNCG.

COLLEGE OF ARTS AND SCIENCES ADDITIONAL REQUIREMENTS (CAR)

Freedom and self-motivation in the context of a rational plan of disciplined study are fundamental to a liberal arts education. Students are encouraged to seek relationships among the various subjects studied and to develop a coherent intellectual perspective. To aid in this process, the College requirements build upon the University's General Education requirements.

In addition to the course requirements stated in the University's General Education Core (GEC), students majoring in the College of Arts and Sciences must also complete the following:

Humanities (Literature GLT, Fine Arts GFA, Philosophical/Religious/Ethical Perspectives GPR)

Students in the College must distribute the 12 semester hours required by GEC in the Humanities as follows:

GLT, six (6) hours;

GFA, three (3) hours;

and GPR, three (3) hours.

Historical Perspectives (GEC: GHP; CAR: GPM and GMO)

Students must complete a total of six (6) semester hours in GHP courses, with one course chosen from the premodern (GPM) list and one from the modern (GMO) list.

Natural Sciences (GEC: GNS; CAR: GLS and GPS)

Students must complete a total of 9–10 semester hours 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. See Summary of CAR.

Social and Behavioral Sciences (GSB)

Students must complete a total of nine (9) semester hours 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 UNCG 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 U.S. college or university documenting proficiency.

Six hours of foreign language course work, with the exception of American Sign Language, may be used toward the General Education marker requirement of 12 hours of Global (GL) or Global Non-Western (GN) courses. See General Education Core Requirements (GEC) and GE Marker Approved 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/lc/languages/spanish/modifiedFL.html.

Students are reminded that they will be eligible for election to the UNCG chapter of Phi Beta Kappa only if they have completed the equivalent of six semester hours 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 hours 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 hours 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 hours 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.

All students in the College must fulfill the foregoing College Additional Requirements (CAR). A course in the major may be used to satisfy College requirements.

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.

STUDENT-DESIGNED INTERDISCIPLINARY MAJOR (SDIM)

The Student-Designed Interdisciplinary Major (SDIM) is available to students 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 the SDIM option must satisfy all College Additional Requirements and meet all University academic regulations. The option may not be used as a way of circumventing the requirements of an established major, and SDIM Plans (see below) that constitute only minor changes to an existing major will not be approved. An SDIM Plan must represent a coherent academic program of study, not simply a collection of courses assembled to enable a student to obtain a degree.

The procedure for requesting approval of an SDIM is as follows:

1. A faculty member in the College must agree to serve as the student's advisor, to take responsibility for helping the student design a plan of study and for monitoring the student's progress. A student who wishes to pursue an SDIM, but is unsure how to proceed, should consult initially with the College of Arts & Sciences Advising Center (CASA), Room 103, Foust Building.
2. The student and the advisor devise a Plan of Study for the major. The Plan consists of:
 - a. A brief paragraph 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;
 - 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.The student's advisor should 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.
3. 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 copies of the approved Plan to the student, the major advisor, and the Office of the Dean of Undergraduate Studies.
4. A student planning to graduate with an SDIM should submit the Plan of Study for review as soon as possible, but in any case prior to registering for the last 45 semester hours needed for graduation.
5. Any changes to the Plan after it has been submitted must be approved by the Associate Dean, who will forward the modified Plan to the Office of the Dean of Undergraduate Studies. 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.

SPECIAL ACADEMIC PROGRAMS IN CAS

- African American Studies
- Archaeology
- Freshman Seminars
- Environmental Studies
- Humanities
- Integrated Science

- International and Global Studies
- Preprofessional Programs
- Social Science
- Women's and Gender Studies

GENERAL EDUCATION/CAR CREDIT THROUGH STUDY ABROAD

In addition to the previously listed General Education courses, students may receive General Education Core and Marker Credit and College Additional Credit (CAR) for courses taken through Study Abroad.

Summary of CAR

Courses Fulfilling CAR by Category

Humanities

Twelve semester hours required, distributed as follows:

Literature—GLT (6 s.h.)

Fine Arts—GFA (3 s.h.)

Philosophical/Religious/Ethical—GPR (3 s.h.)

AP credit is available for GLT and GFA; see AP course information.

Historical Perspectives (GEC: GHP + CAR: GPM and GMO) 6 s.h.

Six semester hours required, including one course from each category:

AP credit is available in this category; see AP course information.

Premodern (GPM) 3 s.h.

Modern (GMO) 3 s.h.

Natural Science (GEC: GNS + CAR: GPS and GLS) 9-10 s.h.

Nine to ten semester hours required including one laboratory course, and at least one course from each category:

AP credit is available in this category; see AP course information.

Physical Science (GPS) (3-7 s.h.)

Life Science (GLS) 3-7 s.h.

Social and Behavioral Sciences (GSB) 9 s.h.

Nine semester hours required, with courses from at least two different academic departments

AP credit is available in this category; see AP course information.

Foreign Language (GFL) 0-12 s.h. or proficiency

Intermediate-level proficiency in one language required. Proficiency may be demonstrated by placement test or by completing course work through course number 204 in:

American Sign Language, French, Chinese, German, Greek, Italian, Japanese, Latin, Russian, or Spanish.

Non-native speakers of English are exempted from the College foreign language requirement.

Students are reminded that they will be eligible for election to the UNCG chapter of Phi Beta Kappa only if they have completed the equivalent of six semester hours of foreign language study, excluding American Sign Language, at the intermediate (203-204) college level.

**In German, proficiency may also be demonstrated by completing GER 341.

AP credit is available in this category; see AP course information.

Writing Intensive (WI) 12 s.h.

Students must complete a total of four WI courses, with at least one at the 300 level or above, and one in the major. See the online Class Schedule for semester listing of Writing Intensive courses.

THE COLLEGE OF ARTS AND SCIENCES UNDERGRADUATE AREAS OF STUDY

| Department/Program | Degree | Major | Hours Req | Area of Study, Licensure | AOS Code |
|---------------------------|---------------|--------------------|------------------|--|-----------------|
| Anthropology | B.A. | Anthropology(ANTH) | 122 | Anthropology | U101 |
| | | | | Anthropology (Social Studies High School Teaching ¹) | U102 |
| Art | B.A. | Art(ART) | 122 | Art History | U110 |
| | | | | Studio Art | U105 |
| | B.F.A. | Art(ART) | 128 | New Media & Design | U112 |
| | | | | Painting | U113 |
| | | | | Photography | U886 |
| | | | | Printmaking & Drawing | U887 |
| | | | | Sculpture and Ceramics | U115 |
| | | | | Art Education (K–12) ¹ | U108 |
| Biology | B.A. | Biology(BIOL) | 122 | Biology | U117 |
| | | | | Biology (High School Teaching ¹) | U119 |
| | B.S. | Biology(BIOL) | 122 | Biology | U116 |
| | | | | Biology (High School Teaching ¹) | U218 |
| | | | | Biotechnology | U214 |
| | | | | Environmental Biology | U118 |
| | | | | Human Biology | U863 |
| | | | | | |
| Chemistry & Biochemistry | B.A. | Chemistry(CHEM) | 122 | Chemistry | U121 |
| | | | | Chemistry (High School Teaching ¹) | U125 |

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|-----------------------|------|-----------------------------|-----|---|------|
| Classical Studies | B.S. | Chemistry(CHEM) | 122 | Biochemistry | U124 |
| | | | | Chemistry | U123 |
| | | | | Chemistry (High School Teaching ¹) | U126 |
| | | | | Chemistry Research | U168 |
| | — | | 19 | Chemistry (minor) | U121 |
| | B.S. | Biochemistry(BCHE) | 122 | Biochemistry | U860 |
| | B.A. | Classical Studies(CLAS) | 122 | Classical Archaeology | U352 |
| | | | | Classical Civilization | U354 |
| | | | | Classical Language & Literature | U357 |
| | | | | Latin (High School Teaching ¹) | U129 |
| | — | | 18 | Classical Studies (second academic concentration) | U130 |
| | — | | 15 | Classical Studies (minor) | U350 |
| Communication Studies | B.A. | Communication Studies(CMST) | 122 | Communication Studies | U137 |
| Computer Science | B.S. | Computer Science(CMPS) | 122 | Computer Science | U180 |
| | — | | 15 | Computer Science (minor) | U180 |
| English | B.A. | English(ENGL) | 122 | English | U155 |
| | | | | English (High School Teaching ¹) | U157 |
| | — | | 18 | English (minor) | U155 |

Academic Units

| | | | | | |
|--|--------|--------------------------------|-----|---|------|
| Geography | B.A. | Geography(GEOG) | 122 | Earth Science/ Environmental Studies | U167 |
| | | | | Geographic Information Science | U164 |
| | | | | Geography | U163 |
| | | | | Geography (Social Studies High School Teaching ¹) | U169 |
| | | | | Urban Planning | U165 |
| History | B.A. | History(HIST) | 122 | History | U175 |
| | | | | History (Social Studies High School Teaching ¹) | U177 |
| | — | | 15 | History (minor) | U175 |
| Interior Architecture | B.F.A. | Interior Architecture(IARC) | 127 | Interior Architecture | U540 |
| | | | | Interior Architecture (minor) | U547 |
| Languages, Literatures, and Cultures | B.A. | French(FREN) | 122 | French | U159 |
| | | | | French (K–12 Teaching ¹) | U161 |
| | | | | French (minor) | U159 |
| | B.A. | German(GERM) | 122 | German | U171 |
| | | | | German (minor) | U171 |
| | | | | Online German (minor) | U172 |
| | | | | Russian (minor) | U160 |
| | B.A. | Spanish(SPAN) | 122 | Spanish | U227 |
| | | | | Spanish (K–12 Teaching ¹) | U229 |

| | | | | | |
|----------------------------|------|-------------------------|-------|--|------|
| | — | | 15–21 | Spanish (minor) | U227 |
| Mathematics and Statistics | B.A. | Mathematics(MATH) | 122 | Mathematics | U179 |
| | | | | Mathematics (High School Teaching ¹) | U183 |
| | B.S. | Mathematics(MATH) | 122 | Mathematics | U181 |
| | | | | Statistics | U184 |
| | — | | 15 | Mathematics (minor) | U179 |
| | — | | 15 | Statistics (minor) | U192 |
| Media Studies | B.A. | Media Studies(MDST) | 122 | Media Studies | U134 |
| | — | | 18 | Media Studies (minor) | U849 |
| | — | | 18 | Radio (minor) | U848 |
| Philosophy | B.A. | Philosophy(PHIL) | 122 | Philosophy | U189 |
| | | | | Philosophy/Pre-law | U190 |
| | — | | 18 | Philosophy (minor) | U189 |
| | — | | 18 | Philosophical Ethics (minor) | U194 |
| Physics & Astronomy | B.A. | Physics(PHYS) | 122 | Physics | U191 |
| | | | | Physics (High School Teaching ¹) | U195 |
| | B.S. | Physics(PHYS) | 122 | Physics | U193 |
| | | | | Physics (High School Teaching ¹) | U196 |
| | — | | 15 | Physics (minor) | U191 |
| Political Science | B.A. | Political Science(PSCI) | 122 | Political Science | U197 |
| | | | | Prelaw | U198 |

Academic Units

| | | | | | |
|-------------------|------|-------------------------|-------|---|------|
| | | | | Political Science (Social Studies High School Teaching ¹) | U199 |
| | — | | 15 | Political Science (minor) | U197 |
| Psychology | B.A. | Psychology(PSYC) | 122 | Psychology | U215 |
| | | | | Psychology (Social Studies High School Teaching ¹) | U217 |
| | — | | 18–19 | Psychology (minor) | U215 |
| Religious Studies | B.A. | Religious Studies(RELS) | 122 | Religious Studies | U219 |
| Sociology | B.A. | Sociology(SOCI) | 122 | Sociology | U221 |
| | | | | Sociology (Social Studies High School Teaching ¹) | U223 |
| | | | | Criminology | U222 |
| | | | | Social Problems in a Global Society | U224 |

¹ Note that licensure programs may require hours beyond the minimum listed in this table.

Interdepartmental Programs (sponsored by the College of Arts & Sciences)

| Interdepartmental Program | Degree | Major | Hours Req | Area of Study, Licensure | AOS Code |
|-------------------------------------|---------------|---|------------------|--|------------------|
| African American Studies | B.A. | African American Studies(AFST) | 122 | African American Studies | U803 |
| | — | | 18 | African American Studies (minor) | U815 |
| Archaeology | B.A. | Special Programs in Liberal Studies(SPLS) | 122 | Archaeology | U808 |
| Bachelor of Arts in Liberal Studies | B.A. | Special Programs in Liberal Studies(SPLS) | 122 | Humanities | U820 |
| | | | 122 | Social Sciences | U862 |
| Environmental Studies | B.A. | Special Programs in Liberal Studies(SPLS) | 122/18 | Environmental Studies (major and minor) | U825 |
| Integrated Science | B.A. | Special Programs in Liberal Studies(SPLS) | 122 | Integrated Science | U834 |
| | | | | Integrated Science (Secondary Science Licensure ¹) | U837 |
| International and Global Studies | | | | International & Global Studies | |
| | | | | <i>General Studies:</i> | |
| | B.A. | Special Programs in Liberal Studies(SPLS) | 122 | International & Global Affairs & Development | U821 |
| | B.A. | Special Programs in Liberal Studies(SPLS) | 122 | International & Global Arts & Belief Systems | U822 |
| | B.A. | Special Programs in Liberal Studies(SPLS) | 122 | International & Global Human Rights | U829 |
| | — | | 18 | International & Global Studies (minor) | U861 |
| | | | | <i>Regional Studies:</i> | |
| | — | | 18 | African Studies (minor) | U818 |
| | B.A. | Special Programs in Liberal Studies(SPLS) | 122/18 | Asian Studies | U824(minor U819) |

Academic Units

| | | | | | |
|--------------------------|------|---|--------|------------------------------------|------------------|
| | — | | 18 | European Studies (minor) | U826 |
| | B.A. | Special Programs in Liberal Studies(SPLS) | 122/18 | Latin American & Caribbean Studies | U823(minor U828) |
| | B.A. | Special Programs in Liberal Studies(SPLS) | 122/18 | Russian Studies | U802(minor U827) |
| Women's & Gender Studies | B.A. | Women's & Gender Studies(WGST) | 122 | Women's & Gender Studies | U871 |

¹ Note that licensure programs may require hours beyond the minimum listed in this table.

Joseph M. Bryan School of Business and Economics

401 Bryan Building
www.uncg.edu/bae

McRae C. Banks II, Professor and Dean of the School

Joyendu Bhadury, Professor and Associate Dean

William O. Brown, Professor and Associate Dean

Pamela R. Cash, Lecturer and Assistant Dean

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.

Departments and Programs

Accounting and Finance

Consumer, Apparel, and Retail Studies

Economics

Information Systems and Supply Chain Management

Marketing, Entrepreneurship, and Hospitality & Tourism Management

Management

The school's **Office of Undergraduate Student Services** provides academic advising which supplements and complements faculty advising. The director, with a professional staff, coordinates orientation and registration for the school, and administers admission and retention of majors in the school.

Accreditation

Professional business and accounting programs offered by the Bryan School of Business and Economics are accredited by AACSB International, The Association to Advance Collegiate Schools of Business.

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.

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.

Enrollment in Bryan School Courses

Enrollment in Bryan School courses requires a minimum cumulative GPA of 2.0 on UNCG 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

Academic Units

enrollment restrictions that are outlined in the university schedule and the description of each course.

Requirements for Majoring or Minor 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 UNCG course work. Students in the International Business Studies major must have at least a 2.50 on UNCG course work. Requests to major or minor in one of the Bryan School's programs can be made in the Office of Undergraduate Student Services, 301 Bryan Building.

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 or MAT 191 (Calculus) prior to transferring.

Second Baccalaureate Degrees

Students pursuing a second bachelor's degree must meet all requirements within the Bryan School. A minimum of 50% of the Bryan School and departmental requirements must be completed at UNCG. 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-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 (semester hours), 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://bae.uncg.edu/advise>.

JOSEPH M. BRYAN SCHOOL OF BUSINESS AND ECONOMICS UNDERGRADUATE AREAS OF STUDY

| Department/Program | Degree | Major | Hours Req | Area of Study, Licensure | AOS Code |
|---|---------------|---|------------------|--|-----------------|
| Accounting and Finance | B.S. | Accounting (ACCT) | 122 | Accounting | U301 |
| | — | | 15 | Accounting (minor) | U719 |
| | B.S. | Finance(FINC) | 122 | Finance | U360 |
| Consumer, Apparel, and Retail Studies | B.S. | Consumer, Apparel, and Retail Studies(CARS) | 122 | Apparel Product Design | U538 |
| | | | | Retailing and Consumer Studies | U539 |
| | | | | Global Apparel & Related Industries | U864 |
| Economics | B.A. | Economics(ECON) | 122 | Economics | U305 |
| | | | | Economics (Social Studies Licensure ¹) | U309 |
| | B.S. | Economics(ECON) | 122 | Economics | U717 |
| | | | | Economics (Social Studies Licensure ¹) | U311 |
| | — | | 18 | Economics (minor) | U305 |
| Information Systems and Supply Chain Management | B.S. | Information Systems and Supply Chain Management(ISSC) | 122 | Information Systems | U313 |
| | | | | Supply Chain Management | U339 |
| | | | | Information Technology (minor) | U318 |
| Management | B.S. | Business Administration(BADM) | 122 | Human Resources | U326 |
| | | | | Business Studies | U331 |
| | | | | Online Business Studies | U338 |
| | B.S. | International Business Studies (INTB) | 122 | International Business Studies | U830 |
| | B.A. | Sustainable Tourism and Hospitality (STHP) | 122 | Sustainable Tourism and Hospitality | U457 |
| Marketing, Entrepreneurship, and Hospitality & Tourism Management | B.S. | Entrepreneurship (ENTR) | 122 | Entrepreneurship | U718 |

Academic Units

| | | | | | |
|-------------------|------|-----------------|-----|--------------------------|------|
| | — | | 15 | Entrepreneurship (minor) | U832 |
| | B.S. | Marketing(MKTG) | 122 | Marketing | U327 |
| Interdepartmental | — | | 21 | Business (minor) | U398 |

¹ Note that licensure programs may require hours beyond the minimum listed in this table.

School of Education

324 School of Education Building

Karen K. Wixson, Professor and Dean of School

Sam Miller, Professor and Associate Dean for Academic and Student Affairs

Terry Ackerman, Professor and Associate Dean for Research and Assessment

Council for Accreditation of Teacher Education (NCATE).

The School of Education is a professional school that strives to prepare outstanding practitioners, study the profession, create and disseminate new knowledge in professional education, and engage in field services and apply research findings. A general discussion of Teacher Education may be found under School of Education Licensure Programs in this bulletin.

Students seeking further information on graduate-level programs are referred to *The Graduate School Bulletin*.

The School of Education is comprised of six departments:

Departments (Department Code)

Counseling and Educational Development (CED)

Educational Leadership and Cultural Foundations (ELC)

Educational Research Methodology (ERM)

Library and Information Studies (LIS)

Specialized Education Services (SES)

Teacher Education and Higher Education (HED)

The Department of Teacher Education and Higher Education and the Department of Specialized Education Services offer Bachelor of Science programs several of which prepare students for the Standard Professional I License in North Carolina. Undergraduate majors include Elementary Education, Middle Grades Education, Professions in Deafness (Advocacy & Services for the Deaf; Auditory-Oral/Birth–Kindergarten Teacher Licensure; Birth–12 Deaf and Hard of Hearing Teacher Licensure; and Interpreter Preparation), Special Education, and Elementary Education and Special Education General Curriculum Dual Major with Teacher Licensure. All departments in the School of Education offer graduate programs leading to master's, specialist's, and doctoral degrees, as well.

The School of Education also supports programs in teacher education conducted under the auspices of other schools (Music, Theatre and Dance; Health and Human Sciences) and departments within the College of Arts and Sciences by responding to course requirements in the areas of social, philosophical, and psychological foundations; methodology; curriculum; and student teaching. Recent emphases in competency-based curricula and individualized programming contribute to newly designed teacher education programs.

All licensure programs for school personnel are approved by the North Carolina State Department of Public Instruction. The School of Education, with licensure programs in other units, is accredited by the National

SCHOOL OF EDUCATION UNDERGRADUATE AREAS OF STUDY

| Department | Degree | Major | Hours Req | Area of Study | AOS Code |
|---|---------------|---|------------------|--|-----------------|
| Teacher Education & Higher Education | B.S. | Elementary Education | 122 | Elementary Educ K–6 Licensure ¹ | U251 |
| | B.S. | Middle Grades Education | 124–128 | Middle Grades Educ 6–9 Licensure ¹ | U254 |
| Teacher Education & Higher Education and Specialized Education Services | B.S. | Elementary Education and Special Education: General Curriculum Dual Major | 127 | Elementary Education and Special Education | U252 |
| Specialized Education Services | B.S. | Professions in Deafness | 126 | Advocacy & Services for the Deaf | U931 |
| | | | 128 | Birth–12 Deaf and Hard of Hearing Teacher Licensure ¹ | U162 |
| | | | 125 | Interpreter Preparation | U932 |
| | | | 20 | American Sign Language/Deaf Studies Minor | U930 |
| | B.S. | Special Education: General Curriculum | 127 | Special Education K–12 Licensure ¹ | U265 |
| Specialized Education Services and Teacher Education & Higher Education | B.S. | Elementary Education and Special Education: General Curriculum Dual Major | 127 | Elementary Education and Special Education | U252 |

¹ Note that licensure programs may require hours beyond the minimum listed in this table.

School of Health and Human Sciences

401 HHP Building
336/334-5744
www.uncg.edu/hhs

Celia R. Hooper, Professor and Dean of School

Kathleen Williams, Professor and Associate Dean for Undergraduate Programs

David H. Demo, Professor and Associate Dean for Graduate Programs

Cheryl Ann Lovelady, Professor and Associate Dean for Research

Charles C. Dent, Assistant Dean

Eileen C. Miller, Assistant Dean

Lisa Walker, Assistant Dean

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 are also graduate programs in Genetic Counseling and Gerontology. 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, the faculty and students in Communication Sciences and Disorders are actively involved in 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.

The Program in Gerontology offers a post-baccalaureate certificate in gerontology, a master of science in gerontology, and a dual master of science in gerontology/master of business administration. Courses fulfilling the certificate program may be used to meet requirements in a degree program in accordance with the policies of The Graduate School.

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 Fitness Leadership, Sports Medicine, Physical Education and Health Teacher Education (licensure track), or in Community Youth Sport Development (non-licensure track). 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 the Post-Baccalaureate Certificate and Master of Arts. Peace

Academic Units

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. 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. A 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 public health (Dr.P.H.) 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 M.S.W. programs are both accredited by the Council on Social Work Education.

Further details about specific major programs can be found in the alphabetical Department listings. Graduate degree programs and graduate-level courses are more completely described in *The Graduate School Bulletin*.

SCHOOL OF HEALTH AND HUMAN SCIENCES UNDERGRADUATE AREAS OF STUDY

| Department | Degree | Major | Hours Req | Area of Study, Licensure | AOS Code |
|--------------------------------------|---------------|------------------------------------|------------------|--|-----------------|
| Communication Sciences & Disorders | B.S. | Speech Pathology & Audiology | 122 | Speech Pathology & Audiology | U143 |
| Community and Therapeutic Recreation | B.S. | Recreation and Parks Management | 122 | Community Recreation and Event Planning | U442 |
| | | | | Therapeutic Recreation | U413 |
| | | | 15 | Community and Therapeutic Recreation (minor) | U441 |
| | | | 15 | Travel, Tourism, & Commercial Recreation (minor) | U426 |
| Human Development & Family Studies | B.S. | Human Development & Family Studies | 122 | Birth thru Kindergarten Teacher Licensure | U526 |
| | | | | Birth thru Kindergarten Teacher Licensure Online (2Plus) | U543 |
| | | | | Child, Youth, and Family Development | U513 |
| | | | | Early Care & Education | U531 |
| | | | | Online Early Care & Education (2Plus) | U544 |
| | | | 18 | Human Development & Family Studies (minor) | U514 |
| Kinesiology | B.S. | Kinesiology | 122 | Fitness Leadership | U412 |
| | | | 128 | Physical Edu & Health Teacher Edu K–12 Dual Licensure | U409 |
| | | | 122 | Sports Medicine | U421 |
| | | | 21 | Community Youth Sport Development (minor) | U443 |
| | | | 21 | Sport Coaching (minor) | U410 |
| Nutrition | B.S. | Nutrition | 122 | Nutrition Science | U550 |
| | | | | Human Nutrition & Dietetics | U552 |
| | | | | Nutrition & Wellness | U533 |
| | | | 18 | Nutrition (minor) | U553 |
| Peace and Conflict Studies | B.A. | Conflict and Peace Studies | | Conflict and Peace Studies | U560 |
| | | | | Conflict and Peace Studies Online | U562 |
| Public Health Education | B.S. | Public Health | 124 | Community Health Educ | U407 |
| | | | 122 | Health Studies Online | U415 |
| Social Work | B.S.W. | Social Work | 122 | Social Work | U894 |
| | | | | School Social Work Licensure ¹ | U895 |

Academic Units

| | | | |
|---|----|---------------------|------|
| — | 15 | Social Work (minor) | U894 |
|---|----|---------------------|------|

¹ Note that licensure programs may require hours beyond the minimum listed in this table.

Lloyd International Honors College

205 Foust Building
336/334-5538
<http://honorscollege.uncg.edu>

Jerry Pubantz, Professor and Dean of the College

Sarah Krive, Assistant Dean

Angela Bolte, Director of Disciplinary Honors and Student Life

Shelley Ewing, Honors Academic Adviser

Christopher Kirkman, Honors Academic Adviser

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 and independent thinking, global awareness, and strong preparation for professional, civic, and personal pursuits.

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 one or more of the 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 have either a combined SAT math + critical reading score of 1200 (or its equivalent ACT composite score of 27), or a weighted high school GPA of 3.80. The SAT math, verbal, and writing test scores must all be submitted on the application along with a required essay.

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 UNCG Students

Continuing UNCG students must have at least a 3.30 GPA.

Lloyd International Honors College Petition Policy

Incoming first-year UNCG students who do not meet one of the specified criteria for admission to Lloyd International Honors College (LIHC) 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 LIHC.

Programs

Lloyd International Honors College offers three enhanced academic programs—the International Honors Program and the Disciplinary Honors Program. **Students interested in pursuing these programs must consult with an International Honors College academic adviser before enrolling in Honors courses.**

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.

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.

Students who graduate from the Honors Program at Southwestern Community College (N.C.) 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 UNCG. The student must transfer in at least 12 hours of Honors coursework, be accepted into Lloyd International Honors College through the UNCG admissions process, and complete the following:

- Proficiency in a foreign language (at the 204-level or higher),
- An approved international experience,
- Disciplinary Honors in the Major (with grades of B or better in all Honors work), and

Academic Units

- Achievement of a 3.30 GPA or higher at the time of graduation from UNCG

To apply for this program, students planning to transfer from Southwestern Community College must submit a Transfer Application to UNCG through the UNCG Admissions Office and indicate interest in applying to Lloyd International Honors College. Students will then receive an invitation to apply to LIHC through the “Current UNCG Student Application.”

Students entering LIHC under this memorandum of understanding must apply by April 1 in order to be eligible to begin disciplinary honors in the following fall semester, or by November 1 in order to do so in the following spring semester. Students entering under this memorandum must maintain good standing and fulfill other requirements that the College applies to all Honors students.

Students who complete both the International Honors Program and the Disciplinary Honors Program are recognized for their high achievement and awarded Full University Honors.

Courses

Honors courses are taught by faculty members who are among the best at UNCG, who are deeply engaged with their disciplines, and who are dedicated to helping students achieve their greatest potential. Honors courses are typically small (20–25 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 UNCG 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 professor 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 top-rate group and individual advising to help students discover the best ways to take advantage of Honors at UNCG, 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 orientation, sessions where students and faculty get together to discuss various issues, the annual Honors Symposium, lectures and special performances, field trips, and community service projects.

Honors Abroad Experiences

In collaboration with UNCG'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 UNCG faculty member.

Students accepted into an Honors Abroad Experience enroll in HSS 310, a three-credit Honors course, in addition to whatever courses are taken at the host institution. HSS 310 requires that students meet with a UNCG 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 UNCG 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 UNCG the following semester.

Honors Awards

Lloyd International Honors College administers awards that recognize high achievement. At the Honors Convocation every spring, the College's Honor 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 Spencer Honors Residence Hall and Gray Honors Residence Hall are housing options for Honors students only, but it is not required. Incoming Honors freshmen may apply to live in North Spencer Residence Hall 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. Current Honors students who desire to live in the Honors Residence Halls must be in good standing (have a 3.30 UNCG 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.

School of Music, Theatre and Dance

220 Music Building
336/334-5789
<http://performingarts.uncg.edu>

Peter Alexander, Dean

Kelly Burke, Interim Associate Dean

Departments—Department Code Courses (Course Prefix)

Dance—DCE

Dance Courses (DCE)

Music Education—MUE

Music Education Courses (MUE)

Music Performance—MUP

Music Performance Courses (MUP)

Music Studies—MSD

Music Courses (MUS)

Music, Theatre and Dance—MTD

Music, Theatre and Dance Courses (MTD)

Theatre—THE

Theatre Courses (THR)

Departments in the School of Music, Theatre and Dance are accredited institutional members of the National Association of Schools of Music, the National Association of Schools of Theatre, and the National Association of Schools of Dance. The requirements for entrance and graduation as set forth in this Bulletin are in accordance with the published regulations of those accrediting agencies.

The School of Music, Theatre and Dance offers a variety of degree programs within the bachelor of arts, the bachelor of fine arts, and the bachelor of music degrees. Prospective music majors and minors must audition for acceptance into music degrees and for approval of the major or principal performance area. Auditions are similarly required for admission into all degrees within the Department of Dance and for the BFA. degree in the Department of Theatre. For specific information concerning auditions and admissions procedures contact the Dance, Theatre, or Music Departments.

In addition to the degrees and courses housed within the five departments of The School of Music, Theatre and Dance (Dance, Music Education, Music Performance, Music Studies, and Theatre), a number of interdisciplinary courses in the performing arts are

offered. Please see the listing of MTD courses, which are open to students in any major.

The School of Music, Theatre and Dance is proud to house the Music Research Institute (MRi). The MRi is an interdisciplinary think tank that focuses on research related to music and music-making, and the implications of that research for the 21st century.

SCHOOL OF MUSIC, THEATRE AND DANCE UNDERGRADUATE AREAS OF STUDY

| Department | Degree | Major (Major Code) | Hours Req | Area of Study | AOS Code |
|-------------------|---------------|---------------------------|------------------|---|-----------------|
| Dance | B.A. | Dance (DANC) | 122 | Dance Studies | U435 |
| | | | | Dance Studies with K–12 Licensure ¹ | U437 |
| | B.F.A. | Dance (DANC) | 128 | Dance B.F.A. | U431 |
| | | | | Dance B.F.A. with K–12 Licensure ¹ | U438 |
| Music Education | B.M. | Music Education (MEDU) | 125 | Dance (minor) | U406 |
| | | | | Choral/General Music Education (Special Subject Area Licensure ¹) | U626 |
| | | | | Instrumental/General Music Education (Special Subject Area Licensure ¹) | U629 |
| | | | | | |
| Music Performance | B.M. | Performance (PRFM) | 123 | Brass and Percussion | U637 |
| | | | 123 | Keyboard Performance | U636 |
| | | | 123 | Strings | U638 |
| | | | 125 | Voice Performance | U635 |
| | | | 123 | Woodwinds | U639 |
| | | | 123 | Jazz Performance | U618 |
| | | | 123 | Composition | U607 |
| | | | 123 | General Music | U602 |
| Music Studies | B.A. | Music (MUSI) | 123 | General Music | U602 |
| | — | | 21 | Music Minor | U429 |
| Theatre | B.A. | Drama (DRAM) | 122 | Drama | U880 |
| | — | | 18 | Drama Minor | U880 |
| | — | | 18 | Technical Theatre Minor | U884 |
| | B.F.A. | Drama (DRAM) | 124 | Acting | U881 |
| | | | 124 | Design & Technical Theatre | U882 |
| | | | 124 | Technical Production | U885 |
| | | | 128 | Theatre Education (K–12 Teaching ¹) | U883 |

¹ Note that licensure programs may require hours beyond the minimum listed in this table.

School of Nursing

112 Moore Nursing Building

Robin Remsburg, Professor and Dean

Anita S. Tesh, Professor and Associate Dean

Eileen M. Kohlenberg, Professor and Associate Dean

Debra C. Wallace, Professor and Associate Dean for Research

Mission Statement

The mission of the UNCG School of Nursing is to make a difference in the lives of nursing students and the communities it serves by being inclusive, collaborative, and responsive. The School of Nursing is a:

- *Learner-centered community preparing nursing generalists, specialists, and researchers.*
- *Scholarly community advancing knowledge through collaborative research that will enhance the discipline of nursing and health of persons across the lifespan.*
- *Diverse school integrating intercultural and international perspectives into learning, inquiry, and service.*

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, humanities, and basic nursing. 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, administration, and clinical practice. This program has a strong research emphasis and is founded on specialization in clinical practice. 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 Ph.D. in Nursing to prepare nurses as scientists in academia and industry.

Accreditation

The pre-licensure program offered by the School of Nursing is approved by the North Carolina Board of Nursing. The B.S.N. program is accredited by the Accreditation Commission for Education in Nursing (ACEN). For information, contact the ACEN at 3343 Peachtree Road NE, Suite 850, Atlanta, Georgia 30326, or on the Web at www.nlnac.org.

The B.S.N. program is accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120, 202/887-6791.

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. 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 dysfunctions. 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 advanced practice registered nurses, administrators, and educators. At the doctoral level, nurses are prepared as scientists to practice in academia and industry and as advanced practice registered nurses for delivery of healthcare.

Please see complete details on School of Nursing admission, policies, requirements, programs, and courses, programs, and courses.

SCHOOL OF NURSING UNDERGRADUATE AREAS OF STUDY

| School of Nursing | Degree | Major | Hours Req | Area of Study, Licensure | AOS Code |
|--------------------------|---------------|--------------|------------------|---------------------------------|-----------------|
| | B.S.N. | Nursing | 122 | Nursing | U701 |
| | | | 122 | Nursing/RN to B.S.N. | U702 |
| | | | 122 | Nursing/RN 2Plus Program | U710 |
| | | | 122 | Nursing/RN ROTC 2Plus Program | U770 |

Academic Departments, Programs, and Courses

Department of Accounting and Finance

Bryan School of Business & Economics
383 Bryan Building
336/334-5647
www.uncg.edu/bae/acc

Faculty

Daniel Winkler, Professor and Head of Department

Professors Brown, Iyer, Winkler

*Associate Professors Harden, Huang, Jones, Lulseged,
Upton*

Assistant Professors Heng, Huguen, Irfan, Meints

Lecturers Cromartie, Davenport, Hershberger, Milanese

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 UNCG 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, government and other not-for-profit organizations; 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.

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:

- Accounting students will be able to evaluate and appraise the ethical comportments of accounting action in the context of public trust and stewardship.
- Accounting students will be able to produce, evaluate, and modify transactions-based accounting records in a manner adequate to entry-level professional accounting positions.
- Accounting students will author professional accounting documents at a level of quality commensurate with employer expectations.
- Accounting students will be able to create and use cost accounting information in a business decision-making context.
- 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.

Accounting Major (ACCT)—B.S.

Degree: Bachelor of Science

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

AOS Code: U301

Bryan School Requirements

Students are normally expected to complete these courses during freshman and sophomore years:

| | |
|---------|---|
| ACC 202 | Managerial Accounting |
| ACC 218 | Financial Statement Preparation and Disclosures |
| BUS 105 | Introduction to Business Skills Development |
| CST 105 | Introduction to Communication Studies |
| ECO 201 | Principles of Microeconomics |
| ECO 202 | Principles of Macroeconomics |
| ECO 250 | Economic and Business Statistics I |
| ISM 110 | Business Computing I |
| ISM 280 | Business Processes and Information Technology |
| MAT 120 | Calculus for Business and the Social Sciences |
| | or |
| MAT 191 | Calculus I |

Global Sustainability Elective

| | |
|-----------------|--|
| ECO 100 | Economics of a Global Sustainable Society |
| | or |
| ENT 130/BUS 130 | Entrepreneurship in a Sustainable Global Environment |
| | or |
| LLC 120 | Global Crossings: Topics in Images, Media, and Texts |
| | or other approved Global Sustainability elective |

General Program Requirements

1. Grades of C or better in:

| | |
|---------|---|
| ACC 202 | Managerial Accounting |
| ACC 218 | Financial Statement Preparation and Disclosures |
| ECO 201 | Principles of Microeconomics |

| | |
|---------|---|
| ISM 280 | Business Processes and Information Technology |
|---------|---|

2. Cumulative GPA of at least 2.0

3. Grades of C or better in all ACC courses used toward the major

4. 122 s.h.

5. At least 50 percent of the business semester hours required for the degree must be earned at UNCG.

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (3 s.h.)

Student selects 3 s.h. from GLT list.

GFA—Fine Arts (3 s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical/Religious/Ethical Perspectives (3 s.h.)

| | |
|-----------------|------------------------------------|
| ENT 362/PHI 362 | Ethical Issues in Entrepreneurship |
| | or |
| PHI 361 | Ethical Issues in Business |

Humanities and Fine Arts (3 s.h.)

Student selects additional 3 s.h. from GLT, GFA, or GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (6–7 s.h.)

Student selects 6–7 s.h. from GNS list. One must be a laboratory course. Each must have a different departmental prefix.

GMT—Mathematics (3 s.h.)

| | |
|---------|---|
| MAT 120 | Calculus for Business and the Social Sciences |
| | or |
| MAT 191 | Calculus I |

GRD—Reasoning and Discourse (6 s.h.)

| | |
|---------|---|
| CST 105 | Introduction to Communication Studies |
| ENG 101 | College Writing I |
| | or |
| FMS 115 | Freshman Seminar in Reasoning and Discourse I |
| | or |
| RCO 101 | College Writing I |

GSB—Social and Behavioral Science (6 s.h.)

| | |
|---------|------------------------------|
| ECO 201 | Principles of Microeconomics |
|---------|------------------------------|

ECO 202 Principles of Macroeconomics

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers, one of which must carry the GN marker

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major**. All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major**. All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

IV Major Requirements

Minimum grade of C in the following:

| | |
|---------|---|
| ACC 202 | Managerial Accounting |
| ACC 218 | Financial Statement Preparation and Disclosures |
| ACC 318 | Intermediate Accounting I |
| ACC 319 | Intermediate Accounting II |
| ACC 325 | Accounting Transaction Processing Systems |
| ACC 330 | Cost Accounting |
| ACC 420 | Federal Tax Concepts |
| ACC 440 | Auditing Concepts |
| ACC 450 | Accounting, Ethics, and International Business |

Transfer credit will be given for Accounting courses at the 300 level or above only by examination.

IV Related Area Requirements

Common Business Core

| | |
|---------|--|
| ECO 300 | The International Economy |
| FIN 315 | Business Finance I |
| MGT 301 | Introduction to International Business |
| MGT 312 | Human Behavior in Business Organizations |
| MGT 330 | The Legal Environment of Business |
| MGT 491 | Business Policy and Strategy |
| MKT 309 | Business Communications |
| MKT 320 | Principles of Marketing |

| | |
|-----------------|------------------------------------|
| PHI 361 | Ethical Issues in Business |
| | or |
| PHI 362/ENT 362 | Ethical Issues in Entrepreneurship |

| | |
|---------|-----------------------|
| SCM 302 | Operations Management |
|---------|-----------------------|

V Electives

Electives sufficient to complete 122 total semester hours required for the degree.

Finance Major (FINC)—B.S.

Degree: Bachelor of Science

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

AOS Code: U360

Bryan School Requirements

Students are normally expected to complete these courses during freshman and sophomore years:

| | |
|---------|---|
| ACC 201 | Financial Accounting |
| | or |
| ACC 218 | Financial Statement Preparation and Disclosures |
| ACC 202 | Managerial Accounting |
| BUS 105 | Introduction to Business Skills Development |
| CST 105 | Introduction to Communication Studies |
| ECO 201 | Principles of Microeconomics |
| ECO 202 | Principles of Macroeconomics |
| ECO 250 | Economic and Business Statistics I |
| ISM 110 | Business Computing I |
| ISM 280 | Business Processes and Information Technology |
| MAT 120 | Calculus for Business and the Social Sciences |
| | or |
| MAT 191 | Calculus I |

Global Sustainability Elective

| | |
|-----------------|--|
| ECO 101 | Introduction to Economics |
| | or |
| ENT 130/BUS 130 | Entrepreneurship in a Sustainable Global Environment |
| | or |
| LLC 120 | Global Crossings: Topics in Images, Media, and Texts |
| | or other approved Global Sustainability Elective |

General Program Requirements

1. Minimum grade of C (3.0) in all ACC, ECO, and FIN courses at the 300-level or above used toward the major
2. 122 s.h.
3. At least 50 percent of the business semester hours required for the degree must be earned at UNCG.

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (3 s.h.)

Student selects 3 s.h. from GLT list.

GFA—Fine Arts (3 s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical/Religious/Ethical Perspectives (3 s.h.)

| | |
|-----------------|------------------------------------|
| ENT 362/PHI 362 | Ethical Issues in Entrepreneurship |
| | or |
| PHI 361 | Ethical Issues in Business |

Humanities and Fine Arts (3 s.h.)

Student selects additional 3 s.h. from GLT, GFA, or GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (6–7 s.h.)

Student selects 6–7 s.h. from GNS list. One must be a laboratory course. Each must have a different departmental prefix.

GMT—Mathematics (3 s.h.)

| | |
|---------|---|
| MAT 120 | Calculus for Business and the Social Sciences |
| | or |
| MAT 191 | Calculus I |

GRD—Reasoning and Discourse (6 s.h.)

| | |
|---------|---|
| CST 105 | Introduction to Communication Studies |
| ENG 101 | College Writing I |
| | or |
| FMS 115 | Freshman Seminar in Reasoning and Discourse I |
| | or |
| RCO 101 | College Writing I |

GSB—Social and Behavioral Sciences (6 s.h.)

| | |
|---------|------------------------------|
| ECO 201 | Principles of Microeconomics |
| ECO 202 | Principles of Macroeconomics |

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers, one of which must carry the GN marker

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major**. All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major**. All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major Requirements

1.

| | |
|---------|------------------------------------|
| FIN 330 | Financial Institutions and Markets |
| FIN 410 | Business Finance II |
| FIN 442 | Investments |
| FIN 450 | Derivatives |

2. At least two additional courses selected from:

| | |
|-----------------|---|
| FIN 320 | Principles of Risk Management and Insurance |
| FIN 325 | Fundamentals of Real Estate |
| FIN 335/ENT 335 | Entrepreneurial Finance |
| FIN 420 | Real Estate Finance |
| FIN 430 | Real Estate Investment |
| FIN 444 | International Finance |
| FIN 449 | Seminar in Finance |
| FIN 473 | Risk Management |
| FIN 493 | Honors Work |
| FIN 499 | Problems in Finance |
| ACC 318 | Intermediate Accounting I |
| ACC 319 | Intermediate Accounting II |
| ACC 330 | Cost Accounting |
| ACC 420 | Federal Tax Concepts |
| ECO 301 | Intermediate Microeconomic Theory |
| ECO 351 | Economic and Business Statistics II |

Students must earn a grade of C or better in each course used to meet these requirements.

IV Related Area Requirements

Common Business Core

| | |
|---------|--|
| ECO 300 | The International Economy |
| FIN 315 | Business Finance I |
| MGT 301 | Introduction to International Business |

Academic Departments, Programs, and Courses

| | |
|---------|--|
| MGT 312 | Human Behavior in Business Organizations |
| MGT 330 | The Legal Environment of Business |
| MGT 491 | Business Policy and Strategy |
| MKT 309 | Business Communications |
| MKT 320 | Principles of Marketing |

| | |
|-----------------|------------------------------------|
| PHI 361 | Ethical Issues in Business or |
| PHI 362/ENT 362 | Ethical Issues in Entrepreneurship |

| | |
|---------|-----------------------|
| SCM 302 | Operations Management |
|---------|-----------------------|

V Electives

Electives sufficient to complete 122 total semester hours required for the degree.

Accounting Minor

Required: minimum of 15 semester hours

AOS Code: U719

The accounting minor is available to any UNCG 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.

Requirements

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.

| | |
|---------|---|
| ACC 218 | Financial Statement Preparation and Disclosures |
| ACC 202 | Managerial Accounting |
| ACC 318 | Intermediate Accounting I and an additional 6 s.h. of upper division accounting courses at the 300 or 400 level |

for a total of 15 s.h., nine (9) of which must be successfully completed at UNCG.

Accounting Accelerated Master's Program

Accelerated Master's Program for Accounting Majors

Interested students should see Accelerated Master's Programs for Undergraduates for details about the

B.S. in Accounting/M.S. in Accounting program requirements.

Accounting Disciplinary Honors

Requirements

For Honors requirements, check with the departmental office and see the Honors Programs.

ACCOUNTING COURSES (ACC)

Enrollment in Accounting courses requires a minimum 2.0 GPA on UNCG course work, regardless of a student's major or minor.

ACC 201 Financial Accounting (3:3)

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.

Prerequisite: Any one of the following: MAT 115, MAT 120, MAT 150, MAT 151, MAT 191, MAT 292

ACC 202 Managerial Accounting (3:3)

Introduction to internal accounting and reporting of organizations, emphasizing the use of accounting information used by management and other decision makers within the organization.

Prerequisite: ACC 201 or ACC 218

ACC 218 Financial Statement Preparation and Disclosures (3:3)

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.

Prerequisite: 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 (3:3)

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.

Prerequisite: Grade of C or better in ACC 218 and ECO 201

ACC 319 Intermediate Accounting II (3:3)

The second course in the two-course intermediate accounting sequence. Continues the examination of the

preparation, presentation, interpretation, and use of financial statements.

Prerequisite: Grade of C or better in ACC 318

ACC 325 Accounting Transaction Processing Systems (3:3)

Designed to provide an understanding of a variety of accounting subsystems, systems analysis, and design issues reinforced through case studies.

Prerequisite: Grade of C or better in ACC 318

ACC 330 Cost Accounting (3:3)

Costs and cost accounting principles, costing systems, cost determination procedures; control and analytical practices for managerial decision-making.

Prerequisite: Grades of C or better in ACC 202 and ACC 318

ACC 350 Internship in Accounting (3:0:20)

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.

Prerequisite: Grade of C or better in ACC 318; Accounting major; permission of internship coordinator

ACC 420 Federal Tax Concepts (3:3)

Tax structure and tax principles. Accounting principles and procedures related to tax accounting. Application of tax and accounting principles to specific problems

Prerequisite: Grade of C or better in ACC 318

ACC 440 Auditing Concepts (3:3)

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.

Prerequisite: Grade of C or better in ACC 319 and ACC 325

ACC 450 Accounting, Ethics, and International Business (3:3)

First half of course focuses on ethical import of accounting in modern organizations; second half of course focuses on accounting practices and regulations in different countries.

Prerequisite: Grade of C or better in ACC 319

ACC 460 Capstone Experience in Systems Assurance (3:3)

Course represents the culmination of a student's experience in the Accounting and Information Systems major. Students will apply concepts and design an AIS to support a company's business processes.

Prerequisite: Grade of C or better in ACC 319, ACC 325, ISM 218, ISM 240, ISM 301

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.

Prerequisite: Accounting major, senior standing, and permission of Department Head

Notes: May be repeated for credit with approval of Department Head.

ACC 589 Experimental Course

This number reserved for experimental courses. Refer to the Course Schedule for current offerings.

FINANCE COURSES (FIN)

FIN 200 Introduction to Entrepreneurial Finance (3:3)

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. Students may not receive credit for both FIN 200 and FIN 315.

Notes: Students may not receive credit for both FIN 200 and FIN 315.

Cross Listed: Same as ENT 200.

FIN 300 The Management of Personal Finance (3:3)

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 (3:3)

Recognition and analysis of financial problems. Integrated approach to financial management emphasizing basic concepts of valuation, investment, and financial structure. Students may not receive credit for both FIN 200 and FIN 315.

Prerequisite: ACC 201 or ACC 218; ECO 201, ECO 202

Notes: Students may not receive credit for both FIN 200 and FIN 315.

FIN 320 Principles of Risk Management and Insurance (3:3)

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.

Prerequisite: Grade of C or better in FIN 315

FIN 325 Fundamentals of Real Estate (3:3)

Examination of principles, practices, and policies affecting real estate markets. Topics include the nature of real property, mortgages, real estate financing, and real property law.

Prerequisite: Grade of C or better in FIN 315

FIN 330 Financial Institutions and Markets (3:3)

Principal institutions and markets comprising the financial system; their roles in short-term, long-term and equity financing, interest rate determination and capital formation. Interrelationships between domestic and international and financial markets. Government policy objectives and regulations as influences on the financial system.

Prerequisite: Grade of C or better in FIN 315

FIN 335 Entrepreneurial Finance (3:3)

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.

Prerequisite: FIN 315

Cross Listed: Same as ENT 335.

FIN 360 Internship in Finance (3:0:20)

Provides students with an opportunity to apply finance knowledge in a business environment and to gain a better understanding of the finance profession.

*Prerequisite: Grade of C or better in FIN 315;
Finance major; permission of internship coordinator*

Offered: Fall & Spring & Summer

FIN 410 Business Finance II (3:3)

Theory and practical application of capital budgeting, cost of capital and capital structure analysis, working capital management, and financial analysis and planning.

Prerequisite: Grade of C or better in ACC 201 or ACC 218; ECO 250; and a grade of C or better in FIN 315

FIN 415 Advanced Corporate Finance (3:3)

An examination of the interrelationships between major financial policy decisions. Topics include capital structure theory, corporate debt capacity, risk and capital budgeting, dividend policy, corporate restructuring, and mergers and acquisitions.

Prerequisite: Grade of C or better in FIN 410

FIN 420 Real Estate Finance (3:3)

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.

Prerequisite: Grade of C or better in FIN 315

FIN 430 Real Estate Investment (3:3)

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.

Prerequisite: Grade of C or better in FIN 315

FIN 442 Investments (3:3)

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.

Prerequisite: Grade of C or better in FIN 410

FIN 444 International Finance (3:3)

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.

Prerequisite: Grade of C or better in ACC 201 or ACC 218, and grade of C or better in FIN 315

FIN 449 Seminar in Finance (3:3)

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.

Prerequisite: Grade of C or better in FIN 410

FIN 450 Derivatives (3:3)

Investigation of risk and the financial risk management process including portfolio insurance. Topics include options, futures, hedging, decision trees, and sensitivity analysis.

Prerequisite: Grade of C or better in FIN 410

Notes: Formerly FIN 350.

FIN 471 Life Insurance and Financial Planning (3:3)

Emphasis on life insurance in the financial planning process. Explores the role of savings and investment and the creation, preservation, and taxation of wealth.

Prerequisite: FIN 320

FIN 472 Property and Liability Insurance (3:3)

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.

Prerequisite: FIN 320

FIN 473 Risk Management (3:3)

Identification and evaluation of risk with emphasis on risk treatment. Attention given to risk financing, including cash-flow plans.

Prerequisite: Grade of C or better in ACC 201 or ACC 218, and grade of C or better in FIN 315

FIN 493 Honors Work (3)

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 (3:3)

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.

Prerequisite: 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 589 Experimental Course

This number reserved for experimental courses. Refer to the Course Schedule for current offerings.

African American Studies Program

College of Arts & Sciences
200 Foust Building
336/334-5507
www.uncg.edu/afs

Core and Affiliated Faculty

Tara T. Green, Professor and Director, African American Studies Program

Omar Ali, Associate Professor, African American Studies Program

Shelly L. Brown-Jeffy, Department of Sociology

Michael Cauthen, Lecturer, African American Studies Program

Sara Jane Cervenak, Assistant Professor, Women's and Gender Studies and African American Studies Programs

Duane Cyrus, Department of Dance

George Dimock, Department of Art

Cerise Glenn, Department of Communication Studies

William D. Hart, Department of Religious Studies

Colleen Kriger, Department of History

Frank Woods, Visiting Assistant Professor, African American Studies Program

Mission Statement

The African American Studies Program advances the University's commitment to diverse perspectives and inclusive learning environments through course offerings, programming, and community involvement. 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.

African American Studies Major (AFST)—B.A.

Degree: Bachelor of Arts

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

Available Concentrations and AOS Codes:

African American Studies, U803
Cultural Arts, U865

The African American Studies major gives students an integrated and critical understanding of the experiences and contributions of peoples of African descent throughout the world.

African American 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 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.

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (6 s.h.)

Student selects 6 s.h. from GLT list.

GFA—Fine Arts (3 s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

| | |
|---------|--|
| AFS 201 | Introduction to African American Studies |
|---------|--|

GNS—Natural Sciences (6–7 s.h.)

Student selects 6–7 s.h. from GNS list. One must be a laboratory course. Each must have a different departmental prefix (e.g., AST, ATY, BIO, CHE, etc.).

GMT—Mathematics (3 s.h.)

Student selects 3 s.h. from GMT list.

GRD—Reasoning and Discourse (6 s.h.)

| | |
|---------|---|
| ENG 101 | College Writing I |
| | or |
| FMS 115 | Freshman Seminar in Reasoning and Discourse I |
| | or |
| RCO 101 | College Writing I |

Student selects additional 3 s.h. from the GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

AFS 210 Blacks in American Society: Social,
Economic, and Political Perspectives

Student selects additional 3 s.h. from GSB list.

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See requirements and approved courses.

Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from the GHP/GPM list.

Natural Sciences (3–4 s.h.)

Student selects 3–4 s.h. from GNS/GLS or GPS list.

GSB—Social and Behavioral Sciences (3 s.h.)

Student selects 3 s.h. from GSB list.

GFL—Foreign Language (0–12 s.h.)

intermediate-level proficiency in one language, demonstrated by placement test, or completion of course work through course number 204

WI—Writing Intensive Courses

a total of four WI courses

IV Major and Related Area Requirements

Minimum 30 semester hours to include the following:

Core Courses for Both Concentrations (18 s.h.)**1.**

AFS 201 Introduction to African American
Studies

AFS 210 Blacks in American Society: Social,
Economic, and Political Perspectives
AFS 315 Theories and Paradigms in African
American Studies
AFS 410 Seminar in African American Studies

2.

AFS 376 Africana Literature
or
ENG 374 Early African American Writers
or
ENG 376 African American Writers after the
1920s

3.

AFS 355 The Making of the African Diaspora
or
HIS 301 Race and Slavery
or
HIS 389 West Africa during the Atlantic Slave
Trade

Additional AFS and Related Area Courses (12 s.h.)**African American Studies Concentration****Student selects 12 s.h. from the following:**

AFS 200 African American Art History
AFS 260 Understanding Race
AFS 300 African American Poetry
AFS 305 Special Topics in African American
Studies
AFS 310 The Portrayal of African Americans in
Film
AFS 320 The African American Athlete
AFS 325 Black Women in the U.S.
AFS 330 Black Music as Cultural History:
1960–1980
AFS 351 Race, Gender, and Performance:
Enactments of Unfreedom
AFS 400 Independent Study
AFS 492 Internship in African American Studies
AFS 554 Independent Black Politics 19th
Century
ARH 211 Art and the African-American
Presence
ARH 370 African Art
ARH 371 The TransAtlantic: Cross-Cultural
Representations
ATY 325 Caribbean Societies and Cultures
ATY 355 Medicine, Disease, and Slavery
ATY 440 Archaeological Perspectives on
Migration and Diaspora
DCE 232 African Dance II
DCE 332 African Dance III
ENG 315 Postcolonial Literatures
HIS 203 History of Africa to 1870
HIS 204 History of Africa since 1870
HIS 302 Race and Segregation

Academic Departments, Programs, and Courses

| | |
|---------|---|
| HIS 306 | Islam and Popular Culture in Africa |
| HIS 399 | Images of Africa in Film |
| HIS 502 | African American History: Selected Topics |
| HIS 524 | Twentieth-Century U.S. History: Selected Topics |
| HIS 581 | African History: Selected Topics |
| MTD 214 | Jazz Appreciation |
| PHI 121 | Contemporary Moral Problems |
| PSC 391 | African Political Systems |
| REL 229 | Introduction to African American Religions |
| SOC 222 | Sociology of Deviant Behavior |
| SOC 327 | Race and Ethnic Relations |
| SOC 364 | African American Social Thought |
| SOC 390 | African American Perspectives on Crime |
| SOC 425 | Contemporary Gangs in America |
| WGS 333 | Gendered Worlds |

Cultural Arts Concentration

Required:

| | |
|---------|-------------------|
| AFS 400 | Independent Study |
|---------|-------------------|

Student selects 3 additional courses (9 s.h.) from:

| | |
|---------|--|
| AFS 200 | African American Art History |
| AFS 310 | The Portrayal of African Americans in Film |
| AFS 330 | Black Music as Cultural History: 1960–1980 |
| AFS 351 | Race, Gender, and Performance: Enactments of Unfreedom |

V Electives

Electives sufficient to complete the 122 semester hours required for degree.

African American Studies as a Second Major

Students who wish to declare a second major in African American Studies must complete all requirements listed under the degree selected.

African American Studies Minor

Required: minimum of 18 semester hours

AOS Code: U815

Degree Requirements

Two course are required as listed below.

Student selects the remaining 12 hours from any of the courses listed in Additional AFS and Related Area Courses under the African American Studies major.

Required:

| | |
|---------|--|
| AFS 201 | Introduction to African American Studies |
|---------|--|

| | |
|---------|--|
| AFS 210 | Blacks in American Society: Social, Economic, and Political Perspectives |
|---------|--|

AFRICAN AMERICAN STUDIES COURSES (AFS)

AFS 200 African American Art History (3:3)

The development of African American art placed within the context of mainstream American art and the history of the blacks in this country.

Distribution: GE Core: GFA

AFS 201 Introduction to African American Studies (3:3)

Introduction to African American culture through a historical and social perspective.

Offered: Fall & Spring & Summer

Distribution: GE Core: GHP, CAR: GMO

AFS 210 Blacks in American Society: Social, Economic, and Political Perspectives (3:3)

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.

Offered: Fall & Spring & Summer

Distribution: GE Core: GSB

AFS 260 Understanding Race (3:3)

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.

Offered: Fall or Spring

AFS 300 African American Poetry (3:3)

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.

AFS 305 Special Topics in African American Studies (3:3)

An in-depth study of a selected topic or topics in African American Studies involving directed reading and research.

Offered: Fall & Spring & Summer

Notes: May be repeated for credit when topic varies.

AFS 306 Special Topics in the African Diaspora: Africa, the Indian Ocean, and the Americas (3:3)

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.

AFS 310 The Portrayal of African Americans in Film (3:3)

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.

Offered: Spring

AFS 312 Experimental Course: Minorities and Music: Race, Class, and Gender in America (3:3)

Offers a critical perspective on representations of race, class, and gender in American popular music and uses music to examine and understand the impact of dominant ideologies.

Offered: Offered spring '08

Cross Listed: Same as SOC 312.

AFS 315 Theories and Paradigms in African American Studies (3:3)

A concentrated examination of the theories or systematic explanations of the social, cultural, and historical phenomena and/or experiences of African Americans.

Prerequisite: AFS 201 and AFS 210, junior or senior standing, or permission of instructor

Offered: Fall & Spring

AFS 320 The African American Athlete (3:3)

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

Offered: Fall or Spring

AFS 325 Black Women in the U.S. (3:3)

Explores the historical experiences of women of African descent in America through an evaluation of relevant literature, film, and/or music.

Offered: Fall or Spring

Notes: AFS 201 and AFS 210 recommended

AFS 330 Black Music as Cultural History: 1960–1980 (3:3)

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.

Offered: Fall

AFS 350 Experimental Course: The History, Literary Connections, and Social Relevance of Hip-Hop (3:3)

Explores history of the hip-hop movement, hip-hop as a genre of literature, and the social context, relevance, and effect of both grassroots and mainstream hip-hop.

Offered: Offered spring '08

AFS 351 Race, Gender, and Performance: Enactments of Unfreedom (3:3)

Focus on the history of a relation between race, gender, and performance as it relates to the enactment of and resistance to neocolonial, patriarchal control and captivity.

Prerequisite: Junior or senior standing or permission of instructor

AFS 355 The Making of the African Diaspora (3:3)

Explores the making of the African Diaspora in the Atlantic and Indian Ocean worlds through a combination of historical and ethnographic studies.

AFS 370 Experimental Course: Postmodern Blackness (3:3)

Reviews various frameworks for viewing black identity and explores multiple and competing expressions of "blackness" based on media representations, social class, sexual orientation, political affiliation, and educational attainment.

Offered: Offered spring '08

AFS 376 Africana Literature (3:3)

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.

Prerequisite: Sophomore, junior, or senior standing

AFS 390 Experimental Course: The Black Body (3:3)

This course will explore ways the black body has been used and characterized by Anglo culture and ways black people redefine their bodies.

Offered: Offered spring '08

AFS 400 Independent Study (1–3)

Intensive independent study on special topics related to the African American experience.

Prerequisite: Permission of Director of African American Studies and faculty mentor.

Offered: Fall & Spring & Summer

AFS 410 Seminar in African American Studies (3:3)

Capstone seminar on issues in African American Studies and their significance to American society and the world.

Prerequisite: Completion of 12 hours of AFS core requirements (AFS 201, AFS 210, ENG 374 or ENG 376, HIS 301 or HIS 302 or HIS 389); junior or senior status; and permission of instructor

Offered: Fall & Spring

AFS 492 Internship in African American Studies (1–6:0:3–16)

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.

Prerequisite: AFS 201, AFS 210; ENG 374 or ENG 376; HIS 301, HIS 302, or HIS 389. Pr. for AFS minors: AFS 201, AFS 210, and two AFS-related courses

Notes: Interns must show 40 on-site hours each semester for each s.h. of credit sought.

AFS 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.

AFS 554 Independent Black Politics 19th Century (3:3)

The origins, rise, and collapse of Black Populism, the independent black political movement between Reconstruction and the consolidation of Jim Crow, in the South.

Prerequisite: African American Studies major or enrollment in post-baccalaureate certificate program

Department of Anthropology

College of Arts & Sciences
426 Graham Building
336/334-5132
www.uncg.edu/ant

Faculty

Robert Anemone, Professor and Head of Department

Professors Andreatta, Murphy

Assistant Professors Egeland, Nash, Stine

Visiting Assistant Professors Hilton, Samli

Senior Lecturer Davis

Lecturers Cohen-Jones, Gunn

Anthropology is a broad discipline which includes physical 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 biological and cultural remains; and linguistics—the study of language in culture and society.

The general undergraduate major provides for extensive study in cultural anthropology, archaeology, linguistics, and physical anthropology. Majors who develop a particular interest in one of the subdisciplines may pursue a concentration in that area up to a maximum of 60 hours. Majors have opportunities to develop mentoring relationships with members of the faculty on current research projects as well as fieldwork projects. 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, however, increasing opportunities for anthropologists to work in government agencies and business. In such settings, the knowledge which they have may be applied to the solution of human problems.

Through the accelerated master's program, an anthropology major may earn both a master's degree in a related field and a bachelor's degree in anthropology in approximately five years. Majors must begin planning early in this program as well as obtaining careful advising. Opportunities exist for an M.A. in Economics and a Master of Business Administration.

Anthropology Major (ANTH)—B.A.

Degree: Bachelor of Arts

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

AOS Code: U101

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, physical 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.

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (6 s.h.)

Student selects 6 s.h. from GLT list.

GFA—Fine Arts (3 s.h.)

Student selects 6 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (6–7 s.h.)

ATY 253 Introduction to Biological
 Anthropology

Student selects additional 3 s.h. from GNS list with a departmental prefix other than ATY.

GMT—Mathematics (3 s.h.)

Student selects 3 s.h. from GMT list.

GRD—Reasoning and Discourse (6 s.h.)

ENG 101 College Writing I
 or
FMS 115 Freshman Seminar in Reasoning and
 Discourse I
 or

RCO 101 College Writing I

Student selects additional 3 s.h. from the GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

ATY 213 Introduction to Cultural Anthropology

Student selects additional 3 s.h. from GSB list.
(See III for a third GSB requirement.)

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See requirements and approved courses.

Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from the GHP/GPM or GMO list.

Natural Sciences (3–4 s.h.)

Student selects 3–4 s.h. from GNS/GLS or GPS list.

GSB—Social and Behavioral Sciences (3 s.h.)

Student selects 3 s.h. from GSB list.

GFL—Foreign Language (0–12 s.h.)

intermediate-level proficiency in one language, demonstrated by placement test, or completion of course work through course number 204

WI—Writing Intensive Courses

a total of four WI courses

IV Major Requirements

Minimum 34 semester hours in anthropology above the 100-level.

1. Core Courses

ATY 213 Introduction to Cultural Anthropology
ATY 253 Introduction to Biological Anthropology

ATY 258 Introduction to Archaeology Through World Prehistory

ATY 363 History of Anthropological Theory

ATY 595 Contemporary Issues in Anthropology

2. Methods

ATY 360 Methods in Archaeology
or

ATY 361 Methods in Biological Anthropology
or

ATY 362 Methods in Cultural Anthropology

3. Five (5) additional ATY courses at the 300 level or above

Two (2) of these must be at the 400 or 500 level.

Although not a requirement beyond the 34 hours minimum, majors may choose to take additional courses in general anthropology or the additional courses may be in one of the subdisciplines: Archaeology, Socio-Cultural Anthropology, or Biological Anthropology. Majors, in consultation with a faculty member in the subdiscipline, will select the appropriate courses.

V Related Area Requirements

Majors who follow a plan for one of the accelerated master's programs should satisfy the related area requirements for that program.

VI Electives

Electives sufficient to complete the 122 semester hours required for the degree.

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 as a Second Academic Concentration

for Elementary Education Majors

Required: 18 semester hours

Required (9 s.h.)

ATY 213 Introduction to Cultural Anthropology
ATY 253 Introduction to Biological Anthropology

ATY 258 Introduction to Archaeology Through World Prehistory

One methods course (3 s.h.)

ATY 360 Methods in Archaeology
ATY 362 Methods in Cultural Anthropology

ATY 553 Human Osteology: Description, Data Collection, and Analysis

One elective at the 300 level (3 s.h.)

One elective at the 400 or 500 level (3 s.h.)

Anthropology Minor

Required: minimum of 15 semester hours

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.

A. All minors are required to take:

ATY 212 Introduction to Anthropology

B. A minimum of 12 s.h. at the 200 level or above

The following suggested course sequences may be of interest to students pursuing specific majors and with certain career objectives.

1. General Anthropology

ATY 213 Introduction to Cultural Anthropology
 ATY 253 Introduction to Biological Anthropology
 ATY 360 Methods in Archaeology
 ATY 363 History of Anthropological Theory

2. Ethnology/Ethnography

especially useful for majors in social studies, history, geography, economics, and international studies

ATY 213 Introduction to Cultural Anthropology
 ATY 325 Caribbean Societies and Cultures
 ATY 330 Cultures of North American Indians
 ATY 333 Latin American Societies and Cultures
 ATY 362 Methods in Cultural Anthropology
 ATY 465 An Overview of Medical Anthropology

3. Linguistics

especially useful for majors in language arts, a foreign language, English, professions in deafness, speech pathology, social studies, and international studies

ATY 385 Language and Culture

4. Archaeology

especially useful for majors in classical studies, geography, and environmental studies

ATY 253 Introduction to Biological Anthropology
 ATY 258 Introduction to Archaeology Through World Prehistory
 ATY 360 Methods in Archaeology
 ATY 362 Methods in Cultural Anthropology
 ATY 370 Historical Archaeology

ATY 553 Human Osteology: Description, Data Collection, and Analysis

5. Physical Anthropology

especially useful for majors in archaeology, biology, chemistry, nutrition, and psychology

ATY 253 Introduction to Biological Anthropology
 ATY 331 Human Biological Variation
 ATY 359 Forensic Anthropology
 ATY 455 Human Evolution
 ATY 553 Human Osteology: Description, Data Collection, and Analysis
 ATY 559 Disease and Nutrition in Ancient Populations

Anthropology Licensure in Social Studies High School Teaching

AOS Code: U102

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. Please see Teacher Education 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 Disciplinary Honors

Requirements

For Honors requirements, check with the departmental office and see the Honors Programs information.

ANTHROPOLOGY COURSES (ATY)

ATY 100 Contemporary Non-Western Cultures (3:3)

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

Distribution: GE Core: GSB, GE Marker: GN

ATY 212 Introduction to Anthropology (3:3)

Survey of general anthropology. Includes an inquiry into human origins, prehistory, and comparative study of culture.

Distribution: GE Core: GSB, GE Marker: GN

ATY 213 Introduction to Cultural Anthropology (3:3)

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.

Distribution: GE Core: GSB, GE Marker: GN

Notes: Students cannot receive credit for both ATY 213 and HSS 138

ATY 253 Introduction to Biological Anthropology (4:3:3)

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.

Corequisite: ATY 253L

Offered: Fall & Spring

Distribution: GE Core: GNS, CAR: GLS

ATY 253L Introduction to Biological Anthropology Laboratory (0:0:3)

Laboratory covering human biology from an evolutionary perspective. Topics include evolutionary theory, human variation, nonhuman primates, the fossil record, human osteology, molecular and population genetics.

Corequisite: ATY 253

Offered: Fall & Spring

ATY 258 Introduction to Archaeology Through World Prehistory (3:3)

Development of culture from its Paleolithic beginnings through the rise of early civilizations.

Distribution: GE Core: GSB, GE Marker: GN

ATY 300 The Culture of Baseball (3:3)

Ritual, superstition, racism, language, immigration: the history and culture of baseball provides a familiar lens to examine and contextualize sociocultural experience. Incorporates experience from baseball in the U.S., Caribbean, Mexico, and Japan.

Offered: Alt Fall

Distribution: GE Marker: GL

ATY 305 Experimental Course: The Forensics of Sherlock Holmes and Bones (3:3)

Examines the forensic methods of Sherlock Holmes and Bones within the context of modern forensic science.

Offered: Offered spring '10 and spring '11

ATY 308 Lost Tribes and Sunken Lands (3:3)

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.

Distribution: GE Marker: GL

ATY 311 Reading Culture and Society (3:3)

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.

Offered: Fall

Cross Listed: Same as SOC 311.

ATY 312 The Anthropology of Children (3:3)

A cross-cultural and evolutionary approach to the study of childhood from conception to adolescence that incorporates the five field perspective of anthropology.

Offered: Alt Years

ATY 315 World Ethnographies (3:3)

Examines the primary genre and practice of cultural anthropology—ethnography—through a range of geographically and thematically diverse texts.

ATY 325 Caribbean Societies and Cultures (3:3)

Types of social systems and cultural patterns in the West Indies arising from relations between Europeans, West Africans, and Asians, with implications for development, social change, and identity.

Distribution: GE Marker: GL

ATY 330 Cultures of North American Indians (3:3)

Traditional ways of life of indigenous people of North America.

Distribution: GE Marker: GN

ATY 331 Human Biological Variation (3:3)

Physical differences within and between human populations: their source and effect.

Prerequisite: ATY 253 or BIO 105 or BIO 111

ATY 333 Latin American Societies and Cultures (3:3)

Tribal and peasant groups with special emphasis on their place in contemporary Latin America.

Distribution: GE Marker: GN

ATY 334 Latin American Archaeology (3:3)

Through archaeology this course examines the art, organization, and accomplishments of ancient Latin American societies that flourished before contact with

European explorers in Mexico, Central America, and South America.

Distribution: GE Marker: GN

ATY 335 Cultures of Africa (3:3)

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

Distribution: GE Marker: GN

ATY 340 North American Archaeology (3:3)

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

Offered: Alt Years

ATY 341 Paleolithic Archaeology (3:3)

A survey of the archaeology of stone-tool-using peoples from the first Paleolithic cultures to the agricultural revolution.

Prerequisite: Junior or senior standing

Offered: Spring

ATY 342 Experimental Course: Human Growth and Development (3:3)

Examines the bio-cultural perspective on human growth and development and the interaction between genes and the environment, from conception to adulthood, that produce the human phenotype.

Offered: Offered fall '07 and fall '10

ATY 355 Medicine, Disease, and Slavery (3:3)

An interdisciplinary examination of the health of enslaved African Americans drawing from anthropology, history, biology, and medicine to comprehend how the interaction of environment, culture, and diet impacted Southern slaves.

Offered: Alt Fall

ATY 357 Monkeys, Apes, and Humans (3:3)

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 (4:3:3)

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.

Offered: Spring

ATY 360 Methods in Archaeology (3:3)

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 (4:3:3)

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.

Prerequisite: ATY 253 and ATY 253L

ATY 362 Methods in Cultural Anthropology (3:3)

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.

Offered: Alt Spring

Notes: Formerly ATY 476.

ATY 363 History of Anthropological Theory (3:3)

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. Formerly ATY 411.

ATY 369 Statistics for Anthropology (3:3)

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.

Prerequisite: Anthropology (ANTH) or Humanities (SPLS) major

ATY 370 Historical Archaeology (3:3)

Basic introduction to historical archaeology method and theory. Historical archaeology is a multidisciplinary subfield of Anthropology covering the historic past through to the present.

ATY 377 Experimental Course: Disaster, Self and Culture (3:3)

The anatomy of disasters examined from an anthropological perspective. Case studies are presented through several conceptual lenses for clarifying individual, social, cultural, and political responses to catastrophic events.

Prerequisite: 3 s.h. of ATY or SOC or permission of instructor

Offered: Offered fall '13

ATY 378 Historical Archaeology Field Techniques (3:0:6)

Archaeological excavation of historic period sites. Techniques of excavation, recording, surveying, and artifact analysis.

ATY 385 Language and Culture (3:3)

A survey of verbal and nonverbal behavior cross-culturally. Emphasis on the use of language in the speech community, gestures, body languages, expressive behavior, verbal art, and language learning.

Distribution: GE Marker: GL

ATY 410 Brave New Worlds: Biotechnology and Society (3:3)

Examines the interface between science and society, focusing on the sociopolitical import of emerging biotechnologies that impact people's lives—from issues of health and family to immigration and criminal justice.

Offered: Alt Fall

Notes: Formerly ATY 310.

ATY 425 Experimental Course: The Beginning and the End: The Anthropology of Early Childhood and Old Age (3:3)

An examination of the culturally mediated experiences at the opposite ends of the human life span that includes cultural behaviors, traditions, beliefs, and intersections with relevant global health issues.

Prerequisite: ATY 212 or ATY 213 or permission of instructor

Offered: Offered fall '10

ATY 434 Archaeology of South America (3:3)

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.

Notes: Formerly ATY 510.

ATY 440 Archaeological Perspectives on Migration and Diaspora (3:3)

Exploration of the effects of voluntary migration and enslavement in North America and portions of the Caribbean using archaeological evidence and interpretation.

ATY 442 Evolutionary Medicine (3:3)

Explores the evolution of chronic and infectious disease using an ecosystemic approach. Discusses theory involving host/pathogen "arms race," evolution of virulence, modes of transmission, and the discordance hypothesis.

Prerequisite: ATY 253 or BIO 105 or BIO 111

ATY 449 Gender Archaeology (3:3)

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 Anthropology in the Environment: Culture, Environment, and Adaptation (3:3)

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.

Offered: Alt Spring

Notes: Not open to freshmen or sophomores.

ATY 455 Human Evolution (3:3)

Biological and cultural evolution of humans from prehuman forms.

Prerequisite: ATY 361

Notes: Open to juniors and seniors only. Formerly ATY 555.

ATY 462 Archaeology of the Southeastern United States (3:3)

Investigation of Indian cultural development in the U. S. from the Mississippi River Basin to the Atlantic Coast, from earliest evidence to the European Contact Period, with special emphasis on the context of the East in the archaeology of North America and North Carolina.

ATY 465 An Overview of Medical Anthropology (3:3)

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.

Offered: Alt Fall

Distribution: GE Marker: GN

Notes: Not open to freshmen and sophomores.

ATY 477 Zooarchaeology (3:3)

The identification and analysis of animal bones in archaeological contexts.

Prerequisite: ATY 258

ATY 478 Field Methods in Archaeology (3:3)

Methods, techniques, and theories of archaeological field investigation. Includes site survey, mapping, systematic sampling, and controlled excavation.

Prerequisite: Permission of instructor

ATY 479 Analysis of Archaeological Data (3:3)

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.

Prerequisite: Permission of instructor

ATY 480 Ethnographic Field Methods in Cultural Anthropology (4:3:6)

Course applies qualitative research techniques (fieldnotes, participant and casual observations, interviews, data interpretation), and statistical techniques that supplement ethnographic description and analysis at field sites.

Prerequisite: Permission of instructor

Offered: Alt Summer

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.

Prerequisite: Permission of instructor

Offered: Fall & Spring & Summer

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.

Prerequisite: Permission of instructor

ATY 498 Special Problems in Anthropology (1–3)

Opportunity for students to have directed instruction on problems of special interest.

Prerequisite: Permission of instructor

ATY 499 Internship in Anthropology (3:1:6–12)

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.

Prerequisite: Permission of instructor

Offered: Fall & Spring & Summer

ATY 501 Selected Topics in Anthropology (3:3)

Opportunity for advanced students to study in depth topic or issue of special interest.

Prerequisite: Permission of instructor

Notes: May be repeated for credit when topic varies.

ATY 502 Selected Topics in Anthropology (3:3)

Opportunity for advanced students to study in depth topic or issue of special interest.

Prerequisite: Permission of instructor

Notes: May be repeated for credit when topic varies.

ATY 520 Economic Anthropology (3:3)

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 523 Applied Archaeology: Cultural Resource Management and Public Archaeology (3:3)

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.

ATY 524 Applied Anthropology (3:3)

Application of anthropological method and theory in situations of directed sociocultural change.

Prerequisite: not open to freshmen or sophomores

ATY 525 The Social Roots of Health and Disease (3:3)

Examination of the local and global processes that shape the current health environment in developing countries, drawing on work within social science and public health.

Prerequisite: Minimum of junior standing or permission of instructor

ATY 526 Anthropological Perspectives on Food and Agriculture (3:3)

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.

Prerequisite: Not open to freshmen and sophomores.

Offered: Alt Spring

ATY 547 Myth, Magic, and Religion (3:3)

Examination of sacred and secular beliefs in cross-cultural perspective. Emphasis on symbols, ritual, and their functions.

ATY 553 Human Osteology: Description, Data Collection, and Analysis (3:2:3)

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.

Prerequisite: ATY 253 or BIO 105 or BIO 111

ATY 557 Primate Behavior (3:3)

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.

Prerequisite: ATY 357 or ATY 361

Notes: Open to juniors and seniors only.

ATY 559 Disease and Nutrition in Ancient Populations (3:3)

Evaluation of past disease and nutritional status using skeletal remains and other tissues. Topics include differential diagnosis of pathology. Analysis of mummified material, and chemical methods of dietary reconstruction.

Prerequisite: ATY 253 or NTR 213 or BIO 105 or BIO 111

ATY 578 Research Methods in Historical Archaeology (3:3)

Advanced training in research methods in Historic Archaeology, involving on-site training in field, laboratory, and library components of Historic Archaeology.

Prerequisite: Not open to freshmen and sophomores

Cross Listed: Same as HIS 578, IAR 578.

ATY 583 Culture and Society (3:3)

Concepts of culture and society and their employment in understanding human behavior in a cross-cultural context.

Notes: May not be taken for credit by students who have prior credit for ATY 213. Not open for credit to anthropology majors.

ATY 589 Experimental Course: Political Violence and Its Aftermath (3:3)

Examines violent conflict, its causes and effects, as well as attempts to rebuild post-conflict societies, focusing on the lived experiences from examples such as the Holocaust, Rwanda, and former Yugoslavia.

Offered: Offered fall '09 and fall '10

ATY 595 Contemporary Issues in Anthropology (3:3)

A capstone seminar focusing on current issues in various sub-fields of anthropology, how they relate to the

discipline, and their significance to anthropology's role in the modern world.

Prerequisite: Senior status

ATY 597 Special Problems in Anthropology (3)

Opportunity for advanced students to undertake independent study or research of special interest.

Prerequisite: Permission of instructor

ATY 598 Special Problems in Anthropology (3)

Opportunity for advanced students to undertake independent study or research of special interest.

Prerequisite: Permission of instructor

Archaeology Program

College of Arts & Sciences
1104 Moore Humanities and Research Administration
336/334-5590
www.uncg.edu/arc

Committee Members

*Jeffrey S. Soles, Chair, Archaeology Program,
Department of Classical Studies*

A. Asa Eger, Department of History

Maura K. Heyn, Department of Classical Studies

*Joseph B. Mountjoy, Department of Anthropology,
Emeritus*

Joanne M. Murphy, Department of Classical Studies

Donna Nash, Department of Anthropology

Jeffrey C. Patton, Department of Geography

P. Daniel Royall, Department of Geography

Roy Stine, Department of Geography

Linda Stine, Department of Anthropology

The Archaeology concentration at UNCG, which is housed in the Special Programs in Liberal Studies major, introduces students to the ancient civilizations and cultures of the Old and New Worlds and to the analytical tools that archaeologists use to facilitate their study. The concentration is designed to develop both anthropological and historical perspectives in archaeological research, to encompass the range of prehistoric to early historic cultures in the Old and New Worlds, and to introduce the theoretical concepts and methodological techniques appropriate to archaeological research.

The program faculty are actively involved in field work in Greece, Turkey, Mexico, Peru, and North Carolina. Students are expected to participate in those or other field work projects in addition to meeting classroom requirements.

Special Programs in Liberal Studies Major, Archaeology Concentration (SPLS)—B.A.

Degree: Bachelor of Arts

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

AOS Code: U808

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (6 s.h.)

Student selects 6 s.h. from GLT list.

GFA—Fine Arts (3.s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

CCI 211 Introduction to Greek Archaeology

GNS—Natural Sciences (6–7 s.h.)

Student selects 6–7 s.h. from GNS list. One must be a laboratory course. Each must have a different departmental prefix.

GMT—Mathematics (3 s.h.)

Student selects 3 s.h. from GMT list.

GRD—Reasoning and Discourse (6 s.h.)

ENG 101 College Writing I

or

FMS 115 Freshman Seminar in Reasoning and Discourse I

or

RCO 101 College Writing I

Student selects additional 3 s.h. from the GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

Student selects 6 s.h. from GSB list.

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

Required

ATY 258 Introduction to Archaeology Through World Prehistory

CCI 211 Introduction to Greek Archaeology

CCI 212 Introduction to Roman Archaeology

Student selects additional 3 s.h. from GL/GN list.

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major**. All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major**. All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See requirements and approved courses.

Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from the GHP/GPM or GMO list.

Natural Sciences (3–4 s.h.)

Student selects 3–4 s.h. from GNS/GLS or GPS list.

GSB—Social and Behavioral Sciences (3 s.h.)

Student selects 3 s.h. from GSB list.

GFL—Foreign Language (0–12 s.h.)

intermediate-level proficiency in one language, demonstrated by placement test, or completion of course work through course number 204

WI—Writing Intensive Courses

a total of four WI courses

IV Major Requirements

Minimum 30 semester hours distributed as follows. Under special circumstances and with the permission of the Committee, some required courses may be substituted for others.

1. Core Requirements (12 s.h.)

| | |
|---------|--|
| ATY 258 | Introduction to Archaeology Through World Prehistory |
| ATY 360 | Methods in Archaeology |
| CCI 211 | Introduction to Greek Archaeology |
| CCI 212 | Introduction to Roman Archaeology |

2. Area Requirements (6 s.h.)

Three (3) hours from each category.

Old World Archaeology

| | |
|---------|----------------------------------|
| CCI 312 | The Art and Archaeology of Egypt |
| CCI 313 | Archaeology of the Aegean |
| CCI 314 | Ancient Cities |

New World Archaeology

| | |
|---------|---|
| ATY 340 | North American Archaeology |
| ATY 434 | Archaeology of South America |
| ATY 462 | Archaeology of the Southeastern United States |

3. Analytical Methods and Techniques (6 s.h.)

| | |
|---------|---|
| ATY 479 | Analysis of Archaeological Data |
| ATY 553 | Human Osteology: Description, Data Collection, and Analysis |

| | |
|-------------------------|--|
| ATY 559 | Disease and Nutrition in Ancient Populations |
| ATY 578/HIS 578/IAR 578 | Research Methods in Historical Archaeology |
| GEO 314 | Physical Geography: Landscape Processes |
| GEO 314L | Physical Geography Laboratory |
| GEO 359 | Remote Sensing |
| GEO 421 | Geographic Information Science |

No more than 3 s.h. may come from:

| | |
|---------|---|
| ATY 378 | Historical Archaeology Field Techniques |
| or | |
| ATY 478 | Field Methods in Archaeology |
| or | |
| CCI 401 | Archaeological Practicum |

4. Related Area Electives (6 s.h.)

Any of the above courses or the following related courses:

| | |
|---------|--|
| ART 281 | Ceramics I |
| ART 285 | Photography I |
| ATY 213 | Introduction to Cultural Anthropology |
| ATY 370 | Historical Archaeology |
| ATY 440 | Archaeological Perspectives on Migration and Diaspora |
| ATY 449 | Gender Archaeology |
| ATY 501 | Selected Topics in Anthropology |
| ATY 523 | Applied Archaeology: Cultural Resource Management and Public Archaeology |
| 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 |
| GEO 357 | Principles of Cartography |
| HIS 220 | The Ancient World |
| HIS 381 | The Near and Middle East since World War I |
| PHI 325 | Introduction to the Philosophy of Science |

If in Archaeology:

| | |
|---------|---------------------------------|
| ATY 501 | Selected Topics in Anthropology |
|---------|---------------------------------|

V Electives

Electives sufficient to complete 122 semester hours required for degree.

Archaeology Minor

Required: minimum of 15 semester hours

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.

Department of Art

College of Arts & Sciences
138 Gatewood Studio Arts Center
336/334-5248
e-mail: artdept@uncg.edu
www.uncg.edu/art
http://digital.uncg.edu

Faculty

Lawrence Jenkins, Professor and Head of Department

Professors Goldstein, Lee, Maggio

Associate Professors Ananian, Blair, Campbell-Thomas, Dimock, Dunnill, Holian, Lixl-Purcell, Martin, Stephan, Wasserboehr

Assistant Professors Lim, Meanley, Oring, Perrill, Walton

Lecturers Ellis, Gantt, C. Thomas, S. Thomas

The Department of Art offers the following 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 mission of the Art Department 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 Art Department, 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 department'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 Major: New Media & Design; Painting; Photography; Printmaking & Drawing; and Sculpture & Ceramics Concentrations (ART)—B.F.A.

Degree: Bachelor of Fine Arts

Required: 128 semester hours, to include at least 36 hours at or above the 300 course level

Available Concentrations and AOS Codes:

New Media and Design, U112
Painting, U113
Photography, U886
Printmaking and Drawing, U887
Sculpture and Ceramics, U115

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 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 Art department faculty.

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. Students who fail the portfolio review during the third semester can reapply in their fourth semester. Transfer students must complete the UNCG Studio Foundation Program and can only enter the program in the fall semester.

Students transferring mid-year are encouraged to complete GEC requirements. 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.

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (3 s.h.).

Student selects 3 s.h. from GLT list.

GFA—Fine Arts (3.s.h.)

ARH 110 Survey of Western Art: Prehistory–Renaissance

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

Humanities and Fine Arts (3 s.h.)

Student selects additional 3 s.h. from GLT, GFA, or GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (6–7 s.h.)

Student selects 6–7 s.h. from GNS list. One must be a laboratory course. Each must have a different departmental prefix.

GMT—Mathematics (3 s.h.)

Student selects 3 s.h. from GMT list.

GRD—Reasoning and Discourse (6 s.h.)

ENG 101 College Writing I
or

FMS 115 Freshman Seminar in Reasoning and Discourse I
or

RCO 101 College Writing I

Student selects additional 3 s.h. from the GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

Student selects 6 s.h. from GSB list.

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

Required

ARH 112 Survey of Non-Western Art

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI**

course within the major. All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major Requirements

Core studio courses for major concentrations may be closed to students who are not enrolled in a degree program full-time.

Core Courses for all Concentrations

Studio Foundation Program Courses

Foundation Semester 1

ARH 110 Survey of Western Art: Prehistory–Renaissance

ART 120 Fundamentals of Drawing

ART 140 Foundation Design I

ART 150 Three-Dimensional Foundations I

ART 150: (fall)

Foundation 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

ART 253: (spring)

Foundation Semester 3

ARH 112 Survey of Non-Western Art

Additional requirements

1. Three (3) Art History (ARH) courses above 100 level

2. All students in their senior year are required to submit ready-to-exhibit work(s) to the Senior Show.

New Media and Design Concentration

1.

ART 221 Life Drawing I

ART 241 Design II

ART 285 Photography I

and select two 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 385 Photography II

2. Design courses:

from those numbered in 280s, 340s, 370s, 380s, 390s, 440s, 470s, 480s, or 490s: 6 s.h.

3. Advanced design courses:

from those numbered in 440s, 480s, 490s, 540s, or ART 529: 9 s.h.

4. Art or related electives: 9 s.h.

(recommended that these courses be at 300 level or above)

Painting Concentration

1.

| | |
|---------|---|
| ART 221 | Life Drawing I |
| ART 232 | Painting I |
| ART 321 | Life Drawing II |
| ART 322 | Variable Topics in Drawing |
| ART 335 | Painting II |
| ART 337 | Painting III |
| ART 420 | Advanced Drawing |
| ART 482 | Capstone Painting Studio and Practice Seminar |

2. Printmaking: 6 s.h.

3. Art or related electives: 9 s.h.

(recommended that these courses be at 300 level or above)

Photography Concentration

1.

| | |
|---------|---|
| ART 221 | Life Drawing I |
| ART 285 | Photography I |
| ART 385 | Photography II |
| ART 388 | Photographic Interaction |
| ART 387 | Alternative Photographic Processes |
| ART 384 | Photojournalism and Documentary Photography |
| ART 485 | Advanced Critique in Photography |

2. Choose four from the following:

| | |
|---------|-------------------------------------|
| ARH 350 | History of Photography |
| ARH 353 | Late Twentieth-Century Art |
| ART 344 | Digital Darkroom |
| ART 393 | Practicum/Internship in Art Careers |
| ART 345 | Introduction to Web Design |
| ART 441 | Books and Images |
| ART 442 | Image Sequencing/Sequential Images |

3. Art or related electives: 9 s.h.

(recommended that these courses be at 300 level or above)

Printmaking and Drawing Concentration

1.

| | |
|---------|----------------------------|
| ART 221 | Life Drawing I |
| ART 322 | Variable Topics in Drawing |
| ART 326 | Woodcut and Wood Engraving |
| ART 328 | Etching I |
| ART 329 | Lithography I |
| ART 420 | Advanced Drawing |

2. Select two from the following:

| | |
|---------|-----------------------|
| ART 349 | Expanded Print Media |
| ART 428 | Etching II |
| ART 429 | Lithography II |
| ART 529 | The Multi-Media Print |

3. Art or related electives: 9 s.h.

(recommended that these courses be at 300 level or above)

Sculpture and Ceramics Concentration

1.

| | |
|---------|----------------------------|
| ART 221 | Life Drawing I |
| ART 281 | Ceramics I |
| ART 322 | Variable Topics in Drawing |
| ART 348 | Metal Sculpture |
| ART 353 | Metal Casting |
| ART 355 | Sculpture I |
| ART 356 | Sculpture II |
| ART 381 | Ceramics II |
| ART 481 | Ceramics III |

2. Art or related electives: 9 s.h.

(recommended but not required: choose from 300 level or above)

IV Electives

Electives sufficient to complete the 128 semester hours required for the degree.

**Art Major, Art Education (K–12)
Concentration (ART)—B.F.A.**

Degree: Bachelor of Fine Arts

Required: 128 semester hours, to include at least 36 hours at or above the 300 course level

Available Concentration and AOS Code:
Art Education (K–12), U108

**Requirements for Graduation and Standard
Professional I Teaching Licensure K-12 for all
Students Entering the Program Beginning Spring 2010**

- Complete all academic coursework outlined below.
- Minimum 2.70 overall GPA
- Complete all requirements and earn passing scores within the new Electronic Art Education Teaching Portfolio/Electronic Evidences (TaskStream: <https://www.taskstream.com/pub/>).
- Successfully complete and pass student teaching (Elementary, Middle, or High School level).
- Successfully pass Candidate Disposition Assessment, Teacher Growth and Assessment for Pre-service (TGAP) Profiles, and Certificate of Teaching Capacity (COTC) evaluation as implemented throughout the program.

General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (3 s.h.)

Student selects 3 s.h. from GLT list.

GFA—Fine Arts (3 s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

Humanities and Fine Arts (3 s.h.)

Student selects additional 3 s.h. from GLT, GFA, or GPR list.

GNS—Natural Sciences (6–7 s.h.)

Student selects 6–7 s.h. from GNS list. One must be a laboratory course. Each must have a different departmental prefix.

GMT—Mathematics (3 s.h.)

Student selects 3 s.h. from GMT list.

GRD—Reasoning and Discourse (6 s.h.)

ENG 101 College Writing I

or

FMS 115 Freshman Seminar in Reasoning and Discourse I

or

RCO 101 College Writing I

Student selects additional 3 s.h. from the GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major Requirements

A. Art History Requirements (18 semester hours)

| | |
|---------|---|
| ARH 110 | Survey of Western Art: Prehistory–Renaissance |
| ARH 111 | Survey of Western Art: Renaissance–Contemporary |
| ARH 112 | Survey of Non-Western Art |

Three (3) additional courses in Art History above the 100 level

B.1. Studio Requirements (36 semester hours)

Studio Foundation

Upon completion of the Studio Foundation program, students who wish to be recommended for teacher education program will submit a portfolio of their work and admission to B.F.A. in Art Education is contingent upon successful review of the portfolio.

| | |
|---------|----------------------------------|
| ART 120 | Fundamentals of Drawing |
| ART 140 | Foundation Design I |
| ART 150 | Three-Dimensional Foundations I |
| ART 220 | Intermediate Drawing |
| ART 221 | Life Drawing I |
| ART 240 | Foundations Design 2 |
| ART 253 | Three-Dimensional Foundations II |

Crafts Art

| | |
|---------|-------------------------------|
| ART 281 | Ceramics I and |
| ART 373 | Design Methods for the Crafts |

or

| | |
|---------|----------------|
| ART 281 | Ceramics I and |
| ART 381 | Ceramics II |

B.2. Concentration Requirements

Studio Art Concentration

Nine (9) s.h. in New Media and Design, Painting, Photography, Printmaking & Drawing, or Sculpture & Ceramics beyond the Studio Foundation & Crafts Art courses

New Media and Design Concentration

Select three (3) courses from the following:

| | |
|---------|------------------------------|
| 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 Concentration

Select three (3) courses from the following:

| | |
|---------|-----------------------------|
| ART 232 | Painting I |
| ART 321 | Life Drawing II |
| ART 322 | Variable Topics in Drawing |
| ART 335 | Painting II |
| ART 337 | Painting III |
| ART 439 | Variable Topics in Painting |

Photography Concentration

Select three (3) courses from the following:

| | |
|---------|---|
| 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 Concentration

Select three (3) courses from the following:

| | |
|---------|----------------------------|
| 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 Concentration

Select three (3) courses from the following:

| | |
|---------|--------------------------|
| ART 348 | Metal Sculpture |
| ART 353 | Metal Casting |
| ART 355 | Sculpture I |
| ART 356 | Sculpture II |
| ART 382 | Ceramic Glaze Techniques |
| ART 481 | Ceramics III |

C. Art Education Requirements (33 semester hours)

Pedagogical Expertise/Art Education (18 semester hours)

| | |
|---------|--|
| 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 (15 semester hours)

| | |
|---------|---|
| ARE 369 | Internship: Leadership in Art Education |
| ARE 465 | Student Teaching |

IV Teacher Education Requirements

| | |
|-----------------|---|
| LIS 120/TED 120 | Introduction to Instructional Technology for Educational Settings |
| ELC 401 | Schooling in a Democratic Society |
| ERM 403 | Assessment III: Classroom Assessment |
| TED 401 | Child and Adolescent Development and Learning |
| TED 402 | Student Engagement in the Classroom |
| TED 403 | Teaching English Learners with Diverse Abilities |
| SES 401 | Understanding and Teaching Students with Disabilities in Inclusive Settings |

V Admission to Undergraduate Teacher Education Program

A. 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 2.70 GPA

B. 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 2.70 GPA
3. Criminal background check completed (BIB)
4. Minimum Praxis I exam score of 522 in total of Reading, Math, and Writing
5. Successful studio portfolio review and admission interview

6. Complete the following courses:

| | |
|---------|--|
| 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 |
| ARE 369 | Internship: Leadership in Art Education |

7. Evidence of skills, knowledge, dispositions, and competencies as set and evaluated by the department

VI Electives

Electives sufficient to complete the 128 semester hours required for the degree.

Art Major (ART)—B.A.

Degree: Bachelor of Arts

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

Available Concentrations and AOS Codes:

Art History, U110
Studio Art, U105

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.

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (6 s.h.)

Student selects 6 s.h. from GLT list.

GFA—Fine Arts (3.s.h.)

ARH 110 Survey of Western Art: Prehistory–Renaissance

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (6–7 s.h.)

Student selects 6–7 s.h. from GNS list. One must be a laboratory course. Each must have a different departmental prefix.

GMT—Mathematics (3 s.h.)

Student selects 3 s.h. from GMT list.

GRD—Reasoning and Discourse (6 s.h.)

| | |
|---------|---|
| ENG 101 | College Writing I |
| | or |
| FMS 115 | Freshman Seminar in Reasoning and Discourse I |
| | or |
| RCO 101 | College Writing I |

Student selects additional 3 s.h. from the GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

Student selects 6 s.h. from GSB list.

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

Required

ARH 112 Survey of Non-Western Art

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See requirements and approved courses.

Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from the GHP/GPM or GMO list.

Natural Sciences (3–4 s.h.)

Student selects 3–4 s.h. from GNS/GLS or GPS list.

GSB—Social and Behavioral Sciences (3 s.h.)

Student selects 3 s.h. from GSB list.

GFL—Foreign Language (0–12 s.h.)

intermediate-level proficiency in one language, demonstrated by placement test, or completion of course work through course number 204

WI—Writing Intensive Courses

a total of four WI courses

IV Major Requirements

Art History Concentration

Minimum 36 semester hours in art

1.

- | | |
|---------|---|
| ARH 110 | Survey of Western Art: Prehistory–Renaissance |
| ARH 111 | Survey of Western Art: Renaissance–Contemporary |
| ARH 112 | Survey of Non-Western Art |

2.

- | | |
|---------|----------------------------------|
| ARH 219 | Sophomore Seminar in Art History |
|---------|----------------------------------|

3. 6–7 s.h. of studio art

including one of the following:

- | | |
|---------|---|
| ART 120 | Fundamentals of Drawing |
| ART 140 | Foundation Design I |
| ART 150 | Three-Dimensional Foundations I and one 200-level studio course |

4. At least 15 s.h. of art history course work at the 300 level or above selected from

- | | |
|---------|--|
| 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 325 | Northern Renaissance Art |
| ARH 330 | Baroque Art |
| ARH 340 | European Art in the Eighteenth Century |
| ARH 345 | European Art in the Nineteenth Century |
| ARH 347 | American Art |
| ARH 350 | History of Photography |
| ARH 351 | Architecture in the Twentieth Century |
| ARH 352 | Early Twentieth-Century Art |
| ARH 353 | Late Twentieth-Century Art |
| ARH 370 | African Art |
| ARH 371 | The TransAtlantic: Cross-Cultural Representations |
| ARH 400 | Special Problems: Independent Study in Art History and Criticism |
| ARH 493 | Honors Work |
| ARH 500 | Traditions of Art Criticism |

- | | |
|---------|--------------------------------|
| ARH 501 | Topics in the History of Art |
| ARH 502 | Historiography and Methodology |

Students should be encouraged to consider presenting a paper at the Mint Museum Undergraduate Art History Symposium, if enrolled in:

- | | |
|---------|--|
| ARH 400 | Special Problems: Independent Study in Art History and Criticism |
|---------|--|

5. To be taken in the junior or senior year

- | | |
|---------|------------------------|
| ARH 405 | Research Topics in Art |
|---------|------------------------|

6. No major requirements may be met with a grade lower than C (2.0).

Studio Art Concentration

Minimum 51 semester hours in art

Studio Foundation Program Courses

Foundation Semester 1

- | | |
|---------|---|
| ARH 110 | Survey of Western Art: Prehistory–Renaissance |
| ART 120 | Fundamentals of Drawing |
| ART 140 | Foundation Design I |
| ART 150 | Three-Dimensional Foundations I |

ART 150: (fall)

Foundation 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 |

ART 253: (spring)

Foundation Semester 3

- | | |
|---------|---------------------------|
| ARH 112 | Survey of Non-Western Art |
|---------|---------------------------|

Additional requirements beyond Studio Foundation Program Courses

1. Art History above the 100 level: 3 s.h. at 200 level or above, 6 s.h. at 300 level or above

2. Studio Art above the 100 level: 15 s.h.

(at least 9 s.h. must be at 300 level or above)

V Related Area Requirements

No specific courses required.

VI Electives

Electives sufficient to complete the 122 semester 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

Required: 18 semester hours

Art History Focus

1. Required core courses (9 s.h.)

ARE 367 Child Art and Teaching

And one of the following:

ART 100 Introduction to Art

ARH 110 Survey of Western Art: Prehistory–Renaissance

ARH 111 Survey of Western Art: Renaissance–Contemporary

And one of the following2:

ART 120 Fundamentals of Drawing

ART 140 Foundation Design I

2. One studio course chosen from those for which ART 120 or ART 140 are prerequisites

3. Two additional art history (ARH) courses at the 300 and/or 400 level

Studio Art Focus

Required core courses (12 s.h.)

ART 232 Painting I

ARE 367 Child Art and Teaching

Choose one of the following:

ART 100 Introduction to Art

ARH 110 Survey of Western Art: Prehistory–Renaissance

ARH 111 Survey of Western Art: Renaissance–Contemporary

Choose one of the following2:

ART 120 Fundamentals of Drawing

ART 140 Foundation Design I

2. One studio course chosen from those for which ART 120 or ART 140 are prerequisites

3. One additional art history (ARH) course at the 300 or 400 level

Art Minor

Required: minimum of 18 semester hours

An Art Minor requires 18 semester hours of studio and/or art history courses.

Requirements

A Minor in Art History requires:

ARH 110 Survey of Western Art: Prehistory–Renaissance

ARH 111 Survey of Western Art: Renaissance–Contemporary

ARH 112 Survey of Non-Western Art

ARH 219 Sophomore Seminar in Art History

and six (6) additional hours of 300-level or above art history courses. No minor requirements in Art History may be met with a grade lower than C (2.0).

A Minor in Studio Art requires 3 hours in one of the following:

ART 100 Introduction to Art

ARH 110 Survey of Western Art: Prehistory–Renaissance

ARH 111 Survey of Western Art: Renaissance–Contemporary

and core studio courses

ART 120 Fundamentals of Drawing

ART 140 Foundation Design I

ART 150 Three-Dimensional Foundations I

ART 220 Intermediate Drawing

ART 221 Life Drawing I

Art Disciplinary Honors

Requirements

A minimum of twelve semester hours from the following:

- 3 s.h. of HSS 490 Senior Honors Project
- 3 s.h. of any ARE, ARH, or ART Honors course above the 100 level
- Any 500-level ARE, ARH, or ART course
- ART or ARH 493 (Independent Study)
- Any ARE, ARH, or ART Honors contract course

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>

ART EDUCATION COURSES (ARE)

Art courses are listed under the following headings:
Studio, Art History, and Art Education.

ARE 360 Foundations of Art Education I (3:2:1)

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.

Prerequisite: Junior standing

Notes: Formerly ART 360.

ARE 361 Foundations of Art Education II (3:2:4)

Art media and curriculum foundation for Art Education K–12. Field placement practicum in schools or other appropriate settings.

Prerequisite: ARE 360; art education major; junior standing or permission of instructor

Offered: Spring

Notes: Formerly ART 361.

ARE 363 Curriculum and Teaching Methods in the Elementary School (3:2:2)

Aims and philosophy of art education in elementary school. Special section for art majors only offered in the fall.

Prerequisite: ARE 360 and admission to Teacher Education or permission of the Art Education Coordinator

Notes: For art education majors only. Formerly ART 363.

ARE 364 Practicum Service-Learning (3:1:6)

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.

Prerequisite: ARE 360 and permission of instructor. B.F.A. Art Education majors only.

Notes: Formerly ART 364.

ARE 365 Curriculum and Teaching Methods in the Secondary School (3:2:2)

Aims, philosophy, and curricula of art education in the secondary school; selection, preparation, and use of teaching materials.

Prerequisite: ARE 360 and admission to Teacher Education or permission of the Art Education Coordinator

Notes: Formerly ART 365.

ARE 367 Child Art and Teaching (3:2:2)

An introduction to the theoretical and philosophical foundations for Art Education (birth to middle school), including hands-on experience with school art media.

Prerequisite: Junior standing

Notes: Not open to Art Education majors. Formerly ART 367.

ARE 368 Research in Contemporary Issues in Art Education (3:3)

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.

Prerequisite: ARE 360, B.F.A. in Art Education major, and permission of instructor

Offered: Fall or Spring

Notes: Formerly ART 368.

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.

Prerequisite: B.F.A. ART major with Art Education concentration; permission of faculty coordinator based on internship proposal

Notes: Grade: Pass/Not Pass (P/NP). Formerly ART 369.

ARE 463 Student Teaching in the Elementary School (6:1:10)

Supervised student teaching at the elementary school level.

Prerequisite: Senior standing or permission of the Coordinator of Art Education

Notes: Formerly ART 463.

ARE 465 Student Teaching (12:2:30)

Supervised student teaching at the elementary or the secondary school level.

Prerequisite: 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

Notes: Formerly ART 465.

ARE 468 Teaching Practice and Curriculum in Art (3:1:4)

Curriculum development for K–12 art teaching, professional theory, development, standards and guides for effective teaching, and observations of student's classroom practice.

Prerequisite: Admission to the Standard Professional I licensure program for Art K–12 and/or permission of the instructor

Offered: Spring

Notes: Enrollment restricted to Standard Professional I teaching licensure students. Formerly ART 468.

ARE 563 Trends and Teaching in Art: Special Populations (3:2:1)

Curricular and instructional principles, processes and designs applicable to special populations in various school, institutional, or community settings.

Prerequisite: Completion of ARE 363, student teaching, or equivalent, or permission of instructor

Notes: Formerly ART 563.

ARE 565 Issues in Art Education (3:3)

Exploration of issues in art or education which affect the teaching of art.

Prerequisite: Graduate status or permission of instructor

Notes: May be repeated once for credit when topics vary. Formerly ART 565.

ART HISTORY COURSES (ARH)

Art courses are listed under the following headings: Studio, Art History, and Art Education.

ARH 110 Survey of Western Art: Prehistory–Renaissance (3:3)

Chronological survey of significant works representing the primary visual traditions of Western art from the Paleolithic era to the year 1300.

Distribution: GE Core: GFA

Notes: Formerly ARH 101; formerly ART 101.

ARH 111 Survey of Western Art: Renaissance–Contemporary (3:3)

Chronological overview of primary traditions 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.

Distribution: GE Core: GFA

Notes: Formerly ARH 101; formerly ART 101.

ARH 112 Survey of Non-Western Art (3:3)

A survey of the visual arts in India, China, Japan, Mesoamerica, Africa, and/or the South Pacific.

Offered: Fall

Distribution: GE Core: GFA, GE Marker: GN

Notes: Formerly ARH 103; formerly ART 103.

ARH 200 History of Western Architecture (3:3)

Architecture in Europe and the U.S.A. from ancient Greece to the present.

Notes: Formerly ART 200.

ARH 210 The Art of Disney and Pixar (3:3)

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.

Offered: Fall or Spring

Notes: Formerly ART 210.

ARH 211 Art and the African-American Presence (3:3)

The thematic study of key 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 (3:3)

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 (3:3)

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 (3:3)

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 (3:3)

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.

Prerequisite: ART 100 or ARH 110 or ARH 111

Offered: Alt

Notes: Formerly ARH 315; formerly ART 315.

ARH 219 Sophomore Seminar in Art History (3:3)

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.

Prerequisite: ART major with Art History concentration, ARH 110, ARH 111, and ARH 112

ARH 301 Greek Art (3:3)

Architecture, sculpture, and vase painting from ca. 1000 b.c. to the end of the Hellenistic period.

Prerequisite: ART 100 or ARH 110 or permission of instructor

Notes: Formerly ART 300.

ARH 302 Roman Art (3:3)

Chronological survey of the art of ancient Italy and the Roman Empire from ca. 1000 B.C. to the death of Constantine in A.D. 337.

Prerequisite: ART 100 or ARH 110 or permission of instructor

ARH 310 Early Medieval and Byzantine Art (3:3)

Art and architecture of Early Medieval Europe and the Byzantine East from ca. 300 to ca. 800.

Prerequisite: ART 100 or ARH 110 or permission of instructor

Notes: Formerly ART 301.

ARH 311 Medieval and Romanesque Art (3:3)

Art and architecture of Western Europe from ca. 800 to ca. 1160.

Prerequisite: ART 100 or ARH 110 or permission of instructor

Notes: Formerly ART 302.

ARH 312 Gothic Art (3:3)

Art in Europe from ca. 1160 to ca. 1400: architecture, sculpture, manuscript illumination, and mural painting.

Prerequisite: ART 100 or ARH 110 or permission of instructor

Notes: Formerly ART 303.

ARH 320 Italian Renaissance Art (3:3)

Art in Italy from ca. 1300 to ca. 1600; painting, sculpture, architecture.

Prerequisite: ART 100 or ARH 111 or permission of instructor

Offered: Fall

Notes: Formerly ART 304.

ARH 325 Northern Renaissance Art (3:3)

Art in Europe north of the Alps from ca. 1400 to ca. 1560. Painting and graphic arts emphasized.

Prerequisite: ART 100 or ARH 111 or permission of instructor

Notes: Formerly ART 305.

ARH 330 Baroque Art (3:3)

Seventeenth-century art in Europe: painting, sculpture, architecture, and landscape architecture.

Prerequisite: ART 100 or ARH 111 or permission of instructor

Offered: Spring

Notes: Formerly ART 306.

ARH 340 European Art in the Eighteenth Century (3:3)

A survey of European art media, practice, theory, and issues surrounding patronage during the century.

Prerequisite: ART 100 or ARH 111 or permission of instructor

Notes: Formerly ART 307.

ARH 345 European Art in the Nineteenth Century (3:3)

Painting, sculpture, and architecture from 1800 to 1900.

Prerequisite: ART 100 or ARH 111 or permission of instructor

Notes: Formerly ART 308.

ARH 347 American Art (3:3)

Historical development of art in the United States including the colonial period. Painting and architecture emphasized.

Prerequisite: ART 100 or ARH 111 or permission of instructor

Notes: Formerly ART 310.

ARH 350 History of Photography (3:3)

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.

Prerequisite: ART 100 or ARH 111 or permission of instructor

Notes: Formerly ART 313.

ARH 351 Architecture in the Twentieth Century (3:3)

The components of style, theory, structure, and material as embodied in the architecture of the century.

Prerequisite: ART 100 or ARH 111 or ARH 200 or permission of instructor

Notes: Formerly ART 309.

ARH 352 Early Twentieth-Century Art (3:3)

Painting, sculpture, architecture, and other media from 1900 to World War II.

Prerequisite: ART 100 or ARH 111 or permission of instructor

Notes: Formerly ART 311.

ARH 353 Late Twentieth-Century Art (3:3)

Traditional and new media in the last half of the century.

Prerequisite: ART 100 or ARH 111 or permission of instructor

Notes: Formerly ART 312.

ARH 355 Experimental Course: New Media Art (3:3)

"New Media Art" refers to a broad range of artistic practices that make use of photography, film, video, computing, robotics, and biotech research. Students will become familiar with key new media works, artists, and texts as they form their own ideas about the meaning of "new" and "media" in contemporary art.

Prerequisite: ARH 111 or permission of instructor

ARH 370 African Art (3:3)

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.

Prerequisite: ART 100 or ARH 112 or permission of instructor

Offered: Fall

Distribution: GE Marker: GN

Notes: Formerly ART 314.

ARH 371 The TransAtlantic: Cross-Cultural Representations (3:3)

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.

Prerequisite: ARH 112 or ARH 347 or ARH 352 or ARH 353 or ARH 370 or AFS 200 or HIS 204 or HIS 301 or permission of instructor

Offered: Spring

Notes: Formerly ART 102; formerly ART 316.

ARH 395 Florence and the Medici (3:3)

On-site study of art and architecture commissioned by the Medici between 1400 and 1621. Offered only during The Art of Italy program.

Prerequisite: Acceptance to The Art of Italy program; ART 100 or ARH 111 or ARH 320 or permission of instructor

Offered: Even Summer

ARH 400 Special Problems: Independent Study in Art History and Criticism (3:3)

Directed program of reading and research.

Prerequisite: 15 s.h. of art history and criticism and approval of instructor

Notes: Formerly ART 400.

ARH 401 Special Problems: Internship in Museum Studies (3:3)

Directed program of reading, research, or curatorial projects in the Weatherspoon Art Museum and other museums.

Prerequisite: 15 s.h. art history/criticism and approval of instructor

Notes: May be repeated once for credit when topic varies. Formerly ART 401.

ARH 405 Research Topics in Art (3:3)

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.

Prerequisite: 12 s.h. of art history above the 100 level including ARH 219, or permission of instructor

Offered: Spring or Fall

Notes: Formerly ART 405.

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. Formerly ART 493.

ARH 500 Traditions of Art Criticism (3:3)

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.

Prerequisite: Junior standing or graduate status

Notes: Formerly ART 500.

ARH 501 Topics in the History of Art (3:3)

Special topics in the history of art, ancient to modern.

Prerequisite: Junior standing or graduate status

Notes: Formerly ART 501.

ARH 502 Historiography and Methodology (3:3)

Case studies in the development of art history as a discipline and applied practice of methodologies developed for art-historical analysis.

Prerequisite: Graduate status in the Art Department, completion of 15 or more undergraduate hours in art history, or written permission of the instructor

Offered: Fall

Notes: Formerly ART 502.

ARH 590 Museum Studies (3:3)

A study of the diverse operations and institutional missions of art museums, including management, governance, development, collections management, education, and curatorial activities.

Prerequisite: Junior standing and permission of instructor

Notes: Formerly ART 590.

STUDIO ART COURSES (ART)

Art courses are listed under the following headings: Studio, Art History, and Art Education.

ART 100 Introduction to Art (3:3)

Intensive study of selected works of art with an emphasis on formal analysis and the relationship between art and culture.

Offered: Fall & Spring

Distribution: GE Core: GFA

Notes: ART majors may not take this course for credit

ART 120 Fundamentals of Drawing (3:1:6)

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

Offered: Fall & Spring

ART 140 Foundation Design I (3:1:6)

Basic course in fundamentals of design. Work in two and three dimensions.

Offered: Fall & Spring

ART 150 Three-Dimensional Foundations I (3:1:6)

Fundamentals in three dimensional concepts of form, space, and structure.

Offered: Fall & Spring

ART 220 Intermediate Drawing (3:1:6)

A continuation of the practices and principles of ART 120, with a greater emphasis on conceptual development.

Prerequisite: ART 120

Offered: Fall & Spring

ART 221 Life Drawing I (3:1:6)

Figure drawing from the model.

Prerequisite: ART 220

Offered: Fall & Spring

ART 222 Experimental Course: The Artist's Sketchbook in Italy (3:3)

An intermediate level investigation into the methodology of keeping an artist's sketchbook through practice, investigation of contemporary and historical examples, collaborative work, and frequent teacher-student meetings.

Offered: Offered summer '12

ART 231 Materials of Painting (3:1:6)

Materials and characteristic processes of major techniques.

Prerequisite: ART 120

ART 232 Painting I (3:1:6)

Basic course which uses observation as a vehicle for learning the fundamentals of oil painting.

Prerequisite: ART 120

ART 240 Foundations Design 2 (3:2:3)

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.

Prerequisite: ART 140

Corequisite: For Studio Art majors: ART 220, ART 253, and ARH 111

Offered: Fall & Spring & Summer

ART 241 Design II (3:2:3)

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.

Prerequisite: ART 140

ART 252 Techniques of Sculpture (3:1:6)

Tools, materials, and characteristic processes of major techniques.

Prerequisite: ART 150

ART 253 Three-Dimensional Foundations II (3:1:6)

Working from observation, students will increase their perceptual ability and skills through studio assignments. Emphasis on the comprehension of forms and structures in space.

Prerequisite: ART 150

ART 275 Metal Crafts I (3:1:4)

Techniques required to make jewelry and small art objects from copper, brass, and precious metals. Includes gem and stone setting.

Prerequisite: ART 140 or ART 150

ART 276 Creative Space: The Meeting of Art and Entrepreneurship (3:3)

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.

Prerequisite: ART or ENTR major

Notes: Offered as experimental course spring 2013; becomes a standard course spring 2014.

Cross Listed: Same as ENT 276.

ART 281 Ceramics I (3:1:6)

Basic course with emphasis on handbuilt forms.

Offered: Fall & Spring

ART 285 Photography I (3:1:6)

Equipment and basic techniques of photography. Students must purchase film and papers. 35 MM camera required.

Prerequisite: ART 140, or permission of instructor

Offered: Fall & Spring

ART 321 Life Drawing II (3:1:6)

Continuation of ART 221.

Prerequisite: ART 221

Offered: Fall & Spring

ART 322 Variable Topics in Drawing (3:1:6)

Practice and study of traditional and contemporary methods of drawing in a variety of media and genres.

Prerequisite: ART 221

Notes: May be repeated once for a total of 6 semester hours.

ART 323 The Arts as Human Experience (3:3)

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.

Cross Listed: Same as DCE 323, THR 323.

ART 326 Woodcut and Wood Engraving (3:1:6)

Woodblock relief techniques as a printmaking medium.

Prerequisite: ART 120 or ART 140; ART 220 or ART 240

Offered: Occ

Notes: Formerly ART 226.

ART 328 Etching I (3:1:6)

Intaglio techniques as a printmaking medium.

Prerequisite: ART 120 or ART 140; ART 220 or ART 240

Offered: Fall & Spring

Notes: Formerly ART 228.

ART 329 Lithography I (3:1:6)

Planographic techniques as a printmaking medium.

Prerequisite: ART 120 or ART 140; ART 220 or ART 240

Offered: Fall & Spring

Notes: Formerly ART 229.

ART 335 Painting II (3:1:6)

Studio course with substantial work from the model. Emphasis on development of control of the medium for pictorial purposes.

Prerequisite: ART 232

ART 337 Painting III (3:1:6)

Studio course with work from the model and other subject matter; emphasis on control of pictorial elements and individual development.

Prerequisite: ART 335

ART 340 Concepts in Time-based Media (3:2:3)

Intermediate-level study of design fundamentals in time-based applications, with emphasis on cross application work and content.

Prerequisite: ART 140; ART 240 or ART 241

Offered: Fall & Spring

ART 341 Letters, Signs, and Symbols (3:2:4)

Letter forms, signs, and symbols as configurations for design study.

Prerequisite: ART 140 and ART 240 or ART 241

ART 343 Experimental Course: Art and Code (3:2:3)

Studio-based exploration of computational art-making. Introduction to programming and visual art through collaborative projects and exposure to the broad variety of software-generated work being done in contemporary art practice.

Prerequisite: ART 241 or permission of instructor

Offered: Offered spring '11

Cross Listed: Same as CSC 343.

ART 344 Digital Darkroom (3:2:4)

Studio based study of photo-based imagery and digital imaging. In-depth study of Photoshop and complementary photo-based software.

Prerequisite: ART 140; ART 240 or ART 241; or permission of instructor

Offered: Alt

ART 345 Introduction to Web Design (3:2:3)

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.

Prerequisite: ART 240 or ART 241

Offered: Fall

ART 346 Kinetic Design (3:2:3)

Motion and time sequence in two-dimensional and three-dimensional design.

Prerequisite: 10 s.h. of studio art including ART 140

ART 347 Color Theory (3:1:6)

Major color theories and systems. Projects using properties of color in pigments, transparencies, and projected light.

Prerequisite: ART 140

Offered: Fall & Spring

ART 348 Metal Sculpture (3:1:6)

Studio course in non-cast metal sculpture techniques and concepts. Basic welding and fabrication of metal as a sculpture medium.

Prerequisite: ART 252 or ART 253

ART 349 Expanded Print Media (3:2:3)

An inter-media course exploring traditional and digital print media in relation to studio process, multiplicity, dissemination, social architectures, and public engagement.

Prerequisite: ART major; ART 240 or ART 241 and at least one from ART 326 or ART 328 or ART 329

ART 353 Metal Casting (3:1:6)

Basic course in casting metal as a sculpture medium. Theory and practice of moldmaking and foundry processes.

Prerequisite: ART 252 or ART 253 or permission of instructor

Notes: May be repeated for credit.

ART 355 Sculpture I (3:1:6)

Sculpture as a plastic idiom in creating forms in space. Emphasis on the development of individual expression.

Prerequisite: ART 252 or ART 253

ART 356 Sculpture II (3:1:6)

Advanced undergraduate work with emphasis on individual sculpture development.

Prerequisite: ART 355

ART 373 Design Methods for the Crafts (3:1:6)

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.

Prerequisite: ART 100 and ART 140; or permission of instructor

ART 375 Metal Crafts II (3:1:4)

Advanced work in techniques required to make jewelry and small art objects from copper, brass, and precious metals.

Prerequisite: ART 275

ART 381 Ceramics II (3:1:6)

Wheel-thrown forms; glazing and decorating techniques.

Prerequisite: ART 281 or permission of instructor

Offered: Fall & Spring

ART 382 Ceramic Glaze Techniques (3:1:6)

Glaze formulae; mixing and testing of glazes, glaze application, the care and operation of equipment.

Prerequisite: ART 281

Offered: Spring

ART 384 Photojournalism and Documentary Photography (3:1:2)

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.

Prerequisite: ART 285 or permission of instructor

Offered: Fall

ART 385 Photography II (3:1:6)

Special techniques including those used in research laboratories; work with special types of film. Students must purchase films and papers.

Prerequisite: ART 285 or portfolio and permission of instructor

ART 387 Alternative Photographic Processes (3:1:5)

Explores historical and alternative photographic processes, both digital and non-silver.

Prerequisite: ART 285

ART 388 Photographic Interaction (3:3)

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.

Prerequisite: ART 285 or permission of instructor

ART 390 Experimental Course: Art and Politics (3:2:3)

Art and Politics is an intermediate class that will combine a broad historical analysis of the relationship between art and politics with an intensive look at contemporary art practice.

Offered: Offered as an experimental course Fall 2013

ART 393 Practicum/Internship in Art Careers (1–3)

Practical experience for art majors for developing career goals and skills.

Prerequisite: Prior written approval of supervising instructor and department head, with written agreement of expectations from sponsor

ART 394 Advanced Studio Practicum: Art and Entrepreneurship (3:3:9)

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.

Prerequisite: Junior or senior standing

Notes: Grade: Pass/Not Pass (P/NP) May be repeated once.

Cross Listed: Same as ENT 394.

ART 420 Advanced Drawing (3:1:6)

An advanced investigation of drawing through practice, conceptual development, in-class critique, and independent research into contemporary and historical drawing.

Prerequisite: ART 220, ART 221, ART 322

ART 428 Etching II (3:1:6)

Continued development of etching techniques introduced in Etching I. Emphasis placed on supervised independent work consistent with students' personal artistic goals.

Prerequisite: ART 328

Offered: Fall & Spring

ART 429 Lithography II (3:1:6)

Continuation of ART 329 with additional emphasis on multi-color imagery and the integration of advanced lithographic processes in students' assignments.

Prerequisite: ART 120 or ART 140, and ART 329

ART 439 Variable Topics in Painting (3:1:6)

Practice and study of traditional and contemporary methods of painting in a variety of media and genres.

Prerequisite: ART 120, ART 220, ART 232, ART 335

ART 441 Books and Images (3:2:3)

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.

Prerequisite: ART 140, ART 240 or ART 241, and ART 341

Offered: Alt Years

ART 442 Image Sequencing/Sequential Images (3:2:3)

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.

Prerequisite: ART 140, ART 240 or ART 241, and ART 340

Offered: Alt Years

Notes: For advanced New Media and Design majors.

ART 445 Three-Dimensional Design (3:2:3)

Three-dimensional modeling and animation. Development of three-dimensional systems as objects and environments.

Prerequisite: ART 140, ART 240 or ART 241, ART 340

Notes: Formerly ART 345.

ART 446 Graphic Design (3:2:3)

An advanced investigation into graphic design; typography, branding, and information architecture. Advanced execution of print, Web-based, and motion graphics.

Prerequisite: ART 140, ART 240 or ART 241, and ART 341

Offered: Alt Years

ART 481 Ceramics III (3:1:6)

Advanced course in ceramics with emphasis on the entire ceramic process: preparation of clay body and glazes, forming, bisque and glaze firing.

Prerequisite: ART 281 and ART 381

Offered: Fall

Notes: May be repeated three times for a total of 12 semester hours.

ART 482 Capstone Painting Studio and Practice Seminar (3:1:6)

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.

Prerequisite: ART 120, ART 220, ART 221, ART 232, ART 321, ART 322, ART 335, and ART 337

Offered: Spring

ART 485 Advanced Critique in Photography (3:3:6)

Emphasis upon the application of advanced tools and techniques, where independent research and creative studio practice is required.

Prerequisite: ART 285 and two photography courses at the 300 level

Offered: Spring

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 (3:1:6)

Independent studio work adjusted to needs and interests of individual student.

Prerequisite: Prior approval of supervising instructor required

Offered: Fall & Spring

ART 498 Independent Study (3:1:6)

Students complete work demonstrating technical accomplishment and self-motivation. 498: sequence of work must be submitted for juried senior show.

Prerequisite: Senior status and permission of instructor

Offered: Fall & Spring

ART 499 Independent Study (3:1:6)

Students complete work demonstrating technical accomplishment and self-motivation. 499: sessions on portfolio presentation and preparation.

Prerequisite: Senior status and permission of instructor

Offered: Fall & Spring

ART 520 Anatomy for the Artist (3:1:6)

Visual analysis of the human form with an emphasis on the skeleto-muscular system.

Prerequisite: ART 220 or permission of instructor

ART 525 Advanced Metal Casting (3:1:6)

Advanced theory and practice of metal casting.

Prerequisite: ART 353 or permission of instructor

ART 529 The Multi-Media Print (3:1:6)

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.

Prerequisite: ART 326 or ART 328 or ART 329, and ART 240 or ART 241

Offered: Fall & Spring

Notes: May be repeated for credit with permission of instructor

ART 540 Digital Visualization and Methods (3:2:3)

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.

Prerequisite: 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 (3:2:3)

Development of Web graphics and interactive Web-based environments that demonstrate an understanding of navigation, usability, and functionality within a creative framework.

Prerequisite: ART 240 or ART 241, ART 345; or permission of instructor

Offered: Fall

ART 550 Sculpture/Installation (3:1:6)

Investigation of the sculptural possibilities of a space through art making, conceptual development, and personal research with a focus on contemporary and historical issues.

Prerequisite: ART 355, ART 356, and ART 481; or permission of instructor

Offered: Occ

ART 557 Site-Specific Sculpture (3:1:6)

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.

Prerequisite: ART 355 or permission of instructor

Offered: Spring

ART 589 Experimental Course

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 (3:3)

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.

Prerequisite: Graduate students: full time graduate status; undergraduates: completion of 50 s.h. toward studio major or permission of instructor

Offered: Fall & Spring

Bachelor of Arts in Liberal Studies Program

College of Arts and Sciences
100 Foust Building
336/334-4977
www.uncg.edu/aas/bls/index.html

Robert C. Hansen, Director

Jay Parr, Program Manager

Katie Mkheidze, Academic Advisor

Humanities Committee Members

Robert C. Hansen, Director, Bachelor of Arts in Liberal Studies Program

Kathleen E. Forbes, Division of Continual Learning

Andreas Lixl, Department of Languages, Literatures, and Cultures

Wade Maki, Department of Philosophy

Matthew McKinnon, Department of Religious Studies

Jay Parr, College of Arts and Sciences

Hephzibah Roskelly, Department of English

Stephen Ruzicka, Department of History

Social Sciences Committee Members

Robert C. Hansen, Director, Bachelor of Arts in Liberal Studies Program

Rob Guttentag, Department of Psychology

Corey Johnson, Department of Geography

Peter Kellett, Department of Communication Studies

Arthur Murphy, Department of Anthropology

Jay Parr, College of Arts and Sciences

Jeffrey Sarbaum, Department of Economics

Stephen Sills, Department of Sociology

Adam Van Liere, Department of Political Science

Special Programs in Liberal Studies Major, Humanities Concentration (SPLS)—B.A.

Degree: Bachelor of Arts

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level.

AOS Code: U820

Rationale and Program Objectives

The Bachelor of Arts in Liberal Studies, Humanities Concentration, is an online degree completion program

for adult students who have earned a minimum of 60 hours of transferable credit at other institutions. The program is designed to provide students with an opportunity to earn their baccalaureate degree in an e-learning environment 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.

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (6 s.h.)

Student selects 6 s.h. from GLT list.

GFA—Fine Arts (3 s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (6–7 s.h.)

Student selects 6–7 s.h. from GNS list. One must be a laboratory course. Each must have a different departmental prefix.

GMT—Mathematics (3 s.h.)

Student selects 3 s.h. from GMT list.

GRD—Reasoning and Discourse (6 s.h.)

ENG 101 College Writing I
or

| | |
|---------|---|
| FMS 115 | Freshman Seminar in Reasoning and Discourse I |
| | or |
| RCO 101 | College Writing I |

Student selects additional 3 s.h. from the GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

Student selects 6 s.h. from GSB list.

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements

See requirements and approved courses.

GMO/GPM—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GPM or GMO list.

GLS/GPS—Natural Sciences (3–4 s.h.)

Student selects 3–4 s.h. from GLS or GPS list.

GSB—Social and Behavioral Sciences (3 s.h.)

Student selects 3 s.h. from GSB list.

GFL—Foreign Language (0–12 s.h.)

intermediate-level proficiency in one language, demonstrated by placement test, or completion of course work through course number 204

WI—Writing Intensive Courses

a total of four WI courses

IV Major Requirements

Minimum of 30 semester hours above the 200 level including the following:

A. Core Courses (6 s.h.)

| | |
|---------|---|
| BLS 300 | Seminar in Humanities |
| BLS 301 | Pathways: Reading and Writing in the Humanities |

B. Distribution Requirement (12 s.h.)

At least one course from each of the following topic areas:

a. Literature:

| | |
|---------|---------------------------------|
| BLS 320 | Selected Topics: Literature |
| BLS 321 | Reading the Human Experience |
| BLS 322 | The Russian Novel of Conscience |
| BLS 323 | Contemporary Short Stories |
| BLS 325 | Mystery, Mayhem, and Murder |
| BLS 326 | Telling Stories: The Memoir |
| BLS 327 | Contemporary Asian Literature |

B. 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 |

C. 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 |

D. 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 |

C. Area of Emphasis (9 s.h.)

At least three (3) additional courses in one of the following topic areas:

a. Literature:

| | |
|---------|---------------------------------|
| BLS 320 | Selected Topics: Literature |
| BLS 321 | Reading the Human Experience |
| BLS 322 | The Russian Novel of Conscience |
| 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 |

b. 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 |

c. 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 |

d. 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 |

D. Capstone Seminar (3 s.h.)

| | |
|---------|----------------------------------|
| BLS 400 | Senior Seminar in the Humanities |
|---------|----------------------------------|

V Electives

Electives sufficient to complete the 122 semester hours required for the degree.

**Special Programs in Liberal Studies Major,
Social Sciences Concentration (SPLS)—B.A.**

Degree: Bachelor of Arts

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level.

AOS Code: U862

Rationale and Program Objectives

The Special Programs in Liberal Studies, Social Sciences Concentration, is an online degree completion program for adult students who have earned a minimum of 60 hours of transferable credit at other institutions. The program is designed to provide students with an opportunity to earn their baccalaureate degree in an e-learning environment 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.

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (6 s.h.)

Student selects 6 s.h. from GLT list.

GFA—Fine Arts (3.s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (6–7 s.h.)

Student selects 6–7 s.h. from GNS list. One must be a laboratory course. Each must have a different departmental prefix.

GMT—Mathematics (3 s.h.)

Student selects 3 s.h. from GMT list.

GRD—Reasoning and Discourse (6 s.h.)

| | |
|---------|---|
| ENG 101 | College Writing I |
| | or |
| FMS 115 | Freshman Seminar in Reasoning and Discourse I |
| | or |
| RCO 101 | College Writing I |

Student selects additional 3 s.h. from the GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

Student selects 6 s.h. from GSB list.

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements

See requirements and approved courses.

GMO/GPM—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GPM or GMO list.

GLS/GPS—Natural Sciences (3–4 s.h.)

Student selects 3–4 s.h. from GLS or GPS list.

GSB—Social and Behavioral Sciences (3 s.h.)

Student selects 3 s.h. from GSB list.

GFL—Foreign Language (0–12 s.h.)

intermediate-level proficiency in one language, demonstrated by placement test, or completion of course work through course number 204

WI—Writing Intensive Courses

a total of four WI courses

IV Major Requirements

Minimum of 30 semester hours above the 100 level including the following:

A. Core Courses (6 s.h.)

| | |
|---------|--|
| SSC 300 | Doing Social Sciences |
| SSC 301 | Contemporary Issues in the Social Sciences |

B. Distribution Requirement (12 s.h.)

Select four (4) courses from the list in section C, each from a different department.

C. Area of Emphasis (9 s.h.)

At least three (3) additional courses in one of the departments listed below:

Anthropology:

| | |
|---------|------------------------------------|
| ATY 308 | Lost Tribes and Sunken Lands |
| ATY 330 | Cultures of North American Indians |
| ATY 357 | Monkeys, Apes, and Humans |
| ATY 369 | Statistics for Anthropology |

Communication Studies:

| | |
|---------|---|
| CST 315 | Persuasion and Social Influence |
| CST 341 | Communication and Workplace Relationships |
| CST 343 | Crisis Communication |
| CST 408 | Health Communication |

Economics:

| | |
|---------|---|
| ECO 201 | Principles of Microeconomics |
| ECO 300 | The International Economy |
| ECO 310 | The U.S. in the Global Economy: 1700–2000 |
| ECO 375 | Government and Business |

Geography:

| | |
|---------|----------------------------------|
| GEO 301 | Urban Geography: Global Patterns |
| GEO 302 | Urban Geography: Land Use |
| GEO 306 | World Economic Geography |
| GEO 315 | The Geography of World Affairs |

Political Science:

| | |
|----------|--|
| PSC 240 | The International System |
| PSC 329 | American Interest Group Politics |
| PSC 335 | Women in Politics |
| PSC 355M | Selected Topics in Comparative Politics: Political Economy |

Psychology:

| | |
|---------|--|
| PSY 318 | Belief in "Weird" Things |
| PSY 341 | Abnormal Psychology |
| PSY 375 | Psychology of Aging |
| PSY 444 | Changing Behavior in Real World Settings |

Sociology:

| | |
|---------|---|
| SOC 201 | Social Problems |
| SOC 317 | Criminal Justice |
| SOC 327 | Race and Ethnic Relations |
| SOC 429 | Collective Violence and Nonviolence in Global Perspective |

D. Capstone Seminar (3 s.h.)

| | |
|---------|---------------------------------------|
| SSC 400 | Senior Seminar in the Social Sciences |
|---------|---------------------------------------|

V Electives

Electives sufficient to complete the 122 semester hours required for the degree.

HUMANITIES COURSES (BLS)

BLS 300 Seminar in Humanities (3:3)

Interdisciplinary online seminar designed to introduce students to substantive concerns in the Humanities and methods of investigation they employ. Topics vary by semester.

Prerequisite: Admission to the major

Offered: Fall & Spring & Summer

Notes: May be repeated for credit when topics vary.

BLS 301 Pathways: Reading and Writing in the Humanities (3:3)

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.

Prerequisite: SPLS major, Humanities (U820) concentration; junior or senior standing (minimum 60 s.h.); or permission of the instructor

BLS 320 Selected Topics: Literature (3:3)

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.

Prerequisite: Junior standing (60 s.h.) or permission of instructor

Offered: Fall & Spring & Summer

Notes: May be repeated for credit when topics vary.

BLS 321 Reading the Human Experience (3:3)

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.

Prerequisite: SPLS major, Humanities (U820) concentration; junior or senior standing (minimum 60 s.h.); or permission of the instructor

BLS 322 The Russian Novel of Conscience (3:3)

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.

Prerequisite: Junior or senior standing (minimum 60 s.h.); or permission of the instructor

BLS 323 Contemporary Short Stories (3:3)

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.

Prerequisite: Junior or senior standing (minimum 60 s.h.); or permission of the instructor

BLS 325 Mystery, Mayhem, and Murder (3:3)

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.

Prerequisite: Junior or senior standing (minimum 60 s.h.); or permission of the instructor

BLS 326 Telling Stories: The Memoir (3:3)

Examination and analysis of contemporary book-length memoirs, personal memory essays, and self-portrait paintings; includes some creative writing.

Prerequisite: Junior or senior standing (minimum 60 s.h.); or permission of the instructor

BLS 327 Contemporary Asian Literature (3:3)

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.

Prerequisite: SPLS major, Humanities (U820) concentration; junior or senior standing (minimum 60 s.h.); or permission of the instructor

BLS 340 Selected Topics: Fine Arts (3:3)

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.

Prerequisite: Junior standing (60 s.h.) or permission of instructor

Offered: Fall & Spring & Summer

Notes: May be repeated for credit when topics vary.

BLS 341 Eye Appeal (3:3)

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.

Prerequisite: Junior or senior standing (minimum 60 s.h.); or permission of the instructor

BLS 342 Painting on the Page (3:3)

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.

Prerequisite: SPLS major, Humanities (U820) concentration; junior or senior standing (minimum 60 s.h.); or permission of the instructor

BLS 343 Big Plays, Big Ideas (3:3)

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.

Prerequisite: Junior or senior standing (minimum 60 s.h.); or permission of the instructor

BLS 345 Photography: Contexts and Illusions (3:3)

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.

Prerequisite: Junior or senior standing (minimum 60 s.h.); or permission of the instructor

BLS 346 The Art of Life (3:3)

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.

Prerequisite: Junior or senior standing (minimum 60 s.h.); or permission of the instructor

BLS 347 Shakespeare Off the Page (3:3)

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.

Prerequisite: SPLS major, Humanities (U820) concentration; junior or senior standing (minimum 60 s.h.); or permission of the instructor

BLS 348 Representing Women (3:3)

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.

Prerequisite: Junior or senior standing (minimum 60 s.h.); or permission of the instructor

BLS 360 Selected Topics: Philosophy/Religion/Ethics (3:3)

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.

Prerequisite: Junior standing (60 s.h.) or permission of instructor

Offered: Fall & Spring & Summer

Notes: May be repeated for credit when topics vary.

BLS 361 American Dreams (3:3)

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.

Prerequisite: Junior or senior standing (minimum 60 s.h.); or permission of the instructor

BLS 362 Vice, Crime, and American Law (3:3)

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.

Prerequisite: Junior or senior standing (minimum 60 s.h.); or permission of the instructor

BLS 363 Ethics and Technology (3:3)

An examination of ethical problems created by technology. Additional emphasis given to the historical, legal, and cultural impacts technology has had on our society.

Prerequisite: Junior or senior standing (minimum 60 s.h.); or permission of the instructor

BLS 364 Mystics in America (3:3)

Investigation of popular trends in contemporary American spirituality with attention to the historical roots that may or may not lie behind them.

Prerequisite: Junior or senior standing (minimum 60 s.h.); or permission of the instructor

BLS 365 Divided We Stand (3:3)

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.

Prerequisite: Junior or senior standing (minimum 60 s.h.); or permission of the instructor

BLS 366 Life, Death, and Meaning (3:3)

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.

Prerequisite: Junior or senior standing (minimum 60 s.h.); or permission of the instructor

BLS 380 Selected Topics: Historical Perspectives (3:3)

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.

Prerequisite: Junior standing (60 s.h.) or permission of instructor

Offered: Fall & Spring & Summer

Notes: May be repeated for credit when topics vary.

BLS 381 Old Europe/New Europe (3:3)

Interdisciplinary cultural history of Europe from the French Revolution to the present. Introduction to key historical figures, cultural movements, and artistic developments.

Prerequisite: Junior or senior standing (minimum 60 s.h.); or permission of the instructor

BLS 382 The Sixties (3:3)

Exploration of the cultural and political changes in American society during the 1960s and early 1970s.

Prerequisite: Junior or senior standing (minimum 60 s.h.); or permission of the instructor

BLS 383 Religious Resistance to Political Power (3:3)

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.

Prerequisite: Junior or senior standing (minimum 60 s.h.); or permission of the instructor

BLS 384 Great Trials in American History (3:3)

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.

Prerequisite: Junior or senior standing (minimum 60 s.h.); or permission of the instructor

BLS 385 American Motherhood (3:3)

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.

Prerequisite: Junior or senior standing (minimum 60 s.h.); or permission of the instructor

BLS 386 Women, War, and Terror (3:3)

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.

Prerequisite: Junior or senior standing (minimum 60 s.h.); or permission of the instructor

BLS 400 Senior Seminar in the Humanities (3:3)

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.

Prerequisite: Admission to major

Offered: Fall & Spring & Summer

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.

Prerequisite: Admission to major; successful completion of one semester of course work at UNCG; permission of an approved, cooperating instructor

Offered: Fall & Spring & Summer

SOCIAL SCIENCES COURSES (SSC)

SSC 300 Doing Social Sciences (3:3)

Introductory course for the online SPLS Social Sciences major. Topics include epistemology, theory development, research ethics, study design, data collection, and data analysis.

Prerequisite: SPLS Social Sciences major; junior or senior standing; or permission of the instructor

SSC 301 Contemporary Issues in the Social Sciences (3:3)

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.

Prerequisite: SPLS Social Sciences major; junior or senior standing; or permission of the instructor

SSC 400 Senior Seminar in the Social Sciences (3:3)

Capstone seminar for students pursuing the SPLS Social Science concentration.

Prerequisite: 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.

Prerequisite: SSC 300 and SSC 301; permission of instructor and program director

Offered: Fall & Spring & Summer

Notes: May be repeated once for credit, for up to six (6) semester hours.

Department of Biology

College of Arts & Sciences
312 Eberhart Building
336/334-5391
www.uncg.edu/bio

Faculty

Stanley H. Faeth, Professor and Head of Department

*Professors Cannon, Henrich, Hershey, Kirchoff, Lacey,
Leise, Rublee, Rueppell, Stavn*

*Associate Professors Adamson, Hens, Kalcounis-
Rueppell, Katula, LaJeunesse, Lepri, Patel,
Remington, Schug, Steimle, Tomkiel*

Assistant Professors Jia, Tsui, Wasserberg

*Lecturers Bundy, Craven, Green, Horton, Ingraham,
Lamb, Loreth, Maxwell, Milne, Petric, Powell,
Rushforth, Sealy, Somers, Stahl, Tomlin*

Adjunct Faculty

Adjunct Professors Johnston, McIntosh, Pratap

Adjunct Clinical Professor Lipford

Adjunct Associate Professor Blake

Adjunct Clinical Associate Professor Hopkins

Adjunct Assistant Professor Homyoak

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 UNCG.

BIOLOGY CONCENTRATIONS

Biology with Concentration in Biotechnology (B.S.)

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. CHE 420 or CHE 556 can be counted toward the required 30 semester hours of Biology needed for the major.

Requirements

Basic requirements beyond the Biology Core

| | |
|---------|--|
| BIO 481 | General Microbiology |
| BIO 494 | Introduction to Biotechnology |
| BIO 535 | Biochemistry: Metabolic Regulation in Health and Disease |
| BIO 596 | Molecular Biological Approaches in Research |

BIO 596: at least 1 s.h.

and at least one of:

| | |
|-----------------|--|
| BIO 479 | Neurobiology |
| BIO 491/MAT 491 | Introduction to Mathematical Models in Biology |
| BIO 497 | Internship in Biology |
| BIO 499 | Undergraduate Research |
| BIO 528 | Microbial Ecology |
| 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 595 | Advanced Genetics |

Note: Students will be expected to attend seminars covering biotechnology topics.

Biology with Concentration in Environmental Biology (B.S.)

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.

Requirements

Basic requirements beyond the Biology Core:

1. BIO 302 Introductory Ecology Laboratory
2. BIO 431 The Biosphere
3. **One of the following advanced Biology courses:**
 - BIO 322 Plant Diversity
 - BIO 341 Invertebrate Zoology
 - BIO 354 Plant Systematics
 - BIO 361 Biology and Conservation of Sea Turtles
 - BIO 370 Vertebrate Zoology
4. **At least one of the following advanced Biology courses:**
 - BIO 420 Marine Biology
 - BIO 430 Biological Evolution
 - BIO 438/PSY 438 Animal Behavior
 - BIO 501 Advanced Topics in Animal Ecology
 - BIO 505 Advanced Topics in Ecological Physiology
 - BIO 510 Advanced Topics in Plant Ecology
 - BIO 520 Ecosystem Ecology
 - BIO 522 Landscape Ecology
 - BIO 526 Conservation Biology
 - BIO 527 Terrestrial Plant Ecology
 - BIO 528 Microbial Ecology
 - BIO 529 Aquatic Ecology
 - BIO 541 Entomology
 - BIO 552 Metamorphosis
 - BIO 560 Symbiosis
 - BIO 579 Environmental Physiology

Related area requirements plus the following additional requirements:

Related Area Requirements are the same as Biology, B.S.

1. Statistics

- STA 271 Fundamental Concepts of Statistics
or
- STA 571 Statistical Methods for Research I
and
- STA 571L Statistical Methods Laboratory I

2. At least one of the following courses:

- CHE 252 Chemistry and the Human Environment
- ENV 100 Introduction to Environmental Studies
- ENV 312/PSC 312 Environmental Law and Policy
- ENV 313/PSC 313 Natural Resources Law and Policy
- ENV 314/PSC 314 Wildlife Law and Policy
- GEO 106 Geosystems Science

GEO 121 Introduction to Geographic Information Science

Biology with Concentration in Human Biology (B.S.)

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.

Requirements

Recommendation within the Biology Core

Completion of a statistics course listed in the Related Area Requirements for the B.S. degree is strongly recommended

- STA 271 Fundamental Concepts of Statistics
or
- STA 571 Statistical Methods for Research I
and
- STA 571L Statistical Methods Laboratory I

Basic requirements beyond the Biology Core

1. BIO 277 Human Physiology
or
BIO 271 Human Anatomy
2. **At least three of the following BIO courses:**
 - BIO 425 Biological Clocks
 - BIO 430 Biological Evolution
 - BIO 438/PSY 438 Animal Behavior
 - BIO 453 Vertebrate Morphogenesis
 - BIO 464 Developmental Biology
 - BIO 472 Histology
 - BIO 479 Neurobiology
 - BIO 481 General Microbiology
 - BIO 536 Biology of Aging
 - BIO 535 Biochemistry: Metabolic Regulation in Health and Disease
 - BIO 555 Vertebrate Reproduction
 - BIO 567 Chemical Senses
 - 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 593 | Genetics of Complex Traits |
| BIO 595 | Advanced Genetics |

Related area requirements plus the following additional requirements:

(12 semester hours)

Related Area Requirements are the same as Biology, B.S.

1.

| | |
|---------|---|
| ATY 253 | Introduction to Biological Anthropology |
|---------|---|
2.

| | |
|---------|-----------------------|
| PSY 230 | Biological Psychology |
|---------|-----------------------|
3. Two courses in two different departments selected from among the following:

| | |
|---------|---|
| ATY 331 | Human Biological Variation |
| ATY 357 | Monkeys, Apes, and Humans |
| ATY 442 | Evolutionary Medicine |
| ATY 455 | Human Evolution |
| ATY 465 | An Overview of Medical Anthropology |
| ATY 553 | Human Osteology: Description, Data Collection, and Analysis |
| ATY 557 | Primate Behavior |
| ATY 559 | Disease and Nutrition in Ancient Populations |
| CHE 420 | Chemical Principles of Biochemistry |
| CHE 556 | Biochemistry I |
| GRO 501 | Seminar: Critical Issues of Aging |
| HDF 211 | Human Development Across the Life Span |
| HDF 212 | Families and Close Relationships |
| HEA 201 | Personal Health |
| HEA 207 | International Health |
| HEA 260 | Human Sexuality |
| HEA 314 | Public Health Diseases |
| HEA 315 | Epidemiology |
| HEA 316 | Environmental Health |
| HIS 311 | Darwin and the Theory of Evolution |
| HIS 359 | Sexuality in Historical Perspective |
| KIN 375 | Physiology of Sport and Physical Activity |
| KIN 376 | Biomechanics of Sport and Physical Activity |
| NTR 213 | Introductory Nutrition |
| PHI 220 | Medical Ethics |
| PHI 520 | Advanced Topics in Biomedical Ethics |
| PSY 346 | Sex, Gender, and Behavior |
| PSY 435 | Brain and Psychological Processes |
| PSY 436 | Sensory and Perceptual Processes |
| PSY 457 | Developmental Psychobiology |
| SOC 201 | Social Problems |
| SOC 327 | Race and Ethnic Relations |
| SOC 361 | Health and Society |
| SOC 370 | Environmental Sociology |

Biology Major (BIOL)—B.A.

Degree: Bachelor of Arts

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

AOS Code: U117

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 the descriptions of pre-professional programs concerning their requirements. Both study and laboratory facilities are available to advanced undergraduates.

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (6 s.h.)

Student selects 6 s.h. from GLT list.

GFA—Fine Arts (3.s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (7 s.h.)

| | |
|---------|-------------------------|
| BIO 111 | Principles of Biology I |
| CHE 111 | General Chemistry I |

GMT—Mathematics (3 s.h.)

| | |
|---------|----------------|
| MAT 151 | Precalculus II |
| | or |
| MAT 191 | Calculus I |

GRD—Reasoning and Discourse (6 s.h.)

| | |
|---------|---|
| ENG 101 | College Writing I |
| | or |
| FMS 115 | Freshman Seminar in Reasoning and Discourse I |
| | or |
| RCO 101 | College Writing I |

Student selects additional 3 s.h. from the GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

Student selects 6 s.h. from GSB list.

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See requirements and approved courses.

Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from the GHP/GPM or GMO list.

Natural Sciences (3–4 s.h.)

BIO 112 Principles of Biology II

GSB—Social and Behavioral Sciences (3 s.h.)

Student selects 3 s.h. from GSB list.

GFL—Foreign Language (0–12 s.h.)

intermediate-level proficiency in one language, demonstrated by placement test, or completion of course work through course number 204

WI—Writing Intensive Courses

a total of four WI courses

IV Major Requirements

Biology majors must complete BIO 111 and BIO 112, and a minimum of 30 semester hours of Biology courses above the 100 level. A maximum of four hours at the 200 level may be counted toward the major. Students must have a grade point average of at least 2.0 in Biology courses completed at UNCG.

Biology Core Courses

In meeting this 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.

1. Ecology

BIO 301 Principles of Ecology

2. Cell Biology

BIO 355 Cell Biology

3. Genetics

BIO 392 Genetics

4. Diversity

one of the following

BIO 322 Plant Diversity

BIO 341 Invertebrate Zoology

BIO 354 Plant Systematics

BIO 370 Vertebrate Zoology

5. At least two of the following core laboratory courses

BIO 302 Introductory Ecology Laboratory

BIO 356 Cell Biology Laboratory

BIO 393 Genetics Laboratory

V Related Area Requirements

Biology majors are required to take the following related area courses or their approved equivalents:

1.

CHE 111 General Chemistry I

CHE 112 General Chemistry I Laboratory

CHE 114 General Chemistry II

CHE 115 General Chemistry II Laboratory

2.

MAT 151 Precalculus II

or

MAT 191 Calculus I

The department highly recommends the following courses in addition to the required courses listed above:

1.

CHE 351 Organic Chemistry I

CHE 352 Organic Chemistry II

CHE 354 Organic Chemistry Laboratory

2.

MAT 191 Calculus I

MAT 292 Calculus II

3.

STA 271 Fundamental Concepts of Statistics
or

STA 571 Statistical Methods for Research I
and

STA 571L Statistical Methods Laboratory I

4.

PHY 211 General Physics I

PHY 212 General Physics II

Biology Major with Comprehensive Science High School Teaching Licensure (BIOL)—B.A.

Degree: Bachelor of Arts

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level; note that licensure programs may require hours beyond the minimum listed.

AOS Code: U119

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.

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 the descriptions of pre-professional programs concerning their requirements. Both study and laboratory facilities are available to advanced undergraduates.

Students seeking admission to the UNCG 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 s.h. in biology courses, with at least 6 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 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 s.h. of biology courses, with at least 15 of those hours from courses taken at UNCG
2. A grade point average of at least 2.50 for biology courses completed at UNCG

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (6 s.h.)

Student selects 6 s.h. from GLT list.

GFA—Fine Arts (3.s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (6–7 s.h.)

| | |
|---------|-------------------------|
| BIO 111 | Principles of Biology I |
| CHE 111 | General Chemistry I |

GMT—Mathematics (3 s.h.)

| | |
|---------|----------------|
| MAT 151 | Precalculus II |
| | or |
| MAT 191 | Calculus I |

GRD—Reasoning and Discourse (6 s.h.)

| | |
|---------|---|
| ENG 101 | College Writing I |
| | or |
| FMS 115 | Freshman Seminar in Reasoning and Discourse I |
| | or |
| RCO 101 | College Writing I |

Student selects additional 3 s.h. from GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

Student selects 6 s.h. from GSB list.

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See requirements and approved courses.

GMO/GPM—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GPM or GMO list.

GLS/GPS—Natural Sciences (3–4 s.h.)

BIO 112 Principles of Biology II

GSB—Social and Behavioral Sciences (3 s.h.)

Student selects 3 s.h. from GSB list.

GFL—Foreign Language (0–12 s.h.)

intermediate-level proficiency in one language, demonstrated by placement test, or completion of course work through course number 204

WI—Writing Intensive Courses

a total of four WI courses

IV Major Requirements

Biology majors must complete BIO 111 and BIO 112, and a minimum of 30 semester hours of Biology courses above the 100 level. A maximum of four hours at the 200 level may be counted toward the major. Students must have a grade point average of at least 2.0 in Biology courses completed at UNCG.

Biology Core Courses

In meeting this 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.

1. Ecology

BIO 301 Principles of Ecology

2. Cell Biology

BIO 355 Cell Biology

3. Genetics

BIO 392 Genetics

4. Diversity

one of the following:

BIO 322 Plant Diversity
BIO 341 Invertebrate Zoology
BIO 354 Plant Systematics
BIO 370 Vertebrate Zoology

5. At least two of the following core laboratory courses:

BIO 302 Introductory Ecology Laboratory
BIO 356 Cell Biology Laboratory
BIO 393 Genetics Laboratory

V Related Area Requirements

Biology majors are required to take the following related area courses or their approved equivalents:

1.

CHE 111 General Chemistry I
CHE 112 General Chemistry I Laboratory

CHE 114 General Chemistry II
CHE 115 General Chemistry II Laboratory

2.

MAT 151 Precalculus II
or
MAT 191 Calculus I

The department highly recommends the following courses in addition to the required courses listed above:

1.

CHE 351 Organic Chemistry I
CHE 352 Organic Chemistry II
CHE 354 Organic Chemistry Laboratory

2.

MAT 191 Calculus I
MAT 292 Calculus II

3.

STA 271 Fundamental Concepts of Statistics
or
STA 571 Statistical Methods for Research I
and
STA 571L Statistical Methods Laboratory I

4.

PHY 211 General Physics I
PHY 212 General Physics II

VI Additional Requirements for Teacher Licensure

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.

1.

GEO 103 Introduction to Earth Science

and one or more of the following:

GEO 111 Physical Geology
GEO 205 Environmental Change: Its Nature and Impact
GEO 311 Weather and Climate
GEO 314 Physical Geography: Landscape Processes

2.

PHY 211 General Physics I
and
PHY 212 General Physics II
or
PHY 291 General Physics I with Calculus
and
PHY 292 General Physics II with Calculus

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.

1.
TED 535 Literacy in the Content Area
2.
ERM 401 Assessment I: Accountability in Our Nation's Schools
ERM 402 Assessment II: Standardized Tests
ERM 403 Assessment III: Classroom Assessment
3.
TED 401 Child and Adolescent Development and Learning
SES 401 Understanding and Teaching Students with Disabilities in Inclusive Settings
TED 403 Teaching English Learners with Diverse Abilities
4.
TED 445 Human Diversity, Teaching, and Learning
5.
TED 559 Teaching Practices and Curriculum in Science
6.
TED 465 Student Teaching and Seminar: Secondary School
TED 465: (12 s.h.)
LIS 120 is strongly recommended.

Biology Major (BIOL)—B.S.

Degree: Bachelor of Science

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

Available Concentrations and AOS Codes:

Biology, U116
Biotechnology, U214
Environmental Biology, U118
Human Biology, U863

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 the descriptions of pre-professional programs concerning their requirements. 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.

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (6 s.h.)

Student selects 6 s.h. from GLT list.

GFA—Fine Arts (3.s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (7 s.h.)

BIO 111 Principles of Biology I
CHE 111 General Chemistry I

GMT—Mathematics (3 s.h.)

MAT 191 Calculus I

GRD—Reasoning and Discourse (6 s.h.)

ENG 101 College Writing I
or
FMS 115 Freshman Seminar in Reasoning and Discourse I
or
RCO 101 College Writing I

Student selects additional 3 s.h. from the GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

Student selects 6 s.h. from GSB list.

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See requirements and approved courses.

Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from the GHP/GPM or GMO list.

Natural Sciences (4 s.h.)

BIO 112 Principles of Biology II

GSB—Social and Behavioral Sciences (3 s.h.)

Student selects 3 s.h. from GSB list.

GFL—Foreign Language (0–12 s.h.)

intermediate-level proficiency in one language, demonstrated by placement test, or completion of course work through course number 204

WI—Writing Intensive Courses

a total of four WI courses

IV Major Requirements

Biology majors must complete BIO 111 and BIO 112, and a minimum of 30 semester hours of Biology courses above the 100 level. A maximum of four hours at the 200 level may be counted toward the major. Students must have a grade point average of at least 2.0 in Biology courses completed at UNCG.

Biology Core Requirements

In meeting this requirement for hours above the 100 level, all B.S. Biology majors must complete the following courses; completion of at least four of these requirements is strongly recommended prior to enrollment in courses numbered 400 and higher.

1. Ecology

BIO 301 Principles of Ecology

2. Cell Biology

BIO 355 Cell Biology

3. Genetics

BIO 392 Genetics

4. Diversity

one of the following:

BIO 322 Plant Diversity
BIO 341 Invertebrate Zoology
BIO 354 Plant Systematics
BIO 370 Vertebrate Zoology

5. At least two of the following laboratory core courses:

| | |
|---------|---------------------------------|
| BIO 302 | Introductory Ecology Laboratory |
| BIO 356 | Cell Biology Laboratory |
| BIO 393 | Genetics Laboratory |

6. At least one course at the 500 level

Undergraduate Research (BIO 499) or Honors Work (BIO 493), for 2 or more s.h., are also strongly recommended.

V Related Area Requirements

B.S. Biology majors are required to take the following related courses or their approved equivalents:

1.

| | |
|---------|---------------------------------|
| CHE 111 | General Chemistry I |
| CHE 112 | General Chemistry I Laboratory |
| CHE 114 | General Chemistry II |
| CHE 115 | General Chemistry II Laboratory |
| CHE 351 | Organic Chemistry I |
| CHE 352 | Organic Chemistry II |
| CHE 354 | Organic Chemistry Laboratory |

2.

| | |
|---------|------------|
| MAT 191 | Calculus I |
|---------|------------|

and either:

| | |
|----------|--|
| MAT 292 | Calculus II |
| | or |
| STA 271 | Fundamental Concepts of Statistics |
| | Or |
| STA 571 | Statistical Methods for Research I and |
| STA 571L | Statistical Methods Laboratory I |

3.

| | |
|---------|-------------------------------------|
| PHY 211 | General Physics I |
| | and |
| PHY 212 | General Physics II |
| | or |
| PHY 291 | General Physics I with Calculus and |
| PHY 292 | General Physics II with Calculus |

Biology Major with Comprehensive Science High School Teaching Licensure (BIOL)—B.S.

Degree: Bachelor of Science

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level; note that licensure programs may require hours beyond the minimum listed.

AOS Code: U218

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.

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 the descriptions of pre-professional programs concerning their requirements. 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 UNCG 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 s.h. in biology courses, with at least 6 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 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 s.h. of biology courses, with at least 15 of those hours from courses taken at UNCG
2. A grade point average of at least 2.50 for biology courses completed at UNCG

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (6 s.h.)

Student selects 6 s.h. from GLT list.

GFA—Fine Arts (3 s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (7 s.h.)

| | |
|---------|-------------------------|
| BIO 111 | Principles of Biology I |
| CHE 111 | General Chemistry I |

GMT—Mathematics (3 s.h.)

| | |
|---------|------------|
| MAT 191 | Calculus I |
|---------|------------|

GRD—Reasoning and Discourse (6 s.h.)

| | |
|---------|---|
| ENG 101 | College Writing I |
| | or |
| FMS 115 | Freshman Seminar in Reasoning and Discourse I |
| | or |
| RCO 101 | College Writing I |

Student selects additional 3 s.h. from GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

Student selects 6 s.h. from GSB list.

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See requirements and approved courses.

GMO/GPM—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GPM or GMO list.

GLS/GPS—Natural Sciences (4 s.h.)

| | |
|---------|--------------------------|
| BIO 112 | Principles of Biology II |
|---------|--------------------------|

GSB—Social and Behavioral Sciences (3 s.h.)

Student selects 3 s.h. from GSB list.

GFL—Foreign Language (0–12 s.h.)

intermediate-level proficiency in one language, demonstrated by placement test, or completion of course work through course number 204

WI—Writing Intensive Courses

a total of four WI courses

IV Major Requirements

Biology majors must complete BIO 111 and BIO 112, and a minimum of 30 semester hours of Biology courses above the 100 level. A maximum of four hours at the 200 level may be counted toward the major. Students must have a grade point average of at least 2.0 in Biology courses completed at UNCG.

Biology Core Requirements

In meeting this requirement for hours above the 100 level, all B.S. Biology majors must complete the following courses; completion of at least four of these requirements is strongly recommended prior to enrollment in courses numbered 400 and higher.

1. Ecology

BIO 301 Principles of Ecology

2. Cell Biology

BIO 355 Cell Biology

3. Genetics

BIO 392 Genetics

4. Diversity

one of the following

BIO 322 Plant Diversity
BIO 341 Invertebrate Zoology
BIO 354 Plant Systematics
BIO 370 Vertebrate Zoology

5. At least two of the following laboratory core courses:

BIO 302 Introductory Ecology Laboratory
BIO 356 Cell Biology Laboratory
BIO 393 Genetics Laboratory

6. At least one course at the 500 level

Undergraduate Research (BIO 499) or Honors Work (BIO 493), for 2 or more s.h., are also strongly recommended.

V Related Area Requirements

B.S. Biology majors are required to take the following related courses or their approved equivalents:

1.

CHE 111 General Chemistry I
CHE 112 General Chemistry I Laboratory
CHE 114 General Chemistry II
CHE 115 General Chemistry II Laboratory
CHE 351 Organic Chemistry I
CHE 352 Organic Chemistry II
CHE 354 Organic Chemistry Laboratory

2.

MAT 191 Calculus I

and either

MAT 292 Calculus II
or
STA 271 Fundamental Concepts of Statistics
Or

STA 571 Statistical Methods for Research I and
STA 571L Statistical Methods Laboratory I

3.

PHY 211 General Physics I and
PHY 212 General Physics II
or
PHY 291 General Physics I with Calculus and
PHY 292 General Physics II with Calculus

VI Additional Requirements for Teacher Licensure

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.

Required:

GEO 103 Introduction to Earth Science

one or more of the following:

GEO 111 Physical Geology
GEO 205 Environmental Change: Its Nature and Impact
GEO 311 Weather and Climate
GEO 314 Physical Geography: Landscape Processes

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.

1.

TED 535 Literacy in the Content Area

2.

ERM 401 Assessment I: Accountability in Our Nation's Schools
ERM 402 Assessment II: Standardized Tests
ERM 403 Assessment III: Classroom Assessment

3.

TED 401 Child and Adolescent Development and Learning
SES 401 Understanding and Teaching Students with Disabilities in Inclusive Settings
TED 403 Teaching English Learners with Diverse Abilities

4.

TED 445 Human Diversity, Teaching, and Learning

5.

TED 559 Teaching Practices and Curriculum in Science

6.

TED 465 Student Teaching and Seminar:
Secondary School

TED 465 (12 s.h.)

LIS 120 is strongly recommended.

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 as a Second Academic Concentration

Required: minimum of 18 semester hours

The second academic concentration in Biology is designed specifically for Elementary Education students. It requires a minimum of 18 s.h. to include:

Requirements

1. Introductory Biology

BIO 111 Principles of Biology I
and

BIO 112 Principles of Biology II

2. One course from three of the following four core biology categories:

Ecology

BIO 301 Principles of Ecology

Cell Biology

BIO 355 Cell Biology

Genetics

BIO 392 Genetics

Diversity

These courses cannot be substituted for the Introductory or core course requirements.

BIO 322 Plant Diversity

BIO 341 Invertebrate Zoology

BIO 354 Plant Systematics

BIO 370 Vertebrate Zoology

3. Credit hours from Biology BIO 271 or BIO 277 will count toward completion of the 18 hour requirement.

Biology Minor

Required: minimum of 17 semester hours

A minimum of 17 semester 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 UNCG to receive a minor in Biology. The following courses are required:

Requirements

1.

BIO 111 Principles of Biology I

BIO 112 Principles of Biology II

2. One course from two of the following four categories:

Ecology

BIO 301 Principles of Ecology

Cell Biology

BIO 355 Cell Biology

Genetics

BIO 392 Genetics

Diversity

BIO 322 Plant Diversity

BIO 341 Invertebrate Zoology

BIO 354 Plant Systematics

BIO 370 Vertebrate Zoology

Biology Standard Professional I License Only

AOS Codes: B.A. U119, B.S. U218

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 UNCG 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 UNCG.

Direct questions about these requirements to the Head of the Department of Biology.

Biology Accelerated Master's Program

Interested students should see Accelerated Master's Programs for Undergraduates for details about the B.A. in Biology/M.S. in Chemistry program requirements.

Biology Disciplinary Honors

Requirements

Eighteen semester hours to consist of:

- 3 s.h. of HSS 490 Senior Honors Project
- 3–6 s.h. of BIO 493 Honors Work (only 6 hours may be counted toward the 30 s.h. minimum in the Biology major)

- One hour credit in any of the Department's journal clubs
- Two 500-level Biology courses (for 6–8 s.h. credit)
- A third 500-level course in Biology or a Contract course in Biology at the 300 or 400 level.
- 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.

Qualifications

- A grade of B or higher in all course work used to satisfy the Honors requirements in Biology
- A declared Biology Major
- At least a 3.30 overall GPA at graduation

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 COURSES (BIO)

Prerequisite for 300, 400, and 500 levels: minimum grade of C- or better in BIO 112, unless otherwise specified.

BIO 105 Major Concepts of Biology (3:3)

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.

Offered: Fall & Spring

Distribution: GE Core: GNS, CAR: 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 (1:0:2)

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.

Prerequisite: Pr. or Coreq. concurrent enrollment in BIO 105 or previous credit for BIO 105

Offered: Fall & Spring

Distribution: GE Core: GNS, CAR: 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 105L for credit. Online sections must have previously passed or be concurrently enrolled in online lecture.

BIO 110 Introduction to Biology (3:3)

An introduction to the principles of biology, including the molecular and cellular basis of life, genetics, and biotechnology.

Prerequisite: Pre-Nursing or Nursing major or permission of instructor

Offered: Fall & Spring

Notes: Students may not receive credit for both BIO 110 and BIO 111.

BIO 111 Principles of Biology I (4:3:3)

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.

Offered: Fall & Spring

Distribution: GE Core: GNS, CAR: GLS

Notes: May not be taken more than twice.

BIO 112 Principles of Biology II (4:3:3)

Prerequisite for 300-level courses and above. Continuation of BIO 111 and includes laboratory. Fundamental principles of biology including botany, zoology, evolution, and ecology. A passing grade in lecture must be achieved for successful completion of this course.

Prerequisite: Grade of C- or better in BIO 111 (or BIO 110 and BIO 113)

Offered: Fall & Spring

Distribution: GE Core: GNS, CAR: GLS

Notes: May not be taken more than twice.

BIO 113 Principles of Biology Laboratory (1:0:3)

Basic laboratory practices and fundamental principles of biology including molecular and cellular basis of life, genetics, and biotechnology.

Prerequisite: BIO 110

Offered: Fall & Spring

BIO 271 Human Anatomy (4:3:3)

Human anatomy with study of skeletons, models, and anatomical preparations. Includes dissection of cat.

Prerequisite: A grade of C- or better in BIO 110 or BIO 111

Notes: May not be taken more than twice.

BIO 277 Human Physiology (4:3:3)

Human physiology with emphasis on homeostatic mechanisms.

Prerequisite: A grade of C- or better in BIO 110 or BIO 111 and high school chemistry with grade of C or better

Notes: May not be taken more than twice.

BIO 280 Fundamentals of Microbiology (4:3:4)

General survey of microscopic life and its impact on medicine, public health, and the environment. Includes laboratory work with bacteria, emphasizing aseptic technique.

Prerequisite: A grade of C- or better in BIO 110 or BIO 111, and successful completion of either BIO 271 or BIO 277

Notes: Students cannot receive credit for both this course and BIO 481. May not be taken more than twice.

BIO 301 Principles of Ecology (3:3)

Introduction to fundamentals of ecology. Principles relating to populations, communities and ecosystems. Particular emphasis placed on the many dimensions of interdependence within ecosystems.

Prerequisite: BIO 112

Offered: Fall & Spring

Notes: May not be taken more than twice.

BIO 302 Introductory Ecology Laboratory (1:0:4)

Laboratory course to accompany BIO 301. Several field trips.

Prerequisite: Pr. or Coreq. BIO 301

Offered: Fall & Spring

Notes: May not be taken more than twice.

BIO 322 Plant Diversity (4:3:3)

Lecture and laboratory are introduction to the plant, fungi, and protista kingdoms. Emphasis is on structure, reproduction, and life cycles of the organisms. A passing grade in lecture must be achieved for successful completion of this course.

Prerequisite: BIO 112

Offered: Fall

Notes: May not be taken more than twice.

BIO 341 Invertebrate Zoology (4:3:3)

Major invertebrate groups with emphasis on ecology, physiology, evolution, and structural adaptations of representative types. Weekend coastal field trip required.

Prerequisite: BIO 112

Offered: Spring

Notes: May not be taken more than twice.

BIO 354 Plant Systematics (4:3:3)

Lecture and laboratory are introduction to the classification and evolution of vascular plants. The principles of classification and characteristics of selected plant families are emphasized. A passing grade in lecture must be achieved for successful completion of this course.

Prerequisite: BIO 112

Offered: Spring

Notes: May not be taken more than twice.

BIO 355 Cell Biology (3:3)

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.

Prerequisite: BIO 112 and CHE 114 (or equivalent)

Offered: Fall & Spring

Notes: May not be taken more than twice.

BIO 356 Cell Biology Laboratory (1:0:3)

Laboratory exercises to complement lecture material of BIO 355.

Prerequisite: BIO 112

Corequisite: Pr. or Coreq. BIO 355

Offered: Fall & Spring

Notes: May not be taken more than twice.

BIO 361 Biology and Conservation of Sea Turtles (3:1:6)

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.

Prerequisite: BIO 112 or permission of instructor

Offered: Odd Years

Notes: May not be taken more than twice. Travel fees involved; see instructor for details.

BIO 370 Vertebrate Zoology (4:3:3)

Evolution of major vertebrate groups with emphasis on morphology, ecology, and behavior. Comparisons of vertebrates in the laboratory through dissections and field work.

Prerequisite: BIO 112

Offered: Fall

Notes: May not be taken more than twice.

BIO 392 Genetics (3:3)

Mendelism and modern trends in genetics.

Prerequisite: BIO 112

Offered: Fall & Spring

Notes: May not be taken more than twice.

BIO 393 Genetics Laboratory (1:0:3)

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

Prerequisite: Pr. or Coreq. BIO 392

Offered: Fall & Spring

Notes: May not be taken more than twice.

BIO 420 Marine Biology (3:3)

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.

Prerequisite: BIO 112 and one of BIO 301, BIO 322, BIO 341, BIO 354, BIO 355, BIO 370, or BIO 392

Offered: Spring

BIO 424 Plant Physiology and Biotechnology (3:2:3)

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*.

Prerequisite: BIO 355

Offered: Spring

BIO 425 Biological Clocks (3:3)

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.

Prerequisite: One of BIO 301, BIO 322, BIO 341, BIO 354, BIO 355, BIO 370, BIO 392

Offered: Fall

BIO 430 Biological Evolution (3:3)

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.

Prerequisite: BIO 301 and BIO 392, and one of BIO 322, BIO 341, BIO 354, or BIO 370

Offered: Spring

BIO 431 The Biosphere (3:3)

A study of environmental issues in biology, specifically ecosystems, population dynamics, biodiversity and extinction.

Prerequisite: BIO 301

BIO 438 Animal Behavior (3:3)

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.

Prerequisite: PSY 121 and PSY 230, or BIO 112

Notes: Students cannot receive credit for both this course and BIO 439 or PSY 438 or PSY 438L.

Cross Listed: Same as PSY 438.

BIO 439 Animal Behavior with Laboratory (4:3:3)

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.

Prerequisite: PSY 230 and PSY 311, or BIO 112

Offered: Alt Spring

Notes: Students cannot receive credit for both this course and BIO 438 or PSY 438 or PSY 438L.

Cross Listed: Same as PSY 438L.

BIO 453 Vertebrate Morphogenesis (4:3:3)

Vertebrate development focussed 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.

Prerequisite: BIO 355

Offered: Fall

BIO 464 Developmental Biology (4:3:3)

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.

Prerequisite: C (2.0) or better in BIO 355 and BIO 392

Offered: Spring

BIO 472 Histology (4:3:4)

Microscopic anatomy of vertebrate tissues. Emphasis on correlation of cell and tissue functions with structures visible under the light and electron microscopes.

Prerequisite: BIO 355

Offered: Odd Spring

BIO 477 Animal Physiology (3:3)

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.

Prerequisite: BIO 355 and one of BIO 277, BIO 341, or BIO 370

Offered: Even Fall

BIO 479 Neurobiology (3:3)

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.

Prerequisite: BIO 355

Offered: Odd Fall

Notes: PHY 212 or PHY 292 recommended.

BIO 479L Neurobiology Laboratory (1:0:2)

Computer-based laboratory exercises to complement BIO 479 lecture material, including intracellular and extracellular recording simulations.

Prerequisite: Pr. or Coreq. BIO 479

Offered: Alt Fall

Notes: PHY 212 or PHY 292 recommended

BIO 481 General Microbiology (4:3:4)

Introductory survey of microbiology, emphasizing the role of microorganisms in everyday life.

Prerequisite: BIO 301, BIO 355, and BIO 392; or permission of instructor

Offered: Fall

BIO 491 Introduction to Mathematical Models in Biology (3:3)

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.

Prerequisite: B- or higher in BIO 112 and either MAT 191 or STA 271; or permission of instructor

Cross Listed: Same as MAT 491.

BIO 493 Honors Work (3–6)

Only three (3) s.h. allowed in combination with BIO 497 or BIO 499.

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. Only three (3) s.h. allowed in combination with BIO 497 or BIO 499.

BIO 494 Introduction to Biotechnology (4:3:4)

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.

Prerequisite: BIO 392 and BIO 393

Offered: Spring

BIO 497 Internship in Biology (1–3:0:3–9)

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.

Prerequisite: Minimum overall GPA of 2.80; two of BIO 301, BIO 322, BIO 341, BIO 354, BIO 355, BIO 370, BIO 392 with a grade of C or better; and permission of instructor

Notes: May be repeated for up to 6 s.h. credit with departmental permission. Only 3 s.h. credit allowed in combination with BIO 493 or BIO 499.

BIO 498 Biology Seminar (1:1)

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.

Prerequisite: Two from BIO 301, BIO 322, BIO 341, BIO 354, BIO 355, BIO 370, BIO 392 and permission of instructor

Notes: May be repeated for up to 6 s.h. credit with departmental permission. Only 3 s.h. credit allowed in combination with BIO 493 or BIO 497

BIO 501 Advanced Topics in Animal Ecology (3:3)

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.

Prerequisite: Permission of instructor

BIO 502 Advanced Topics in Animal Physiology (3:3)

Study of physiological mechanisms; selected problems from current literature.

Prerequisite: Permission of instructor

BIO 503 Advanced Topics in Biochemistry (3:3)

Directed readings and reports from the biochemical literature. Structure and biosynthesis of macromolecules and the composition and kinetic characteristics of biochemical pathways.

Prerequisite: Permission of instructor

BIO 504 Advanced Topics in Cell Biology (3:3)

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.

Prerequisite: Permission of instructor

BIO 505 Advanced Topics in Ecological Physiology (3:3)

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.

Prerequisite: Permission of instructor

BIO 506 Advanced Topics in Genetics (3:3)

Basic mechanisms of gene action in microbes, animals, and plants.

Prerequisite: Permission of instructor

BIO 507 Advanced Topics in Neurobiology (3:3)

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.

Prerequisite: Permission of instructor

BIO 509 Advanced Topics in Microbiology (3:3)

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.

Prerequisite: Permission of instructor

BIO 510 Advanced Topics in Plant Ecology (3:3)

Studies of special terrestrial communities or plant groups.

Prerequisite: Permission of instructor

BIO 511 Advanced Topics in Plant Physiology (3:3)

The physiology of growth and development in vascular plants treated in terms of phytohormones, nutrition, theories of transport, and environmental factors.

Prerequisite: Permission of instructor

BIO 512 Advanced Topics in Plant Structure and Evolution (3:3)

Study of current topics in plant structure, development, and evolution. A term paper is normally required.

Prerequisite: Permission of instructor

BIO 513 Advanced Topics in Reproductive Biology (3:3)

Directed readings and original research on reproductive biology, with emphasis on structural, regulatory, behavioral, and evolutionary aspects.

Prerequisite: Permission of instructor

BIO 515 Advanced Topics in Vertebrate History (3:3)

Directed/independent study of classification and phylogeny of particular vertebrate groups that results in a term paper.

Prerequisite: Permission of instructor

BIO 520 Ecosystem Ecology (3:3)

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.

Prerequisite: BIO 301

Offered: Alt Spring

BIO 522 Landscape Ecology (3:3)

Introduction to patch-corridor-matrix structure of landscapes and their impact on ecological processes. Discussion of landscape indices, spatial heterogeneity, current issues, and general approaches in landscape ecology.

Prerequisite: BIO 301; STA 271 recommended

Corequisite: BIO 523

Offered: Fall

BIO 523 Landscape Ecology Laboratory (1:0:4)

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.

Prerequisite: BIO 301

Corequisite: BIO 522

Offered: Fall

BIO 526 Conservation Biology (3:3)

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.

Prerequisite: BIO 301 and BIO 392; STA 271 recommended

Offered: Even Fall

BIO 527 Terrestrial Plant Ecology (3:2:3)

Application of principles of ecology to plants and plant communities. Experimental methods stressed in laboratory work. Two required weekend field trips.

Prerequisite: Permission of instructor

Offered: Odd Fall

BIO 528 Microbial Ecology (3:3)

Emphasis on current areas of active research with reference to applied problems.

Prerequisite: BIO 280 or BIO 481, or permission of instructor

Offered: Even Spring

BIO 529 Aquatic Ecology (3:3)

The study of the geology, physics, chemistry, and ecology of lakes, including reservoirs and streams with comparisons to the ocean.

Prerequisite: BIO 301 and CHE 114, or permission of instructor

Offered: Fall

BIO 530 Aquatic Ecology Laboratory (1:0:4)

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.

Prerequisite: BIO 301

Corequisite: BIO 529

Offered: Fall

BIO 535 Biochemistry: Metabolic Regulation in Health and Disease (3:3)

Chemical properties of major cellular compounds; biosynthesis, degradation, and function of carbohydrates, lipids, proteins, nucleic acids, vitamins, and hormones; energy metabolism; enzymatic catalysis.

Prerequisite: BIO 355 or BIO 392, or permission of instructor

Offered: Spring

BIO 536 Biology of Aging (3:3)

An integrative look at biological theory and mechanisms to explain the diversity of the aging process, including human implications.

Prerequisite: BIO 301, BIO 355, BIO 392, or permission of instructor

Offered: Alt Fall

BIO 540 Genes and Signals (3:3)

Investigates the regulation of gene expression in bacteria, yeast, and higher eukaryotes, and explores how such regulatory systems have evolved.

Prerequisite: BIO 355 and BIO 392

Offered: Alt Spring

BIO 541 Entomology (3:2:3)

A theoretical and practical overview of the insect orders, selected topics of insect behavior, ecology, and evolution, and an introduction to human-insect interactions.

Prerequisite: BIO 301 and BIO 341, or permission of instructor. BIO 392 recommended.

Offered: Alt Fall

BIO 543 Biophysics (3:3)

Introduction to cellular biophysics, with emphasis on the physical properties of membranes, including membrane transport mechanisms and electrical properties of membranes.

Prerequisite: BIO 355, CHE 114, MAT 191, and either PHY 211 with PHY 212 or PHY 291 with PHY 292; or permission of instructor.

Offered: Alt Fall

Cross Listed: Same as PHY 543.

BIO 545 General Biochemistry Laboratory (1:0:3)

Experimental work designed to complement lecture material of BIO 535.

Prerequisite: Pr. or Coreq. BIO 535

Offered: Fall

BIO 549 Current Topics in Biology (1–3)

Advanced topics courses in the biological sciences. Topics vary with instructor.

Prerequisite: BIO 112 and permission of instructor

BIO 552 Metamorphosis (3:3)

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.

Prerequisite: Three (3) courses selected from BIO 301, BIO 322, BIO 341, BIO 354, BIO 355, BIO 370, BIO 392; or permission of instructor

BIO 555 Vertebrate Reproduction (3:3)

An advanced treatment of the diversity of vertebrate reproductive biology, with emphasis on structural, regulatory, behavioral, and evolutionary aspects.

Prerequisite: One of BIO 277, BIO 370, BIO 425, BIO 453, BIO 464, or BIO 477

BIO 560 Symbiosis (3:3)

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.

Prerequisite: Three (3) courses selected from BIO 301, BIO 322, BIO 341, BIO 354, BIO 355, BIO 370, or BIO 392, or permission of instructor

Offered: Odd Spring

BIO 567 Chemical Senses (3:3)

Exploration and interactive discussion of chemosensory stimuli, chemosensory transduction mechanisms, neural processing of chemosensory information, and organismal consequences of chemoreception.

Prerequisite: BIO 355, and one of the following: BIO 277, BIO 472, BIO 477, BIO 479, PSY 435, PSY 436, or permission of instructor

BIO 573 Drugs and the Brain (3:3)

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.

Prerequisite: BIO 355, and one of the following: BIO 277, BIO 477, BIO 479, PSY 230; or permission of instructor.

Offered: Alt Fall

Notes: CHE 351 recommended.

BIO 575 Neuroanatomical Techniques (3:2:4)

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.

Prerequisite: 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

Offered: Odd Spring

BIO 578 Hormones in Action (3:3)

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.

Prerequisite: BIO 355 and BIO 392

Offered: Fall

BIO 579 Environmental Physiology (3:3)

Lectures, discussions, and student presentations on the physiology of animals as it is influenced by and is adapted to environmental conditions.

Prerequisite: BIO 112, and BIO 341 or BIO 355 or BIO 370, and BIO 277 or BIO 477

Offered: Odd Fall

BIO 583 Virology (3:3)

Selected topics in virology. Emphasis upon new trends in the study of animal, plant, and bacterial viruses at both molecular and cellular levels.

Prerequisite: BIO 481 or permission of instructor

Offered: Even Spring

BIO 584 Immunology (3:3)

Principles of immunology and serology covering both humoral and cellular aspects of immunobiology. Selected topics include: T and B cell, immunoglobulins, tolerance, hypersensitivity.

Prerequisite: BIO 481 or permission of instructor

Offered: Odd Spring

BIO 586 Cell Cycle and Cancer (3:3)

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.

Prerequisite: BIO 355 and BIO 392, or permission of instructor

Offered: Alt Spring

BIO 587 Epigenetics (3:3)

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.

Prerequisite: BIO 355 and BIO 392

Offered: Alt Fall

BIO 589 Experimental Course

This number reserved for experimental courses. Refer to the Course Schedule for current offerings.

BIO 589A Experimental Course: Ecology of Infectious Diseases (4:4)

Discussion of the ecological drivers of infectious disease dynamics, distribution, and evolution ranging from the individual to biospheric factors. Includes theory, case studies, lab work, and field work.

Prerequisite: BIO 301

Offered: Offered fall '10

BIO 591 Population Genetics and Molecular Evolution (3:3)

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.

Prerequisite: BIO 392 or permission of instructor

Offered: Alt Spring

BIO 593 Genetics of Complex Traits (3:3)

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.

Prerequisite: BIO 392 or permission of the instructor

Offered: Alt Spring

BIO 595 Advanced Genetics (3:3)

Selected topics in genetics at an advanced level. Emphasis placed on comparative view of molecular mechanisms underlying animal and plant development.

Prerequisite: BIO 392

Offered: Even Spring

BIO 596 Molecular Biological Approaches in Research (1:1)

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.

Prerequisite: BIO 392

Notes: May be repeated for a total of 3 s.h. credit.

BIO 597 Workshops in Biotechnology (1:0:3)

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.

Prerequisite: 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.

Business Minor

Required: minimum of 21 semester hours

AOS Code: U398

The Business Minor, consisting of 21 semester hours, is available for majors outside the Bryan School of Business

and Economics who are in good standing in the University and are not ACCT, BADM, ENTR, FINC, ISSC, or MKTG majors. 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.

Requirements

Meet the following in the order listed:

1. Cumulative GPA of 2.0 in all courses taken for the Business minor

2. Complete the following:

| | |
|---------|---|
| ACC 201 | Financial Accounting or |
| ACC 202 | Managerial Accounting or |
| ACC 218 | Financial Statement Preparation and Disclosures |
| ECO 101 | Introduction to Economics or |
| ECO 201 | Principles of Microeconomics |
| ISM 110 | Business Computing I |

3. 12 additional s.h. from the following course prefixes: ACC, BUS, ENT, FIN, ISM, MGT, MKT, or SCM

4. Nine (9) s.h. of the minor course work must be successfully completed at UNCG.

Department of Chemistry and Biochemistry

College of Arts & Sciences
435 Science Building
336/334-5714
www.uncg.edu/che

Faculty

Patricia Reggio, Professor and Head of Department

Professors Haddy, Nile, Taylor, Walsh

Associate Professors Banks, Cech, Chiu, Oberlies, Raner, Reddick

Assistant Professors Croatt, Duffy, Petersen

Lecturers Burnes, Gerhard

Laboratory Assistants Barber, Katsikas

Visiting Associate Professor Martinie

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 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 Biochemistry, and Ph.D. in Medicinal Chemistry are offered at the graduate level (see *The Graduate School Bulletin*). 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 health 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.

Biochemistry Major (BCHE)—B.S.

Degree: Bachelor of Science

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

AOS Code: U860

The **Biochemistry Major (B.S.)** is designed to prepare students for graduate training in the biochemical sciences, medicine, and other health 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.

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (6 s.h.)

Student selects 6 s.h. from GLT list.

GFA—Fine Arts (3 s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (8 s.h.)

| | |
|---------|--------------------------------|
| CHE 111 | General Chemistry I |
| CHE 112 | General Chemistry I Laboratory |

| | |
|---------|---------------------------------|
| PHY 211 | General Physics I |
| | or |
| PHY 291 | General Physics I with Calculus |

GMT—Mathematics (3 s.h.)

| | |
|---------|------------|
| MAT 191 | Calculus I |
|---------|------------|

GRD—Reasoning and Discourse (6 s.h.)

| | |
|---------|---|
| ENG 101 | College Writing I |
| | or |
| FMS 115 | Freshman Seminar in Reasoning and Discourse I |
| | or |

RCO 101 College Writing I

Student selects additional 3 s.h. from the GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

Student selects additional 3 s.h. from GSB list.

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See requirements and approved courses.

Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from the GHP/GPM or GHP/GMO list.

Natural Sciences (3–4 s.h.)

BIO 111 Principles of Biology I

GSB—Social and Behavioral Sciences (3 s.h.)

Student selects 3 s.h. from GSB list.

GFL—Foreign Language (0–12 s.h.)

intermediate-level proficiency in one language, demonstrated by placement test, or completion of course work through course number 204

WI—Writing Intensive Courses

a total of four WI courses

IV Major Requirements

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.

Courses

| | |
|---------|--|
| 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 354 | Organic Chemistry Laboratory |
| CHE 355 | Intermediate Organic Chemistry Lab |
| CHE 401 | Chemistry Seminar Introduction |
| CHE 402 | Chemistry Seminar |
| CHE 406 | Introductory Physical Chemistry |
| CHE 407 | Introductory Physical Chemistry Laboratory |
| CHE 556 | Biochemistry I |
| CHE 557 | Biochemistry II |
| CHE 558 | Biochemistry Laboratory |

CHE 111, CHE 112: satisfies GNS

CHE 401: (audit)

V Related Area Requirements

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.

1.

| | |
|---------|-------------|
| MAT 191 | Calculus I |
| MAT 292 | Calculus II |

MAT 191 satisfies GMT

2.

| | |
|---------|--------------------------|
| BIO 111 | Principles of Biology I |
| BIO 112 | Principles of Biology II |

and either:

| | |
|---------|-------------------------|
| BIO 392 | Genetics |
| BIO 393 | Genetics Laboratory |
| | or |
| BIO 355 | Cell Biology |
| BIO 356 | Cell Biology Laboratory |

BIO 393, BIO 356: (labs)

3.

| | |
|---------|----------------------------------|
| PHY 211 | General Physics I |
| PHY 212 | General Physics II |
| | or |
| PHY 291 | General Physics I with Calculus |
| PHY 292 | General Physics II with Calculus |

PHY 211, PHY 291: satisfy GNS

4. Advanced Biochemistry Elective or Independent Study (3–4 s.h.)

| | |
|----------|--|
| 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 |

or one of the following independent study courses:

| | |
|---------|--------------------------------|
| 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 |

5. Advanced Biological Science Elective (3–4 s.h.)

one or more of 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 |
| PHY 543/BIO 543 | Biophysics |

BIO 494 strongly recommended (if not used as Advanced Biochemistry elective)

VI Electives

Electives should be sufficient to complete the 122 semester hours required for the degree. Additional advanced courses in Chemistry and Biology are recommended. CST 105, which fulfills the GRD requirement, is recommended.

Chemistry Major (CHEM)—B.A.

Degree: Bachelor of Arts

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

AOS Code: U121

The Chemistry Major (B.A.), while less specialized than the B.S. program, provides sound training in chemistry. It offers fine 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.

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (6 s.h.)

Student selects 6 s.h. from GLT list.

GFA—Fine Arts (3 s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (8 s.h.)

| | |
|---------|--------------------------------|
| CHE 111 | General Chemistry I |
| CHE 112 | General Chemistry I Laboratory |

| | |
|---------|---------------------------------|
| PHY 211 | General Physics I |
| | or |
| PHY 291 | General Physics I with Calculus |

GMT—Mathematics (3 s.h.)

| | |
|---------|------------|
| MAT 191 | Calculus I |
|---------|------------|

GRD—Reasoning and Discourse (6 s.h.)

| | |
|---------|--|
| ENG 101 | College Writing I |
| | or |
| FMS 115 | Freshman Seminar in Reasoning and Discourse I |
| | or |
| RCO 101 | College Writing I |

Student selects additional 3 s.h. from the GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

Student selects 6 s.h. from GSB list.

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers; at least one course must carry the GN marker

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See requirements and approved courses.

Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from the GHP/GPM or GMO list.

Natural Sciences (3–4 s.h.)

Student selects 3–4 s.h. from GLS list.

GSB—Social and Behavioral Sciences (3 s.h.)

Student selects 3 s.h. from GSB list.

GFL—Foreign Language (0–12 s.h.)

intermediate-level proficiency in one language, demonstrated by placement test, or completion of course work through course number 204

WI—Writing Intensive Courses

a total of four WI courses

IV Major Requirements

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.

1.

| | |
|---------|----------------------------------|
| 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 354 | Organic Chemistry Laboratory |

| | |
|---------|------------------------------------|
| CHE 355 | Intermediate Organic Chemistry Lab |
| CHE 402 | Chemistry Seminar |

| | |
|---------|---------------------------------------|
| CHE 406 | Introductory Physical Chemistry or |
| CHE 461 | Physical Chemistry I |

The following course is taken as an audit:

| | |
|---------|--------------------------------|
| CHE 401 | Chemistry Seminar Introduction |
|---------|--------------------------------|

2. Two courses from among:

| | |
|---------|---|
| CHE 420 | Chemical Principles of Biochemistry or |
| CHE 556 | Biochemistry I and |
| CHE 557 | 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 |

CHE 556 and CHE 557: count as one course

V Related Area Requirements

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.

1.

| | |
|---------|-------------|
| MAT 191 | Calculus I |
| MAT 292 | Calculus II |

MAT 191 satisfies GMT

2.

| | |
|---------|--------------------------|
| PHY 211 | General Physics I and |
| PHY 212 | General Physics II |

or

| | |
|---------|--|
| PHY 291 | General Physics I with Calculus and |
| PHY 292 | General Physics II with Calculus |

VI Electives

Electives should be sufficient to complete the 122 semester hours required for the degree. Additional advanced courses in mathematics are advised. CST 105 is recommended as a GRD requirement. Additional chemistry courses above the 100 level may be taken.

Chemistry Major with Comprehensive Science High School Teaching Licensure (CHEM)—B.A.

Degree: Bachelor of Arts in Chemistry, with Standard Professional I Comprehensive Science High School Teaching License

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level; note that licensure programs may require hours beyond the minimum listed.

AOS Code: U125

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.

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (3 s.h.)

Student selects 3 s.h. from GLT list.

GFA—Fine Arts (3.s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (8 s.h.)

| | |
|---------|--------------------------------|
| CHE 111 | General Chemistry I |
| CHE 112 | General Chemistry I Laboratory |
| PHY 211 | General Physics I |

GMT—Mathematics (3 s.h.)

| | |
|---------|------------|
| MAT 191 | Calculus I |
|---------|------------|

GRD—Reasoning and Discourse (6 s.h.)

| | |
|---------|---|
| ENG 101 | College Writing I |
| | or |
| FMS 115 | Freshman Seminar in Reasoning and Discourse I |
| | or |
| RCO 101 | College Writing I |

Student selects additional 3 s.h. from the GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

Student selects 6 s.h. from GSB list.

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See requirements and approved courses.

Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from the GHP/GPM or GHP/GMO list.

Natural Sciences (3–4 s.h.)

| | |
|---------|-------------------------|
| BIO 111 | Principles of Biology I |
|---------|-------------------------|

GSB—Social and Behavioral Sciences (3 s.h.)

Student selects 3 s.h. from GSB list.

GFL—Foreign Language (0–12 s.h.)

intermediate-level proficiency in one language, demonstrated by placement test, or completion of course work through course number 204

Writing Intensive Courses (WI)

a total of four WI courses

IV Major Requirements

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.

1.

| | |
|---------|---------------------------------|
| 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 354 | Organic Chemistry Laboratory |
| CHE 355 | Intermediate Organic Chemistry Lab |
| CHE 402 | Chemistry Seminar |

| | |
|---------|---------------------------------------|
| CHE 406 | Introductory Physical Chemistry or |
| CHE 461 | Physical Chemistry I |

The following course is taken as an audit:

| | |
|---------|--------------------------------|
| CHE 401 | Chemistry Seminar Introduction |
|---------|--------------------------------|

2. Two courses from among:

| | |
|---------|---|
| CHE 420 | Chemical Principles of Biochemistry or |
| CHE 556 | Biochemistry I and |
| CHE 557 | 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 |
| TED 559 | Teaching Practices and Curriculum in Science |

CHE 556 and CHE 557: count as one course

V Related Area Requirements

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.

1.

| | |
|---------|-------------|
| MAT 191 | Calculus I |
| MAT 292 | Calculus II |

2.

| | |
|---------|--|
| PHY 211 | General Physics I and |
| PHY 212 | General Physics II or |
| PHY 291 | General Physics I with Calculus and |
| PHY 292 | General Physics II with Calculus |

VI Additional requirements

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 following:

1.

| | |
|---------|--------------------------|
| BIO 111 | Principles of Biology I |
| BIO 112 | Principles of Biology II |

2.

| | |
|---------|-------------------------------|
| GEO 103 | Introduction to Earth Science |
|---------|-------------------------------|

And one or more of:

| | |
|---------|--|
| GEO 111 | Physical Geology |
| GEO 205 | Environmental Change: Its Nature and Impact |
| GEO 311 | Weather and Climate |
| GEO 314 | Physical Geography: Landscape Processes |

VII Teacher Licensure Requirements

(Contact the School of Education Office of Student Services at 336/334-3410 for more information.)

The following courses 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.

1.

| | |
|---------|------------------------------|
| TED 535 | Literacy in the Content Area |
|---------|------------------------------|

2.

| | |
|---------|---|
| ERM 401 | Assessment I: Accountability in Our Nation's Schools |
| ERM 402 | Assessment II: Standardized Tests |
| ERM 403 | Assessment III: Classroom Assessment |

3.

| | |
|---------|--|
| TED 401 | Child and Adolescent Development and Learning |
| SES 401 | Understanding and Teaching Students with Disabilities in Inclusive Settings |
| TED 403 | Teaching English Learners with Diverse Abilities |

SES 401: requires 25 hours of internship in the schools

TED 403: requires 25 hours of internship in the schools

4.

| | |
|---------|--|
| TED 445 | Human Diversity, Teaching, and Learning |
|---------|--|

TED 445: requires 25 hours of internship in the schools

5.

| | |
|---------|---|
| TED 559 | Teaching Practices and Curriculum in Science |
|---------|---|

TED 559: requires 50 hours of internship in the schools

6.

| | |
|---------|---|
| TED 465 | Student Teaching and Seminar: Secondary School |
|---------|---|

LIS 120 is strongly recommended.

TED 465: 12 s.h.

The courses should be taken in the following sequence:

Junior Year, Fall

| | |
|---------|--|
| ERM 401 | Assessment I: Accountability in Our Nation's Schools |
| TED 401 | Child and Adolescent Development and Learning |
| TED 445 | Human Diversity, Teaching, and Learning |

Junior Year, Spring

| | |
|-----------------|---|
| ERM 402 | Assessment II: Standardized Tests |
| SES 401 | Understanding and Teaching Students with Disabilities in Inclusive Settings |
| TED 403 | Teaching English Learners with Diverse Abilities |
| LIS 120/TED 120 | Introduction to Instructional Technology for Educational Settings |

Senior Year, Fall

| | |
|---------|--|
| ERM 403 | Assessment III: Classroom Assessment |
| TED 535 | Literacy in the Content Area |
| TED 559 | Teaching Practices and Curriculum in Science |

Senior Year, Spring

| | |
|---------|--|
| TED 465 | Student Teaching and Seminar: Secondary School |
|---------|--|

Chemistry Major (CHEM)—B.S.

Degree: Bachelor of Science

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

Available Concentrations & AOS Codes:

Chemistry, U123
Chemistry Research, U168
Biochemistry, U124

The **Chemistry Major (B.S.)** differs from the B.A. in requiring additional advanced courses in chemistry and/or related sciences. It provides very thorough undergraduate training in chemistry and an excellent background for students planning to undertake graduate work or to enter the chemical industry. Students who complete this program will be certified to the American Chemical Society upon graduation as having fulfilled the Society's 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 four years of research. The concentration is designed to prepare students for graduate training 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 training 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.

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (6 s.h.)

Student selects 6 s.h. from GLT list.

GFA—Fine Arts (3.s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (6–7 s.h.)

| | |
|---------|---------------------------------|
| CHE 111 | General Chemistry I |
| CHE 112 | General Chemistry I Laboratory |
| PHY 291 | General Physics I with Calculus |

Students in the Chemistry Research concentration may also choose:

| | |
|---------|-------------------|
| PHY 211 | General Physics I |
|---------|-------------------|

GMT—Mathematics (3 s.h.)

| | |
|---------|------------|
| MAT 191 | Calculus I |
|---------|------------|

GRD—Reasoning and Discourse (6 s.h.)

| | |
|---------|---|
| ENG 101 | College Writing I |
| | or |
| FMS 115 | Freshman Seminar in Reasoning and Discourse I |
| | or |
| RCO 101 | College Writing I |

Student selects additional 3 s.h. from the GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

Student selects 6 s.h. from GSB list.

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core

requirements or courses required by the major/concentration.

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, students must also complete a second WI course within the major. All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See requirements and approved courses.

Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from the GHP/GPM or GHP/GMO list.

Natural Sciences (3–4 s.h.)

Student selects 3–4 s.h. from GNS/GLS or GNS/GPS list.

Social and Behavioral Sciences (GSB)

Student selects 3 s.h. from GSB list.

GFL—Foreign Language (0–12 s.h.)

intermediate-level proficiency in one language, demonstrated by placement test, or completion of course work through course number 204

Writing Intensive Courses (WI)

a total of four WI courses

IV Major Requirements

Chemistry Concentration

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.

| | |
|---------|----------------------------------|
| 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 354 | Organic Chemistry Laboratory |
| CHE 355 | Intermediate Organic Chemistry Lab |
| CHE 401 | Chemistry Seminar Introduction |
| CHE 402 | Chemistry Seminar |

| | |
|---------|-------------------------------------|
| CHE 420 | Chemical Principles of Biochemistry |
|---------|-------------------------------------|

or

| | |
|---------|--------------------|
| CHE 556 | Biochemistry I and |
| CHE 557 | 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 |
| CHE 531 | Instrumental Analysis |
| CHE 533 | Instrumental Analysis Laboratory |

CHE 401: (audit)

CHE 556 and CHE 557 count as one course.

CHE 111, CHE 112: satisfy GNS.

Chemistry Research Concentration

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.

1.

a.

| | |
|---------|------------------------------------|
| CHE 111 | General Chemistry I |
| CHE 112 | General Chemistry I Laboratory |
| CHE 114 | General Chemistry II |
| CHE 191 | Introduction to Research |
| CHE 331 | Quantitative Analysis |
| CHE 333 | Quantitative Analysis Laboratory |
| CHE 342 | Inorganic Chemistry |
| CHE 351 | Organic Chemistry I |
| CHE 352 | Organic Chemistry II |
| CHE 354 | Organic Chemistry Laboratory |
| CHE 355 | Intermediate Organic Chemistry Lab |
| CHE 402 | Chemistry Seminar |

| | |
|---------|---------------------------------|
| CHE 406 | Introductory Physical Chemistry |
| | or |
| CHE 461 | Physical Chemistry I |

| | |
|---------|---------------|
| CHE 499 | Senior Thesis |
|---------|---------------|

b. Each of the following taken for 3 s.h.:

| | |
|---------|--------------------|
| CHE 291 | Sophomore Research |
| CHE 292 | Sophomore Research |
| CHE 391 | Junior Research |
| CHE 392 | Junior Research |
| CHE 491 | Senior Research |

c. The following taken for 2 s.h.:

| | |
|---------|-----------------|
| CHE 492 | Senior Research |
|---------|-----------------|

d. The following taken as an audit:

| | |
|---------|--------------------------------|
| CHE 401 | Chemistry Seminar Introduction |
|---------|--------------------------------|

2. Two courses from among:

| | |
|---------|-------------------------------------|
| CHE 420 | Chemical Principles of Biochemistry |
| | or |
| CHE 556 | Biochemistry I |
| | and |
| CHE 557 | 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 |

CHE 556 and CHE 557: count as one course

Biochemistry Concentration

Only major requirement and related area requirement courses in which grades of C- or better are earned will be counted toward the concentration. Students must earn a C- or better in prerequisite major requirement and related area requirement courses before advancing to subsequent courses.

| | |
|---------|--|
| 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 354 | Organic Chemistry Laboratory |
| CHE 355 | Intermediate Organic Chemistry Lab |
| CHE 401 | Chemistry Seminar Introduction |
| 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 II |
| CHE 558 | Biochemistry Laboratory |

CHE 111, CHE 112: satisfy GNS

CHE 401: (audit)

V Related Area Requirements

Chemistry Concentration

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.

1.

| | |
|---------|--------------|
| MAT 191 | Calculus I |
| MAT 292 | Calculus II |
| MAT 293 | Calculus III |

MAT 191 satisfies GMT

2.

| | |
|---------|----------------------------------|
| PHY 291 | General Physics I with Calculus |
| PHY 292 | General Physics II with Calculus |

PHY 291 satisfies GNS.

3. At least one course selected from:

| | |
|---------|---|
| CHE 490 | Internship in Chemistry and Biochemistry |
| CHE 491 | Senior Research |
| CHE 492 | Senior Research |
| CHE 493 | Honors Work |
| CHE 536 | Computational Chemistry |
| CHE 553 | Advanced Organic Chemistry I |
| CHE 555 | Organometallic Chemistry |
| CHE 570 | Special Topics in Chemistry |
| BIO 355 | Cell Biology |
| BIO 392 | Genetics |
| BIO 477 | Animal Physiology |
| BIO 479 | Neurobiology |
| BIO 506 | Advanced Topics in Genetics |
| CSC 230 | Elementary Data Structures and Algorithms |
| CSC 330 | Advanced Data Structures |
| CSC 339 | Concepts of Programming Languages |
| CSC 523 | Numerical Analysis and Computing |
| CSC 524 | Numerical Analysis and Computing |
| MAT 310 | Elementary Linear Algebra |
| MAT 311 | Introduction to Abstract Algebra |
| MAT 345 | Vector and Tensor Analysis |
| MAT 390 | Ordinary Differential Equations |
| MAT 394 | Calculus IV |
| MAT 395 | Introduction to Mathematical Analysis |
| PHY 321 | Introduction to Modern Physics |
| PHY 323 | Mechanics |
| PHY 325 | Electricity and Magnetism I |
| PHY 327 | Thermal Physics |
| PHY 412 | Electronics for Scientists |
| PHY 413 | Microcomputer Interfacing for Scientists |
| PHY 421 | Modern Physics with Quantum Mechanics |
| PHY 426 | Electricity and Magnetism II |

CHE 490: minimum of 2 s.h. total for any combination of CHE 491 and CHE 492 count as one course.

CHE 570: minimum 2 s.h. total for any combination of CHE 570 courses, counts as one course.

Chemistry Research Concentration

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.

1.

| | |
|---------|-------------|
| MAT 191 | Calculus I |
| MAT 292 | Calculus II |

MAT 191 satisfies GMT

2.

| | |
|---------|----------------------------------|
| PHY 211 | General Physics I |
| PHY 212 | General Physics II |
| | or |
| PHY 291 | General Physics I with Calculus |
| PHY 292 | General Physics II with Calculus |

PHY 211 and PHY 291 satisfy GNS.

Biochemistry Concentration

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.

1. Advanced Biochemistry

3–4 s.h. from

- | | |
|---------|-----------------|
| CHE 491 | Senior Research |
| | or |
| CHE 492 | Senior Research |

2.

| | |
|---------|--------------------------|
| BIO 111 | Principles of Biology I |
| BIO 112 | Principles of Biology II |
| BIO 392 | Genetics |

BIO 111 satisfies CAR GLS

3.

| | |
|---------|-------------|
| MAT 191 | Calculus I |
| MAT 292 | Calculus II |

MAT 191 satisfies GMT

4.

| | |
|---------|----------------------------------|
| PHY 291 | General Physics I with Calculus |
| PHY 292 | General Physics II with Calculus |

PHY 291 satisfies GNS

VI Electives

Chemistry Concentration

Electives should be sufficient to complete the 122 semester hours required for the degree. Additional advanced mathematics courses are advised. Additional chemistry courses above the 100 level may be taken. CST 105, which fulfills the GRD requirement, is also recommended.

Chemistry Research Concentration

Electives should be sufficient to complete the 122 semester hours required for the degree. Additional advanced mathematics courses are advised. CST 105, which fulfills the GRD requirement, is recommended.

Biochemistry Concentration

Electives should be sufficient to complete the 122 semester hours required for the degree. One additional advanced biology course (e.g., BIO 355 or BIO 481) is strongly recommended. CST 105, which fulfills the GRD requirement, is recommended.

Chemistry Major with Comprehensive Science High School Teaching Licensure (CHEM)—B.S.

Degree: B.S. in Chemistry, with Standard Professional I Comprehensive Science High School Teaching License

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level; note that licensure programs may require hours beyond the minimum listed.

AOS Code: U126

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.

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (6 s.h.)

Student selects 6 s.h. from GLT list.

GFA—Fine Arts (3 s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (6–7 s.h.)

| | |
|---------|---------------------------------|
| CHE 111 | General Chemistry I |
| CHE 112 | General Chemistry I Laboratory |
| PHY 291 | General Physics I with Calculus |

GMT—Mathematics (3 s.h.)

| | |
|---------|------------|
| MAT 191 | Calculus I |
|---------|------------|

GRD—Reasoning and Discourse (6 s.h.)

| | |
|---------|---|
| ENG 101 | College Writing I |
| | or |
| FMS 115 | Freshman Seminar in Reasoning and Discourse I |
| | or |
| RCO 101 | College Writing I |

Student selects additional 3 s.h. from the GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

Student selects 6 s.h. from GSB list.

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See requirements and approved courses.

Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from the GHP/GPM or GHP/GMO list.

Natural Sciences (GNS/GLS)

GSB—Social and Behavioral Sciences (3 s.h.)

Student selects 3 s.h. from GSB list.

GFL—Foreign Language (0–12 s.h.)

intermediate-level proficiency in one language, demonstrated by placement test, or completion of course work through course number 204

WI—Writing Intensive Courses

a total of four WI courses

IV Major Requirements

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.

Courses

| | |
|---------|------------------------------------|
| 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 354 | Organic Chemistry Laboratory |
| CHE 355 | Intermediate Organic Chemistry Lab |
| CHE 401 | Chemistry Seminar Introduction |
| CHE 402 | Chemistry Seminar |
| 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 |
| CHE 531 | Instrumental Analysis |
| CHE 533 | Instrumental Analysis Laboratory |

CHE 401: (audit)

Students choose one:

| | |
|---------|-------------------------------------|
| CHE 420 | Chemical Principles of Biochemistry |
| CHE 556 | Biochemistry I |
| CHE 557 | Biochemistry II |

CHE 556 and CHE 557 count as one course

V Related Area Requirements

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.

1.

| | |
|---------|--------------|
| MAT 191 | Calculus I |
| MAT 292 | Calculus II |
| MAT 293 | Calculus III |
2.

| | |
|---------|----------------------------------|
| PHY 291 | General Physics I with Calculus |
| PHY 292 | General Physics II with Calculus |

At least one course selected from:

| | |
|---------|--|
| CHE 490 | Internship in Chemistry and Biochemistry |
| CHE 491 | Senior Research |
| CHE 492 | Senior Research |
| CHE 493 | Honors Work |
| CHE 536 | Computational Chemistry |
| CHE 553 | Advanced Organic Chemistry I |
| CHE 555 | Organometallic Chemistry |
| CHE 570 | Special Topics in Chemistry |
| BIO 355 | Cell Biology |
| BIO 392 | Genetics |
| BIO 477 | Animal Physiology |
| BIO 479 | Neurobiology |
| BIO 506 | Advanced Topics in Genetics |
| CSC 230 | Elementary Data Structures and Algorithms |
| CSC 330 | Advanced Data Structures |
| CSC 339 | Concepts of Programming Languages |
| CSC 523 | Numerical Analysis and Computing |
| CSC 524 | Numerical Analysis and Computing |
| MAT 310 | Elementary Linear Algebra |
| MAT 311 | Introduction to Abstract Algebra |
| MAT 345 | Vector and Tensor Analysis |
| MAT 390 | Ordinary Differential Equations |
| MAT 394 | Calculus IV |
| MAT 395 | Introduction to Mathematical Analysis |
| PHY 321 | Introduction to Modern Physics |
| PHY 323 | Mechanics |
| PHY 325 | Electricity and Magnetism I |
| PHY 327 | Thermal Physics |
| PHY 412 | Electronics for Scientists |
| PHY 413 | Microcomputer Interfacing for Scientists |
| PHY 421 | Modern Physics with Quantum Mechanics |
| PHY 426 | Electricity and Magnetism II |
| TED 559 | Teaching Practices and Curriculum in Science |

CHE 492: minimum of 2 s.h. total for any combination of CHE 491 and CHE 492 count as one course.

CHE 570: minimum 2 s.h. total for any combination of CHE 570 courses, counts as one course.

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.

VI Additional requirements

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 following:

1.

| | |
|---------|--------------------------|
| BIO 111 | Principles of Biology I |
| BIO 112 | Principles of Biology II |
 2.

| | |
|---------|-------------------------------|
| GEO 103 | Introduction to Earth Science |
|---------|-------------------------------|
- and one or more of:**
- | | |
|---------|---|
| GEO 111 | Physical Geology |
| GEO 205 | Environmental Change: Its Nature and Impact |
| GEO 311 | Weather and Climate |
| GEO 314 | Physical Geography: Landscape Processes |

VII Teacher Licensure Requirements

(Contact the School of Education Office of Student Services at 336/334-3410 for more information.)

The following courses 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.

1.

| | |
|---------|------------------------------|
| TED 535 | Literacy in the Content Area |
|---------|------------------------------|
2.

| | |
|---------|--|
| ERM 401 | Assessment I: Accountability in Our Nation's Schools |
| ERM 402 | Assessment II: Standardized Tests |
| ERM 403 | Assessment III: Classroom Assessment |
3.

| | |
|---------|---|
| TED 401 | Child and Adolescent Development and Learning |
| SES 401 | Understanding and Teaching Students with Disabilities in Inclusive Settings |
| TED 403 | Teaching English Learners with Diverse Abilities |

SES 401: requires 25 hours of internship in the school

TED 403: requires 25 hours of internship in the schools

4.

| | |
|---------|---|
| TED 445 | Human Diversity, Teaching, and Learning |
|---------|---|

TED 445: requires 25 hours of internship in the schools

5.
TED 559 Teaching Practices and Curriculum in Science

TED 559: requires 50 hours of internship in the schools

6.
TED 465 Student Teaching and Seminar: Secondary School

TED 465: 12 s.h.

LIS 120 is strongly recommended.

The courses should be taken in the following sequence:

Junior Year, Fall:

- ERM 401 Assessment I: Accountability in Our Nation's Schools
TED 401 Child and Adolescent Development and Learning
TED 445 Human Diversity, Teaching, and Learning

Junior Year, Spring:

- ERM 402 Assessment II: Standardized Tests
SES 401 Understanding and Teaching Students with Disabilities in Inclusive Settings
TED 403 Teaching English Learners with Diverse Abilities
LIS 120/TED 120 Introduction to Instructional Technology for Educational Settings

Senior Year, Fall:

- ERM 403 Assessment III: Classroom Assessment
TED 535 Literacy in the Content Area
TED 559 Teaching Practices and Curriculum in Science

Senior Year, Spring:

- TED 465 Student Teaching and Seminar: Secondary School

Chemistry Minor

Required: minimum of 19 semester hours

AOS Code: U121

Requirements

A student may earn a minor in chemistry by:

Completing a minimum of 19 semester hours in chemistry including:

- CHE 114 General Chemistry II
CHE 115 General Chemistry II Laboratory
8 semester hours at the 300 level

With no more than 8 semester hours from introductory level courses:

- CHE 101 Introductory Chemistry
CHE 103 General Descriptive Chemistry I
CHE 104 General Descriptive Chemistry II
CHE 110 Introductory Chemistry Laboratory

- CHE 111 General Chemistry I
CHE 112 General Chemistry I Laboratory
CHE 114 General Chemistry II
CHE 115 General Chemistry II Laboratory

Chemistry Accelerated Master's Programs

Interested students should see Accelerated Master's Programs for Undergraduates for details about the B.S. in Chemistry/M.S. in Chemistry program requirements.

CHEMISTRY & BIOCHEMISTRY COURSES (CHE)

CHE 101 Introductory Chemistry (3:3)

Survey of fundamentals of measurement, molecular structure, reactivity, and organic chemistry; applications to textiles, environmental, consumer, biological, and drug chemistry.

Offered: Fall & Spring & Summer

Distribution: GE Core: GNS, CAR: 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 (3:3)

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.

Corequisite: CHE 110 must be taken concurrently unless student takes CHE 104 or CHE 111 later.

Offered: Fall & Spring & Summer

Distribution: GE Core: GNS, CAR: GPS

Notes: Not open to students who have already taken CHE 111.

CHE 104 General Descriptive Chemistry II (3:3)

Applications of the principles introduced in CHE 103 to representative organic and biological systems. Topics include introductory organic and biochemical concepts.

Prerequisite: CHE 103 or permission of instructor

Corequisite: CHE 110 must be taken concurrently unless taken with CHE 103.

Offered: Fall & Spring & Summer

Distribution: GE Core: GNS, CAR: GPS

CHE 110 Introductory Chemistry Laboratory (1:0:3)

Designed to acquaint non-science majors with basic laboratory practices.

Corequisite: To be taken concurrently with either CHE 103 or CHE 104. Also may accompany CHE 101.

Offered: Fall & Spring & Summer

Distribution: GE Core: GNS, CAR: GPS

CHE 111 General Chemistry I (3:3)

Fundamental principles of chemistry, including stoichiometry, atomic structure, and states of matter.

Prerequisite: One year of high school chemistry or CHE 103; students lacking high school chemistry should take the sequence CHE 103, CHE 111, CHE 114

Corequisite: CHE 112

Offered: Fall & Spring & Summer

Distribution: GE Core: GNS, CAR: GPS

CHE 112 General Chemistry I Laboratory (1:0:3)

Laboratory work to accompany CHE 111.

Corequisite: CHE 111

Offered: Fall & Spring & Summer

Distribution: GE Core: GNS, CAR: GPS

CHE 114 General Chemistry II (3:3)

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

Prerequisite: CHE 103, CHE 104, and CHE 110 with performance in each at the B level or higher, or CHE 111, CHE 112

Corequisite: CHE 115

Offered: Fall & Spring & Summer

Distribution: GE Core: GNS, CAR: GPS

Notes: Designed primarily for science majors and is the prerequisite to upper level courses in chemistry.

CHE 115 General Chemistry II Laboratory (1:0:3)

Laboratory work to accompany CHE 114. Includes semi-micro qualitative analysis and ionic equilibria experiments.

Prerequisite: CHE 112 or equivalent

Corequisite: CHE 114

Offered: Fall & Spring & Summer

Distribution: GE Core: GNS, CAR: GPS

CHE 191 Introduction to Research (1:0:3)

Introduction to the basic concepts of research, involving multistep experiments and discussion of research opportunities.

Corequisite: CHE 114

Offered: Fall & Spring & Summer

CHE 205 Introductory Organic Chemistry (3:3)

A course in organic chemistry designed for students whose programs require only one semester in this area.

Prerequisite: CHE 104, CHE 110; or CHE 114, CHE 115

Corequisite: CHE 206

Offered: Fall

CHE 206 Introductory Organic Chemistry Laboratory (1:0:3)

Laboratory work to accompany CHE 205.

Corequisite: CHE 205

Offered: Fall

CHE 252 Chemistry and the Human Environment (3:3)

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.

Prerequisite: CHE 101, CHE 104, or CHE 114 or permission of instructor

Offered: Spring

CHE 291 Sophomore Research (1–3:0:3–9)

Sophomore-level research in chemistry and biochemistry. Participation in a research project directed by a faculty supervisor.

Prerequisite: CHE 114 and CHE 115

Offered: Fall & Summer I

Notes: May be repeated for credit for up to three (3) credits.

CHE 292 Sophomore Research (1–3:0:3–9)

Sophomore-level research in chemistry and biochemistry. Participation in a research project directed by a faculty supervisor.

Prerequisite: CHE 114 and CHE 115

Offered: Spring & Summer II

Notes: May be repeated for credit for up to three (3) credits.

CHE 331 Quantitative Analysis (3:3)

Introduction to the theory and practice of volumetric and gravimetric methods of analysis.

Prerequisite: CHE 114, CHE 115

Corequisite: All students must take CHE 333 concurrently unless they have previous credit for an equivalent course.

Offered: Fall

CHE 333 Quantitative Analysis Laboratory (1:0:4)

Laboratory work to accompany CHE 331.

Corequisite: CHE 331 must be taken concurrently.

Offered: Fall

CHE 342 Inorganic Chemistry (3:3)

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.

Prerequisite: CHE 114, CHE 115

Offered: Fall

Notes: Formerly CHE 242.

CHE 351 Organic Chemistry I (4:4)

Chemistry of aliphatic and aromatic compounds with attention to reaction mechanisms and synthetic applications, and the application of spectroscopy to structure determination.

Prerequisite: CHE 114, CHE 115

Corequisite: CHEM and BCHE majors: CHE 354

Offered: Fall & Summer

Notes: May not be taken more than twice.

CHE 352 Organic Chemistry II (3:3)

Continuation of CHE 351 with attention to alcohols, ethers, aldehydes and ketones, carboxylic acids and derivatives, amines, lipids, carbohydrates, and organic spectroscopy.

Prerequisite: Grade of C or better in CHE 351

Corequisite: All students must take CHE 354 concurrently unless they have previous credit for an equivalent course. Coreq. for CHEM and BCHE students: CHE 355

Offered: Fall & Spring & Summer

Notes: May not be taken more than twice.

CHE 354 Organic Chemistry Laboratory (1:0:4)

Laboratory work to accompany CHE 351 or CHE 352. Includes basic techniques of organic laboratory practice plus preparations involving representative reactions.

Corequisite: CHE 351 or CHE 352 must be taken concurrently.

Offered: Fall & Spring & Summer

CHE 355 Intermediate Organic Chemistry Lab (2:1:4)

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.

Prerequisite: Chemistry or Biochemistry major; grade of C (2.0) or better in CHE 351 and CHE 354

Corequisite: CHE 352

CHE 372 Introduction to Laboratory Methods (2:2)

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.

Prerequisite: CHE 205 or CHE 351

Offered: Spring

CHE 391 Junior Research (1–3:0:3–9)

Junior-level research in chemistry and biochemistry. Participation in a research project directed by a faculty supervisor.

Prerequisite: CHE 352 and CHE 354 or CHE 331 and CHE 333 and permission of instructor

Offered: Fall & Summer I

Notes: May be repeated for credit for up to three (3) credits.

CHE 392 Junior Research (1–3:0:3–9)

Junior-level research in chemistry and biochemistry. Participation in a research project directed by a faculty supervisor.

Prerequisite: CHE 352 and CHE 354 or CHE 331 and CHE 333 and permission of instructor

Offered: Spring & Summer II

Notes: May be repeated for credit for up to three (3) credits.

CHE 401 Chemistry Seminar Introduction (0:1)

Preparation for seminar. Attendance at weekly seminars given by visiting speakers, faculty, and students.

Prerequisite: CHE 355 or CHE 372, CHEM or BCHE major, junior standing

Offered: Fall & Spring

Notes: Grade: Pass/Not Pass (P/NP). Should be taken in the term preceding CHE 402.

CHE 402 Chemistry Seminar (1:1)

Oral reports and discussion of topics from the current chemistry literature by students, staff, and guest lecturers. Attendance at weekly seminars is required.

Prerequisite: CHE 401, senior standing

Offered: Fall & Spring

CHE 405 Nutritional Biochemistry (3:3)

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.

Prerequisite: 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.

Offered: Spring

CHE 406 Introductory Physical Chemistry (4:4)

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.

Prerequisite: Two semesters of chemistry beyond general chemistry, MAT 292, one year of physics

Offered: Fall

Notes: Students cannot receive credit for both CHE 406 and CHE 461 toward an undergraduate degree

CHE 407 Introductory Physical Chemistry Laboratory (1:0:4)

Laboratory work related to CHE 406 with emphasis on mathematical treatment of experimental data and communication of results in report form.

Corequisite: CHE 406

Offered: Fall

CHE 420 Chemical Principles of Biochemistry (3:3)

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.

Prerequisite: CHE 352; BIO 111–BIO 112 strongly recommended

Offered: Fall

CHE 442 Advanced Inorganic Chemistry I (3:3)

Modern concepts of chemical bonding and its application to inorganic reactions and periodic relationships.

Prerequisite: CHE 342, CHE 406 or CHE 461

Corequisite: CHE 406 or CHE 461 may be taken concurrently.

Offered: Spring

CHE 461 Physical Chemistry I (4:4)

Chemical thermodynamics and equilibrium processes covered, including phase equilibria, thermodynamics of solutions, kinetics, and electrochemistry.

Prerequisite: MAT 292 and PHY 292

Offered: Fall

Notes: Students cannot receive credit for both CHE 461 and CHE 406 toward an undergraduate degree.

CHE 462 Physical Chemistry II (3:3)

Subject material deals with microscopic world including introductions to quantum mechanics, molecular spectroscopy, and statistical mechanics.

Prerequisite: CHE 461

Offered: Spring

CHE 463 Physical Chemistry I Laboratory (1:0:4)

Laboratory work related to CHE 461 with emphasis on mathematical treatment of experimental data and communication of results in report form.

Prerequisite: CHE 331, CHE 333

Corequisite: CHE 406 or CHE 461

Offered: Fall

CHE 464 Physical Chemistry II Laboratory (1:0:4)

Additional laboratory work primarily in kinetics and the determination of molecular structure. This is a writing emphasis course.

Prerequisite: CHE 461, CHE 463

Corequisite: CHE 462

Offered: Spring

CHE 481 Synthetic Techniques (2:0:8)

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.

Prerequisite: CHE 342, CHE 352, CHE 354, CHE 372

Offered: Fall

CHE 490 Internship in Chemistry and Biochemistry (3:0:12)

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.

Prerequisite: CHE 333 or CHE 354; junior status; overall GPA of 3.0 or better; and permission of instructor

Offered: Fall & Spring & Summer

CHE 491 Senior Research (1–3:0:3–9)

Senior-level research in chemistry and biochemistry. Participation in a research project directed by a faculty supervisor.

Prerequisite: Three (3) years of chemistry or biochemistry and permission of instructor

Offered: Fall & Summer I

Notes: May be repeated for credit for a maximum of three (3) credits.

CHE 492 Senior Research (1–3:0:3–9)

Senior-level research in chemistry and biochemistry. Participation in a research project directed by a faculty supervisor.

Prerequisite: Three (3) years of chemistry or biochemistry and permission of instructor

Offered: Spring & Summer II

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 (1:0:4)

Preparation of a thesis based on a student's undergraduate research.

Prerequisite: Senior standing, completion of five (5) semesters of undergraduate research, or permission of instructor

Corequisite: CHE 492 for 2 or 3 s.h.

Offered: Fall & Spring & Summer

CHE 531 Instrumental Analysis (3:3)

Theory and practice of advanced analytical techniques with emphasis on instrumental methods of analysis.

Prerequisite: CHE 331, CHE 333, CHE 205 or CHE 352 (either may be taken concurrently), PHY 212 or PHY 292

Offered: Spring

CHE 533 Instrumental Analysis Laboratory (1:0:4)

Laboratory work to accompany CHE 531.

Corequisite: CHE 531 must be taken concurrently.

Offered: Spring

CHE 536 Computational Chemistry (3:2:3)

Survey of modern computational chemistry methods, including molecular mechanics, molecular dynamics

simulations, conformational searching, and computational quantum mechanics.

Prerequisite: CHE 352, PHY 212 or PHY 292, or permission of instructor

Offered: Spring

CHE 553 Advanced Organic Chemistry I (3:3)

Advanced topics in organic chemistry with special emphasis on reaction mechanisms and stereochemistry.

Prerequisite: CHE 352

Offered: Fall

CHE 555 Organometallic Chemistry (2:2)

Theoretical and synthetic aspects of organometallic chemistry and applications to catalysis and synthetic organic chemistry.

Prerequisite: CHE 352, CHE 442

Offered: Spring

CHE 556 Biochemistry I (3:3)

Introductory biochemistry presented from a chemical perspective. Topics include amino acids, proteins and enzymes, carbohydrates, nucleic acids, lipids, membranes, and carbohydrate catabolism.

Prerequisite: CHE 352, BIO 111, BIO 112

Offered: Fall

CHE 557 Biochemistry II (3:3)

Continuation of CHE 556. Enzyme catalytic mechanisms, additional topics in intermediary metabolism, genetic biochemistry, and selected topics in molecular physiology.

Prerequisite: CHE 352, CHE 556, BIO 111, BIO 112, or permission of instructor

Offered: Spring

CHE 558 Biochemistry Laboratory (1:0:4)

Introduction to biochemical techniques, including isolation, purification and characterization of biological molecules.

Prerequisite: CHE 556 or equivalent, CHE 354, CHE 333, or permission of instructor

Offered: Spring

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.

Prerequisite: Permission of instructor

Notes: May be repeated for a maximum of 6 s.h. when topic varies. Hours per week and credit to be arranged.

CHE 570A Special Topics in Chemistry: Analytical (1-3)

See CHE 570.

Prerequisite: Permission of instructor

CHE 570B Special Topics in Chemistry: Biochemistry (1-3)

See CHE 570.

Prerequisite: Permission of instructor

CHE 570C Special Topics in Chemistry: Inorganic (1-3)

See CHE 570.

Prerequisite: 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.

Prerequisite: Permission of instructor

CHE 589 Experimental Course

This number reserved for experimental courses. Refer to the Course Schedule for current offerings.

Department of Classical Studies

including Classical Civilization, Greek, and Latin

College of Arts & Sciences

1104 Moore Humanities and Research Administration

336/334-5214

www.uncg.edu/cia

Faculty

Hugh C. Parker, Associate Professor and Head of Department

Professors Shelmerdine, Soles

Associate Professors Heyn, Wharton

Assistant Professors Murphy, Zarecki

Visiting Assistant Professor Simmons

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.

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 CCI 393, CCI 394, CCI 401, CCI 450, or CCI 455; GRK 393, GRK 394; LAT 393, LAT 394; or through Study Abroad Programs.

Classical Studies Major (CLAS)—B.A.

Degree: Bachelor of Arts

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

Available concentrations and AOS Codes:

Classical Language & Literature, U357

Classical Civilization, U354

Classical Archaeology, U352

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 pre-law students, who should choose courses on Roman Civilization (CCI 202), Roman Law and Society (CCI 350), 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 Program in Liberal Studies in Archaeology.

Classical Studies Courses Meeting Both GEC and CAR Requirements

In addition, most CCI, GRK, and LAT courses carry GL marker credit.

Fine Arts (GFA)

CCI 306 Classical Comedy

CCI 312 The Art and Archaeology of Egypt

CCI 312 carries GN marker credit.

Historical Perspectives on Western Culture (GHP/GPM)

| | |
|---------|------------------------------------|
| CCI 201 | Introduction to Greek Civilization |
| CCI 202 | Introduction to Roman Civilization |
| CCI 211 | Introduction to Greek Archaeology |
| CCI 212 | Introduction to Roman Archaeology |
| CCI 240 | Ancient Warfare |

Literature (GLT)

| | |
|---------|------------------------------------|
| CCI 205 | Mythology |
| CCI 227 | Comparative Studies in World Epics |
| CCI 228 | Comparative Studies in World Drama |
| CCI 305 | Classical Tragedy |
| CCI 324 | The Age of Cicero |
| CCI 325 | The Age of Augustus |
| CCI 326 | The Age of Nero |

Philosophical/Religious/Ethical Perspectives (GPR)

| | |
|---------|-----------------------|
| CCI 321 | The Archaic Age |
| CCI 340 | Ancient Cosmology |
| CCI 350 | Roman Law and Society |

Reasoning and Discourse (GRD)

| | |
|---------|---------------------------------|
| CCI 102 | The Classical Art of Persuasion |
|---------|---------------------------------|

Social and Behavioral Science (GSB)

| | |
|---------|----------------------------|
| CCI 207 | Ancient Sports and Society |
|---------|----------------------------|

College Foreign Language Requirements (GFL)

| | |
|---------|-------------------------------|
| GRK 203 | Intermediate Ancient Greek I |
| GRK 204 | Intermediate Ancient Greek II |
| LAT 203 | Intermediate Latin I |
| LAT 204 | Intermediate Latin II |

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (6 s.h.)

Student selects 6 s.h. from GLT list.

Required for Classical Studies Teacher Licensure

| | |
|---------|-----------|
| CCI 205 | Mythology |
|---------|-----------|

GFA—Fine Arts (3 s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Required for Classical Language and Literature

| | |
|---------|------------------------------------|
| CCI 201 | Introduction to Greek Civilization |
| | or |
| CCI 202 | Introduction to Roman Civilization |

Required for Classical Archaeology

| | |
|---------|-----------------------------------|
| CCI 211 | Introduction to Greek Archaeology |
| | or |

| | |
|---------|-----------------------------------|
| CCI 212 | Introduction to Roman Archaeology |
|---------|-----------------------------------|

Required for Classical Civilization

| | |
|---------|------------------------------------|
| CCI 201 | Introduction to Greek Civilization |
| | or |
| CCI 202 | Introduction to Roman Civilization |

Required for Classical Studies Teacher Licensure

| | |
|---------|------------------------------------|
| CCI 202 | Introduction to Roman Civilization |
|---------|------------------------------------|

GNS—Natural Sciences (6–7 s.h.)

Student selects 6–7 s.h. from GNS list. One must be a laboratory course. Each must have a different departmental prefix.

GMT—Mathematics (3 s.h.)

Student selects 3 s.h. from GMT list.

GRD—Reasoning and Discourse (6 s.h.)

| | |
|---------|---|
| ENG 101 | College Writing I |
| | or |
| FMS 115 | Freshman Seminar in Reasoning and Discourse I |
| | or |
| RCO 101 | College Writing I |

Student selects additional 3 s.h. from GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

Student selects 6 s.h. from GSB list.

Required for Classical Studies Teacher Licensure

| | |
|---------|-----------------|
| HEA 201 | Personal Health |
|---------|-----------------|

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

GL/GN—Global/Global Non-Western Perspectives

four (4) courses carrying GL/GN markers; at least one course must carry the GN marker

Must Include the Following:

1. Two (2) courses (6 s.h.) in the same foreign language:

| | |
|---------|-------------------------------|
| GRK 203 | Intermediate Ancient Greek I |
| GRK 204 | Intermediate Ancient Greek II |

or

| | |
|---------|-----------------------|
| LAT 203 | Intermediate Latin I |
| LAT 204 | Intermediate Latin II |

2. One CCI course carrying the GL or GN marker

One SI (Speaking Intensive) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have

identified at least one course among their major requirements that is taught as Speaking Intensive.

One WI (Writing Intensive) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See requirements and approved courses.

GMO/GPM—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GPM or GMO list.

GLS/GPS—Natural Sciences (3–4 s.h.)

Student selects 3–4 s.h. from GLS or GPS list.

GSB—Social and Behavioral Sciences (3 s.h.)

Student selects 3 s.h. from GSB list.

GFL—Foreign Language (0–12 s.h.)

intermediate-level proficiency in one language, demonstrated by placement test, or completion of course work through course number 204

Required for Classical Language and Literature

GRK 204 Intermediate Ancient Greek II
or
LAT 204 Intermediate Latin II

Required for Classical Archaeology

GRK 204 Intermediate Ancient Greek II
or
LAT 204 Intermediate Latin II

Required for Classical Civilization

GRK 204 Intermediate Ancient Greek II
or
LAT 204 Intermediate Latin II

Required for Classical Studies Teacher Licensure

LAT 204 Intermediate Latin II

WI—Writing Intensive Courses

a total of four WI courses

IV Major Requirements

Minimum 30 semester hours 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 nine (9) hours at the 300 level or above, including three (3) hours in an advanced seminar chosen from CCI 405, CCI 407, CCI 475, CCI 490, CCI 502, or CCI 512. No more than 6 s.h. in CCI 401 and/or CCI 450 and/or CCI 455 may be counted toward the major in Classical Studies.

Classical Language and Literature Concentration

1. 6 s.h. in core courses:

CCI 201 Introduction to Greek Civilization
CCI 202 Introduction to Roman Civilization

2. 12 s.h. in one language:

Greek—must include at least 1 course at or above the 300 level

Latin—must include at least 3 courses at or above the 300 level

3. 3 s.h. in material culture chosen from:

CCI 211 Introduction to Greek Archaeology
CCI 212 Introduction to Roman Archaeology
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

4. 6 s.h. in literature in translation chosen from:

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

5. 3 s.h. in a related field chosen from:

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 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

or one of the above categories

Classical Civilization Concentration

1. 6 s.h. in core courses:

CCI 201 Introduction to Greek Civilization

CCI 202 Introduction to Roman Civilization
2. 3 s.h. in either Greek or Latin at or above the 204 level

3. 3 s.h. in material culture chosen from:

CCI 211 Introduction to Greek Archaeology
 CCI 212 Introduction to Roman Archaeology
 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

4. 9 s.h. in literature in translation chosen from:

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

5. 9 s.h. in a related field chosen from:

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 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

or one of the above categories

Classical Archaeology Concentration

1. 6 s.h. in core courses:

CCI 211 Introduction to Greek Archaeology
 CCI 212 Introduction to Roman Archaeology

2. 3 s.h. in either Greek or Latin at or above the 204 level

3. 9 s.h. in material culture chosen from:

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

4. 3 s.h. in literature in translation chosen from:

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

5. 9 s.h. in a related field chosen from:

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 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

or one of the above categories

V Related Area Requirements

No specific courses required.

VI Electives

Electives sufficient to complete the 122 semester hours required for degree.

Classical Studies as a Second Academic Concentration for Elementary Education Majors

Required: minimum of 18 semester hours

AOS Code: U130

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.

Requirements

Latin Focus

1.

| | |
|---------|-------------------------|
| LAT 101 | Elementary Latin I |
| LAT 102 | Elementary Latin II |
| | or |
| LAT 140 | Elementary Latin Review |

LAT 140: by placement exam or permission of the instructor

2.

| | |
|---------|------------------------------------|
| CCI 202 | Introduction to Roman Civilization |
|---------|------------------------------------|

3.

| | |
|---------|-----------|
| CCI 205 | Mythology |
|---------|-----------|

4. 6–9 s.h. in civilization courses selected from:

| | |
|---------|---|
| CCI 206 | Classical Origins of the English Language |
| CCI 212 | Introduction to Roman Archaeology |
| CCI 227 | Comparative Studies in World Epics |
| CCI 228 | Comparative Studies in World Drama |
| CCI 305 | Classical Tragedy |
| CCI 306 | Classical Comedy |
| CCI 314 | Ancient Cities |
| CCI 324 | The Age of Cicero |
| CCI 326 | The Age of Nero |
| CCI 330 | Women in Antiquity |
| CCI 340 | Ancient Cosmology |
| CCI 350 | Roman Law and Society |
| CCI 405 | Advanced Studies in Mythology |
| CCI 407 | Roman Myth and Legend |

Greek Focus

1.

| | |
|---------|-----------------------------|
| GRK 201 | Elementary Ancient Greek I |
| GRK 202 | Elementary Ancient Greek II |

2.

| | |
|---------|------------------------------------|
| CCI 201 | Introduction to Greek Civilization |
|---------|------------------------------------|

3.

| | |
|---------|-----------|
| CCI 205 | Mythology |
|---------|-----------|

4. 6 s.h. in civilization courses selected from:

| | |
|---------|---|
| CCI 206 | Classical Origins of the English Language |
| CCI 211 | Introduction to Greek Archaeology |
| CCI 227 | Comparative Studies in World Epics |
| CCI 228 | Comparative Studies in World Drama |
| CCI 305 | Classical Tragedy |
| CCI 306 | Classical Comedy |
| CCI 314 | Ancient Cities |
| CCI 323 | The World of Alexander the Great |
| CCI 326 | The Age of Nero |

| | |
|---------|-------------------------------|
| CCI 330 | Women in Antiquity |
| CCI 340 | Ancient Cosmology |
| CCI 405 | Advanced Studies in Mythology |
| CCI 407 | Roman Myth and Legend |

Classical Studies Minor

Required: minimum of 15 semester hours

AOS Code: U350

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.

The minor consists of 15 semester hours in courses above the 100 level to be worked out with the department advisor as best suited to each student's academic program.

Classical Studies Major with High School Teaching Licensure in Latin (CLAS)—B.A.

AOS Code: U129

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:

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 semester hours distributed as follows, with a minimum GPA of 3.0 in Latin (LAT) courses, and 9 hours at the 300 level or above. No more than 6 s.h. in CCI 401 and/or CCI 450 may be counted toward the major in Classical Studies:

1. 6 s.h. in core courses:

| | |
|---------|------------------------------------|
| CCI 201 | Introduction to Greek Civilization |
| CCI 202 | Introduction to Roman Civilization |

CCI 201 and CCI 202 satisfy GHP/GPM

2. 12 s.h. in Latin language (LAT), must include LAT 531 and two additional courses at the 300 level or above

3. 3 s.h. in material culture chosen from:

| | |
|---------|-----------------------------------|
| CCI 212 | Introduction to Roman Archaeology |
|---------|-----------------------------------|

| | |
|-----------|--|
| CCI 312 | The Art and Archaeology of Egypt |
| 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 |
| 4. | |
| CCI 205 | Mythology |

And 3 additional s.h. in Classical literature chosen from:

| | |
|---------|------------------------------------|
| CCI 227 | Comparative Studies in World Epics |
| CCI 228 | Comparative Studies in World Drama |
| CCI 305 | Classical Tragedy |
| CCI 306 | Classical Comedy |
| 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 |

5. 3 s.h. in a related field chosen from:

| | |
|---------|---|
| 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 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 490 | Seminar in Classical Studies |

or one of the above categories.

6. 2 s.h. in

| | |
|---------|---------------------|
| LAT 198 | Latin Sight Reading |
|---------|---------------------|

7. 1 s.h. in

| | |
|---------|---------------------------------|
| LAT 199 | Conversational and Modern Latin |
|---------|---------------------------------|

8.

3 s.h. 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 |
| CCI 512 | The Archaeology of Roman Daily Life |

In addition, students must meet additional requirements in Professional Education (see Teacher Education) including:

Courses

| | |
|---------|---|
| ERM 401 | Assessment I: Accountability in Our Nation's Schools |
| ERM 402 | Assessment II: Standardized Tests |
| ERM 403 | Assessment III: Classroom Assessment |
| LAT 552 | Teaching Secondary-Level Latin: Current Trends |
| 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 |

Student Teaching

For further information, students consult with their advisor from the Department of Classical Studies.

Classical Studies Disciplinary Honors

Requirements

- 12 s.h. of Honors work in CCI, GRK, and/or LAT courses above the 100 level with at least 6 s.h. at the 300 level or above and grades of at least a B (3.0)
- 3 s.h. of HSS 490: Senior Honors Project with a grade of at least a B (3.0)

Qualifications

- 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
- A UNCG GPA of 3.30 or higher at graduation

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 CIVILIZATION COURSES (CCI)

CCI 102 The Classical Art of Persuasion (3:3)

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.

Prerequisite: Freshman or sophomore standing

Distribution: GE Core: GRD, GE Marker: GL

CCI 201 Introduction to Greek Civilization (3:3)

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.

Distribution: GE Core: GHP, GE Marker: GL, CAR: GPM

CCI 202 Introduction to Roman Civilization (3:3)

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.

Distribution: GE Core: GHP, GE Marker: GL, CAR: GPM

CCI 205 Mythology (3:3)

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.

Distribution: GE Core: GLT, GE Marker: GL

CCI 206 Classical Origins of the English Language (3:3)

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.

Distribution: GE Marker: GL

CCI 207 Ancient Sports and Society (3:3)

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.

Offered: Spring

Distribution: GE Core: GSB, GE Marker: GL

CCI 211 Introduction to Greek Archaeology (3:3)

Archaeological consideration of the Mycenaean, Archaic, Classical, and Hellenistic periods of Greek civilization.

Distribution: GE Core: GHP, GE Marker: GL, CAR: GPM

CCI 212 Introduction to Roman Archaeology (3:3)

Introduction to the archaeology of the Roman world, with particular emphasis on Rome and the monumental remains of its vast empire.

Distribution: GE Core: GHP, GE Marker: GL, CAR: GPM

CCI 227 Comparative Studies in World Epics (3:3)

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.

Distribution: GE Core: GLT, GE Marker: GL

CCI 228 Comparative Studies in World Drama (3:3)

Greek, Latin, and modern plays in translation: representative plays from Aeschylus through Euripides, Seneca, Terence, Racine, O'Neill, Cocteau, Anouilh, et al.

Distribution: GE Core: GLT, GE Marker: GL

CCI 240 Ancient Warfare (3:3)

Survey of ancient warfare covering major battles, generals, strategy, tactics, weapons, and technology from the ancient Near East through the Roman Empire.

Offered: Alt Fall

Distribution: GE Core: GHP, CAR: GPM

CCI 305 Classical Tragedy (3:3)

Study of Greek tragedians of Athens in the fifth century and their subsequent influence on later literature. Readings from Aeschylus, Sophocles, Euripides, and Seneca.

Distribution: GE Core: GLT, GE Marker: GL

CCI 306 Classical Comedy (3:3)

Study of Greek comedy in the fifth and fourth centuries and its subsequent influence on later literature. Readings from Aristophanes, Menander, Terence, and Plautus.

Distribution: GE Core: GFA, GE Marker: GL

CCI 312 The Art and Archaeology of Egypt (3:3)

Introduction to the archaeology of Egypt, emphasizing the relations between Egypt and the Aegean in the Bronze Age.

Distribution: GE Core: GFA, GE Marker: GN

CCI 313 Archaeology of the Aegean (3:3)

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 (3:3)

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 (3:3)

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.

Distribution: GE Core: GPR, GE Marker: GL

CCI 323 The World of Alexander the Great (3:3)

An introduction to the Hellenistic period of Greek civilization, emphasizing its art and architecture, its religion and literature in their historical context.

Prerequisite: CCI 201 or CCI 211 or permission of instructor

CCI 324 The Age of Cicero (3:3)

Introduction to Roman literature and society in the first century b.c. Focus on the development of the genres of Latin literature and the relationship between politics and literature.

Distribution: GE Core: GLT, GE Marker: GL

CCI 325 The Age of Augustus (3:3)

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.

Distribution: GE Core: GLT, GE Marker: GL

CCI 326 The Age of Nero (3:3)

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.

Distribution: GE Core: GLT, GE Marker: GL

CCI 330 Women in Antiquity (3:3)

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.

Prerequisite: CCI 201, CCI 202, or CCI 205

Distribution: GE Marker: GL

CCI 336 Language Change (3:3)

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.

Prerequisite: ENG 111, or permission of instructor

CCI 340 Ancient Cosmology (3:3)

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.

Distribution: GE Core: GPR, GE Marker: GL

CCI 350 Roman Law and Society (3:3)

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.

Prerequisite: CCI 202 or CCI 324 or permission of instructor

Distribution: GE Marker: GL

CCI 360 Archaeology of the Roman Provinces: Britain and Gaul (3:3)

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."

Prerequisite: CCI 212 or permission of instructor

Offered: Occ

CCI 365 Archaeology of the Roman Provinces: Asia Minor and Syria (3:3)

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.

Prerequisite: CCI 212 or permission of instructor

Offered: Occ

CCI 370 Classical Rhetoric and Culture (3:3)

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.

Prerequisite: CCI 102 or CCI 201 or CCI 202 or permission of instructor

Offered: Occ

CCI 389 Experimental Course: Women in Classical Drama (3:3)

Examination of several Greek and Roman plays (tragedies and comedies) and performance techniques to understand women's presentation on the public stage as models and countermodels of conventional social mores.

Offered: Offered spring '05

CCI 393 Classical Studies Abroad (3:3)

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.

Prerequisite: Permission of department

CCI 394 Classical Studies Abroad (3:3)

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.

Prerequisite: Permission of department

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 (3:3)

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.

Prerequisite: CCI 205 or permission of the instructor

CCI 407 Roman Myth and Legend (3:3)

Examination of the myths and legends of ancient Rome and their connection to the history of Roman political and religious life.

Prerequisite: CCI 205

Offered: Occ

Distribution: GE Marker: GL

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.

Prerequisite: Permission of department head

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

CCI 455 UNCG in Rome (6:0:36)

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.

Prerequisite: Minimum overall GPA of 2.75 and CCI 202 or CCI 212 and permission of instructors

Offered: Summer

CCI 475 Archaeology of Death in the Classical World (3:3)

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.

Prerequisite: CCI 211 or CCI 212 or ATY 258 or ATY 360

Offered: Alt

CCI 490 Seminar in Classical Studies (3:3)

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

Prerequisite: Permission of instructor

Offered: Alt

Notes: May be repeated once for credit when topic changes

CCI 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.

CCI 501 Independent Study (1–3)

Directed program of reading, research, and individual instruction in Classical Studies.

Prerequisite: Permission of instructor

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

CCI 502 History of Latin Literature (3:3)

A survey of Latin literature in English translation from the third century b.c. to the beginnings of the Middle Ages.

Prerequisite: Permission of instructor

CCI 512 The Archaeology of Roman Daily Life (3:3)

Study of Roman daily life and the evidence from archaeology and ancient literature for daily life.

CCI 541 Ancient World: Selected Topics (3:3)

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.

Cross Listed: Same as HIS 541.

CCI 550 Selected Topics in Classical Studies (3:3)

Varying topics in Greek and/or Roman literature, archaeology, or culture, chosen according to the needs of the students. All readings in English translation.

Offered: Fall or Spring or Summer

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

CCI 579 Readings in Roman History (3:3)

Survey of major topics in Roman history through primary sources in translation from the founding of the Republic in 509 B.C. to Marcus Aurelius' death in A.D. 180.

Prerequisite: Permission of instructor

CCI 589 Experimental Course

This number reserved for experimental courses. Refer to the Course Schedule for current offerings.

GREEK COURSES (GRK)

Courses require the reading of texts in Greek.

GRK 150 Applied Modern Greek (1:1)

Training in spoken demotic Greek.

Prerequisite: 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 (3:3)

Introduction to ancient Greek. Emphasis on understanding principles of grammar and developing skills for reading ancient Greek.

Offered: Fall

Distribution: GE Marker: GL

GRK 202 Elementary Ancient Greek II (3:3)

Continuation of GRK 201. Emphasis on advanced grammar and reading of selections from ancient Greek authors (e.g., Euripides, Xenophon, Plato, New Testament).

Prerequisite: GRK 201

Offered: Spring

Distribution: GE Marker: GL

GRK 203 Intermediate Ancient Greek I (3:3)

Designed to develop proficiency in the reading of ancient Greek prose and to introduce students to Greek prose authors. Plato and Lysias/Herodotus (or another historian) taught in alternate years.

Prerequisite: A grade of C- or better in GRK 202 or permission of instructor

Offered: Fall

Distribution: GE Marker: GL, CAR: GFL

GRK 204 Intermediate Ancient Greek II (3:3)

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.

Prerequisite: GRK 203

Offered: (Spring)

Distribution: GE Marker: GL, CAR: GFL

GRK 303 Greek Drama (3:3)

Selected works of Sophocles, Aeschylus, Euripides, and Aristophanes.

Prerequisite: GRK 204, or permission of instructor

Distribution: GE Marker: GL

GRK 304 Greek Drama (3:3)

Selected works of Sophocles, Aeschylus, Euripides, and Aristophanes.

Prerequisite: GRK 204, or permission of instructor

Distribution: GE Marker: GL

GRK 311 The Greek Orators (3:3)

Selections from the works of Greek orators; emphasis on Antiphon, Lysias, Isocrates, and Demosthenes.

Prerequisite: GRK 204, or permission of instructor

Distribution: GE Marker: GL

GRK 312 Greek Historical Writers (3:3)

Selections from the works of the Greek historians; emphasis on Herodotus and Thucydides.

Prerequisite: GRK 204, or permission of instructor

Distribution: GE Marker: GL

GRK 313 Greek Historical Writers (3:3)

Selections from the works of the Greek historians; emphasis on Herodotus and Thucydides.

Prerequisite: GRK 204, or permission of instructor

Distribution: GE Marker: GL

GRK 331 The New Testament (3:3)

Selections from the New Testament.

Prerequisite: GRK 204, or permission of the instructor

GRK 341 Homer (3:3)

Selections from Iliad and Odyssey.

Prerequisite: GRK 204, or permission of instructor

Distribution: GE Marker: GL

GRK 350 Topics in Greek Studies (3:3)

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 particular problem.

Prerequisite: GRK 203, GRK 204. Student should consult instructor before registering for course.

GRK 351 Special Topics in Greek Studies (3:3)

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 particular problem.

Prerequisite: GRK 203, GRK 204. Student should consult instructor before registering for course.

GRK 393 The Study of Greek Abroad (3:3)

Extensive reading in Greek literature selected in accordance with student needs. For students participating in foreign study programs.

Prerequisite: GRK 204 and permission of department

GRK 394 The Study of Greek Abroad (3:3)

Extensive reading in Greek literature selected in accordance with student needs. For students participating in foreign study programs.

Prerequisite: GRK 204 and permission of department

GRK 401 The Greek Epic (3:3)

Selections from the works of Homer, Hesiod, and Apollonius of Rhodes.

Prerequisite: GRK 204, or permission of instructor

GRK 403 Greek Lyric Poetry (3:3)

Survey of Greek lyric poetry with emphasis on Sappho and Alcaeus; the pastoral poetry of Theocritus, Bion, and Moschus.

Prerequisite: GRK 204, or permission of instructor

GRK 405 Hellenistic Poetry (3:3)

Selections from Hellenistic poetry; emphasis on Callimachus and Theocritus.

Prerequisite: GRK 204, or permission of instructor

GRK 421 The Greek Philosophers (3:3)

Selections from the Presocratics, Plato, Aristotle, and representatives of the Hellenistic schools.

Prerequisite: GRK 204, or permission of instructor

GRK 450 Seminar in Greek Studies (3:3)

Extensive reading in literature of the Classics selected in accordance with student needs. Periodic conferences, written reports, and quizzes throughout the semester.

Prerequisite: GRK 204, or permission of instructor

GRK 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.

GRK 501 Independent Study (1–3)

Directed program of reading, research, and individual instruction in Greek language and literature.

Prerequisite: Permission of instructor

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

GRK 550 Topics in Greek Studies (3:3)

Studies in selected topics in Greek literature or language, e.g., the development of a genre, the nature of a period in literary history, or the treatment of a particular theme.

Prerequisite: Permission of instructor

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

GRK 589 Experimental Course

This number reserved for experimental courses. Refer to the Course Schedule for current offerings.

LATIN COURSES (LAT)

Courses require the reading of texts in Latin.

Students who have a background in high school Latin must take the Latin placement exam before registering for any Latin courses.

LAT 101 Elementary Latin I (3:3)

Introduction to Latin. Emphasis on understanding principles of grammar and developing skills for reading Latin.

Offered: Fall

Distribution: GE Marker: GL

LAT 102 Elementary Latin II (3:3)

Continuation of LAT 101. Emphasis on advanced grammar and selected readings.

Prerequisite: LAT 101 or appropriate score on the Latin placement exam

Offered: Spring

Distribution: GE Marker: GL

LAT 140 Elementary Latin Review (3:3)

Accelerated elementary curriculum for students with previous Latin experience or a demonstrable aptitude for second-language acquisition.

Prerequisite: Permission of instructor

Offered: Fall

Distribution: GE Marker: GL

LAT 198 Latin Sight Reading (1:1)

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.

Prerequisite: LAT 203

Offered: Alt

Notes: Grade: Pass/Not Pass (P/NP). May be repeated once for credit.

LAT 199 Conversational and Modern Latin (1:1)

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.

Prerequisite: LAT 102 or LAT 140 or permission of instructor

Offered: Occ

Notes: Grade: Pass/Not Pass (P/NP).

LAT 203 Intermediate Latin I (3:3)

Designed to develop proficiency in reading of Latin and introduce students to Latin prose and poetry.

Prerequisite: A grade of C- or better in LAT 102 or LAT 140, or appropriate score on the Latin placement exam, or permission of instructor

Distribution: GE Marker: GL, CAR: GFL

LAT 204 Intermediate Latin II (3:3)

Study of Latin prose and poetry with continued emphasis on developing proficiency in reading Latin.

Prerequisite: LAT 203, or appropriate score on the Latin placement exam, or permission of instructor

Distribution: GE Marker: GL, CAR: GFL

LAT 302 Roman Letters Public and Private (3:3)

The literary and social practice of letter-writing in ancient Rome viewed through selections from Cicero, Seneca, Pliny, and other authors.

Prerequisite: LAT 204, or permission of instructor

Distribution: GE Marker: GL

LAT 303 Roman Comedy (3:3)

Exploration of the role of theater and comedy in ancient Rome with selected readings from Rome's most important comic playwrights (Plautus and Terence).

Prerequisite: LAT 204, or permission of instructor

Distribution: GE Marker: GL

LAT 311 Politics and Persuasion in Rome (3:3)

The importance of oratory and persuasion in Roman society viewed through selections from Cicero, Seneca, Pliny, and other authors.

Prerequisite: LAT 204, or permission of instructor

Distribution: GE Marker: GL

LAT 312 Interpreting the Roman Past (3:3)

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.

Prerequisite: LAT 204, or permission of instructor

Distribution: GE Marker: GL

LAT 321 Roman Satire and Ridicule (3:3)

Exploration of the role of satire and ridicule in Latin literature with select readings from Catullus, Horace, Petronius, Martial, Juvenal, and other authors.

Prerequisite: LAT 204 or permission of instructor

Distribution: GE Marker: GL

LAT 350 Special Topics in Latin Literature (3:3)

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.

Prerequisite: LAT 204. Student should consult instructor before registering for course.

LAT 351 Special Topics in Latin Literature (0)

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.

Prerequisite: LAT 204. Student should consult instructor before registering for course.

LAT 393 The Study of Latin Abroad (3:3)

Extensive reading in Latin literature selected in accordance with student needs. For students participating in foreign study programs.

Prerequisite: LAT 204 and permission of department

LAT 394 The Study of Latin Abroad (3:3)

Extensive reading in Latin literature selected in accordance with student needs. For students participating in foreign study programs.

Prerequisite: LAT 204 and permission of department

LAT 400 Intensive Reading of Latin (3:3)

Systematic review of Latin grammar and intensive reading of selected authors intended to prepare students for further work in Latin.

Prerequisite: Permission of the instructor

LAT 401 Roman Epic (3:3)

Selected highlights from Rome's greatest epics with emphasis on Vergil's *Aeneid* and Ovid's *Metamorphoses*.

Prerequisite: LAT 204 or permission of instructor

Distribution: GE Marker: GL

LAT 421 Great Roman Questions (3:3)

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.

Prerequisite: LAT 204, or permission of instructor

LAT 450 Seminar in Latin Studies (3:3)

Extensive readings in literature of the Classics selected in accordance with student needs. Periodic conferences, written reports, and quizzes throughout the semester.

Prerequisite: LAT 204, or permission of instructor

LAT 465 Experimental Course: Student Teaching in Latin (12)

Supervised student teaching of Latin in a middle or high school under direction of a University supervisor. Observation, participation, and appropriate classroom teaching experience for a semester.

Prerequisite: LAT 552 and permission of instructor

Offered: Offered spring '13

LAT 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.

LAT 501 Independent Study (1–3)

Directed program of readings, research, and individual instruction in Latin language.

Prerequisite: Permission of instructor

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

LAT 531 Latin Grammar and Composition (3:3)

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.

Prerequisite: LAT 204, or permission of instructor

Notes: Formerly LAT 431.

LAT 550 Topics in Latin Studies (3:3)

Studies in selected topics in Latin literature or languages, e.g., the development of a genre, the nature of a period in literary history, or the treatment of a particular theme.

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

LAT 552 Teaching Secondary-Level Latin: Current Trends (3:3)

Trends and issues in teaching Latin at the secondary level. Topics include: review of textbooks, use of technology, research on second language acquisition, reaching diverse learners, and other current issues.

Prerequisite: 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 (3:3)

Selections from Medieval and Renaissance prose and poetry.

Prerequisite: Permission of the instructor

LAT 589 Experimental Course

This number reserved for experimental courses. Refer to the Course Schedule for current offerings.

Department of Communication Sciences and Disorders

School of Health and Human Sciences
300 Ferguson Building
336/334-5184
www.uncg.edu/csd

Faculty

Kristine Lundgren, Associate Professor and Chair of Department

Professors Hooper, Kamhi, Mayo

Associate Professors Hinton, Phillips, Tucker

Assistant Professor Patten

Academic Professional Associate Professors Campbell, Flynn, Mankoff, Raleigh, Fox-Thomas

Academic Professional Assistant Professors Crutchley, Edwards, McDonald, Ramsey

Visiting Assistant Professor Hall

Mission Statement

The Mission of the Department of Communication Sciences and Disorders is to prepare 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.

Speech Pathology and Audiology Major (SPAU)—B.S.

Degree: Bachelor of Science

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

AOS Code: U143

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.

Student Learning Goals

Students majoring in Speech Pathology and Audiology will be able to:

- 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 semester 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 (see B. above) 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 follows:
 - a. Secure an official transcript(s) of undergraduate course work completed at colleges and universities other than UNCG, and an unofficial transcript from UNCG;
 - 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 hours.

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 will be placed on a one-semester probation if their overall GPA or GPA in the major falls below 3.0. If their major and overall GPA does not reach 3.0 after the one-semester probation, they will not be allowed to continue in the major.
2. Students who earn a grade below C in a major course will be dismissed from the major.
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 three semester hours of accepted transfer coursework.

Any student transferring to UNCG 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.

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (3 s.h.)

Student selects 3 s.h. from GLT list.

GFA—Fine Arts (3.s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

Humanities and Fine Arts (3 s.h.)

Student selects additional 3 s.h. from GLT, GFA, or GPR list.

GNS—Natural Sciences (6–7 s.h.)

Student selects 6–7 s.h. from GNS list. One must be a laboratory course. Each must have a different departmental prefix.

GMT—Mathematics (3 s.h.)

Student selects 3 s.h. from GMT list.

GRD—Reasoning and Discourse (6 s.h.)

ENG 101 College Writing I

or

FMS 115 Freshman Seminar in Reasoning and Discourse I

or

RCO 101 College Writing I

Student selects additional 3 s.h. from GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

PSY 121 General Psychology

Student selects additional 3 s.h. from GSB list.

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

GL/GN—Global/Global Non-Western Perspectives

- 6 s.h. of a foreign language through the 102 level
- two additional GL/GN courses, one of which must carry the GN marker

One SI (Speaking Intensive) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major**. All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One WI (Writing Intensive) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major**. All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major Requirements

Minimum 27 semester hours above the 100 level.

A. All majors are required to take:

| | |
|---------|------------------------------------|
| CSD 250 | Concepts in Communication Sciences |
| CSD 306 | Introduction to Phonetics |
| CSD 307 | Speech and Hearing Science |
| CSD 308 | Language and Speech Development |

| | |
|---------|--|
| CSD 309 | Anatomy and Physiology of the Speech and Hearing Mechanism |
| CSD 334 | Introduction to Audiology |
| CSD 336 | Articulation and Phonological Disorders Across the Life Span |
| CSD 337 | Language Disorders |
| CSD 476 | Structured Clinic Observations |
| CSD 588 | Neurology of Speech, Language and Hearing |
| PSY 121 | General Psychology |
| SES 101 | American Sign Language I |

PSY 121 satisfies one GSB

One of the following:

| | |
|---------|--------------------------------|
| CSD 556 | Aural Rehabilitation |
| CSD 557 | Pediatric Aural Rehabilitation |

One of the following:

| | |
|---------|---|
| STA 108 | Elementary Introduction to Probability and Statistics |
| MAT 115 | College Algebra |

MAT 115: or higher

one additional GSB course

(in addition to the 6 s.h. required by GEC) from the Social and Behavioral Sciences list

one additional GNS course

from the GEC Category Approved Courses list (in addition to the 6–7 s.h. required by GEC)

6 s.h. of a foreign language through the 102 level

6 s.h. of a foreign language satisfy two GL requirements.

B. Students preparing for graduate study in speech-language pathology are required to take:

| | |
|---------|---|
| CSD 338 | Voice and Fluency Disorders |
| CSD 550 | Diagnostic Procedures: Inquiry, Observation and Measurement |

C. Students preparing for graduate study in audiology are required to take:

| | |
|---------|---|
| STA 108 | Elementary Introduction to Probability and Statistics |
| ISM 110 | Business Computing I |

Communication Sciences and Disorders Disciplinary Honors

Requirements

1. Admission to Lloyd International Honors College

2. Completion of the following:

| | |
|---------|-----------------------|
| CSD 490 | Senior Honors Project |
|---------|-----------------------|

3. Nine (9) s.h. of 300-level or higher course work in CSD chosen from the following:

Must select one of the following:

| | |
|---------|--------------------------|
| CSD 493 | Honors Independent Study |
|---------|--------------------------|

| | |
|---------|---|
| CSD 494 | Honors Seminar in Communication Disorders |
|---------|---|

Honors sections of the following:

| | |
|---------|--|
| CSD 308 | Language and Speech Development |
| CSD 336 | Articulation and Phonological Disorders Across the Life Span |
| CSD 550 | Diagnostic Procedures: Inquiry, Observation and Measurement |
| CSD 571 | Beginning Clinical Practice in Speech-Language Pathology |
| CSD 588 | Neurology of Speech, Language and Hearing |

Honors Contracts of the following:

| | |
|---------|--------------------------------|
| CSD 337 | Language Disorders |
| CSD 556 | Aural Rehabilitation |
| CSD 557 | Pediatric Aural Rehabilitation |

Qualifications

- A GPA in the major of 3.50 and a grade of B+ or higher in all CSD course work
- 3.50 or higher overall GPA at graduation

Recognition

The designation “Completed Disciplinary Honors in Communication Sciences and Disorders” and the title of the Senior Honors Project will be printed on the student’s official transcript.

COMMUNICATION SCIENCES & DISORDERS COURSES (CSD)

CSD 150 Communication Disabilities in Film (3:2:3)

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 (1:0:2)

Supervised therapy for students with speech, voice, language, or hearing problems.

Prerequisite: Permission of instructor

Notes: May be repeated for credit. Grade: Pass/Not Pass (P/NP).

CSD 250 Concepts in Communication Sciences (3:3)

Concepts essential in understanding human communication; factors affecting life-long development and competency of speech, language and hearing.

Notes: For freshmen and sophomores.

CSD 295 Fundamentals of Speech and Language Analysis (3:3)

Structural foundation and analytic tools for studying language disorders.

CSD 306 Introduction to Phonetics (3:3)

Recording of speech using the International Phonetic Alphabet in broad transcription. General American dialects and variations.

Prerequisite: Majors only, or by permission of instructor

Corequisite: 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 (3:3)

Acoustic principles of speech and hearing; analysis of the acoustic characteristics of speech and physiological correlates; speech perception.

Prerequisite: Majors only, or by permission of instructor

Corequisite: 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 (3:3)

Theory and evidence of the chronological development of phonology, syntax, semantics, and pragmatics in the child.

Prerequisite: Majors only, or by permission of instructor

Corequisite: 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 (3:3)

Anatomical and physiological bases of human communication.

Prerequisite: Majors only, or by permission of instructor

Corequisite: 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.

Prerequisite: Permission of the instructor

Notes: May be repeated once for credit for a total of six (6) semester hours. Grade: Pass/Not Pass (P/NP).

CSD 334 Introduction to Audiology (3:3)

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.

Prerequisite: 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 Articulation and Phonological Disorders Across the Life Span (3:3)

Assessment and treatment procedures for a variety of articulation and phonological disorders across the life span.

Prerequisite: CSD 306, CSD 307, CSD 308, and CSD 309, or permission of instructor

CSD 337 Language Disorders (3:3)

Nature, theory, measurement, and management of language problems across the life span.

Prerequisite: CSD 306, CSD 307, CSD 308, CSD 309

CSD 338 Voice and Fluency Disorders (3:3)

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.

Prerequisite: CSD 306, CSD 307, CSD 308, CSD 309

Offered: Spring

CSD 464 Genetics and Communication Disorders (3:3)

Fundamentals of embryology of the organs of communication, Mendelian and non-Mendelian genetics including pedigrees, risk calculation, meiosis/mitosis, chromosomal abnormalities, genetic screening and counseling, environmental genomics, and disorders of communication.

Prerequisite: CSD 306, CSD 307, CSD 308, CSD 309, CSD 334

Offered: Spring

CSD 476 Structured Clinic Observations (1:0:2)

Guided clinical observations and experiences as a therapy assistant in the UNCG Speech and Hearing Center.

Prerequisite: CSD 334, CSD 336, and CSD 337; or permission of instructor

Offered: Fall and Spring

Notes: Grade: Pass/Not Pass (P/NP).

CSD 490 Senior Honors Project (3:3)

Independent original scholarship, completed under the supervision of a faculty member. Culminates in an original oral presentation, written document, or other creative work.

Prerequisite: Senior status and admission to the Lloyd International Honors College and the CSD Honors Program, or permission of the instructor

Offered: All

Notes: Grade: Pass/Not Pass (P/NP). May be repeated once for credit.

CSD 493 Honors Independent Study (3:3)

Directed study and/or research under faculty supervision.

Prerequisite: Senior status and admission to the Lloyd International Honors College and the CSD Honors Program, or permission of the instructor

Offered: All

Notes: Grade: Pass/Not Pass (P/NP). May be repeated once for credit.

CSD 494 Honors Seminar in Communication Disorders (3:3)

Advance study of the nature and application of scholarship pertaining to different communication disorders in a forum that promotes collegiality and discussion.

Prerequisite: Acceptance into CSD Disciplinary Honors Program and permission of instructor

Offered: Fall or Spring

CSD 495 Special Topics Seminar (1:1)

Critical analysis of contemporary topics in Communication Sciences and Disorders.

Prerequisite: 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 (3:2:3)

Processes and techniques of data acquisition and analysis for the diagnosis, assessment, and evaluation of communication disorders.

Prerequisite: Completion of all CSD 300-level courses required for the major or permission of the instructor

CSD 551 Speech and Language Disorders: Diagnostic Procedures (3:2:2)

Differential diagnosis of speech, language, voice, and rhythm problems.

Prerequisite: Pr. permission of instructor

CSD 552 Communication and Aging (3:3)

Development of communication in old age; factors affecting development and competency; communication evidence and theories of aging; facilitation of life-long functional communication.

Prerequisite: Pr. CSD 308 or permission of instructor

CSD 554 Advanced Speech Science (3:3)

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.

Prerequisite: CSD 306, CSD 307, CSD 308, CSD 309

CSD 556 Aural Rehabilitation (3:3)

Principles of aural rehabilitation with hearing impaired adults and their significant others.

Prerequisite: CSD 334

Offered: Spring

CSD 557 Pediatric Aural Rehabilitation (3:3)

Study of new technologies available for children with hearing impairment and the impact of these technologies on therapy and teaching.

Prerequisite: CSD 334 for undergraduates; permission of instructor for graduate students

Offered: Spring

CSD 571 Beginning Clinical Practice in Speech-Language Pathology (3:2:4)

Beginning clinical practice in diagnosis of and therapy for communication disorders.

Prerequisite: Admission to the appropriate degree program or permission of instructor

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

CSD 575 Instrumentation for Communication Disorders (3:3)

Instrumentation commonly used in communication disorders; operation and measurement techniques for clinical and research applications.

Prerequisite: Permission of instructor

**CSD 588 Neurology of Speech, Language and Hearing
(3:3)**

An overview of neuroanatomy and neurophysiology with a concentration on neurological mechanisms related to speech, language and hearing.

Prerequisite: CSD 309 or permission of instructor

CSD 589 Experimental Course

This number reserved for experimental courses. Refer to the Course Schedule for current offerings.

Department of Communication Studies

College of Arts & Sciences
102 Ferguson Building
336/334-5297

Faculty

Christopher N. Poulos, Associate Professor and Head of Department

Professors Jovanovic, Schwartzman

Associate Professors Bracci, Carlone, Kellett, Kinefuchi, LeGreco, Natalie, Olson

Assistant Professor Glenn

Lecturers Cuny, Digh, Dunning, Ellis, Fairfield-Artman, Manning, McCall, Steger

Mission Statement

The power of voices, speaking to transform—We research, teach, and practice communication to cultivate the ethical voices of people that speak in critical, constructive, and transformative ways to identities, relationships, and communities.

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

Scholarly Focus Areas

These beliefs and values are articulated in the following ongoing scholarly focus areas of the department:

- Public Voice

How can communication scholarship help us to understand and improve the quality of public discourse in the world around us?

- Voices of Change, Diversity and Difference, and Conflict

How can communication scholarship help people to engage with diversity, differences, and divisions in ways that promote understanding and collaborative/democratic change?

- Voices of Identity and Relationships
- How can communication scholarship help us understand how people create and sustain desired identities and healthy relationships?

- Voices of Discovery
- How can communication scholarship help us understand how people learn to co-construct, share, and critique knowledge?

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 Graduate School Bulletin*.

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 Studies, Anthropology, Business, English, Media Studies, Philosophy, Political Science, Psychology, Sociology, and Women's and Gender Studies. Additionally the Department participates in 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 the Intercultural Studies program at Vaxjo University in Vaxjo, Sweden. The program (taught in English) requires course work in socio-cultural theory, intercultural interactions, cultural analysis, and fieldwork, with optional study in basic Swedish.

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 UNCG 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.

Communication Studies Major (CMST)— B.A.

Degree: Bachelor of Arts

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level with a minimum of 6 hours from this 36 at the 400 and/or 500 course levels; minimum 2.0 GPA

AOS Code: U137

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (6 s.h.)

Student selects 6 s.h. from GLT list.

GFA—Fine Arts (3.s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (6–7 s.h.)

Student selects 6–7 s.h. from GNS list. One must be a laboratory course. Each must have a different departmental prefix.

GMT—Mathematics (3 s.h.)

Student selects 3 s.h. from GMT list.

GRD—Reasoning and Discourse (6 s.h.)

CST 105 Introduction to Communication Studies

ENG 101 College Writing I
or

FMS 115 Freshman Seminar in Reasoning and Discourse I
or

RCO 101 College Writing I

GSB—Social and Behavioral Sciences (6 s.h.)

Student selects 6 s.h. from GSB list.

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

GL/GN—Global/Global Non-Western Perspectives

four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One SI (Speaking Intensive) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One WI (Writing Intensive) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See requirements and approved courses.

GMO/GPM—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GPM or GMO list.

GLS/GPS—Natural Sciences (3–4 s.h.)

Student selects 3–4 s.h. from GLS or GPS list.

GSB—Social and Behavioral Sciences (3 s.h.)

Student selects 3 s.h. from GSB list.

GFL—Foreign Language (0–12 s.h.)

intermediate-level proficiency in one language, demonstrated by placement test, or completion of course work through course number 204

WI—Writing Intensive Courses

a total of four WI courses

IV Major Requirements

1. 15 s.h. to include:

| | |
|---------|---------------------------------------|
| CST 105 | Introduction to Communication Studies |
| CST 200 | Communication and Community |
| CST 207 | Relational Communication |
| CST 210 | Communicating Ethically |
| CST 300 | Communication Theory |

CST 105 fulfills 3 s.h. of GRD and serves as an SI course.

2. 21 additional s.h. of CST electives at the 300 level or above

6 hours of which must be at the 400 and/or 500 level.

V Related Area Requirements

No specific courses are recommended.

VI Electives

Electives sufficient to complete the 122 semester hours required for degree.

Criterion for Progression in the Major

Only grades of C- or better, taken in Communication courses, will count toward completion of a major in the Department.

Communication Studies as a Second Academic Concentration for Elementary Education Majors

Required: 18 semester hours

Requirements

1. Required core courses:

6 s.h. from either:

| | |
|---------|---------------------------------------|
| CST 105 | Introduction to Communication Studies |
| | or |
| CST 200 | Communication and Community |

and either:

| | |
|---------|----------------------------------|
| CST 311 | Deliberation and Decision Making |
| | or |

| | |
|---------|-------------------------------|
| CST 305 | Persuasion in Western Culture |
|---------|-------------------------------|

2. 12 s.h. from the following:

| | |
|---------|------------------------------------|
| CST 207 | Relational Communication |
| CST 210 | Communicating Ethically |
| CST 315 | Persuasion and Social Influence |
| CST 344 | Conflict Communication |
| CST 350 | Small Group and Team Communication |
| CST 599 | Communication Pedagogy |

Communication Studies Minor

Required: minimum of 18 semester hours

The Communication Studies minor is designed to offer interested students from other disciplines a broad, flexible foundation in key areas of the field.

Requirements

Courses

| | |
|---------|---------------------------------------|
| CST 105 | Introduction to Communication Studies |
|---------|---------------------------------------|

plus 3 semester hours at the 200 level

(Choose one)

| | |
|---------|-----------------------------|
| CST 200 | Communication and Community |
| CST 207 | Relational Communication |
| CST 210 | Communicating Ethically |

and at least 12 semester hours of CST electives at the 300 level or above.

Communication Studies Disciplinary Honors

Requirements

For Honors requirements, check with the departmental office and see the Honors Programs information.

COMMUNICATION STUDIES COURSES (CST)

CST 105 Introduction to Communication Studies (3:3)

Introduction to the principles and skills for effective communication in the contexts of public speaking, interpersonal communication, and small group/team communication. Videotaping used to enhance personal growth.

Distribution: GE Core: GRD

CST 200 Communication and Community (3:3:1)

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 (3:3)

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 (3:3)

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 (3:3)

Critical analysis and evaluation of scientific, rhetorical, and critical theories of communication. Emphasis on how theory assists us to understand, predict, and transform society.

Prerequisite: CST 105 and junior standing

CST 305 Persuasion in Western Culture (3:3)

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.

Prerequisite: CST 105 and junior standing

CST 308 Organizational Communication (3:3)

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 (3:3)

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.

Offered: Fall

CST 315 Persuasion and Social Influence (3:3)

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.

Prerequisite: Permission of faculty supervisor

Notes: May be repeated for credit.

CST 337 Intercultural Communication (3:3)

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.

Offered: Fall

CST 341 Communication and Workplace Relationships (3:3)

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 (3:3)

Prepares students for effective and ethical public communication on behalf of profit and not-for-profit organizations. Students create a research-based, values-driven, standing PR plan designed to meet organizational communication objectives.

CST 343 Crisis Communication (3:3)

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.

Offered: Fall or Spring

CST 344 Conflict Communication (3:3)

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 (3:3)

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 (3:3)

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.

Prerequisite: 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 (3:3)

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 407 Gender and Communication (3:3)

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.

Prerequisite: CST 207 or equivalent

CST 408 Health Communication (3:3)

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.

Prerequisite: CST 105 and CST 300

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.

Prerequisite: Will vary; junior or senior status, and permission of instructor

Offered: Fall & Spring

Notes: May be repeated for maximum of 6 s.h. credit. Open to majors only.

CST 415 Family Communication (3:3)

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.

Offered: Fall

CST 416 Communication and Ethnography: Writing Life (3:3)

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.

Prerequisite: Junior or senior standing

CST 420 Environmental Communication (3:3)

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.

Offered: Fall

CST 440 Reclaiming Democracy: Dialogue, Decision-Making, Community Action (4:4)

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?

Prerequisite: Junior or senior standing

Offered: Alt Fall

CST 460 Special Topics in Communication Research (3:3)

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 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.

CST 499 Senior Capstone (3:3)

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.

Prerequisite: Senior status or permission of instructor

CST 502 The Semiotics of Everyday Life (3:3)

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.

Prerequisite: Graduate status or permission of instructor

CST 506 Speaking Out for Community Change (3:3)

Exploration of theory and practice in community advocacy. Focus on public deliberation, moral conflict, and community dialogue in value-laden topics and controversies.

Prerequisite: CST 305 recommended for undergraduates

Offered: Fall or Spring

CST 520 African American Culture and Identity (3:3)

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.

Prerequisite: Junior, senior, or graduate standing

CST 540 Social Entrepreneurship: Justice and a Green Environment (3:3)

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.

Prerequisite: Upper-division undergraduate or graduate student status

Cross Listed: Same as BUS 540, CPS 540, ENT 540, SWK 540, WGS 540.

CST 555 Relational Communication and the Hollywood Feature Film (3:2:3)

Analysis and application of images, discourses, and practices concerning human communication and relationships as they are represented in the powerful cultural medium of film.

Prerequisite: Undergraduates: CST 207, CST 300 or CST 305, and upper division standing

Offered: All Years

CST 562 Organizational Change: Diversity and Identity (3:3)

Contemporary theory and practices of communication applied to changing organizations. Emphasis on the role of diversity and issues of identity driving change.

Prerequisite: Graduate status or permission of instructor

CST 589 Experimental Course

This number reserved for experimental courses. Refer to the Course Schedule for current offerings.

CST 589B Experimental Course: Communication and Health Innovation (3:3)

Theories, methods, and practices related to communication and health innovation; theories of persuasion and message design that address innovation; study of how to lead organizations and health institutions through innovative change processes.

Offered: Offered spring '11

CST 599 Communication Pedagogy (3:3)

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.

Prerequisite: Graduate status or permission of instructor

Department of Community and Therapeutic Recreation

School of Health & Human Sciences
200 Ferguson Building
336/334-5327
www.uncg.edu/ctr

Faculty

Stuart Schleien, Professor and Chair of Department

Professor Bedini

Associate Professors Gladwell, Stone

Assistant Professor Bruton

AP Assistant Professor Miller

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.

RECREATION AND PARKS MANAGEMENT MAJOR (RPMT)—B.S.

Degree: Bachelor of Science

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

Available Concentrations and AOS Codes:

Community Recreation and Event Planning,
U442
Therapeutic Recreation, U413

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.

Community Recreation and Event Planning Concentration

U442

(122 semester hours)

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (3 s.h.)

Student selects 3 s.h. from GLT list.

GFA—Fine Arts (3.s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

Humanities and Fine Arts (3 s.h.)

Student selects additional 3 s.h. from GLT, GFA, or GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (6–7 s.h.)

Student selects 6–7 s.h. from GNS list. One must include a laboratory course. Each must have a different course prefix.

GMT—Mathematics (3 s.h.)

STA 108 Elementary Introduction to Probability
and Statistics

GRD—Reasoning and Discourse (6 s.h.)

ENG 101 College Writing I
or
FMS 115 Freshman Seminar in Reasoning and
Discourse I
or
RCO 101 College Writing I

ENG 102 College Writing II

GSB—Social and Behavioral Sciences (6 s.h.)

Student selects 6 s.h. from GSB list. Must have different course prefixes.

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among

their major requirements that is taught as Writing Intensive.

III Major Concentration Requirements

1.

| | |
|-----------------|--|
| CTR 111 | Introduction to Recreation and Parks |
| CTR 212 | Leadership in Recreation and Parks |
| CTR 213 | Program Planning in Recreation and Parks |
| CTR 241 | Community Recreation |
| CTR 314 | Recreation Services with Underrepresented Groups |
| CTR 315 | Practicum in Recreation and Parks |
| CTR 342 | Recreation Area and Facility Development |
| CTR 416 | Management in Recreation and Parks |
| CTR 417 | Internship in Recreation and Parks |
| CTR 418 | Research and Evaluation in Recreation and Parks |
| CTR 423 | Meeting and Event Planning and Management |
| CTR 445 | Financing Recreation and Parks |
| CTR 511 | Seminar in Recreation and Parks |
| CTR 450/STH 450 | Service Management |

2. For the below courses, an overall GPA of 2.0 or better is required prior to registration for the courses.

| | |
|---------|------------------------------------|
| CTR 315 | Practicum in Recreation and Parks |
| CTR 417 | Internship in Recreation and Parks |

3. Select one of the following:

| | |
|---------|--|
| KIN 520 | Physical Activity Programs for Underserved Youth |
| PSC 540 | Nonprofit Management and Leadership |
| CTR 346 | Campus Recreation Management |
| CTR 429 | Special Event Management |

4.

| | |
|---------|---|
| CST 105 | Introduction to Communication Studies |
| ENG 102 | College Writing II |
| STA 108 | Elementary Introduction to Probability and Statistics |

STA 108 satisfies GMT

ENG 102 satisfies GRD

Select one of the following:

| | |
|---------|---|
| ENG 101 | College Writing I |
| FMS 115 | Freshman Seminar in Reasoning and Discourse I |
| RCO 101 | College Writing I |

ENG 101, FMS 115, and RCO 101 satisfy GRD

NOTE: Both field experiences are typically offered only during the summer sessions and should not be taken during the same summer; students should plan accordingly.

IV 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 Studies, Political Science, Sociology, and Travel and Tourism Management.

V Electives

Electives sufficient to complete 122 total semester hours required for degree.

Therapeutic Recreation Concentration

U413

(122 semester hours)

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (3 s.h.)

Student selects 3 s.h. from GLT list.

GFA—Fine Arts (3.s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

Humanities and Fine Arts (3 s.h.)

Student selects additional 3 s.h. from GLT, GFA, or GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (6–7 s.h.)

BIO 111 Principles of Biology I

Student selects additional 3 s.h. from GNS list with a course prefix other than BIO.

GMT—Mathematics (3 s.h.)

STA 108 Elementary Introduction to Probability and Statistics

GRD—Reasoning and Discourse (6 s.h.)

| | |
|---------|---|
| ENG 101 | College Writing I |
| | or |
| FMS 115 | Freshman Seminar in Reasoning and Discourse I |
| | or |
| RCO 101 | College Writing I |
| | or |
| ENG 102 | College Writing II |

GSB—Social and Behavioral Sciences (6 s.h.)

| | |
|---------|--|
| HDF 211 | Human Development Across the Life Span |
| PSY 121 | General Psychology |

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.**

All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major Concentration Requirements**1.**

| | |
|---------|---|
| CTR 111 | Introduction to Recreation and Parks |
| CTR 212 | Leadership in Recreation and Parks |
| CTR 213 | Program Planning in Recreation and Parks |
| CTR 231 | Introduction to Therapeutic Recreation |
| CTR 314 | Recreation Services with Underrepresented Groups |
| CTR 315 | Practicum in Recreation and Parks |
| CTR 332 | Evidence-based Programming and Practice in Therapeutic Recreation |
| CTR 338 | Client Assessment in Therapeutic Recreation |
| CTR 342 | Recreation Area and Facility Development |
| CTR 416 | Management in Recreation and Parks |
| CTR 417 | Internship in Recreation and Parks |
| CTR 418 | Research and Evaluation in Recreation and Parks |
| CTR 433 | Trends and Issues in Therapeutic Recreation |
| CTR 437 | Facilitation Techniques in Therapeutic Recreation |
| CTR 511 | Seminar in Recreation and Parks |

2. For the below courses, an overall GPA of 2.0 or better is required prior to registration for the courses.

| | |
|---------|-----------------------------------|
| CTR 315 | Practicum in Recreation and Parks |
|---------|-----------------------------------|

| | |
|---------|------------------------------------|
| CTR 417 | Internship in Recreation and Parks |
|---------|------------------------------------|

3. Select one of the following:

| | |
|---------|--|
| CED 574 | Contemporary Topics in Counseling |
| HDF 212 | Families and Close Relationships |
| KIN 376 | Biomechanics of Sport and Physical Activity |
| KIN 386 | Motor Development and Learning |
| KIN 579 | Exercise and Older Adults |
| CTR 316 | Leisure for Older Adults |
| CTR 535 | Animal Assisted Therapy |
| SES 101 | American Sign Language I |
| SES 200 | People with Disabilities in American Society |
| SES 540 | Introduction to Exceptional Individuals |
| SOC 222 | Sociology of Deviant Behavior |
| SOC 323 | Global Deviance |

4.

| | |
|---------|---|
| CST 105 | Introduction to Communication Studies |
| ENG 102 | College Writing II |
| STA 108 | Elementary Introduction to Probability and Statistics |

ENG 102 satisfies GRD

STA 108 satisfies GMT

Select one of the following:

| | |
|---------|---|
| ENG 101 | College Writing I |
| FMS 115 | Freshman Seminar in Reasoning and Discourse I |
| RCO 101 | College Writing I |

ENG 101, FMS 115, and RCO 101 satisfy GRD

NOTE: Both field experiences are typically offered only during the summer sessions and should not be taken during the same summer; students should plan accordingly.

IV Related Area Requirements**Courses**

| | |
|---------|---|
| BIO 111 | Principles of Biology I |
| BIO 271 | Human Anatomy |
| BIO 277 | Human Physiology |
| CED 310 | Helping Skills |
| HDF 211 | Human Development Across the Life Span |
| HEA 313 | Medical Terminology for Public Health Professionals |
| PSY 121 | General Psychology |
| PSY 341 | Abnormal Psychology |

BIO 111 satisfies one GNS; HDF 211 and PSY 121 satisfy GSB.

V Electives

Electives sufficient to complete 122 total semester hours required for degree.

Community and Therapeutic Recreation Minor

Required: minimum of 15 semester hours

AOS Code: U441

This minor complements a number of majors, including biology, business administration, communication studies, counseling and educational development, geography, history, hospitality and tourism management, human development and family studies, kinesiology, political science, psychology, public health, and social work. Fifteen semester hours are required.

Course Requirements

All students completing a minor in community and therapeutic recreation must complete the following courses (9 semester hours):

One of the following:

- | | |
|---------|--------------------------------------|
| CTR 101 | Leisure and American Lifestyles |
| | or |
| CTR 111 | Introduction to Recreation and Parks |

One of the following:

- | | |
|---------|--|
| CTR 212 | Leadership in Recreation and Parks |
| | or |
| CTR 213 | Program Planning in Recreation and Parks |

Required:

- | | |
|---------|------------------------------------|
| CTR 416 | Management in Recreation and Parks |
|---------|------------------------------------|

In addition, all students must elect 6–9 hours from one of the two department concentrations.

Community Recreation and Event Planning

- | | |
|-----------------|---|
| CTR 241 | Community Recreation |
| CTR 342 | Recreation Area and Facility Development |
| CTR 423 | Meeting and Event Planning and Management |
| CTR 429 | Special Event Management |
| CTR 445 | Financing Recreation and Parks |
| CTR 446 | Advanced Management Practices in Recreation and Parks |
| CTR 450/STH 450 | Service Management |

Therapeutic Recreation

- | | |
|---------|---|
| CTR 231 | Introduction to Therapeutic Recreation |
| CTR 314 | Recreation Services with Underrepresented Groups |
| CTR 332 | Evidence-based Programming and Practice in Therapeutic Recreation |
| CTR 338 | Client Assessment in Therapeutic Recreation |
| CTR 433 | Trends and Issues in Therapeutic Recreation |
| CTR 437 | Facilitation Techniques in Therapeutic Recreation |

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.

Travel, Tourism, and Commercial Recreation Minor

Required: minimum of 15 semester hours

AOS Code: U426

This minor complements a number of majors, including hospitality management, marketing, and geography.

Students interested in the minor should register with the Department of Community and Therapeutic Recreation, 420-J HHP Building.

Requirements

Must include the following:

- | | |
|-------------------------|---|
| CTR 320/GEO 320/STH 320 | Tourism Planning and Development |
| CTR 324 | Commercial and Entrepreneurial Recreation |
| CTR 423 | Meeting and Event Planning and Management |

See department for two (2) additional courses to meet the 15 s.h. required.

COMMUNITY AND THERAPEUTIC RECREATION COURSES (CTR)

CTR 101 Leisure and American Lifestyles (3:3)

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.

Distribution: GE Core: GSB

Notes: Non-majors only. Students may not receive credit for both CTR 101 and CTR 111. Formerly RPM 101.

CTR 102 Creating a Meaningful Life (3:3)

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.

Notes: Formerly RPM 102.

CTR 111 Introduction to Recreation and Parks (3:3)

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. Formerly RPM 111.

CTR 201 Introduction to Community Leadership (3:3)

Provides an overview of key leadership and personal development skills necessary to practice effective leadership in teams and community organizations. Includes exploration, reflection, and synthesis of personal values.

Notes: Formerly RPM 201.

CTR 202 Environmental Education (3:3)

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.

Notes: Formerly RPM 202.

CTR 203 Fundamentals of Outdoor Leadership (3:3)

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.

Prerequisite: Permission of instructor

Notes: Formerly RPM 203.

CTR 212 Leadership in Recreation and Parks (3:3)

Analysis of techniques, principles, and practices of leadership and group dynamics in recreation and parks.

Notes: Formerly RPM 212.

CTR 213 Program Planning in Recreation and Parks (3:3)

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.

Notes: Formerly RPM 213.

CTR 231 Introduction to Therapeutic Recreation (3:3)

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.

Notes: Formerly RPM 231.

CTR 241 Community Recreation (3:3)

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.

Prerequisite: RPMT majors and minors only, or permission of instructor

Notes: Formerly RPM 241.

CTR 251 Professional Preparation in Recreation and Parks (1:1:2)

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.

Prerequisite: CTR 111

Notes: RPMT majors only. Formerly RPM 251.

CTR 252 Preparing for Practice in Recreation and Parks (1:1)

Portfolio-based course preparing students to seek and apply for practicum positions in recreation and parks management.

Prerequisite: CTR 251 or permission of instructor

Notes: RPMT majors only. Formerly RPM 252.

CTR 304 Outdoor Challenge/Adventure Education Programs (3:3)

Principles and practices of outdoor challenge/adventure education; administrative considerations for selection, use, design, and implementation of outdoor challenge/adventure programs.

Notes: Formerly RPM 304.

CTR 314 Recreation Services with Underrepresented Groups (3:3)

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.

Notes: Formerly RPM 314.

CTR 315 Practicum in Recreation and Parks (3 or 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.

Prerequisite: CTR 111; CTR 212; CTR 213; CTR 231 or CTR 241; or permission of instructor; must have a cumulative 2.0 GPA to enroll.

Offered: Summer

Notes: A three (3) semester hour experience may be repeated once for a maximum of six (6) semester hours. Formerly RPM 315.

CTR 316 Leisure for Older Adults (3:3)

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).

Distribution: GE Core: GSB

Notes: Formerly RPM 316.

CTR 320 Tourism Planning and Development (3:3)

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: Formerly RPM 320.

Cross Listed: Same as GEO 320, STH 320.

CTR 324 Commercial and Entrepreneurial Recreation (3:3)

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.

Prerequisite: CTR 111 or STH 102

Notes: Formerly RPM 324.

CTR 332 Evidence-based Programming and Practice in Therapeutic Recreation (3:3)

Focus on skills for design and evaluation of evidence-based therapeutic recreation interventions and programs using various techniques, including activity and task analysis, summative and formative evaluation procedures.

Prerequisite: CTR 111 or permission of instructor

Notes: Formerly RPM 332.

CTR 338 Client Assessment in Therapeutic Recreation (3:3)

Introduction to the theories, concepts, and techniques used in client assessment for therapeutic recreation programs and treatment.

Prerequisite: CTR 111 or permission of instructor

Notes: Formerly RPM 338.

CTR 342 Recreation Area and Facility Development (3:2:2)

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.

Prerequisite: CTR 111

Notes: Formerly RPM 342.

CTR 343 Park and Recreation Maintenance Management (3:3)

Principles and practices of maintenance management; operational policies and procedures in recreation and park agencies.

Prerequisite: CTR 111 and CTR 213; or permission of instructor

Notes: Formerly RPM 343.

CTR 346 Campus Recreation Management (3:3)

Basic principles and procedures of campus recreation management with emphasis on programming, maintenance, budgeting, and risk management aspects of program development.

Notes: Formerly RPM 346.

CTR 347 Outdoor Experiential Education for Small Groups (3:2:3)

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.

Notes: Formerly RPM 347.

CTR 401 Strategic Community Leadership (3:3)

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. Formerly RPM 401.

CTR 405 Special Topics Seminar (3:3)

Specific course title identified by subscript, e.g., Problems Seminar: Leisure and Aging. Nature of problems themselves and their impact on societies studied.

Prerequisite: Course work in appropriate content area and/or permission of instructor

Notes: May be repeated once for credit. Formerly RPM 405.

CTR 416 Management in Recreation and Parks (3:3)

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.

Prerequisite: CTR 315 or permission of instructor

Notes: Formerly RPM 416.

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.

Prerequisite: CTR 315 and CTR 416; must have a cumulative 2.0 GPA to enroll.

Offered: Summer or permission of instructor.

Notes: Formerly RPM 417.

CTR 418 Research and Evaluation in Recreation and Parks (3:3)

Analysis of research and evaluation methods in recreation and parks including problem identification, literature review, data collection methods and analysis, and report writing.

Prerequisite: CTR 315 and STA 108; or permission of instructor

Notes: Formerly RPM 418.

CTR 423 Meeting and Event Planning and Management (3:3)

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.

Prerequisite: CTR 111 and CTR 241; or permission of instructor

Notes: Formerly RPM 423.

CTR 429 Special Event Management (3:3)

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.

Prerequisite: CTR 423 or permission of instructor

Notes: Formerly RPM 429.

CTR 433 Trends and Issues in Therapeutic Recreation (3:3)

Study of trends and issues in therapeutic recreation; examination of current controversial issues, interdisciplinary team practice, supervisory functions, and professional advocacy.

Prerequisite: CTR 315 and CTR 332; or permission of instructor

Notes: Formerly RPM 433.

CTR 436 Leisure Education (3:3)

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.

Prerequisite: CTR 111 or permission of instructor

Notes: Formerly RPM 436.

CTR 437 Facilitation Techniques in Therapeutic Recreation (3:3)

This course will prepare students to plan, implement, and evaluate a variety of therapeutic recreation facilitation techniques and will include intervention descriptions, historical perspectives, efficacy research, and theoretical foundations.

Prerequisite: CTR 231

Notes: Formerly RPM 437.

CTR 438 Therapeutic Recreation for Older Adults in the Teaching Nursing Home (6:6)

Investigation of the cross-cultural models of geriatric care along with their evolving applied non-pharmacological research initiative will be undertaken through study abroad.

Prerequisite: RPMT major with Therapeutic Recreation concentration and minimum overall 3.3 GPA; or permission of instructor

Notes: Formerly RPM 438.

CTR 443 Recreation Facility Management (3:3)

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.

Prerequisite: CTR 315 or permission of instructor

Notes: Formerly RPM 443.

CTR 445 Financing Recreation and Parks (3:3)

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.

Prerequisite: CTR 416 or equivalent; or permission of instructor

Notes: Formerly RPM 445.

CTR 446 Advanced Management Practices in Recreation and Parks (3:3)

Principles and practices of management in recreation and park organizations with emphasis on strategic planning and management, organizational change, decision-

Academic Departments, Programs, and Courses

making, conflict management, problem solving, and managing diversity.

Prerequisite: CTR 416

Notes: Formerly RPM 446.

CTR 450 Service Management (3:3)

Integration of service systems management, human behavior, and marketing in the creation, delivery, and assurance of service quality and customer service.

Offered: Fall or Spring or Summer

Notes: Formerly RPM 450.

Cross Listed: Same as STH 450.

CTR 491 Family-Centered Interdisciplinary Practice: System of Care (3:3)

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.

Prerequisite: Permission of instructor

Offered: Spring

Notes: Formerly RPM 491.

Cross Listed: 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. Formerly RPM 493.

CTR 511 Seminar in Recreation and Parks (3:3)

Examination of current practices in recreation and parks with emphasis on their impact in the delivery of programs and services, and their technological, economic, and political significance in society.

Prerequisite: CTR 315 and senior standing; or permission of instructor

Notes: Formerly RPM 511.

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.

Prerequisite: Permission of instructor

Notes: Formerly RPM 519.

CTR 535 Animal Assisted Therapy (3:3)

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.

Notes: Formerly RPM 535.

CTR 589 Experimental Course

This number reserved for experimental courses. Refer to the Course Schedule for current offerings.

Notes: Formerly RPM 589.

Department of Computer Science

College of Arts & Sciences
167 Petty Building
336/256-1112
www.uncg.edu/cmp

Faculty

Stephen R. Tate, Professor and Head of Department

Professors Blanchet-Sadri, Sadri

Associate Professors Fu, Green, Suthaharan

Assistant Professor Deng

Senior Lecturer Armstrong

Lecturers Fritz, Jensen

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.

Computer Science Major (CMPS)—B.S.

Degree: Bachelor of Science

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

AOS Code: U180

The B.S. degree in Computer Science program is accredited by the Computing Accreditation Commission of ABET, 111 Market Place, Suite 1050, Baltimore, MD 21202-4012; telephone: 410-347-7700.

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, CSC 230, CSC 330 be completed within four (4) consecutive semesters.

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (6 s.h.)

Student selects 6 s.h. from GLT list.

GFA—Fine Arts (3.s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (7 s.h.)

CHE 111 General Chemistry I
and
CHE 112 General Chemistry I Laboratory

or

PHY 291 General Physics I with Calculus

Student selects additional 3 s.h. from GNS list.
Must have a different course prefix than the required course(s) chosen.

GMT—Mathematics (3 s.h.)

MAT 191 Calculus I

GRD—Reasoning and Discourse (6 s.h.)

ENG 101 College Writing I
or
FMS 115 Freshman Seminar in Reasoning and Discourse I
or
RCO 101 College Writing I

Student selects additional 3 s.h. from GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

Student selects 6 s.h. from GSB list.

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See requirements and approved courses.

Historical Perspectives on Western Culture

GHP/GPM course
or
GMO course

Natural Sciences

one additional GNS/GLS or GPS course

Social and Behavioral Sciences (GSB)

one additional GSB course

Foreign Language (GFL)

intermediate-level proficiency in one language

demonstrated by placement test, or completion of course work through course number 204

Writing Intensive Courses (WI)

a total of four WI courses

See Writing Intensive Courses under College of Arts and Sciences Additional Requirements (CAR)

IV Major Requirements

1.

| | |
|---------|---|
| CSC 130 | Introduction to Computer Science |
| CSC 230 | Elementary Data Structures and Algorithms |
| CSC 250 | Foundations of Computer Science I |
| CSC 261 | Computer Organization and Assembly Language |
| CSC 330 | Advanced Data Structures |
| CSC 339 | Concepts of Programming Languages |
| CSC 340 | Software Engineering |
| CSC 350 | Foundations of Computer Science II |
| CSC 490 | Senior Project |
| CSC 553 | Theory of Computation |
| CSC 562 | Principles of Operating Systems |

2. CSC Electives

15 additional s.h., selected from any CSC course at the 300 level or above, 3 s.h. of which may be satisfied by completing one of:

| | |
|---------|---|
| MAT 310 | Elementary Linear Algebra |
| MAT 390 | Ordinary Differential Equations |
| MAT 394 | Calculus IV |
| MAT 515 | Mathematical Logic |
| MAT 531 | Combinatorial Analysis |
| MAT 532 | Introductory Graph Theory |
| MAT 540 | Introductory Complex Analysis |
| MAT 541 | Stochastic Processes |
| MAT 542 | Stochastic Processes |
| MAT 556 | Topics in Discrete Mathematics |
| STA 551 | Introduction to Probability |
| STA 552 | Introduction to Mathematical Statistics |
| STA 580 | Biostatistical Methods |

V Supporting Discipline Requirements

The following courses are required:

| | |
|---------|--|
| MAT 191 | Calculus I |
| MAT 292 | Calculus II |
| MAT 293 | Calculus III |
| PHI 222 | Ethics in the Computer Age |
| STA 271 | Fundamental Concepts of Statistics or |
| STA 290 | Introduction to Probability and Statistical Inference |

VI Science Requirements

1. Choose an option from the following:

Option A

| | |
|---------|----------------------------------|
| PHY 291 | General Physics I with Calculus |
| PHY 292 | General Physics II with Calculus |

Option B

| | |
|---------|---------------------------------|
| CHE 111 | General Chemistry I |
| CHE 112 | General Chemistry I Laboratory |
| CHE 114 | General Chemistry II |
| CHE 115 | General Chemistry II Laboratory |

2. 4 additional s.h. of science courses

Select from any course carrying credit toward a biology, chemistry, or physics major.

Recommended

| | |
|---------|-------------------------|
| BIO 111 | Principles of Biology I |
|---------|-------------------------|

Computer Science Minor

Required: minimum of 15 semester hours (minimum of 9 semester hours in residence at UNCG)

The minor in computer science consists of at least 15 semester hours of work, chosen as follows:

Requirements

1.

| | |
|---------|---|
| CSC 130 | Introduction to Computer Science |
| CSC 230 | Elementary Data Structures and Algorithms |
| CSC 250 | Foundations of Computer Science I |

CSC 330 Advanced Data Structures

2. One of the following:

CSC 261 Computer Organization and Assembly Language
 CSC 339 Concepts of Programming Languages
 CSC 340 Software Engineering

The Computer Science Minor requires 3 to 4 semesters to complete.

Computer Science Honors

Requirements

A minimum of twelve semester hours to consist of:

6 s.h. of contract Honors courses:

Students select two:

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
 CSC 529 Artificial Intelligence
 CSC 539 Introduction to Compiler Design
 CSC 540 Human-Computer Interface Development
 CSC 550 Combinatorics on Words
 CSC 555 Algorithm Analysis and Design
 CSC 561 Principles of Computer Architecture
 CSC 567 Principles of Computer Networks
 CSC 568 Principles of Wireless Networks
 CSC 580 Cryptography and Security in Computing
 CSC 583 Firewall Architecture and Computer Security

6 s.h.:

CSC 493 Honors Work in Computer Science
 HSS 490 Senior Honors Project

(CSC 493 must be completed before HSS 490)

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 COURSES (CSC)

CSC 100 The Beauty and Joy of Computing (3:2:3)

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 (3:3)

Introduction to computers and computing. Topics cover impact of computers on society, ethical issues, hardware, and software applications.

CSC 110 Computational Problem Solving (3:3)

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.

Prerequisite: Non-Computer Science majors only or permission of instructor

Distribution: GE Core: GMT

CSC 130 Introduction to Computer Science (3:2:2)

Programming in a high-level language. Emphasis on problem analysis, problem-solving techniques, and software design principles and techniques.

Prerequisite: Acceptable score on the computer science placement test or a grade of at least C (2.0) in MAT 120, MAT 150, MAT 151, or MAT 191

Notes: Computer Science majors should not take MAT 120.

CSC 230 Elementary Data Structures and Algorithms (3:3)

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.

Prerequisite: Grade of at least C (2.0) in CSC 130

CSC 231

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 (3:3)

An introduction to the fundamental ideas underlying contemporary computer science with a focus on the computation and construction of objects.

Prerequisite: Grade of at least C (2.0) in CSC 130 or permission of instructor

CSC 261 Computer Organization and Assembly Language (3:3)

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.

Prerequisite: Grade of at least C (2.0) in CSC 230 and in CSC 250, or permission of instructor

CSC 312 Ethics in Computer Science (1:1)

Historical and social context of computing, ethical responsibilities of the computing professional, intellectual property rights, and risks and liabilities.

Prerequisite: Grade of at least C (2.0) in CSC 230 and in CSC 250, or permission of instructor

Notes: Computer Science majors only.

CSC 330 Advanced Data Structures (3:3)

Static and dynamic data structures emphasizing binary trees and graphs. Advanced programming techniques. Advanced sorting and searching algorithms. Hashing techniques. Performance analysis. Methods of developing large applications programs.

Prerequisite: Grade of at least C (2.0) in CSC 230 and in CSC 250

CSC 339 Concepts of Programming Languages (3:3)

Concepts of block-structured, object-oriented, functional, logic, and concurrent programming languages. Comparative study of syntactic and semantic features of these languages and writing programs using them.

Prerequisite: Grade of at least C (2.0) in CSC 330

CSC 340 Software Engineering (3:3)

Practical and theoretical concepts of software engineering.

Prerequisite: Grade of at least C (2.0) in CSC 330

CSC 343 Experimental Course: Art and Code (3:2:3)

Studio-based exploration of computational art-making. Introduction to programming and visual art through collaborative projects and exposure to the broad variety of software-generated work being done in contemporary art practice.

Prerequisite: ART 241 or permission of instructor

Offered: Offered spring '11

Cross Listed: Same as ART 343.

CSC 350 Foundations of Computer Science II (3:3)

High level concepts in the theoretical foundations of computer science.

Prerequisite: Grade of at least C (2.0) in CSC 250, or permission of instructor

CSC 463 Basic Systems Administration Laboratory (1:0:3)

Installing operating systems, peripherals, hardware, and software. Backups, recompiling the kernel (loading/unloading modules), providing Web services, and user administration.

Corequisite: CSC 562 and CSC 567; or permission of instructor

Notes: Formerly CSC 563.

CSC 464 Intermediate Systems Administration Laboratory (1:0:3)

Topics selected from routing, firewall, Primary Domain Controller, Backup Domain Controller, Domain Controller trust, SAMBA, DNS round robin, and PPP connectivity setup.

Prerequisite: Grade of at least C (2.0) in CSC 463

Notes: Formerly CSC 564.

CSC 465 Advanced Systems Administration Laboratory (1:0:3)

Automated installation, software installation, systems programming, system administration in a large organization. Projects will include departmental or university computer system work.

Prerequisite: Grade of at least C (2.0) in CSC 464

Notes: Formerly CSC 565.

CSC 471 Principles of Database Systems (3:3)

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.

Prerequisite: Grade of at least C (2.0) in CSC 330, or permission of instructor

CSC 490 Senior Project (3:3)

Application of classroom knowledge and skills in computer science to solve real-world problems and to develop research and development skills.

Prerequisite: CSC 340 and senior standing, or permission of instructor

CSC 493 Honors Work in Computer Science (3:3)

Research in a topic of special interest at the Honors level.

Prerequisite: Permission of instructor

Notes: May be repeated for credit when topic changes.

CSC 495 Selected Topics in Computer Science (3:3)

A topic of special interest is studied in depth.

Prerequisite: 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 521 Computer Graphics (3:3)

Survey of graphics algorithms, data structures, and techniques.

Prerequisite: Grades of at least C (2.0) in CSC 340, CSC 350, and MAT 292, or permission of instructor

CSC 522 Digital Image Processing (3:3)

Image representation, enhancement, compression, coding, restoration, and wavelet transforms.

Prerequisite: 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 (3:3)

Number systems and errors, solutions of non-linear and linear systems, eigenvalue problems, interpolation and approximation, numerical differentiation and integration, solution of differential equations.

Prerequisite: Pr. grades of at least C (2.0) in CSC 130, CSC 350, and MAT 293, or permission of instructor

CSC 524 Numerical Analysis and Computing (3:3)

Continuation of 523 with special topics in numerical analysis, emphasis on applied mathematics.

Prerequisite: Grade of at least C (2.0) in CSC 523

CSC 526 Bioinformatics (3:3)

Introduction to the problems and methods in Bioinformatics. Problem areas include restriction mapping, map assembly, sequencing, DNA arrays, and sequence comparison.

Prerequisite: Permission of instructor

CSC 529 Artificial Intelligence (3:3)

Logical foundations, knowledge representation and reasoning, search, and selected topics such as natural language processing and reasoning under uncertainty.

Prerequisite: Grade of at least C (2.0) in CSC 330 and CSC 350 or permission of instructor

CSC 539 Introduction to Compiler Design (3:3)

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.

Prerequisite: Grades of at least C (2.0) in CSC 261 and CSC 330 or permission of instructor

Notes: Successful completion of CSC 553 helpful.

CSC 540 Human-Computer Interface Development (3:3)

Survey of concepts and techniques for human-computer interface development. Topics include user-centered design, user interface programming, and usability evaluation.

Prerequisite: Grades of at least C (2.0) in CSC 340 or permission of instructor

CSC 550 Combinatorics on Words (3:3)

Introduction to the problems and methods in algorithmic combinatorics on words. Problem areas include periodicity, primitivity, and borderedness.

Prerequisite: Permission of instructor

CSC 553 Theory of Computation (3:3)

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.

Prerequisite: Grade of at least C (2.0) in CSC 350, or permission of instructor

CSC 555 Algorithm Analysis and Design (3:3)

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.

Prerequisite: Grade of at least C (2.0) in CSC 330

CSC 561 Principles of Computer Architecture (3:3)

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.

Prerequisite: 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 (3:3)

Techniques and strategies used in operating system design and implementation: managing processes, input/output, memory, scheduling, file systems, and protection.

Prerequisite: 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 567 Principles of Computer Networks (3:3)

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.

Prerequisite: Grades of at least C (2.0) in CSC 261 and CSC 330, or permission of instructor

CSC 568 Principles of Wireless Networks (3:3)

Digital communications, communication networks, wireless communication technology, wireless networking, wireless LANs, and wireless network programming.

Prerequisite: Grades of at least C (2.0) in CSC 330 and CSC 567, or permission of instructor

CSC 580 Cryptography and Security in Computing (3:3)

Modern development of cryptography and secure encryption protocols. Program security and viruses. Operating system protection. Network and distributed system security. Database security. Administering security.

Prerequisite: 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 583 Firewall Architecture and Computer Security (3:3)

Firewall hardware and software technologies. Architectures, protocols and their applications.

Prerequisite: Grades of at least C (2.0) in CSC 567 and CSC 580, or permission of instructor

CSC 589 Experimental Course

This number reserved for experimental courses. Refer to the Course Schedule for current offerings.

CSC 593 Directed Study in Computer Science (1–3)

CSC 594 Directed Study in Computer Science (1–3)

Notes: Grade: Pass/Not Pass (P/NP).

Department of Consumer, Apparel, and Retail Studies

Bryan School of Business and Economics
210 Stone Building
336/334-5250
www.uncg.edu/bae/cars

Faculty

Gwendolyn S. O'Neal, Professor and Chair of Department

Professors Jin, Hodges

Associate Professors Carrico, Watchavesringkan, Yurchisin

Assistant Professor Min

Instructor Ramsey

The Consumer, Apparel, and Retail Studies Department offers three major concentrations: Apparel Product 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 product 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. A sewing proficiency exam must be passed to progress in the sophomore-level APD courses. An alternative to taking the proficiency exam, which focuses on sewing and apparel construction skills, is APD 200 (Fundamentals of Apparel Product Development). You must earn a grade of C or better in this course. If a student chooses to take a basic sewing course at another institution, it must be approved by the APD faculty, earn at least two (2) semester hours credit, earn a grade of C (2.0) or better, and transfer to UNCG as a free elective. Students must provide to the University Registrar an official transcript that documents the grade received in the course.

A grade of C (2.0) or better must be earned in all courses in the major.

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 fulfill the requirements for a business minor within their required courses; the minor, however, must be declared.

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.

Consumer, Apparel, and Retail Studies (CARS)—B.S.

Degree: Bachelor of Science

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

Available Concentrations and AOS Codes:

Apparel Product Design, U538

Global Apparel and Related Industries, U864

Retailing and Consumer Studies, U539

Criteria for Progression in the Major

Only grades of C (2.0) or higher in CRS, APD, and RCS courses will count toward completion of the CARS major and concentrations. An apparel product construction proficiency exam must be passed to enroll in the Apparel Product Design Studio courses, beginning with APD 250.

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (3 s.h.)

Student selects 3 s.h. from GLT list.

GFA—Fine Arts (3.s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

Humanities and Fine Arts (3 s.h.)

Student selects additional 3 s.h. from GLT, GFA, or GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (7 s.h.)

CHE 101 Introductory Chemistry

or

CHE 103 General Descriptive Chemistry I

CHE 110 Introductory Chemistry Laboratory

Student selects additional 3 s.h. from GNS list with a course prefix other than CHE.

GMT—Mathematics (3 s.h.)

MAT 115 College Algebra

GRD—Reasoning and Discourse (6 s.h.)

ENG 101 College Writing I

or

FMS 115 Freshman Seminar in Reasoning and Discourse I

or

RCO 101 College Writing I

CST 105 Introduction to Communication Studies

GSB—Social and Behavioral Sciences (6 s.h.)

CRS 321 Social Psychology of Dress

Student selects additional 3 s.h. from GSB list.

Student selects 3 s.h. from:

SOC 101 Introduction to Sociology

PSY 121 General Psychology

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)

Four (4) courses carrying GL/GN markers; at least one of which must carry the GN marker.

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.**

All programs have identified at least one course among

their major requirements that is taught as Writing Intensive.

III Major Requirements

A. Required for All Concentrations

| | |
|---------|---|
| APD 242 | Design Principles Applied to Textile Products |
| CRS 211 | Textile Science: From Fiber to Finish |
| CRS 221 | Culture, Human Behavior, and Clothing |
| CRS 231 | Introduction to Apparel and Related Industries: From Concept to Consumer |
| CRS 255 | Consumer Behavior in Apparel and Related Industries |
| CRS 312 | Quality Analysis of Consumer Goods |
| CRS 321 | Social Psychology of Dress |
| CRS 331 | Professional Development: Consumer, Apparel, and Retail Industries |
| CRS 332 | Internship: Consumer, Apparel, & Retail Industries |
| CRS 463 | Global Sourcing of Apparel and Related Consumer Products |
| CRS 481 | Contemporary Professional Issues in Consumer, Apparel, and Retail Studies |

B. Additional Requirements by Concentration

Apparel Product Design

| | |
|---------|--|
| APD 244 | Visual Communication for the Textile Products Industry |
| CRS 372 | Survey of Historic Costume |

Passing grade in apparel product construction proficiency exam required to enroll in:

| | |
|---------|---|
| APD 250 | Product Design Studio I: Process & Structure |
| APD 251 | Principles of Apparel Evaluation |
| APD 310 | Portfolio Development for Apparel Design |
| APD 341 | Apparel Design Techniques |
| APD 342 | Product Design Studio II: Process & Structure |
| APD 443 | Product Design Studio III: Creative and Experimental Design |
| APD 444 | Product Design Studio IV: Technical Design |

Global Apparel and Related Industries

| | |
|---------|---|
| RCS 261 | Introduction to Consumer Retailing |
| RCS 361 | Fundamentals of Retail Buying and Merchandising |
| RCS 464 | Multicultural and Multichannel Retailing |
| RCS 584 | Retail Strategy |

Retailing and Consumer Studies

| | |
|---------|---|
| RCS 261 | Introduction to Consumer Retailing |
| RCS 361 | Fundamentals of Retail Buying and Merchandising |

| | |
|---------|--|
| RCS 362 | Integrated Marketing Communications for Apparel and Consumer Retailing |
| RCS 464 | Multicultural and Multichannel Retailing |
| RCS 560 | Advanced Retail Buying and Merchandising |
| RCS 584 | Retail Strategy |

Related Area Requirements

A. Required for All Concentrations

| | |
|-----------------|--|
| ACC 201 | Financial Accounting |
| CHE 101 | Introductory Chemistry or |
| CHE 103 | General Descriptive Chemistry I |
| CHE 110 | Introductory Chemistry Laboratory |
| CST 105 | Introduction to Communication Studies |
| ISM 110 | Business Computing I |
| MAT 115 | College Algebra |
| MGT 312 | Human Behavior in Business Organizations or |
| MGT 354 | Managing Diversity in Organizations or |
| MKT 309 | Business Communications or |
| BUS 240/ENT 240 | Introduction to the Entrepreneurial Experience |
| PSY 121 | General Psychology or |
| SOC 101 | Introduction to Sociology |

B. Additional Requirements by Concentration

Global Apparel and Related Industries

| | |
|--|--|
| IGS 200 | Introduction to International and Global Studies |
| IGS 333 | Selected Topics: International and Global Studies |
| IGS 400 | Capstone Seminar in International and Global Studies |
| and two (2) language courses at or above the 300 level | |

Retailing and Consumer Studies

| | |
|---------|------------------------------------|
| ECO 201 | Principles of Microeconomics |
| ECO 250 | Economic and Business Statistics I |
| MKT 320 | Principles of Marketing |

V Electives

Apparel Product Design

- Nine (9) s.h. 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 semester hours required for degree

Global Apparel and Related Industries

- Six (6) s.h. of electives required from APD, CRS, or RCS courses in the CARS major
- Remaining electives sufficient to complete total semester hours required for degree

Retailing and Consumer Studies

- Nine (9) s.h. 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 semester hours required for degree

Retailing and Consumer Studies Minor

Required: minimum of 15 semester 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 semester hours, one course of which must be at the 500 level.

Requirements

Required courses (9 hours) for the minor are:

| | |
|---------|--|
| CRS 231 | Introduction to Apparel and Related Industries: From Concept to Consumer |
| CRS 255 | Consumer Behavior in Apparel and Related Industries |
| RCS 261 | Introduction to Consumer Retailing |

The remaining courses can be selected from the following, provided prerequisites are met:

| | |
|---------|--|
| RCS 361 | Fundamentals of Retail Buying and Merchandising |
| RCS 362 | Integrated Marketing Communications for Apparel and Consumer Retailing |
| RCS 464 | Multicultural and Multichannel Retailing |

or:

| | |
|---------|--|
| CRS 312 | Quality Analysis of Consumer Goods |
| CRS 321 | Social Psychology of Dress |
| CRS 372 | Survey of Historic Costume |
| CRS 463 | Global Sourcing of Apparel and Related Consumer Products |

APPAREL PRODUCT DESIGN COURSES (APD)

APD 200 Fundamentals of Apparel Product Development (3:2:3)

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.

Prerequisite: CARS major

APD 242 Design Principles Applied to Textile Products (3:3)

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.

Prerequisite: Grade of C (2.0) or better in CRS 231

Notes: Formerly TDM 242.

APD 244 Visual Communication for the Textile Products Industry (3:2:3)

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.

Prerequisite: Grade of C (2.0) or better in APD 242

Offered: Fall

Notes: Formerly TDM 244.

APD 250 Product Design Studio I: Process & Structure (3:2:3)

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.

Prerequisite: Grade of C (2.0) or better in MAT 115, APD 242, and CRS 211, and passing the Apparel Product construction proficiency exam

Offered: Spring

Notes: Formerly TDM 250.

APD 251 Principles of Apparel Evaluation (2:1:3)

An examination and evaluation of ready-to-wear apparel including terminologies, production techniques and price/quality relationships.

Prerequisite: Grade of C (2.0) or better in APD 250

Offered: Fall

Notes: Formerly TDM 251.

APD 310 Portfolio Development for Apparel Design (2:2)

Development of a professional design portfolio that will emphasize investigation of specific apparel markets, target customers, seasons and fabrications, and various illustrative techniques.

Prerequisite: APD 244, APD 250

APD 341 Apparel Design Techniques (3:2:3)

Development of apparel designs by flat pattern and draping techniques and original design process.

Prerequisite: Grade of C (2.0) or better in APD 251 and APD 342

Notes: Formerly TDM 341.

APD 342 Product Design Studio II: Process & Structure (3:2:3)

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.

Prerequisite: Overall grade of C (2.0) or better in APD 250

Notes: Formerly TDM 342.

APD 441 Computer Applications for Textile Products (3:2:3)

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.

Prerequisite: ISM 110, grade of C (2.0) or better in APD 244

Notes: Formerly TDM 441.

APD 443 Product Design Studio III: Creative and Experimental Design (3:2:3)

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.

Prerequisite: Grade of C (2.0) or better in APD 342

Notes: Formerly TDM 443.

APD 444 Product Design Studio IV: Technical Design (3:2:3)

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.

Prerequisite: Grade of C (2.0) or better in APD 443; senior majors only.

Notes: Formerly TDM 444.

APD 452 Textile Products Production Management (3:3)

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.

Prerequisite: Grade of C (2.0) or better in CRS 211, CRS 231, and CRS 312

Notes: Formerly TDM 452.

APD 545 Experimental Product Design (3:2:3)

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.

Prerequisite: Grade of C (2.0) or better in APD 444

Notes: Formerly TDM 545.

CONSUMER, APPAREL, & RETAIL STUDIES COURSES (CRS)

CRS 211 Textile Science: From Fiber to Finish (3:3)

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.

Notes: Formerly TDM 211.

CRS 221 Culture, Human Behavior, and Clothing (3:3)

Interaction of clothing and textiles with the individual and society: sociological and psychological implications for non-Western cultures.

Distribution: GE Core: GSB, GE Marker: GN

Notes: Formerly CRS 121; formerly TDM 121.

CRS 231 Introduction to Apparel and Related Industries: From Concept to Consumer (3:3)

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.

Notes: Formerly TDM 231.

CRS 255 Consumer Behavior in Apparel and Related Industries (3:3)

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 312 Quality Analysis of Consumer Goods (3:2:3)

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.

Prerequisite: CHE 101 or CHE 103 and CHE 110

Notes: Formerly TDM 312.

CRS 321 Social Psychology of Dress (3:3)

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.

Prerequisite: SOC 101 or SOC 341 or PSY 121

Distribution: GE Core: GSB

Notes: Formerly TDM 321.

CRS 331 Professional Development: Consumer, Apparel, and Retail Industries (3:3)

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.

Prerequisite: Overall minimum GPA of 2.20 required for all concentrations. APD 251 for APD concentration. RCS 361 for GARI and RCS concentrations.

Notes: Formerly TDM 461.

CRS 332 Internship: Consumer, Apparel, & Retail Industries (3–6:35:5)

Campus-monitored, structured internship experiences in off-campus businesses, minimum 300 supervised clock hours. Application and development of professional skills relevant to the consumer, apparel, and retail industries.

Prerequisite: 18 s.h. in major; overall GPA of 2.20; application required.

Offered: Summer

Notes: May not be taken concurrently with CRS 331. Formerly TDM 462.

CRS 372 Survey of Historic Costume (3:3)

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.

Distribution: GE Core: GHP

Notes: Formerly TDM 372.

CRS 400 Special Problems in Consumer Apparel and Retail Studies (1–4)

Individual study. Conference hours to be arranged.

Notes: Formerly TDM 400.

CRS 401 Supervised Professional Experience (1–4:0:3–12)

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 (3:1:6)

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.

Prerequisite: Completion of 30 semester hours at UNCG

Cross Listed: Same as ENT 421.

CRS 431 Entrepreneurship in Apparel Retailing and Design (3:3)

Exploration of issues in entrepreneurship relative to apparel retailing and design and development of skills necessary to establish and maintain a successful business.

Prerequisite: CRS 231 and either BUS 240 or ENT 240

CRS 463 Global Sourcing of Apparel and Related Consumer Products (3:3)

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.

Prerequisite: Grade of C (2.0) or better in CRS 221, CRS 231, CRS 312; junior or senior standing

Notes: Formerly TDM 463.

CRS 481 Contemporary Professional Issues in Consumer, Apparel, and Retail Studies (3:3)

Study of contemporary issues related to consumer, apparel, and retail studies. Application of knowledge and skills to solve real world industry problems.

Prerequisite: For APD concentration: APD 443, CRS 321, and CRS 463. For GARI concentration: CRS 321, CRS 463, IGS 333, and RCS 464. For RCS concentration: CRS 321, CRS 463, RCS 362, RCS 464, and RCS 560.

Notes: Formerly TDM 581.

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. Formerly TDM 482.

CRS 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. Formerly TDM 493.

CRS 513 Apparel and Related Consumer Products Analysis and Standards (3:3)

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.

Prerequisite: Grade of C (2.0) or better in CRS 312 or graduate standing

Notes: Formerly TDM 513.

CRS 530 Economics of the Textile and Apparel Complex (3:3)

Economics and social aspects of production, distribution, and utilization of apparel and textiles.

Prerequisite: Grade of C or better in ECO 201 or its equivalent as determined by the instructor or graduate standing

Notes: Formerly TDM 530.

CRS 582 Problems in Consumer, Apparel, and Retail Studies (2–6)

Individual study.

Notes: Formerly TDM 582.

CRS 589 Experimental Course

This number reserved for experimental courses. Refer to the Course Schedule for current offerings.

RETAILING AND CONSUMER STUDIES COURSES (RCS)

RCS 261 Introduction to Consumer Retailing (3:3)

Overview of consumer and apparel retailing, focusing on basic retail principles. Analysis of retail interfaces with special emphasis on fashion retailing and related consumer products. Career opportunities investigated.

Notes: Formerly TDM 261.

RCS 361 Fundamentals of Retail Buying and Merchandising (3:3)

Investigation of the roles and responsibilities of buyers and managers in retail operations. Fundamentals of merchandise mathematics and buying.

Prerequisite: Grade of C or better in MAT 115, CRS 231, RCS 261

Notes: Formerly TDM 361.

RCS 362 Integrated Marketing Communications for Apparel and Consumer Retailing (3:3)

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.

Notes: Formerly TDM 362.

RCS 464 Multicultural and Multichannel Retailing (3:3)

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.

Prerequisite: RCS 261, RCS 361

Notes: Formerly TDM 464.

RCS 560 Advanced Retail Buying and Merchandising (3:3)

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.

Prerequisite: Undergraduates: minimum grade of C (2.0) in RCS 361. Graduate students: permission of instructor

Notes: Formerly TDM 560.

RCS 584 Retail Strategy (3:3)

Investigation of retailing from a strategic perspective. Concepts are analyzed and integrated into applied problem-solving scenarios focused on consumer needs.

Prerequisite: RCS 464 for undergraduates

Notes: Formerly RCS 484; formerly TDM 484.

Department of Counseling & Educational Development

School of Education
226 Curry Building
336/334-3423
www.uncg.edu/ced

Faculty

J. Scott Young, Professor and Chair of the Department

Professors Benshoff, Borders, Cashwell, Myers

Associate Professors Lewis, Mobley, Murray, Wester

Assistant Professors Gonzalez, Hines

Adjunct Professors Foreman, Hamilton, Wiles

The Counselor Education program at UNCG adheres to the scientist problem-solver model of training. Consistent with this approach is the program's goal of graduating students who have knowledge of basic counseling, possess a high level of competency in providing professional services, and have the skills necessary to conduct research. The tenets underlying the program include (a) exposure to a variety of theoretical orientations for counseling, (b) reliance on both the clinical-counseling and vocational-education approaches in designing counseling and programmatic interventions, (c) a commitment to developing the student's skills as a researcher, and (d) an emphasis on developing the normal developmental issues of the individual as opposed to an approach based on pathology.

Counseling and Educational Development Degrees

Degrees offered—Master of Science (M.S.), Dual Degrees Master's and Educational Specialist (M.S. and Ed.S.), Doctor of Education (Ed.D.), Doctor of Philosophy (Ph.D.)

There are no undergraduate areas of study offered by this department.

COUNSELING EDUCATIONAL DEVELOPMENT COURSES (CED)

CED 210 Career/Life Planning (3:3)

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 (3:3)

Skills useful for facilitating helping relationships. Practical model for counseling and learning about helping by practicing the helping skills.

Prerequisite: Advanced undergraduates in appropriate major.

CED 506 Institutes in Education (1–3)

Practicum or workshop experiences to focus on issues, problems, or approaches in the profession.

Notes: Students may apply no more than 3 s.h. of this course to any degree program. Grade:

Satisfactory/Unsatisfactory (S/U).

CED 574 Contemporary Topics in Counseling (3:3)

Designed to study issues, problems, and new approaches in helping relationships. Emphasis placed on current topic(s) of interest.

Prerequisite: Advanced undergraduates in appropriate major

Notes: May be repeated for credit when topics vary.

CED 589 Experimental Course

This number reserved for experimental courses. Refer to the Course Schedule for current offerings.

Department of Dance

School of Music, Theatre and Dance
323 HHP Building
336/334-5570
<http://performingarts.uncg.edu>

Faculty

Janet Lilly, Professor and Head of Department

Professors Green, Lavender, Van Dyke

Associate Professors Cyrus, Gee, Parrish, Sullivan

APT Professor Fore

APT Assistant Professors Vulpi, Waegerle

Mission Statement

The Department of Dance offers bachelor's and master's degrees in a research-intensive university setting. At the undergraduate level, we offer a liberal arts curriculum and professional preparation in choreography, performance, and dance education. At the graduate level, we offer an M.F.A. degree in choreography and several M.A. degrees, among them an online M.A. in Dance Education. All programs prepare students for further study and for the task of creating successful and productive lives as dance artists, educators, and scholars at the state, regional, national, and international levels.

The Department of Dance is an accredited institutional member of the National Association of Schools of Dance. The Department's program leading to K–12 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 Department of Dance is by audition only. All prospective dance majors must participate in a selective admission process. This includes students currently at UNCG who have not been accepted as majors in the Department. The audition process includes a written application, an audition class, a writing sample, and an interview. Application forms and details are available from the Department.

Dance Studies Major (DANC)—B.A.

Degree: Bachelor of Arts

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

AOS Code: Dance Studies, U435

The Dance Studies major (B.A.) is designed to provide students with a general education in dance. Majors in Dance Studies (B.A.) are required to complete the following program.

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (3 s.h.)

Student selects 3 s.h. from GLT list.

GFA—Fine Arts (6 s.h.)

DCE 200 Dance Appreciation

Student selects additional 3 s.h. from GFA list with a course prefix other than DCE.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (6–7 s.h.)

Student selects 6–7 s.h. from GNS list. One must include a laboratory course. Each must have a different course prefix.

Recommended

NTR 213 Introductory Nutrition

GMT—Mathematics (3 s.h.)

Student selects 3 s.h. from GMT list.

GRD—Reasoning and Discourse (6 s.h.)

ENG 101 College Writing I

or

FMS 115 Freshman Seminar in Reasoning and Discourse I

or

RCO 101 College Writing I

Student selects additional 3 s.h. from GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

Student selects 6 s.h. from GSB list.

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Global/Global Non-Western Perspectives (GL/GN)

Required for GL Marker:

DCE 200 Dance Appreciation

Required for GN Marker:

| | |
|---------|---|
| DCE 205 | Dance History I: World Dance Traditions |
| or | |
| MUS 343 | Music Cultures of the World |

Students select:

2 additional courses carrying GL/GN markers

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive. DCE 505 serves as the major SI course.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive. DCE 305 serves as the major WI course.

III B.A. Requirements

(50 semester hours, including at least 24 hours at the 300 level or higher)

1. Recommended

| | |
|---------|----------------------|
| DCE 117 | Movement as a Medium |
|---------|----------------------|

2. Dance Appreciation and History:

| | |
|---------|---|
| DCE 200 | Dance Appreciation |
| DCE 305 | Dance History II: Dance in the United States |
| DCE 505 | Contemporary Dance: Aesthetic and Cultural Practice |

One of the following:

| | |
|---------|---|
| DCE 205 | Dance History I: World Dance Traditions |
| or | |
| MUS 343 | Music Cultures of the World |

3.

| | |
|---------|--|
| DCE 217 | Exploration and Improvisation in Dance |
| DCE 241 | Music for Dance |
| DCE 253 | Choreography I: Craft |
| DCE 255 | Dance Production Practicum I |
| DCE 340 | The Body and Motion in Dance |
| DCE 355 | Dance Production Practicum II |

4. Dance Technique (12 s.h.):

Minimum two (2) s.h. from contemporary dance sequence:

| | |
|---------|------------------------------------|
| DCE 111 | Introduction to Contemporary Dance |
| DCE 112 | Contemporary Dance I |
| DCE 212 | Contemporary Dance II |
| DCE 312 | Contemporary Dance III |

| | |
|---------|--|
| DCE 324 | Contemporary Dance: Theory and High Intermediate-Level Technique |
| DCE 412 | Contemporary Dance IV |
| DCE 424 | Contemporary Dance: Theory and Advanced Level Technique |

Minimum two (2) s.h. from ballet sequence:

| | |
|---------|------------------------|
| DCE 113 | Introduction to Ballet |
| DCE 114 | Ballet I |
| DCE 214 | Ballet II |
| DCE 314 | Ballet III |
| DCE 414 | Ballet IV |

Minimum one (1) s.h. from:

| | |
|---------|-------------------|
| DCE 132 | African Dance I |
| DCE 232 | African Dance II |
| DCE 332 | African Dance III |

Plus one (1) s.h.

| | |
|---------|--------------------|
| DCE 132 | African Dance I |
| DCE 133 | Tap Dance I |
| DCE 216 | Jazz Dance II |
| DCE 231 | Global Dance Forms |
| DCE 232 | African Dance II |
| DCE 233 | Tap Dance II |
| DCE 316 | Jazz Dance III |
| DCE 332 | African Dance III |

Minimum two (2) s.h. from:

| | |
|---------|--|
| DCE 212 | Contemporary Dance II |
| DCE 214 | Ballet II |
| DCE 312 | Contemporary Dance III |
| DCE 314 | Ballet III |
| DCE 324 | Contemporary Dance: Theory and High Intermediate-Level Technique |
| DCE 412 | Contemporary Dance IV |
| DCE 414 | Ballet IV |
| DCE 424 | Contemporary Dance: Theory and Advanced Level Technique |

Plus two (2) additional s.h. from these courses or:

| | |
|---------|-------------------|
| DCE 216 | Jazz Dance II |
| DCE 232 | African Dance II |
| DCE 316 | Jazz Dance III |
| DCE 332 | African Dance III |

Grade of B (3.0) or better in two (2) s.h. of:

| | |
|---------|--|
| DCE 212 | Contemporary Dance II |
| DCE 214 | Ballet II |
| DCE 216 | Jazz Dance II |
| DCE 232 | African Dance II |
| DCE 312 | Contemporary Dance III |
| DCE 314 | Ballet III |
| DCE 316 | Jazz Dance 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 |

Additional credits for a total of 12 s.h. in dance technique may include any of the above or:

DCE 230 Somatic Practices in Dance
DCE 233 Tap Dance II

5. Dance electives to total 50 s.h. in Dance, with at least 24 hours at the 300 level or higher

6. Overall 2.50 or higher GPA in courses taken at UNCG

IV Electives

Sufficient electives to complete the 122 total semester hours required for the degree.

Dance Studies Major with K–12 Teaching Licensure (DANC)—B.A.

Degree: Bachelor of Arts

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level, plus additional required hours for licensure

Available Concentration and AOS Code: Dance Studies with K–12 Standard Professional I Licensure, U437

This dance studies education licensure concentration may be selected by students admitted to the department through audition and who are completing a B.A. in dance.

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (3 s.h.)

Student selects 3 s.h. from GLT list.

GFA—Fine Arts (6 s.h.)

DCE 200 Dance Appreciation

Student selects additional 3 s.h. from GFA list with a course prefix other than DCE.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (6–7 s.h.)

Student selects 6–7 s.h. from GNS list. One must include a laboratory course. Each must have a different course prefix.

Recommended

NTR 213 Introductory Nutrition

GMT—Mathematics (3 s.h.)

Student selects 3 s.h. from GMT list.

GRD—Reasoning and Discourse (6 s.h.)

ENG 101 College Writing I
or
FMS 115 Freshman Seminar in Reasoning and Discourse I
or
RCO 101 College Writing I

Student selects additional 3 s.h. from GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

Student selects 6 s.h. from GSB list.

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Global/Global Non-Western Perspectives (GL/GN)

Required for GL Marker:

DCE 200 Dance Appreciation

Required for GN Marker:

DCE 205 Dance History I: World Dance Traditions
or
MUS 343 Music Cultures of the World

Students select:

2 additional courses carrying GL/GN markers

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive. DCE 505 serves as the major SI course.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive. DCE 305 serves as the major WI course.

III B.A. Requirements

(50 semester hours, including at least 24 hours at the 300 level or higher)

1. Recommended

DCE 117 Movement as a Medium

2. Dance Appreciation and History:

DCE 200 Dance Appreciation

| | |
|---------|---|
| DCE 305 | Dance History II: Dance in the United States |
| DCE 505 | Contemporary Dance: Aesthetic and Cultural Practice |

One of the following:

| | |
|---------|---|
| DCE 205 | Dance History I: World Dance Traditions |
| | or |
| MUS 343 | Music Cultures of the World |

3.

| | |
|---------|--|
| DCE 217 | Exploration and Improvisation in Dance |
| DCE 241 | Music for Dance |
| DCE 253 | Choreography I: Craft |
| DCE 255 | Dance Production Practicum I |
| DCE 340 | The Body and Motion in Dance |
| DCE 355 | Dance Production Practicum II |

4. Dance Technique (12 s.h.)

Minimum two (2) s.h. from contemporary dance sequence:

| | |
|---------|--|
| DCE 111 | Introduction to Contemporary Dance |
| DCE 112 | Contemporary Dance I |
| DCE 212 | Contemporary Dance II |
| DCE 312 | Contemporary Dance III |
| DCE 324 | Contemporary Dance: Theory and High Intermediate-Level Technique |
| DCE 412 | Contemporary Dance IV |
| DCE 424 | Contemporary Dance: Theory and Advanced Level Technique |

Minimum two (2) s.h. from ballet sequence:

| | |
|---------|------------------------|
| DCE 113 | Introduction to Ballet |
| DCE 114 | Ballet I |
| DCE 214 | Ballet II |
| DCE 314 | Ballet III |
| DCE 414 | Ballet IV |

Minimum one (1) s.h. from:

| | |
|---------|-------------------|
| DCE 132 | African Dance I |
| DCE 232 | African Dance II |
| DCE 332 | African Dance III |

Plus one (1) s.h.:

| | |
|---------|--------------------|
| DCE 132 | African Dance I |
| DCE 133 | Tap Dance I |
| DCE 216 | Jazz Dance II |
| DCE 231 | Global Dance Forms |
| DCE 232 | African Dance II |
| DCE 233 | Tap Dance II |
| DCE 316 | Jazz Dance III |
| DCE 332 | African Dance III |

Minimum two (2) s.h. from:

| | |
|---------|------------------------|
| DCE 212 | Contemporary Dance II |
| DCE 214 | Ballet II |
| DCE 312 | Contemporary Dance III |
| DCE 314 | Ballet III |

| | |
|---------|--|
| DCE 324 | Contemporary Dance: Theory and High Intermediate-Level Technique |
| DCE 412 | Contemporary Dance IV |
| DCE 414 | Ballet IV |
| DCE 424 | Contemporary Dance: Theory and Advanced Level Technique |

Plus two (2) additional s.h. from these courses or:

| | |
|---------|-------------------|
| DCE 216 | Jazz Dance II |
| DCE 232 | African Dance II |
| DCE 316 | Jazz Dance III |
| DCE 332 | African Dance III |

Grade of B (3.0) or better in two (2) s.h. of:

| | |
|---------|--|
| DCE 212 | Contemporary Dance II |
| DCE 214 | Ballet II |
| DCE 216 | Jazz Dance II |
| DCE 232 | African Dance II |
| DCE 312 | Contemporary Dance III |
| DCE 314 | Ballet III |
| DCE 316 | Jazz Dance 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 |

Additional credits for a total of 12 s.h. in dance technique may include any of the above or:

| | |
|---------|----------------------------|
| DCE 230 | Somatic Practices in Dance |
| | or |
| DCE 233 | Tap Dance II |

5. Dance electives to total 50 s.h. in Dance, with at least 24 hours at the 300 level or higher

6. Overall 2.50 or higher GPA in courses taken at UNCG; 2.75 GPA in all DCE courses applied to the major

IV Teacher Licensure Requirements

The following courses must be completed as part of or in addition to the B.A. degree requirements.

| | |
|---------|---|
| 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 |

For a total of 12 s.h.:

| | |
|---------|---------------------------------|
| DCE 212 | Contemporary Dance II |
| DCE 216 | Jazz Dance II |
| DCE 231 | Global Dance Forms |
| DCE 232 | African Dance II |
| DCE 353 | Choreography II: Process |
| DCE 359 | Foundations for Dance Education |

DCE 459 Dance Education Methods and Field Experience

And one of the following:

DCE 114 Ballet I
DCE 214 Ballet II
DCE 314 Ballet III

For a total of 11 s.h.

DCE 212 Contemporary Dance II
DCE 216 Jazz Dance II
DCE 231 Global Dance Forms
DCE 232 African Dance II
DCE 353 Choreography II: Process
DCE 359 Foundations for Dance Education
DCE 461 Student Teaching in Dance Education

And one of the following:

DCE 114 Ballet I
DCE 214 Ballet II
DCE 314 Ballet III

For a total of 1 s.h.

DCE 463 Seminar in Dance Education

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 Major (DANC)—B.F.A.

Degree: Bachelor of Fine Arts

Required: 128 semester hours, to include at least 36 hours at or above the 300 course level

AOS Code: U431

The Dance 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 modern dance, ballet technique, choreography, and performance are central in the curriculum, providing a basis for graduate study and for careers related to dance.

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (3 s.h.)

Student selects 3 s.h. from GLT list.

GFA—Fine Arts (6 s.h.)

DCE 200 Dance Appreciation

Student selects additional 3 s.h. from GFA list with a course prefix other than DCE.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (6–7 s.h.)

Student selects 6–7 s.h. from GNS list. One must include a laboratory course. Each must have a different course prefix.

Recommended

NTR 213 Introductory Nutrition

GMT—Mathematics (3 s.h.)

Student selects 3 s.h. from GMT list.

GRD—Reasoning and Discourse (6 s.h.)

ENG 101 College Writing I
or
FMS 115 Freshman Seminar in Reasoning and Discourse I
or
RCO 101 College Writing I

Student selects additional 3 s.h. from GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

Student selects 6 s.h. from GSB list.

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Global/Global Non-Western Perspectives (GL/GN)

required for GL Marker:

DCE 200 Dance Appreciation

Required for GN Marker:

DCE 205 Dance History I: World Dance Traditions
or
MUS 343 Music Cultures of the World

Students select:

2 additional courses carrying GL/GN markers

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive. DCE 505 serves as the major SI course.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.**

All programs have identified at least one course among their major requirements that is taught as Writing Intensive. DCE 305 serves as the major WI course.

III Major Requirements (78 semester hours)

1. Dance technique (24 s.h.)

Contemporary dance

Grade of B or higher in 6 s.h. selected from:

- DCE 312 Contemporary Dance III
- DCE 324 Contemporary Dance: Theory and High Intermediate-Level Technique
- DCE 412 Contemporary Dance IV
- DCE 424 Contemporary Dance: Theory and Advanced Level Technique

Ballet

4 s.h. selected from:

- DCE 113 Introduction to Ballet
- DCE 114 Ballet I
- DCE 214 Ballet II
- DCE 314 Ballet III
- DCE 414 Ballet IV

African and other forms:

- DCE 232 African Dance II
or
- DCE 332 African Dance III

Plus 3 additional s.h. selected from:

- DCE 216 Jazz Dance II
- DCE 231 Global Dance Forms
- DCE 232 African Dance II
- DCE 233 Tap Dance II
- DCE 316 Jazz Dance III
- DCE 332 African Dance III

Dance technique electives:

10 additional s.h. selected from any of the above, or:

- DCE 230 Somatic Practices in Dance

2.

a. Required

- DCE 200 Dance Appreciation
- DCE 205 Dance History I: World Dance Traditions
or
- MUS 343 Music Cultures of the World
- DCE 217 Exploration and Improvisation in Dance
- DCE 241 Music for Dance
- DCE 253 Choreography I: Craft
- DCE 305 Dance History II: Dance in the United States

- DCE 340 The Body and Motion in Dance
- DCE 353 Choreography II: Process
- DCE 355 Dance Production Practicum II
- DCE 359 Foundations for Dance Education
- DCE 417 Contact Improvisation
- DCE 453 Choreography III: Group Forms

- DCE 470 Creative Synthesis in Dance
or
- DCE 487 Performance Theory and Practice

- DCE 505 Contemporary Dance: Aesthetic and Cultural Practice

- DCE 455/ENT 455 Entrepreneurial Career Strategies for Dance and Performing Artists
or
- THR 284 Arts Management
or
- THR 584 Theatre Management

Taken twice:

- DCE 255 Dance Production Practicum I

b. Recommended

- DCE 117 Movement as a Medium

3. Dance performance (6 s.h.) selected from:

- DCE 143 Dance Performance Workshop
- DCE 243 Beginning Dance Repertory
- DCE 250 Dance Performance Practicum
- DCE 343 Intermediate Dance Repertory
- DCE 443 Advanced Dance Repertory

Must include at least 2 s.h. of:

- DCE 343 Intermediate Dance Repertory
or
- DCE 443 Advanced Dance Repertory

and no more than 2 s.h. of:

- DCE 250 Dance Performance Practicum

4. Dance Electives to total 78 s.h. in Dance

5. Overall 2.75 GPA or higher in courses taken at UNCG

IV Electives

Electives sufficient to complete 128 total semester hours required for degree, at least 42 semester hours outside Dance, including GEC.

Dance Major with K–12 Teaching Licensure (DANC)—B.F.A.

Degree: Bachelor of Fine Arts

Required: 128 semester hours, to include at least 36 hours at or above the 300 course level, plus additional required licensure hours

Available Concentration and AOS Code: Dance with K–12 Standard Professional I Licensure, U438

This dance education licensure concentration may be selected by students admitted to the department through audition and who are completing a B.F.A. in dance.

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (3 s.h.)

Student selects 3 s.h. from GLT list.

GFA—Fine Arts (6 s.h.)

DCE 200 Dance Appreciation

Student selects additional 3 s.h. from GFA list with a course prefix other than DCE.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (6–7 s.h.)

Student selects 6–7 s.h. from GNS list. One must include a laboratory course. Each must have a different course prefix.

GMT—Mathematics (3 s.h.)

Student selects 3 s.h. from GMT list.

GRD—Reasoning and Discourse (6 s.h.)

| | |
|---------|---|
| ENG 101 | College Writing I |
| | or |
| FMS 115 | Freshman Seminar in Reasoning and Discourse I |
| | or |
| RCO 101 | College Writing I |

Student selects additional 3 s.h. from GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

Student selects 6 s.h. from GSB list.

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Global/Global Non-Western Perspectives (GL/GN)

Required for GL Marker:

DCE 200 Dance Appreciation

Required for GN Marker

DCE 205 Dance History I: World Dance Traditions

or
MUS 343 Music Cultures of the World

Students select

2 additional courses carrying GL/GN markers

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive. DCE 505 serves as the major SI course.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive. DCE 305 serves as the major WI course.

III Major Requirements (78 semester hours)

1. Dance technique (24 s.h.)

Contemporary Dance

Grade of B or higher in 6 s.h. selected from:

| | |
|---------|--|
| DCE 312 | Contemporary Dance III |
| DCE 324 | Contemporary Dance: Theory and High Intermediate-Level Technique |
| DCE 412 | Contemporary Dance IV |
| DCE 424 | Contemporary Dance: Theory and Advanced Level Technique |

Ballet

4 s.h. selected from:

| | |
|---------|------------------------|
| DCE 113 | Introduction to Ballet |
| DCE 114 | Ballet I |
| DCE 214 | Ballet II |
| DCE 314 | Ballet III |
| DCE 414 | Ballet IV |

African and other forms

| | |
|---------|-------------------|
| DCE 232 | African Dance II |
| | or |
| DCE 332 | African Dance III |

Plus 3 additional s.h. selected from:

| | |
|---------|--------------------|
| DCE 216 | Jazz Dance II |
| DCE 231 | Global Dance Forms |
| DCE 232 | African Dance II |
| DCE 233 | Tap Dance II |
| DCE 316 | Jazz Dance III |
| DCE 332 | African Dance III |

Dance technique electives:

10 additional s.h. selected from any of the above, or:
DCE 230 Somatic Practices in Dance

2.

| | |
|---------|----------------------|
| DCE 117 | Movement as a Medium |
| DCE 200 | Dance Appreciation |

Academic Departments, Programs, and Courses

| | |
|---------|---|
| DCE 217 | Exploration and Improvisation in Dance |
| DCE 241 | Music for Dance |
| DCE 253 | Choreography I: Craft |
| DCE 255 | Dance Production Practicum I |
| DCE 305 | Dance History II: Dance in the United States |
| DCE 340 | The Body and Motion in Dance |
| DCE 353 | Choreography II: Process |
| DCE 355 | Dance Production Practicum II |
| DCE 359 | Foundations for Dance Education |
| DCE 417 | Contact Improvisation |
| DCE 453 | Choreography III: Group Forms |
| DCE 505 | Contemporary Dance: Aesthetic and Cultural Practice |

DCE 117: (recommended)

DCE 255: (twice)

Choose one of the following:

| | |
|---------|---|
| DCE 205 | Dance History I: World Dance Traditions |
| MUS 343 | Music Cultures of the World |

Choose one of the following:

| | |
|---------|---------------------------------|
| DCE 470 | Creative Synthesis in Dance |
| DCE 487 | Performance Theory and Practice |

Choose one of the following:

| | |
|-----------------|--|
| DCE 455/ENT 455 | Entrepreneurial Career Strategies for Dance and Performing Artists |
| THR 284 | Arts Management |
| THR 584 | Theatre Management |

3. Dance performance (6 s.h.) selected from:

| | |
|---------|------------------------------|
| DCE 143 | Dance Performance Workshop |
| DCE 243 | Beginning Dance Repertory |
| DCE 250 | Dance Performance Practicum |
| DCE 343 | Intermediate Dance Repertory |
| DCE 443 | Advanced Dance Repertory |

Must include at least 2 s.h. of:

| | |
|---------|------------------------------|
| DCE 343 | Intermediate Dance Repertory |
| DCE 443 | Advanced Dance Repertory |

and no more than 2 s.h. of:

| | |
|---------|-----------------------------|
| DCE 250 | Dance Performance Practicum |
|---------|-----------------------------|

4. Dance Electives to total 78 s.h. in Dance

5. Overall 2.75 GPA or higher in courses taken at UNCG

2.75 GPA in all DCE courses applied to the major

IV Teacher Licensure Requirements

The following courses must be completed as part of or in addition to the B.F.A. degree requirements.

| | |
|---------|---|
| 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 |

For a total of 12 s.h.:

| | |
|---------|--|
| DCE 212 | Contemporary Dance II |
| DCE 216 | Jazz Dance II |
| DCE 231 | Global Dance Forms |
| DCE 232 | African Dance II |
| DCE 353 | Choreography II: Process |
| DCE 359 | Foundations for Dance Education |
| DCE 459 | Dance Education Methods and Field Experience |

Choose one of the following:

| | |
|---------|------------|
| DCE 114 | Ballet I |
| DCE 214 | Ballet II |
| DCE 314 | Ballet III |

For a total of 11 s.h.:

| | |
|---------|-------------------------------------|
| DCE 212 | Contemporary Dance II |
| DCE 216 | Jazz Dance II |
| DCE 231 | Global Dance Forms |
| DCE 232 | African Dance II |
| DCE 353 | Choreography II: Process |
| DCE 359 | Foundations for Dance Education |
| DCE 461 | Student Teaching in Dance Education |

Choose one of the following:

| | |
|---------|------------|
| DCE 114 | Ballet I |
| DCE 214 | Ballet II |
| DCE 314 | Ballet III |

For a total of 1 s.h.

| | |
|---------|----------------------------|
| DCE 463 | Seminar in Dance Education |
|---------|----------------------------|

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 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 Minor

Required: minimum 15 semester hours

AOS Code: U406

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

receive special consideration. The minor includes a minimum of 15 semester hours, with at least seven (7) above the 100 level.

Requirements

Required courses:

| | |
|---------|-----------------------|
| DCE 101 | Introduction to Dance |
| DCE 200 | Dance Appreciation |

Three (3) s.h. Technique selected from:

| | |
|---------|--|
| DCE 111 | Introduction to Contemporary Dance |
| DCE 112 | Contemporary Dance I |
| DCE 113 | Introduction to Ballet |
| DCE 114 | Ballet I |
| DCE 116 | Jazz Dance I |
| DCE 132 | African Dance I |
| DCE 133 | Tap Dance I |
| DCE 212 | Contemporary Dance II |
| DCE 214 | Ballet II |
| DCE 216 | Jazz Dance II |
| DCE 232 | African Dance II |
| DCE 233 | Tap Dance II |
| DCE 312 | Contemporary Dance III |
| DCE 314 | Ballet III |
| DCE 316 | Jazz Dance 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 |
| DCE 424 | Contemporary Dance: Theory and Advanced Level Technique |

Additional courses may be selected from other DCE offerings to total a minimum of 15 hours.

Dance Honors

Requirements (12 semester hours)

- Three (3) s.h. of DCE 493 (Honors Work). DCE 470 may be substituted for DCE 493 with permission of the instructor and the department Honors liaison
- Three (3) s.h. of DCE 505, taken as an Honors contract course
- Six (6) s.h. of any additional DCE courses at the 300–500 level, taken as Honors contract courses

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 Robin

DANCE COURSES (DCE)

DCE 101 Introduction to Dance (3:3)

Introduction to the basic concepts and principles of modern/postmodern dance through readings, studio experiences, discussions, and concert attendance.

Offered: Fall & Spring & Summer

Distribution: GE Core: GFA

Notes: For non-majors; Dance majors should enroll in DCE 117.

DCE 111 Introduction to Contemporary Dance (1:0:3)

Introduction to the movement techniques of contemporary dance, with emphasis on aesthetic and expressive qualities.

Prerequisite: Enrollment priority given to dance majors.

Offered: Fall & Spring

Notes: May be repeated for credit.

DCE 112 Contemporary Dance I (1:0:3)

Development of technical skills in contemporary dance, including rhythmic perception and spatial awareness, with emphasis on aesthetic and expressive qualities that lead to performance.

Prerequisite: Department placement at this level; ineligible students will be withdrawn; enrollment priority given to dance majors.

Offered: Fall & Spring

Notes: May be repeated for credit.

DCE 113 Introduction to Ballet (1:0:3)

Introduction to basic ballet techniques.

Prerequisite: Enrollment priority given to dance majors.

Offered: Fall & Spring

Notes: May be repeated for credit.

DCE 114 Ballet I (1:0:3)

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.

Prerequisite: Department placement at this level; ineligible students will be withdrawn; enrollment priority given to dance majors.

Offered: Fall & Spring

Notes: May be repeated for credit.

DCE 116 Jazz Dance I (1:0:3)

Introduction to the style, technique, and rhythmic structures of jazz dance with emphasis on increasing movement capabilities and personal expression.

Offered: Fall & Spring

Notes: May be repeated for credit.

DCE 117 Movement as a Medium (3:3)

Orientation to the field of dance. Presentation of materials and experiences related to the roles of dance in societies.

Prerequisite: Dance majors only

Offered: Fall

DCE 132 African Dance I (1:0:3)

Introduction to the history and vocabulary of West African dance, emphasizing the central role that dance plays in African cultures.

Offered: Fall & Spring

Notes: May be repeated for credit.

DCE 133 Tap Dance I (1:0:3)

Introduction to theory, historical context, and technique of traditional and contemporary tap dance forms.

Offered: Fall & Spring

Notes: May be repeated for a maximum of two (2) credits.

DCE 143 Dance Performance Workshop (1:0:3)

Workshop experiences in dance creation and performance practices. Informal or formal presentation of choreographic works created with faculty and/or graduate students in dance.

Prerequisite: Dance major

Offered: Fall or Spring

Notes: May be repeated once for credit.

DCE 200 Dance Appreciation (3:3)

Introductory study of dance through a variety of critical lenses and practical experiences. Lectures, films, demonstrations, and practical dance experience.

Offered: Fall & Spring

Distribution: GE Core: GFA, GE Marker: GL

Notes: Selected sections may be designated for DANC majors. Selected sections meet WI (Writing Intensive) requirement.

DCE 205 Dance History I: World Dance Traditions (3:3)

Study of the histories and aesthetic systems of selected world dance traditions, emphasizing interconnections between aesthetic practice and religious and social needs and the impact of cultural convergence on dance.

Prerequisite: Dance majors and minors only

Offered: Spring

Distribution: GE Marker: GN

DCE 212 Contemporary Dance II (1:0:3)

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.

Prerequisite: Department placement at this level; ineligible students will be withdrawn; enrollment priority given to dance majors.

Offered: Fall & Spring

Notes: May be repeated for credit.

DCE 214 Ballet II (1:0:3)

Development of technical skills in ballet, including safe and efficient alignment and clear articulation of movement vocabulary, with emphasis on increased vocabulary and musicality.

Prerequisite: Department placement at this level; ineligible students will be withdrawn; enrollment priority given to dance majors.

Offered: Fall & Spring

Notes: May be repeated for credit.

DCE 216 Jazz Dance II (1:0:3)

Continuation of DCE 116.

Prerequisite: Department placement at DCE 112 or DCE 114; ineligible students will be withdrawn; enrollment priority given to dance majors.

Offered: Fall & Spring

Notes: May be repeated for unlimited credit.

DCE 217 Exploration and Improvisation in Dance (1:0:3)

Guided exploration in the elements of dance for the creative development of personal movement repertoire, spontaneous group interaction, and choreographic and movement observation skills.

Prerequisite: Dance major or permission of instructor

Offered: Spring

DCE 230 Somatic Practices in Dance (1:0:3)

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 (1:0:3)

Classical and vernacular dances from Europe, Asia and the Pacific, Africa, and the Americas. Particular dance form varies by semester.

Prerequisite: Required placement in DCE 112 or DCE 114; or departmental permission

Offered: Fall & Spring

Notes: May be repeated for credit.

DCE 232 African Dance II (1:0:3)

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.

Prerequisite: Department placement at DCE 112 or DCE 114; ineligible students will be withdrawn; enrollment priority given to dance majors.

Offered: Fall & Spring

Notes: May be repeated for unlimited credit.

DCE 233 Tap Dance II (1:0:3)

Continuation of tap dance technique through traditional movement vocabulary, contemporary forms and improvisation, and historical context of tap dance.

Offered: Fall & Spring

Notes: May be repeated for credit.

DCE 241 Music for Dance (2:1:2)

Study of the relationship of sound and movement, accompaniment and dance, accompaniment/composer and teacher/choreographer, and a practical application of these understandings.

Prerequisite: DANC major

Offered: Spring

DCE 243 Beginning Dance Repertory (1:0:3)

Development of performance skills for low intermediate dancers through rehearsals and performances of a significant dance work choreographed by dance faculty or approved dance artists in the field.

Prerequisite: Pr. or Coreq. DCE 212 or higher

Offered: Fall or Spring

Notes: May be repeated for credit.

DCE 250 Dance Performance Practicum (1:0:3)

Extensive rehearsal culminating in formal or informal presentation of choreography created by students.

Prerequisite: Open by audition or invitation

Offered: Fall & Spring

Notes: May be repeated for a maximum of five credits.

Grade: Pass/Not Pass (P/NP).

DCE 253 Choreography I: Craft (2:0:6)

Study of the elements of time, space, and design as they are artistically significant in dance.

Prerequisite: DCE 241; DANC major

Offered: Fall

DCE 255 Dance Production Practicum I (1:0:3)

Supervised experience in introductory level technical production work supporting dance performances.

Offered: Fall & Spring

Notes: May be repeated for credit.

DCE 300 Faculty Creative Research Project (1–3:0:3–9)

Directed work with a dance faculty member on the exploration, development, and/or presentation of creative research methods, materials, and works.

Offered: Fall & Spring

Notes: May be repeated for credit.

DCE 305 Dance History II: Dance in the United States (3:3)

Study of the history of dance in the United States, emphasizing concert and social dance as syntheses of African and European dance traditions and including discussion of Native American performance.

Prerequisite: Any WI course (DCE 200 recommended)

Offered: Fall

Notes: DANC majors only. All sections are taught as WI (Writing Intensive).

DCE 312 Contemporary Dance III (1:0:3)

Further development of technical skills in contemporary dance. Increased complexity of movement, rhythm, and spatial design, with emphasis on aesthetic and expressive qualities.

Prerequisite: Department placement at this level; ineligible students will be withdrawn; enrollment priority given to dance majors.

Offered: Fall & Spring

Notes: May be repeated for credit.

DCE 314 Ballet III (1:0:3)

Further development of technical skills in ballet, including dynamic alignment, body/mind connection, and proprioception, with emphasis on self expression through the ballet aesthetic.

Prerequisite: Department placement at this level; ineligible students will be withdrawn; enrollment priority given to dance majors.

Offered: Fall & Spring

Notes: May be repeated for credit.

DCE 316 Jazz Dance III (1:0:3)

Continuation of DCE 216 for further development of skill, style, and understanding of the jazz form of dance.

Prerequisite: 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 (3:3)

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.

Cross Listed: Same as ART 323, THR 323.

DCE 324 Contemporary Dance: Theory and High Intermediate-Level Technique (2:1:3.5)

Theory and practice of intermediate-level contemporary dance technique and its relationship to the artistic and professional field.

Prerequisite: Department placement at this level; ineligible students will be withdrawn; enrollment priority given to dance majors.

Notes: May be repeated for credit.

DCE 332 African Dance III (1:0:3)

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.

Prerequisite: Departmental permission

Offered: Spring

Notes: May be repeated for credit.

DCE 340 The Body and Motion in Dance (3:3)

Study of the body and movement as relevant to dance. Emphasis on anatomical and kinesiological principles, alignment, body issues, prevention and care of injuries.

Offered: Fall

DCE 343 Intermediate Dance Repertory (1:0:3)

Development of performance skills for intermediate dancers through rehearsals and performances of a significant dance work choreographed by dance faculty or approved dance artists in the field.

Prerequisite: Pr. or Coreq. DCE 312 or higher

Offered: Fall & Spring

Notes: May be repeated for unlimited credit.

DCE 345 Dance in Preschool and Elementary Settings (3:2:3)

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.

Offered: Fall & Spring

DCE 353 Choreography II: Process (2:1:2)

Exploratory and compositional practices in choreography and dance making enhanced through readings, reflective writing, and discussion.

Prerequisite: DCE 217 and DCE 253

Offered: Spring

DCE 355 Dance Production Practicum II (1:0:3)

Supervised experience in advanced level technical production work supporting dance performances.

Prerequisite: One credit of DCE 255. Some sections may have additional prerequisites.

Offered: Fall & Spring

Notes: May be repeated for credit.

DCE 359 Foundations for Dance Education (2:2)

Introduction to major issues in the field as they affect decisions about teaching dance.

Prerequisite: Dance major

DCE 365 Practicum: Dance in School and Community Settings (1–6:0:3–18)

Practical experience in an approved dance or dance-related setting. Each credit earned requires a minimum of 45 clock hours.

Prerequisite: Junior or senior standing; 2.70 overall GPA with a 3.0 GPA in Dance; and permission of instructor

Offered: Fall & Spring

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 (2:2)

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.

Prerequisite: DANC major or minor; DCE 212 or DCE 214 or DCE 216 or DCE 232; or permission of instructor

DCE 412 Contemporary Dance IV (1:0:3)

Refinement of technical skills in contemporary dance. Complex movement, rhythm, and spatial design, with emphasis on aesthetic and expressive qualities that lead to performance.

Prerequisite: Department placement at this level; ineligible students will be withdrawn; enrollment priority given to dance majors.

Offered: Fall & Spring

Notes: May be repeated for credit.

DCE 414 Ballet IV (1:0:3)

Mastery of kinesthetic, expressive, and aesthetic principles of contemporary ballet at an advanced/professional level.

Prerequisite: Department placement at this level; ineligible students will be withdrawn; enrollment priority given to dance majors.

Offered: Fall & Spring

Notes: May be repeated for credit.

DCE 417 Contact Improvisation (1:0:3)

Development of improvisational performance skills for advanced dancers through a thorough study of Contact Improvisation.

Prerequisite: DCE 217 or permission of instructor

Offered: Fall

Notes: May be repeated for credit.

DCE 424 Contemporary Dance: Theory and Advanced Level Technique (2:1:4)

Theory and practice of advanced-level contemporary dance technique and its relationship to the artistic and professional field.

Prerequisite: Department placement at this level; ineligible students will be withdrawn; enrollment priority given to dance majors.

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.

Prerequisite: DCE 312, DCE 324, DCE 412, or DCE 424, and permission of instructor

Offered: Fall & Spring

Notes: May be repeated for credit. Enrollment by audition or by invitation of the instructor.

DCE 453 Choreography III: Group Forms (2:0:6)

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.

Prerequisite: DCE 217 and DCE 253

Offered: Fall

DCE 455 Entrepreneurial Career Strategies for Dance and Performing Artists (3:3)

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.

Prerequisite: DANC, DRAM, MEDU, MUSI, or PRFM major; or permission of instructor

Offered: Spring

Cross Listed: Same as ENT 455.

DCE 456 Field Study: Dance in New York City (1)

A one week trip to New York City over Spring Break; activities include attending dance concerts and selected classes, and meeting with dancers who live and work in the City.

Prerequisite: Dance major or permission of instructor

DCE 459 Dance Education Methods and Field Experience (4:2:6)

Methods of teaching dance with observation, participation, and planning/teaching/evaluating at elementary, middle, or high school level.

Prerequisite: 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.

Prerequisite: Admission to Student Teaching through application

Offered: Fall & Spring

Notes: Grade: Pass/Not Pass (P/NP).

DCE 463 Seminar in Dance Education (1:1)

Reflection on student teaching experiences and preparation for future career as a dance educator.

Prerequisite: All DANC licensure requirements except DCE 461

Offered: Spring

DCE 470 Creative Synthesis in Dance (3:3)

Culminating choreographic experience for students completing choreography concentration in B.F.A.

Prerequisite: Grades of B or higher in DCE 353 and DCE 453 and senior status in B.F.A. or permission of instructor

Offered: Spring

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.

Prerequisite: Demonstrated competency for independent work and permission of academic advisor and instructor

Offered: Fall & Spring

Notes: May be repeated for a maximum of six 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.

Prerequisite: Permission of instructor

Notes: May be repeated for credit if topic varies, up to a maximum of nine (9) credits.

DCE 487 Performance Theory and Practice (2:1:3)

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.

Prerequisite: 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 Contemporary Dance: Aesthetic and Cultural Practice (3:3)

Study of cultural issues and aesthetic priorities of dance in the late postmodern world, especially contemporary dance. Provides opportunities to present ideas about and debate issues concerning contemporary dance.

Prerequisite: DCE 305; graduate students must have satisfied the dance history requirement for admission to a graduate dance program.

Offered: Spring

Notes: All sections are taught as SI (Speaking Intensive).

DCE 555 Technology in the Creation and Preservation of Dance Works (3:3)

A study of software applications useful in the creation and/or preservation of dance works. Areas of study include soundscore creation, video editing, and graphics manipulation.

Prerequisite: DCE 355, or admission to graduate study in dance, or permission of the instructor

Offered: Fall

DCE 560 The Dancer's Body (3:3)

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.

Prerequisite: Two semesters of dance technique; DCE 340 or equivalent; or permission of instructor

Offered: Every Fourth Summer

DCE 581 Dance on Video (3:3)

Introduction to working with dance and video, including composing for the camera, recording dancers in action, and editing footage to create original work.

Prerequisite: DCE 555 or permission of instructor

Cross Listed: Same as MST 581.

DCE 589 Experimental Course: Perspectives on Dance in North Carolina (3:3)

Students will engage with and contribute to a history of dance in North Carolina through research of existing literature and through original research.

Prerequisite: Advanced undergraduates with permission of instructor

Offered: Offered fall '08

Department of Economics

Bryan School of Business & Economics
462 Bryan Building
336/334-5463
www.uncg.edu/bae/econ

Faculty

Jeremy W. Bray, Professor and Head of Department

*Professors Allen, Link, Neufeld, Ribar, Snowden
(Director of Graduate Studies)*

*Associate Professors Bearse, Holland, Layson, Leyden,
Swann*

Assistant Professors Gicheva, Heutel

Lecturers Sarbaum, Sheran

Mission Statement

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 economic problems and public policy issues. Economics is a social science concerned with public policy issues such as pollution and the environment, the health system, central bank policy and inflation, unemployment, the productivity of the labor force, economic growth, and international trade and finance.

The Department of Economics offers two undergraduate degrees through the Bryan School of Business and Economics: a Bachelor of Science (B.S.) and a Bachelor of Arts (B.A.). The B.S. degree builds on a comprehensive business foundation by teaching students how to apply economic reasoning and analysis to a variety of business and economic issues. The B.A. degree builds on a comprehensive liberal arts education in the sciences, humanities, and arts by teaching students how to apply economic reasoning and analysis to a variety of

economic policy issues. Students can choose to double major in the liberal arts, the social sciences, or the natural sciences.

A B.A. or B.S. degree in economics provides students with enhanced access to the job market and to graduate and professional education. Additional statistical and quantitative course work allows students to develop research expertise and statistical skills that are important for the job market and graduate programs.

The Department of Economics offers a three-semester Master of Arts degree in Applied Economics that provides students with the theoretical and statistical training to enter the job market as professional economists employable by financial institutions, health organizations, consulting firms, research organizations, and government agencies.

The Department of Economics also offers qualified students the opportunity to accelerate their study of economics by taking M.A. courses for graduate credit during their senior year. See Accelerated Master's Programs for Undergraduates for details. The program enables students the opportunity to earn the M.A. degree in one additional year of study.

Teacher licensure is also available for economics majors (see Teacher Education Programs).

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:

- Demonstrate knowledge of intermediate microeconomic theory
- Demonstrate knowledge of intermediate macroeconomic theory
- Use mathematical and statistical skills to analyze economic problems
- Apply economic theory and analytical skills in economics field courses
- Effectively communicate how to use economic concepts and principles to address economic problems

Economics Major (ECON)—B.A.

Degree: Bachelor of Arts

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

Available Concentrations and AOS Codes:

Economics, U305

Economics with Teacher Licensure in Social
Studies, U309

General Program Requirements

1. A cumulative GPA of at least 2.0
2. 122 s.h.
3. At least 15 hours of economics must be earned at UNCG

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (3 s.h.)

Student selects 3 s.h. from GLT list.

GFA—Fine Arts (3 s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

PHI 361 Ethical Issues in Business

Humanities and Fine Arts (3 s.h.)

Student selects additional 3 s.h. from GLT, GFA, or GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (6–7 s.h.)

Student selects 6–7 s.h. from GNS list. One must include a laboratory course. Each must have a different course prefix.

GMT—Mathematics (3 s.h.)

MAT 120 Calculus for Business and the Social Sciences
or
MAT 191 Calculus I

GRD—Reasoning and Discourse (6 s.h.)

ENG 101 College Writing I
or
FMS 115 Freshman Seminar in Reasoning and Discourse I
or
RCO 101 College Writing I

CST 105 Introduction to Communication Studies

GSB—Social and Behavioral Sciences (6 s.h.)

ECO 201 Principles of Microeconomics
ECO 202 Principles of Macroeconomics

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core

requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers: 3–6 s.h. (1–2 courses) of the same foreign language depending upon placement; 2–3 additional GL/GN courses, one of which must carry the GN marker

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major and Related Area Requirements

1.

ECO 101 Introduction to Economics
or
ECO 201 Principles of Microeconomics

ECO 101 satisfies GSB

Required:

ECO 202 Principles of Macroeconomics
ECO 250 Economic and Business Statistics I
ECO 301 Intermediate Microeconomic Theory
ECO 346 Intermediate Macroeconomic Theory
ISM 110 Business Computing I
PHI 361 Ethical Issues in Business

ECO 202 satisfies GSB

PHI 361 satisfies GPR

Choose one of the following:

MAT 120 Calculus for Business and the Social Sciences
MAT 191 Calculus I

MAT 120 and MAT 191 satisfy GMT

2. Economics electives: 15 s.h.

V Electives

Electives sufficient to complete 122 total semester hours required for degree.

IV Additional Requirements for Economics Major with Teacher Licensure in Social Studies

Students seeking teacher licensure should see School of Education Licensure Programs for additional licensure

requirements. Licensure in social studies is available for economics majors.

Economics Major (ECON)—B.S.

Degree: Bachelor of Science

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

AOS Codes for Economic Concentrations:

Economics, U717

Economics with Teacher Licensure in Social Studies, U311

General Program Requirements

1. A cumulative GPA of at least 2.0
2. 122 s.h.
3. At least 15 semester hours of Economics must be earned at UNCG

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (3 s.h.)

Student selects 3 s.h. from GLT list.

GFA—Fine Arts (3 s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

PHI 361 Ethical Issues in Business

Humanities and Fine Arts (3 s.h.)

Student selects additional 3 s.h. from GLT, GFA, or GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (6–7 s.h.)

Student selects 6–7 s.h. from GNS list. One must include a laboratory course. Each must have a different course prefix.

GMT—Mathematics (3 s.h.)

MAT 120 Calculus for Business and the Social Sciences

or
MAT 191 Calculus I

GRD—Reasoning and Discourse (6 s.h.)

ENG 101 College Writing I

or

FMS 115 Freshman Seminar in Reasoning and Discourse I

or
RCO 101 College Writing I

CST 105 Introduction to Communication Studies

GSB—Social and Behavioral Sciences (6 s.h.)

ECO 201 Principles of Microeconomics

ECO 202 Principles of Macroeconomics

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers, one of which must carry the GN marker

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major Requirements

1.

ECO 101 Introduction to Economics

or
ECO 201 Principles of Microeconomics

ECO 201 fulfills GSB

Required:

ECO 202 Principles of Macroeconomics

ECO 250 Economic and Business Statistics I

ECO 300 The International Economy

ECO 301 Intermediate Microeconomic Theory

ECO 346 Intermediate Macroeconomic Theory

ECO 202 fulfills GSB

ECO 300 fulfills 3 s.h. of GL/GN requirement

2. 9 s.h. of ECO electives at the 300 level or above

IV Related Area Requirements

Choose one of the following:

ACC 201 Financial Accounting

ACC 218 Financial Statement Preparation and Disclosures

Required:

ACC 202 Managerial Accounting
 CST 105 Introduction to Communication Studies
 ENG 101 College Writing I
 ENG 102 College Writing II
 FIN 315 Business Finance I
 ISM 110 Business Computing I
 PHI 361 Ethical Issues in Business

ENG 101 and CST 105 fulfill GRD

ENG 102: or other approved ENG course

CST 105 fulfills SI requirement outside major

PHI 361 fulfills GPR.

Choose one of the following:

MKT 309 Business Communications
 ECO WI/SI course

MKT 309 fulfills major WI and SI requirements

Choose one of the following:

MAT 120 Calculus for Business and the Social Sciences
 MAT 191 Calculus I

MAT 120 and MAT 191 fulfill GMT

Note: No more than 30 s.h. 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.

V Additional Requirements for Economics Major with Teacher Licensure in Social Studies

Students seeking teacher licensure should see School of Education Licensure Programs for additional licensure requirements. Licensure in social studies is available for economics majors.

VI Electives

Electives sufficient to complete 122 total semester 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.

Economics Minor

Required: minimum of 18 semester hours

AOS Code: U305

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.

Requirements**a. Required**

ECO 101 Introduction to Economics
 or
 ECO 201 Principles of Microeconomics

b. Additional 15 s.h. of economics

Economics Accelerated Master's Program

Interested students should see Accelerated Master's Programs for Undergraduates for details about the B.A./M.A. in Economics or B.A. in Economics/M.P.A. in Public Affairs program requirements.

Economics Honors

Requirements

For Honors requirements, check with the departmental office and see the Honors Programs information.

ECONOMICS COURSES (ECO)

ECO 100 Economics of a Global Sustainable Society (3:3)

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.

Prerequisite: Freshman or sophomore standing only, or permission of instructor

Distribution: GE Core: GSB; GE Marker: GN

ECO 101 Introduction to Economics (3:3)

Introduction to basic economic concepts and public policy issues with application to the contemporary American economy.

Distribution: 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 (3:3)

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.

Distribution: GE Core: GSB

ECO 202 Principles of Macroeconomics (3:3)

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.

Prerequisite: ECO 101 or ECO 201

Distribution: GE Core: GSB

ECO 215 The Economics of Entrepreneurship (3:3)

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.

Prerequisite: ECO 101 or ECO 201

Offered: Spring

Cross Listed: Same as ENT 215.

ECO 250 Economic and Business Statistics I (3:3)

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.

Prerequisite: ISM 110 and any one of the following: MAT 115, MAT 120, MAT 150, MAT 151, MAT 191, MAT 292

ECO 260

ECO 300 The International Economy (3:3)

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.

Prerequisite: ECO 101 or ECO 201, and ECO 202; or permission of instructor

Distribution: GE Marker: GL

ECO 301 Intermediate Microeconomic Theory (3:3)

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.

Prerequisite: ECO 101 or ECO 201, and ECO 202

ECO 310 The U.S. in the Global Economy: 1700–2000 (3:3)

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.

Prerequisite: ECO 101 or ECO 201, and ECO 202; or permission of instructor

ECO 311 Managerial Economics (3:3)

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.

Prerequisite: ECO 250

ECO 312 Economics of Technology (3:3)

Economic analysis of technological change. Topics include sources of productivity, inventive activity, entrepreneurship, innovation strategy, RD management, patenting, and technology assessment.

Prerequisite: ECO 101 or ECO 201

Offered: Fall

Cross Listed: Same as ENT 312.

ECO 319 Quantitative Analysis I (3:3)

Introduction to mathematical methods in economics. Includes applications of mathematics to consumer and production theory, equilibrium analysis, input-output models, and optimization.

Prerequisite: MAT 120 or MAT 191, and ECO 201

Offered: Spring

ECO 323 Public Finance (3:3)

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).

Prerequisite: ECO 101 or ECO 201

Offered: Spring

ECO 325 Sports Economics (3:3)

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.

Prerequisite: ECO 101 or ECO 201

ECO 327 Money and Economic Activity (3:3)

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.

Prerequisite: ECO 202

Offered: Fall

ECO 346 Intermediate Macroeconomic Theory (3:3)

Intermediate level analysis of national income and employment with attention to fiscal and monetary policy, theories of business fluctuations, and economic growth.

Prerequisite: ECO 202

Offered: Spring

ECO 351 Economic and Business Statistics II (3:3)

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.

Prerequisite: ECO 250

Offered: Spring

ECO 360 International Monetary Economics I (3:3)

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.

Prerequisite: ECO 202

ECO 363 European Economic History (3:3)

Study of evolution of European economics from early modern times to the twentieth century. Emphasis on sources of growth: trade, migration, industry, technical change, labor, and capital.

Prerequisite: ECO 101 or ECO 201

Cross Listed: Same as HIS 363.

ECO 365 The Economics of European Integration (3:3)

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.

Prerequisite: ECO 201 and ECO 202

ECO 370 Labor Economics (3:3)

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.

Prerequisite: ECO 101 or ECO 201

Offered: Fall

ECO 375 Government and Business (3:3)

Government regulation and control of markets. Emphasis on antitrust laws and economics as well as control by regulation.

Prerequisite: ECO 101 or ECO 201

ECO 380 Environmental and Natural Resource Economics (3:3)

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.

Prerequisite: ECO 101 or ECO 201

ECO 385 Introduction to Industrial Organization (3:3)

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.

Prerequisite: ECO 201

ECO 390 Health Economics (3:3)

Examination of supply and demand for health care, medical malpractice, health insurance, government provision of health care, international comparisons, and health care reform.

Prerequisite: ECO 101 or ECO 201; 2.0 GPA

ECO 467 Economic Growth and Development (3:3)

Investigation of the determinants of the long-run economic growth of nations. Application of economic concepts to problems of developing and lesser developed countries.

Prerequisite: ECO 300

Offered: Spring

ECO 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.

ECO 499 Problems in Economics (3:3)

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.

Prerequisite: ECO 201 and consent of instructor

Notes: May be repeated for credit with approval of department head.

ECO 510 Law and Economics (3:3)

Applies economic theory in analysis of law. Presents framework for analysis, examines property rights, studies public regulation, and examines antitrust laws.

Prerequisite: ECO 301

Offered: Spring

Notes: Taught as Writing Intensive and Speaking Intensive

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.

Prerequisite: 21 s.h. of economics and permission of instructor

ECO 517 American Economic History: Colonial Times to 1865 (3:3)

Evolution of the American economy through the Civil War. Emphasis on sources of economic growth and welfare.

Prerequisite: ECO 201

Cross Listed: Same as HIS 517.

ECO 518 American Economic History: 1865 to Present (3:3)

Evolution of the American economy from the Civil War to present. Emphasis on economic performance through time measured against goals of full employment, price stability, and rapid growth. Course taught as Writing Intensive (WI) and Speaking Intensive (SI).

Prerequisite: ECO 201

Offered: Spring

Cross Listed: Same as HIS 518.

ECO 523 Topics in Public Policy (3:3)

Examination of market failure, public goods, economic efficiency, and income incidence, allocative effects, and public policy.

Prerequisite: ECO 301

Offered: Fall

Notes: Taught as Writing Intensive and Speaking Intensive

ECO 530 Urban and Regional Economics (3:3)

Application of analytical tools of economics to explain economic organization of cities, metropolitan areas, and larger regions and to deal with their economic problems. Problem areas analyzed include growth, poverty, housing, transportation.

Prerequisite: ECO 301

ECO 553 Economic Forecasting (3:3)

Forecasting economic trends and fluctuations. Applications for regression analysis, exponential smoothing techniques, and Box-Jenkins procedures to forecast such economic variables as gross national product and unemployment levels.

Prerequisite: ECO 351

ECO 555 History of Economic Thought (3:3)

Main currents in evolution of economic thought with emphasis on classical and neoclassical schools and developments in economic ideas during twentieth century.

Prerequisite: ECO 202

Offered: Fall

Notes: Course taught as Writing Intensive (WI) and Speaking Intensive (SI)

ECO 570 Topics in Labor Economics (3:3)

Advanced theory and research related to labor supply and demand theory, investments in human capital, job search theory, migration, unemployment, theories of discrimination, income distribution theory, and public policy.

Prerequisite: ECO 301

ECO 575 Industrial Organization and Public Policy (3:3)

Theoretical and empirical study of firms relative to their rivals, suppliers, and customers. Use of theory and industry studies to understand the nature of competition and consequences of imperfect competition.

Prerequisite: ECO 301

ECO 589 Experimental Course

This number reserved for experimental courses. Refer to the Course Schedule for current offerings.

Department of Educational Leadership and Cultural Foundations

School of Education
366 School of Education Building
336/334-3490
<http://elc.uncg.edu>

Faculty

Ulrich C. Reitzug, Professor and Chair of the Department

Professors Hudak, Hytten, Shapiro

Associate Professors Bettez, Casey, Lashley, Villaverde

Assistant Professors Kappler Hewitt, Peck

Clinical Assistant Professors Clarida, Davis

Adjunct Professors Brady, Misher, Sheehan, Short

Visiting Professor Citty

A major component of this department is an undergraduate course, ELC 381, "The Institution of Education," which is required of all students who are planning to seek teacher licensure.

There are no undergraduate areas of study offered by this department.

Educational Administration/Leadership Majors

Degrees offered—Master of School Administration, M.S.A.; Post-Master Certificate in School Administration, Specialist in Education, Ed.S.; Doctor of Education, Ed.D.

Curriculum and Teaching Major

Degree offered—Educational Studies with a concentration in Cultural Studies (Ph.D.)

EDUCATIONAL LEADERSHIP AND CULTURAL FOUNDATIONS COURSES (ELC)

ELC 375 Philosophy of Education (3:3)

Philosophical questions related to education, such as what is education, how are the aims of education to be decided, and what is knowledge, pursued in conjunction with classic historic readings in the philosophies of education and knowledge as well as selected contemporary reading.

ELC 381 The Institution of Education (3:3)

School as a social institution concerned with transmission of ideological, moral, and cultural values; social reproduction and change; and competing philosophical

visions of education with particular focus on democratic citizenship.

Notes: Required of students seeking teacher licensure.

ELC 401 Schooling in a Democratic Society (1:1)

The historical and social purposes of schooling in a democratic society. Enrollment limited to students who are pursuing initial teaching licensure.

Prerequisite: Admission to the Teacher Education Program

Notes: May be repeated for unlimited credit.

ELC 506 Institutes in Education (1–3)

Practicum or workshop experiences to focus on issues, problems, or approaches in the profession.

Notes: Students may apply no more than three (3) s.h. of this course to any degree program. Grade: Satisfactory/Unsatisfactory (S/U).

ELC 581 Teaching in the Urban School (3:3)

This course is designed to provide an opportunity for educators to examine research and literature related to the problems of teaching in the urban school.

Prerequisite: Admission to the Teacher Education Program or permission of instructor

ELC 589 Experimental Course

This number reserved for experimental courses. Refer to the Course Schedule for current offerings.

Department of Educational Research Methodology

School of Education
254 School of Education Building
336/334-3471
www.uncg.edu/erm

computers for descriptive statistical analysis, and interpretation of results.

Prerequisite: Elementary algebra

Notes: Formerly ERM 617.

Faculty

Randy Penfield, Professor and Chair of the Department

Professors Ackerman, Chalhoub-Deville, Luecht

Associate Professors Henson, Willse

Assistant Professor Downs

Clinical Assistant Professor Sunnassee

EDUCATIONAL RESEARCH METHODOLOGY COURSES (ERM)

ERM 401 Assessment I: Accountability in Our Nation's Schools (1:1)

Students will examine Federal, State, and classroom accountability systems. Enrollment is limited to students who are pursuing initial teaching licensure.

Prerequisite: Admission to the Teacher Education Program

ERM 402 Assessment II: Standardized Tests (1:1)

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.

Prerequisite: Admission to the Teacher Education Program

ERM 403 Assessment III: Classroom Assessment (1:1)

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.

Prerequisite: Admission to the Teacher Education Program

ERM 517 Statistical Methods in Education (3:3)

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

Department of English

College of Arts & Sciences
3143 Moore Humanities and Research Administration
336/334-5311
www.uncg.edu/eng

Faculty

Anne Wallace, Professor and Head of the Department

Professors Baker, Beale, Chiseri-Strater, Cushman, Dischell, Evans, Ferguson, Gibson, C. Hodgkins, Kilcup, Langenfeld, Moraru, Nova, Parker, Ritter, Romine, Roskelly, S. Yarbrough

Associate Professors Dowd, Keith, Myers, Rifkin, Sanchez, Schultheis, Weyler

Assistant Professors Applegarth, Black, Clarke, Cuda, Feather, Jones, Morrisette, Roderick, Vines

Lecturers Clark, Kennedy, Littlejohn, Reynolds, Roberts, Swofford, Whitaker

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 MFA degree.

English Major (ENGL)—B.A.

Degree: Bachelor of Arts

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

AOS Codes:

English, U155

English with High School Teaching Licensure, U157

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.

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (6 s.h.)

Student selects 6 s.h. from GLT list.

GFA—Fine Arts (3.s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (6–7 s.h.)

Student selects 6–7 s.h. from GNS list. One must include a laboratory course. Each must have a different course prefix.

GMT—Mathematics (3 s.h.)

Student selects 3 s.h. from GMT list.

GRD—Reasoning and Discourse (6 s.h.)

| | |
|---------|---|
| ENG 101 | College Writing I |
| | or |
| FMS 115 | Freshman Seminar in Reasoning and Discourse I |
| | or |
| RCO 101 | College Writing I |

Student selects additional 3 s.h. from GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

Student selects 6 s.h. from GSB list.

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See requirements and approved courses.

Historical Perspectives on Western Culture

GHP/GPM course

or

GMO course

Natural Sciences

one additional GNS/GLS or GPS course

Social and Behavioral Sciences (GSB)

one additional GSB course

Foreign Language (GFL)

intermediate-level proficiency in one language

demonstrated by placement test, or completion of course work through course number 204

Writing Intensive Courses (WI)

a total of four WI courses

See Writing Intensive Courses under College of Arts and Sciences Additional Requirements (CAR)

IV Major Requirements

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.)

For both concentrations, a minimum of 36 semester hours of English above the 100 level is required. No requirement for the major may be met by a grade lower than C-.

The courses must be distributed as follows in Section V.

V Concentration Requirements

1. English Core Requirements (21 semester hours)

a. Historical Perspectives

Medieval to Enlightenment, one (1) course from the following:

| | |
|---------|--|
| ENG 211 | Major British Authors: Medieval to Neoclassical |
| ENG 213 | Transcultural Literatures: Medieval to Enlightenment |
| ENG 251 | Major American Authors: Colonial to Romantic |

Romantic to Postmodern, one (1) course from the following:

| | |
|---------|---|
| ENG 212 | Major British Authors: Romantic to Modern |
| ENG 214 | Transcultural Literatures: Romantic to Postmodern |
| ENG 252 | Major American Authors: Realist to Modern |

b. Perspectives on Literature

Two (2) courses in literature before 1800 (only one of which may be Shakespeare) from:

| | |
|---------|------------------------------------|
| ENG 332 | English Women Writers before 1800 |
| ENG 335 | Dante in English |
| ENG 336 | Introduction to Chaucer |
| ENG 337 | English Literature to 1500 |
| ENG 338 | The Sixteenth Century 1500–1610 |
| ENG 342 | The Seventeenth Century |
| ENG 343 | Topics in Pre-1800 Literature |
| ENG 360 | The Eighteenth Century |
| ENG 372 | Early American Literature |
| ENG 381 | English Drama to 1800 |
| ENG 450 | Pre-1800 Literature Senior Seminar |
| ENG 510 | Old English |
| ENG 537 | Middle English Literature |
| ENG 541 | Milton |
| ENG 561 | Eighteenth-Century British Writers |

Choose one of the following:

| | |
|---------|--------------------------------------|
| ENG 339 | Shakespeare: Early Plays and Sonnets |
| ENG 340 | Shakespeare: Later Plays |
| ENG 540 | Shakespeare |

One (1) course in literature after 1800 from:

| | |
|---------|---|
| ENG 315 | Postcolonial Literatures |
| ENG 316 | Studies in Human Rights and Literature |
| ENG 331 | Women in Literature |
| ENG 333 | Southern Writers |
| ENG 344 | Romantic Poetry and Poetics |
| ENG 345 | Victorian Literature |
| ENG 346 | English Literature from Victorian to Modern |
| ENG 347 | Topics in Post-1800 Literature |

| | |
|---------|---|
| ENG 348 | Contemporary British Literature and Culture |
| ENG 349 | English Novel from Defoe to Hardy |
| ENG 350 | The Twentieth-Century English Novel |
| ENG 351 | The American Novel through World War I |
| ENG 352 | The Twentieth-Century American Novel |
| ENG 353 | The Contemporary Novel |
| ENG 358 | Modern Poetry |
| ENG 359 | Contemporary Poetry |
| ENG 373 | American Romanticism |
| ENG 374 | Early African American Writers |
| ENG 375 | Topics in Native American Writing |
| ENG 376 | African American Writers after the 1920s |
| ENG 377 | American Realism and Naturalism |
| ENG 378 | American Life-Writing |
| ENG 379 | American Women's Writing |
| ENG 380 | Literature and the Environment |
| ENG 382 | Modern British and American Drama |
| ENG 451 | Post-1800 Literature Senior Seminar |
| ENG 545 | Nineteenth-Century British Writers |
| ENG 550 | Modern British Writers |
| ENG 558 | American Poetry After 1900 |
| ENG 559 | Twentieth-Century British Poetry |
| ENG 563 | American Poetry Before 1900 |
| ENG 564 | American Prose Before 1900 |
| ENG 565 | American Prose After 1900 |
| ENG 582 | Modern Drama |

c. Contemporary Theoretical Approaches:

| | |
|---------|--|
| ENG 303 | Critical Approaches to the Study of Literature |
|---------|--|

d. Approaches to Rhetoric:

| | |
|---------|--|
| ENG 305 | Introduction to Rhetoric: Rhetorical Power |
|---------|--|

2. English Electives (15 semester hours)

Five courses in English at or above the 200 level

1. English with High School Teaching Licensure Core Requirements (21 semester hours)

a. Historical Perspectives

Medieval to Enlightenment, one (1) course from the following:

| | |
|---------|--|
| ENG 211 | Major British Authors: Medieval to Neoclassical |
| ENG 213 | Transcultural Literatures: Medieval to Enlightenment |
| ENG 251 | Major American Authors: Colonial to Romantic |

Romantic to Postmodern, one (1) course from the following:

| | |
|---------|---|
| ENG 212 | Major British Authors: Romantic to Modern |
|---------|---|

| | |
|---------|---|
| ENG 214 | Transcultural Literatures: Romantic to Postmodern |
| ENG 252 | Major American Authors: Realist to Modern |

b. Perspectives on Literature

Two (2) courses in literature before 1800 (only one of which may be Shakespeare) from:

| | |
|---------|------------------------------------|
| ENG 332 | English Women Writers before 1800 |
| ENG 335 | Dante in English |
| ENG 336 | Introduction to Chaucer |
| ENG 337 | English Literature to 1500 |
| ENG 338 | The Sixteenth Century 1500–1610 |
| ENG 342 | The Seventeenth Century |
| ENG 343 | Topics in Pre-1800 Literature |
| ENG 360 | The Eighteenth Century |
| ENG 372 | Early American Literature |
| ENG 381 | English Drama to 1800 |
| ENG 450 | Pre-1800 Literature Senior Seminar |
| ENG 510 | Old English |
| ENG 537 | Middle English Literature |
| ENG 541 | Milton |
| ENG 561 | Eighteenth-Century British Writers |

Choose one of the following:

| | |
|---------|--------------------------------------|
| ENG 339 | Shakespeare: Early Plays and Sonnets |
| ENG 340 | Shakespeare: Later Plays |
| ENG 540 | Shakespeare |

One (1) course in literature after 1800 from:

| | |
|---------|---|
| ENG 315 | Postcolonial Literatures |
| ENG 316 | Studies in Human Rights and Literature |
| ENG 331 | Women in Literature |
| ENG 333 | Southern Writers |
| ENG 344 | Romantic Poetry and Poetics |
| ENG 345 | Victorian Literature |
| ENG 346 | English Literature from Victorian to Modern |
| ENG 347 | Topics in Post-1800 Literature |
| ENG 348 | Contemporary British Literature and Culture |
| ENG 349 | English Novel from Defoe to Hardy |
| ENG 350 | The Twentieth-Century English Novel |
| ENG 351 | The American Novel through World War I |
| ENG 352 | The Twentieth-Century American Novel |
| ENG 353 | The Contemporary Novel |
| ENG 358 | Modern Poetry |
| ENG 359 | Contemporary Poetry |
| ENG 373 | American Romanticism |
| ENG 374 | Early African American Writers |
| ENG 375 | Topics in Native American Writing |
| ENG 376 | African American Writers after the 1920s |
| ENG 377 | American Realism and Naturalism |
| ENG 378 | American Life-Writing |
| ENG 379 | American Women's Writing |

| | |
|---------|-------------------------------------|
| ENG 380 | Literature and the Environment |
| ENG 382 | Modern British and American Drama |
| ENG 451 | Post-1800 Literature Senior Seminar |
| ENG 545 | Nineteenth-Century British Writers |
| ENG 550 | Modern British Writers |
| ENG 558 | American Poetry After 1900 |
| ENG 559 | Twentieth-Century British Poetry |
| ENG 563 | American Poetry Before 1900 |
| ENG 564 | American Prose Before 1900 |
| ENG 565 | American Prose After 1900 |
| ENG 582 | Modern Drama |

c. Contemporary Theoretical Approaches:

| | |
|---------|--|
| ENG 303 | Critical Approaches to the Study of Literature |
|---------|--|

d. Approaches to Rhetoric:

| | |
|---------|--|
| ENG 305 | Introduction to Rhetoric: Rhetorical Power |
|---------|--|

2. Additional Requirements (15 semester hours)

a.

| | |
|---------|-------------------------|
| ENG 322 | The Teaching of Writing |
|---------|-------------------------|

b.

| | |
|---------|--------------------------|
| ENG 321 | Linguistics for Teachers |
|---------|--------------------------|

c. World Literature

one (1) course from the following:

| | |
|---------|---|
| ENG 201 | European Literary Classics: Ancient to Renaissance |
| ENG 202 | European Literary Classics: Enlightenment to Modern |
| ENG 204 | Non-Western Literary Classics |
| ENG 209 | Topics in Non-Western Literature |
| ENG 315 | Postcolonial Literatures |
| ENG 316 | Studies in Human Rights and Literature |

d. Two additional courses in English at or above the 200 level

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 UNCG 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.

VI Electives

Electives sufficient to complete the 122 semester hours required for degree.

English as a Second Major

Required: minimum of 36 semester hours

Students must complete the requirements described for the English major (36 s.h.).

English as a Second Academic Concentration for Elementary Education and Special Education Majors

Required: minimum of 18 semester hours

The department also offers an 18-hour 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 s.h.) for a second academic concentration in English.

Requirements

1. Required core courses (9 s.h.)

Three courses from the following:

| | |
|---------|---|
| ENG 211 | Major British Authors: Medieval to Neoclassical |
| ENG 212 | Major British Authors: Romantic to Modern |
| ENG 251 | Major American Authors: Colonial to Romantic |
| ENG 252 | Major American Authors: Realist to Modern |

2. Select one of the following for 3 s.h.:

| | |
|---------|-----------------------------|
| ENG 321 | Linguistics for Teachers |
| ENG 262 | Sociolinguistics |
| ENG 302 | Second Language Acquisition |

3. Two (2) electives at the 200 or 300 level for 6 s.h.

English as a Second Academic Concentration for Middle Grades Education Majors

Required: minimum of 25 semester hours

Requirements

Middle Grades Education majors must fulfill the following requirements (25 semester hours) for a second academic concentration in English. Consult with your major advisor or with the Director of Undergraduate Studies in English.

1. British Literature (3 s.h.), one from:

| | |
|---------|---|
| ENG 211 | Major British Authors: Medieval to Neoclassical |
|---------|---|

| | |
|---------|--|
| ENG 212 | Major British Authors: Romantic to Modern |
| ENG 213 | Transcultural Literatures: Medieval to Enlightenment |
| ENG 214 | Transcultural Literatures: Romantic to Postmodern |

2. American Literature (3 s.h.) one from:

| | |
|---------|--|
| ENG 251 | Major American Authors: Colonial to Romantic |
| ENG 252 | Major American Authors: Realist to Modern |

3.

| | |
|---------|--|
| ENG 303 | Critical Approaches to the Study of Literature |
|---------|--|

4.

| | |
|---------|--------------------------|
| ENG 321 | Linguistics for Teachers |
|---------|--------------------------|

5.

| | |
|---------|--|
| ENG 324 | Teaching Writing in Elementary and Middle Grades |
|---------|--|

6.

| | |
|---------|------------------------|
| ENG 310 | Young Adult Literature |
|---------|------------------------|

7. Multicultural Literature:

one 200- or 300-level multicultural literature course

8.

| | |
|---------|-----------------------------|
| TED 530 | Middle Grades Language Arts |
|---------|-----------------------------|

9.

| | |
|---------|--|
| TED 495 | Middle Grades Teacher Education Capstone Seminar |
|---------|--|

English Minor

Required: minimum 18 semester hours

AOS Code: U155

ENG 101 and ENG 102 satisfy the College Reasoning and Discourse (CRD) requirement and do not, therefore, count as part of the hours for an English minor.

English minors have wide choice among courses offered in fulfilling the minimum of 18 hours in English. They are urged, however, to report to the Director of Undergraduate Studies as early as possible for help in planning a program.

Requirements

1. Any two courses, to be chosen by the student, from among the following:

| | |
|---------|---|
| ENG 201 | European Literary Classics: Ancient to Renaissance |
| ENG 202 | European Literary Classics: Enlightenment to Modern |
| ENG 211 | Major British Authors: Medieval to Neoclassical |

| | |
|---------|--|
| ENG 212 | Major British Authors: Romantic to Modern |
| ENG 251 | Major American Authors: Colonial to Romantic |
| ENG 252 | Major American Authors: Realist to Modern |

2. No more than six s.h. at the 100 level (but see head note, above)

and at least six s.h. at the 300 level or above.

For information on licensure toward a high school English endorsement, fulfilling the English minor requirements, see the Director of English Education.

English Honors

Requirements

Twelve (12) semester hours to consist of:

1. Nine (9) s.h. of Honors course work, at least six (6) of which must be in English. Honors course work may consist of any combination of the following options:

English Honors courses above the 100 level, including
ENG 494: Honors Seminar

ENG 493: Honors Work

Contract Honors courses in English at the 300 level or above

Any 500-level course in English

Any other Honors course outside of the English department (up to 3 s.h.)

2. Three (3) s.h. of HSS 490: Senior Honors Project

Qualifications

- A grade of at least B in all course work used to satisfy the Honors requirement in English
- A declared English Major
- At least a 3.30 overall GPA at graduation

Recognition

Students who complete the program will be recognized at a banquet held at the end of the spring semester. The designation "Completed Disciplinary Honors in English" and the title of the Senior Honors Project will be printed on the student's official transcript.

Honors Advisor

Contact the Department of English for further information and guidance about Honors in English. For further information, see the Honors Programs.

ENGLISH COURSES (ENG)

ENG 100 Basic Writing (3:3)

Instruction and practice in basic writing skills, in preparation for 101. Admission to the course is by advice

Academic Departments, Programs, and Courses

of the Director of Composition on the basis of SAT scores and placement testing.

Notes: Does not fulfill the University writing requirement. Credit does not apply toward graduation nor count in the student's GPA.

ENG 101 College Writing I (3:3)

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.

Offered: Fall & Spring

Distribution: 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 (3:3)

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.

Prerequisite: ENG 101, or FMS 115 or RCO 101

Offered: Fall & Spring

Distribution: GE Core: GRD

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 (3:3)

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.

Prerequisite: ENG 101

Offered: Fall & Spring

Distribution: GE Core: GRD

ENG 104 Approach to Literature (3:3)

Critical reading and analysis of fiction, poetry and drama with an emphasis on a variety of major themes and their relevance to contemporary life.

Offered: Fall & Spring

Distribution: GE Core: GLT

ENG 105 Introduction to Narrative (3:3)

Critical reading and analysis of American and British novels, short stories, and narrative poems. Attention to historical, cultural, and literary backgrounds as appropriate.

Offered: Fall & Spring

Distribution: GE Core: GLT

ENG 106 Introduction to Poetry (3:3)

Critical reading and analysis of British and American lyric, dramatic, and narrative poetry. Attention to historical, cultural, and literary backgrounds as appropriate.

Offered: Fall & Spring

Distribution: GE Core: GLT

ENG 107 Introduction to Drama (3:3)

Critical reading and analysis of British and American drama. Attention to historical, cultural, and literary backgrounds, especially the Continental dramatic background, as appropriate.

Offered: Fall & Spring

Distribution: GECore: GLT

ENG 108 Topics in British and American Literature (3:3)

Variable topics. Offerings may include Southern Writers, The Mystery Novel, Women Writers, The Imperial Imagination, and Grail Literature.

Offered: Alt Years

Distribution: GE Core: GLT

ENG 109 Introduction to Shakespeare (3:3)

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.

Offered: Fall & Spring

Distribution: GE Core: GLT

ENG 110 World Literature in English (3:3)

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.

Offered: Alt Years

Distribution: GE Core: GLT, GE Marker: GL

ENG 111 Introduction to Linguistics (3:3)

Introductory study of the science of language: principles of sound, meaning, structure, use, and the interactions of language and society.

Offered: Fall

Cross Listed: Same as CCI 111.

ENG 201 European Literary Classics: Ancient to Renaissance (3:3)

Critical reading and analysis of works in translation: Homer, Dante, Cervantes, and others.

Offered: Fall & Spring

Distribution: GE Core: GLT, GE Marker: GL

ENG 202 European Literary Classics: Enlightenment to Modern (3:3)

Critical reading and analysis of works in translation: Molière, Goethe, Dostoevsky, Tolstoy, Kafka, and others.

Offered: Fall & Spring

Distribution: GE Core: GLT, GE Marker: GL

ENG 203 Academic English for Speakers of Other Languages (3:3)

Emphasis on the active use of language skills: speaking, listening, reading, writing.

Offered: Fall & Spring

Notes: Does not satisfy the university composition requirement. Restricted to students whose first language is not English.

ENG 208 Topics in Global Literature (3:3)

Variable topics, with emphasis on regional interconnections. Offerings may include Europe at War, World Women Writers, Literature and Revolution, and Holocaust Literature.

Offered: Alt Years

Distribution: GE Core: GLT, GE Marker: GL

ENG 209 Topics in Non-Western Literature (3:3)

Variable topics, with emphasis on regional interconnections. Offerings may include South Asian Diaspora, Postcolonial Childhood, Afro-Caribbean Writers, and Australasian Writers.

Offered: Alt Years

Distribution: GE Core: GLT, GE Marker: GN

ENG 210 Literature and the Arts (3:3)

Exploration of the relationships between literary and extraliterary arts such as music, visual arts, cinema, and architecture. Extraliterary focus will vary.

Offered: Alt Years

Distribution: GE Core: GLT

ENG 211 Major British Authors: Medieval to Neoclassical (3:3)

Major poets, dramatists, satirists read within the context of their times: Chaucer, Shakespeare, Milton, Pope, Swift, and others.

Prerequisite: Sophomore standing or ENGL major or permission of instructor

Offered: Fall & Spring

Distribution: GE Core: GLT

ENG 212 Major British Authors: Romantic to Modern (3:3)

Major authors of the Romantic, Victorian and Modern periods studied in relation to their times and traditions: Wordsworth, Tennyson, Yeats, Joyce, and others.

Prerequisite: Sophomore standing or ENGL major or permission of instructor

Offered: Fall & Spring

Distribution: GE Core: GLT

ENG 213 Transcultural Literatures: Medieval to Enlightenment (3:3)

Historical and transnational or transatlantic development of literatures in English from 700 to 1780.

Prerequisite: Sophomore standing or English major or permission of instructor

ENG 214 Transcultural Literatures: Romantic to Postmodern (3:3)

Transnational, transatlantic, and transcultural developments in literatures in English from the late 18th century to the present.

Prerequisite: Sophomore standing or English major or permission of instructor

ENG 219 Journalism I: Fundamentals of Newswriting (3:3)

Introduction to newspaper journalism. Emphasis on basic newswriting and reporting. Combines writing workshop and lecture.

Offered: Fall & Spring

ENG 221 Writing of Poetry: Introductory (3:3)

Introductory workshop in writing poetry for students beyond the freshman year.

Prerequisite: Satisfaction of GLT requirement

ENG 223 Writing of Essays (3:3)

Course in reading and writing the essay, with particular attention to style and voice.

Prerequisite: ENG 101 or exemption

Offered: Fall & Spring

ENG 225 Writing of Fiction: Introductory (3:3)

Introductory workshop in writing fiction for students beyond the freshman year.

Prerequisite: Satisfaction of GLT requirement

ENG 230 Writing for the Workplace and Public Audiences (3:3)

Reading and writing multiple genres of expository prose, focusing on the products of different writing communities in workplace and public settings.

Prerequisite: ENG 101 or RCO 101 or FMS 115

Offered: Fall and Spring

Distribution: GE Core: GRD

ENG 235 Science Fiction (3:3)

Historical and critical study of science fiction in the twentieth century.

ENG 236 Genre Fiction (3:3)

Selected writers from a popular kind (genre) of fiction, such as horror, spy, crime, fantasy, sports. Topic to vary.

ENG 251 Major American Authors: Colonial to Romantic (3:3)

Classic authors and their contributions to the intellectual life of America: Hawthorne, Melville, Douglass, Poe, Whitman, Dickinson, and others.

Prerequisite: Sophomore, junior, or senior standing; or English major; or permission of instructor

Offered: Fall & Spring

Distribution: GE Core: GLT

ENG 252 Major American Authors: Realist to Modern (3:3)

Late nineteenth- and twentieth-century authors and their contributions to the development of modern thought: Dickinson, Twain, Frost, Faulkner, Hemingway, and others.

Prerequisite: Sophomore, junior, or senior standing; ENGL major; or permission of instructor

Offered: Fall & Spring

Distribution: GE Core: GLT

ENG 260 Introduction to the English Language (3:3)

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.

Offered: Fall

ENG 261 Dialects of American English (3:3)

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 Sociolinguistics (3:3)

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.

Offered: Alt

Distribution: GE Core: GSB

ENG 302 Second Language Acquisition (3:3)

Survey of language acquisition theories, including first and second language development issues; theoretical and pedagogical approaches to working with linguistically and culturally diverse learners.

Offered: Alt

ENG 303 Critical Approaches to the Study of Literature (3:3)

Introduction to critical approaches to literature. Guidelines for and practice in writing about literature.

Prerequisite: ENGL major

Offered: Fall & Spring

ENG 305 Introduction to Rhetoric: Rhetorical Power (3:3)

Introduction to rhetorical theory and practice, current and historical; practice with writing and reading in variety of genres/disciplines using tools and methods of rhetoric; analysis of visual and linguistic texts.

Prerequisite: English major

ENG 310 Young Adult Literature (3:3)

Focus on the historical and critical study of the Young Adult genre; examination of themes; strategies of effective reading; discussion techniques for teachers.

ENG 311 Literary Studies Abroad (3:3)

Selected literary topics—themes, authors, genres, periods—with emphasis on their relationships to physical and cultural settings associated with the literature. Residence abroad.

Offered: Summer

ENG 312 Literary Studies Abroad (3:3)

Selected literary topics—themes, authors, genres, periods—with emphasis on their relationships to physical and cultural settings associated with the literature. Residence abroad.

Offered: Summer

ENG 315 Postcolonial Literatures (3:3)

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.

Prerequisite: Sophomore, junior, or senior standing

ENG 316 Studies in Human Rights and Literature (3:3)

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 (3:3)

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.

Prerequisite: ENG 219

Offered: Fall or Spring

ENG 319 Journalism II: Editing the Newspaper (3:3)

Values and practices in newspaper editing. Emphasis on ethics, editing skills, newspaper design, and writing editorials.

Prerequisite: ENG 219 or permission of instructor

Offered: Spring

ENG 320 Journalism III: Feature Writing and Reviewing (3:3)

Writing workshop: values and journalistic practices in writing feature articles and reviews; includes book reviewing and critical writing on other arts.

Prerequisite: ENG 219 or permission of instructor

ENG 321 Linguistics for Teachers (3:3)

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 State requirement for prospective English teachers.

Offered: Fall & Spring

ENG 322 The Teaching of Writing (3:3)

Principles of written discourse with a survey of techniques of teaching composition. Instruction in composing, editing, and criticizing written discourse.

Prerequisite: 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.

Offered: Fall & Spring

ENG 323 Literary Nonfiction (3:3)

Workshop in writing essays and other types of nonfiction with emphasis on audience and style.

Prerequisite: Completion of Reasoning and Discourse requirement

ENG 324 Teaching Writing in Elementary and Middle Grades (3:3)

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.

Prerequisite: MDED and ELED majors

Offered: Spring

ENG 325 Writing of Fiction: Intermediate (3:3)

Continuation of introductory workshop in writing fiction for students beyond the freshman year.

Prerequisite: ENG 225 or permission of instructor

ENG 326 Writing of Poetry: Intermediate (3:3)

Continuation of introductory workshop in writing poetry for students beyond the freshman year.

Prerequisite: ENG 221 or permission of instructor

ENG 327 Writing in the Professions (3:3)

Principles of clarity, precision, audience analysis, document design, collaboration, and usability applied to a variety of professional writing tasks. May include elements of visual design, Web site design, or grant writing.

Prerequisite: University Reasoning and Discourse requirement must already have been met.

Offered: Fall & Spring

ENG 329 Literature and Film (3:3)

Selected short stories, novels, plays, film scripts and their film versions, with emphasis on rendering literary values into film.

ENG 331 Women in Literature (3:3)

Study of women as readers, writers, and characters in literature. Attention to questions of literary canon and to women's position in drama, the novel, and poetry.

Offered: Fall & Spring

ENG 332 English Women Writers before 1800 (3:3)

Study of the literary and social significance of texts written in various genres by English women prior to 1800.

Prerequisite: ENG 211

ENG 333 Southern Writers (3:3)

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 (3:3)

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.

Prerequisite: Sophomore standing or higher

Offered: Alt

ENG 336 Introduction to Chaucer (3:3)

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.

Prerequisite: For advanced undergraduates

ENG 337 English Literature to 1500 (3:3)

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 (3:3)

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 (3:3)

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.

Offered: Fall & Spring

Distribution: GE Core: GLT

ENG 340 Shakespeare: Later Plays (3:3)

A selection of representative plays, including Othello, King Lear, Macbeth, Anthony and Cleopatra, Measure for Measure, and The Tempest.

Offered: Fall & Spring

Distribution: GE Core: GLT

ENG 341 Themes in Literature (3:3)

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 (3:3)

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 (3:3)

Exploration of selected topics in literature in English before 1800.

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

ENG 344 Romantic Poetry and Poetics (3:3)

Intensive study of works by Wordsworth, Coleridge, the Shelleys, Keats, and Byron, with attention to development of Romantic movement.

ENG 345 Victorian Literature (3:3)

Major Victorian writings: poems by the Brownings, Tennyson, the Rossettis, and others; prose works by Carlyle, Arnold, Mill, and others.

ENG 346 English Literature from Victorian to Modern (3:3)

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 (3:3)

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 (3:3)

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 (3:3)

Introduction to the great tradition of the English novel. Selected novels by Fielding, Austen, the Brontës, Dickens, and others.

ENG 350 The Twentieth-Century English Novel (3:3)

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 (3:3)

Historical and critical study of Hawthorne, Stowe, Twain, Alcott, Chesnutt, James, Johnson, and others.

ENG 352 The Twentieth-Century American Novel (3:3)

Historical and critical study of Wharton, Cather, Fitzgerald, Hemingway, Hurston, Faulkner, Wright, Welty, and others.

Offered: Fall & Spring

ENG 353 The Contemporary Novel (3:3)

Historical and critical study of Updike, McCarthy, Gaddis, Morrison, Tan, Pynchon, and others.

ENG 358 Modern Poetry (3:3)

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 (3:3)

British and American poetry 1945 to present. Emphasis on themes and styles, with particular attention given to classical sources, world history, and modern innovations in technique.

Offered: Spring

ENG 360 The Eighteenth Century (3:3)

Major writers of the Restoration and eighteenth century in a historical, literary, and cultural context: Dryden, Behn, Pope, Swift, Johnson, and others.

ENG 365 Writing Across the University (3:3)

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.

Prerequisite: ENG 101 or equivalent; sophomore, junior, or senior standing

ENG 371 Literary Study of the Bible (3:3)

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.

Distribution: GE Core: GLT, GE Marker: GL

ENG 372 Early American Literature (3:3)

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.

Offered: Alt

ENG 373 American Romanticism (3:3)

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.

Offered: Alt

ENG 374 Early African American Writers (3:3)

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 Writing (3:3)

Exploration of the writings and cultural production, in any period, of Indigenous peoples on lands claimed by the United States.

Notes: May be repeated for credit when topic varies.

ENG 376 African American Writers after the 1920s (3:3)

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 (3:3)

Survey of major realistic and naturalistic writers, c. 1860–1920: Stowe, Twain, Howells, James, Chopin, Dreiser, Chesnut, Wharton, Glasgow, and others. Authors and topics will vary.

Offered: Alt

ENG 378 American Life-Writing (3:3)

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 (3:3)

Survey of a particular area, period, theme, or genre of American women's writing and affiliated critical work.

ENG 380 Literature and the Environment (3:3)

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.

Offered: Spring

ENG 381 English Drama to 1800 (3:3)

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 (3:3)

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 (3:3)

Exploration of the writings and cultural production, in any period, through the lens of queer studies.

Offered: Alt

Notes: May be repeated for credit when topic varies.

ENG 390 Studies in Writing Center Theory and Practice (3:2:3)

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.

Offered: Fall & Spring

ENG 400 Contemporary Publishing in America (3:3)

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.

Prerequisite: ENGL major and junior or senior standing; or permission of instructor

Offered: Fall & Spring

ENG 401 Internship in Journalism and Editing (3:0:8)

Field experience for senior English majors with a newspaper or magazine publisher. Academic supervision provided by Internship Coordinator and direction in field provided by job supervisor.

Prerequisite: ENGL major; junior standing or higher; 3.0 cumulative GPA; recommendation of UNCG journalism instructor and permission of the Internship Coordinator

Offered: Fall & Spring & Summer

ENG 402 Internship in English Studies (3:0:8)

Field experience for advanced English majors in jobs related to English studies. Academic supervision provided by Internship Coordinator and direction in field provided by job supervisor.

Prerequisite: ENGL major; junior or senior standing; 3.0 cumulative GPA; recommendation of UNCG English faculty member and permission of the Internship Coordinator

Offered: Fall & Spring & Summer

ENG 425 Writing of Fiction: Advanced (3:3)

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.

Prerequisite: ENG 325 or permission of instructor

ENG 426 Writing of Poetry: Advanced (3:3)

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.

Prerequisite: ENG 326 or permission of instructor

ENG 450 Pre-1800 Literature Senior Seminar (3:3)

Variable topic seminar course intended for senior English majors.

Prerequisite: Senior standing and English major, or permission of instructor

ENG 451 Post-1800 Literature Senior Seminar (3:3)

Variable topic seminar course intended for senior English majors.

Prerequisite: 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 (3:3)

Study of an important topic in Literature, Criticism, Theory, or Rhetoric.

Prerequisite: ENGL major with upperclass standing, and either enrollment in the Honors Programs or a minimum 3.30 overall GPA

Offered: Fall

ENG 499 Experimental Course: Advanced Composition, Rhetorical Power (3:3)

Designed to engage writers in developing writing skill and interpretive understanding by studying the uses and abuses of rhetoric in the world of texts and images that surround us.

Prerequisite: ENG 101 or equivalent

Offered: Offered fall '08

ENG 510 Old English (3:3)

Language and literature of the Anglo-Saxon period (a.d. 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 (3:3)

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 (3:3)

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 (3:3)

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 (3:3)

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 (3:3)

Exploration, analysis, and participation in independent press publishing from inception to final product while practicing the entrepreneurial strategies needed to begin a successful venture.

Prerequisite: Permission of instructor

Offered: Spring

Cross Listed: Same as ENT 535.

ENG 537 Middle English Literature (3:3)

Language and literature of the thirteenth-, fourteenth-, and fifteenth-century England.

ENG 540 Shakespeare (3:3)

Major comedies, histories, tragedies selected for topical study. Related background readings and criticism.

ENG 541 Milton (3:3)

Milton's major poems and his most important prose works in their seventeenth-century setting.

ENG 545 Nineteenth-Century British Writers (3:3)

Major Romantic and/or Victorian writers. Attention to poetry and prose.

ENG 549 The Critical Canon and Contemporary Issues (3:3)

Important critical writings from ancient Greece through the nineteenth century, emphasizing their influence upon modern theory and practice.

ENG 550 Modern British Writers (3:3)

Major novelists, poets, and playwrights of the modernist period.

ENG 553 Topics in English Studies (3:3)

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 (3:3)

Critical and historical study of major twentieth-century American poets to World War II.

ENG 559 Twentieth-Century British Poetry (3:3)

Critical and historical study of twentieth-century British poetry to World War II.

ENG 561 Eighteenth-Century British Writers (3:3)

Selected major writers, 1660–1800, from among Dryden, Swift, Pope, Johnson, and others.

ENG 563 American Poetry Before 1900 (3:3)

American poetry and related critical theory with special emphasis on Taylor, Poe, Emerson, Whitman, and Dickinson.

ENG 564 American Prose Before 1900 (3:3)

Genres, themes, and movements of American prose, fiction and non-fiction, written before 1900.

ENG 565 American Prose After 1900 (3:3)

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 (3:3)

Drama of late nineteenth century and twentieth century, continental, English, and American.

ENG 589 Experimental Course

This number reserved for experimental courses. Refer to the Course Schedule for current offerings.

ENG 590 Literacy, Learning, and Fieldwork (4:3:3)

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.

Environmental Studies Program

College of Arts & Sciences
415 Graham Building
336/334-3691
www.uncg.edu/env

Committee Members

Bill Markham, Director and Honors Program Liaison
Aaron Allen, School of Music, Theatre, and Dance
Bruce Banks, Department of Chemistry and Biochemistry
Susan Buck, Department of Political Science
*Erick Byrd, Department of Marketing, Entrepreneurship,
and Hospitality & Tourism Management*
Travis Hicks, Department of Interior Architecture
Stephen Holland, Department of Economics
Karen Kilcup, Department of English
Bruce Kirchoff, Department of Biology
Jay Lennartson, Department of Geography
David McDuffie, Department of Religious Studies
Greg O'Brien, Department of History
Mark Schulz, Department of Public Health Education
Linda Stine, Department of Anthropology

Environmental studies is an interdisciplinary field fostering understanding of the natural physical and biological setting in which life on Earth exists. It integrates scientific study of ecosystems, pollution, climate, energy, and other environmental and natural resource matters on a global, regional or local scale with cultural and policy-related study of politics, economics, sociology, history, and law.

The Environmental Studies major is designed to provide students with a broad exposure to topics related to the environment and to provide knowledge and skills to address major environmental issues. Students interested in the major should work closely with their advisors to ensure that they meet prerequisites for upper division courses.

Special Programs in Liberal Studies Major, Environmental Studies Concentration (SPLS)—B.A.

Degree: Bachelor of Arts

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level.

AOS Code: U825

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (6 s.h.)

Student selects 6 s.h. from GLT list.

GFA—Fine Arts (3.s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (6–7 s.h.)

Student selects 6–7 s.h. from GNS list. One must include a laboratory course. Each must have a different course prefix.

GMT—Mathematics (3 s.h.)

Student selects 3 s.h. from GMT list.

GRD—Reasoning and Discourse (6 s.h.)

| | |
|---------|---|
| ENG 101 | College Writing I |
| | or |
| FMS 115 | Freshman Seminar in Reasoning and Discourse I |
| | or |
| RCO 101 | College Writing I |

Student selects additional 3 s.h. from GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

Student selects 6 s.h. from GSB list.

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers, at least one course must carry the GN marker

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See requirements and approved courses.

Historical Perspectives on Western Culture (GHP)

GHP/GPM course
or
GMO course

Natural Sciences (GNS)

one additional GNS/GLS course
or
or GPS course

Social and Behavioral Sciences (GSB)

one additional GSB course

Foreign Language (GFL)

intermediate-level proficiency in one language

demonstrated by placement test, or completion of course work through course number 204

Writing Intensive Courses (WI)

a total of four WI courses

See Writing Intensive Courses under College of Arts and Sciences Additional Requirements (CAR)

IV Major Requirements**A. Core courses (minimum of 22 s.h.)****1.**

BIO 111 Principles of Biology I

BIO 111 satisfies GLS

2.

Choose one of the following:

CHE 101 Introductory Chemistry
or
CHE 103 General Descriptive Chemistry I
and
CHE 110 Introductory Chemistry Laboratory
Or
CHE 111 General Chemistry I
and
CHE 112 General Chemistry I Laboratory

CHE 101, CHE 103/CHE 110, and CHE 111/CHE 112 satisfy GPS.

CHE 103/CHE 110 are recommended for ENV majors.

3.

ENV 100 Introduction to Environmental Studies

4.

GEO 103 Introduction to Earth Science
or
GEO 106 Geosystems Science
and
GEO 106L Geosystems Science Laboratory

GEO 106: students must also select GEO 106L.

GEO 103 and GEO 106/GEO 106L satisfy GPS.

GEO 106/GEO 106L are recommended for ENV majors.

5.

STA 108 Elementary Introduction to Probability
and Statistics
or
STA 271 Fundamental Concepts of Statistics

STA 108 satisfies GMT.

6. Two courses from the following:

ATY 213 Introduction to Cultural Anthropology
ECO 201 Principles of Microeconomics
PSC 210 Introduction to Public Policy
SOC 202 Social Problems in Global Context

Students may not count either:

ATY 213 Introduction to Cultural Anthropology
or
SOC 202 Social Problems in Global Context

in both the core and Group B.

ATY 213 satisfies GSB and GN

ECO 201 satisfies GSB

PSC 210 satisfies GSB

SOC 202 satisfies GSB and GL.

B. Additional ENV and Related Area Courses (33 s.h.)

Choose a minimum of 33 additional semester hours. BIO 112 may be included among these 33 hours, but all other courses must come from the four groups below with at least six (6) hours from each of the Groups 1, 2, and 3 and at least three (3) hours from Group 4. Students may choose a maximum of 12 hours in any one department, except that BIO 112 does not count toward the 12 hour limit for Biology. At least 18 hours of the 33 hours must be at the 300 level or above. Students may count a maximum of two (2) internships toward the major.

1. Natural Sciences (at least 6 s.h.)

ATY 253 Introduction to Biological
Anthropology
ATY 253L Introduction to Biological
Anthropology Laboratory
BIO 277 Human Physiology
BIO 301 Principles of Ecology
BIO 302 Introductory Ecology Laboratory
BIO 322 Plant Diversity

Academic Departments, Programs, and Courses

| | |
|-----------------|---|
| BIO 341 | Invertebrate Zoology |
| BIO 354 | Plant Systematics |
| BIO 361 | Biology and Conservation of Sea Turtles |
| BIO 420 | Marine Biology |
| BIO 430 | Biological Evolution |
| BIO 431 | The Biosphere |
| BIO 438/PSY 438 | Animal Behavior |
| BIO 477 | Animal Physiology |
| BIO 526 | Conservation Biology |
| BIO 529 | Aquatic Ecology |
| CHE 205 | Introductory Organic Chemistry |
| CHE 206 | Introductory Organic Chemistry Laboratory |
| CHE 252 | Chemistry and the Human Environment |
| CHE 331 | Quantitative Analysis |
| CHE 333 | Quantitative Analysis Laboratory |
| CHE 351 | Organic Chemistry I |
| CHE 352 | Organic Chemistry II |
| ENV 399 | Environmental Studies Internship |
| GEO 205 | Environmental Change: Its Nature and Impact |
| GEO 305 | Environmental Hazards Assessment |
| GEO 311 | Weather and Climate |
| GEO 311L | Climatology Laboratory |
| GEO 314 | Physical Geography: Landscape Processes |
| GEO 314L | Physical Geography Laboratory |
| GEO 330 | Elements of Hydrology |
| GEO 511 | Advanced Weather and Climate—Synoptic Climatology |
| HEA 314 | Public Health Diseases |

BIO 302: (lab)

CHE 206: (lab)

ENV 399: (science focus)

ATY 253, BIO 301, CHE 205, CHE 331, GEO 311, GEO 314: students must also select the associated lab.

2. Applied Social Sciences (at least 6 s.h.)

| | |
|---------|---|
| ATY 213 | Introduction to Cultural Anthropology |
| ATY 450 | Anthropology in the Environment: Culture, Environment, and Adaptation |
| ATY 465 | An Overview of Medical Anthropology |
| ATY 520 | Economic Anthropology |
| ATY 526 | Anthropological Perspectives on Food and Agriculture |
| CST 420 | Environmental Communication |
| ENV 493 | Honors Work |
| GEO 105 | Cultural Geography |
| GEO 303 | World Population Problems |
| GEO 313 | Natural Resource Regions of North America |
| GEO 358 | Geographic Information Systems |

| | |
|---------|----------------------|
| GEO 359 | Remote Sensing |
| HEA 207 | International Health |
| HEA 316 | Environmental Health |

3. Policy and Humanities (at least 6 s.h.)

| | |
|-----------------|---|
| ECO 380 | Environmental and Natural Resource Economics |
| ENG 219 | Journalism I: Fundamentals of Newswriting |
| ENG 318 | Journalism IV: Advanced Reporting and Writing |
| ENG 323 | Literary Nonfiction |
| ENG 380 | Literature and the Environment |
| ENV 312/PSC 312 | Environmental Law and Policy |
| ENV 313/PSC 313 | Natural Resources Law and Policy |
| ENV 314/PSC 314 | Wildlife Law and Policy |
| ENV 399 | Environmental Studies Internship |
| ENV 401 | Individual Study |
| ENV 493 | Honors Work |
| HIS 334 | United States Environmental History |
| IAR 221 | History and Theory of Design I |
| MST 326 | News Analysis |
| MTD 223 | Music and Environment |
| PHI 363 | Environmental Ethics |
| HEA 318 | Conflict Resolution and Facilitation Skills |
| REL 250 | Religious Traditions and Care of the Earth |
| SOC 202 | Social Problems in Global Context |
| SOC 370 | Environmental Sociology |

4. Research Methodology (at least 3 s.h.)

| | |
|---------|---|
| ATY 362 | Methods in Cultural Anthropology |
| CTR 418 | Research and Evaluation in Recreation and Parks |
| ECO 250 | Economic and Business Statistics I |
| ENG 327 | Writing in the Professions |
| GEO 322 | Research Methods in Geography |
| HEA 315 | Epidemiology |
| HEA 325 | Public Health Data Analysis |
| HEA 340 | Community Observation and Assessment |
| PSC 301 | Research Methods in Political Science |
| PSY 311 | Research and Statistical Methods in Psychology II |
| SOC 301 | Introduction to Methods and Research |
| STA 291 | Statistical Methods |

C. Capstone Seminar (3 s.h.)

| | |
|---------|---|
| ENV 400 | Capstone Seminar in Environmental Studies |
|---------|---|

Environmental Studies as a Second Major

Students who wish to earn a second major in Environmental Studies must complete all requirements for the Environmental Studies major.

Environmental Studies Minor

Required: minimum of 18 semester hours

AOS Code: U825

Requirements

1.

ENV 100 Introduction to Environmental Studies

2. Minimum of 15 additional semester hours

- Must be outside of the student's major department
- No more than eight (8) hours from any one department
- Comprised of the following categories:

a. Natural Sciences

At least six (6) s.h. from two departments.

| | |
|-----------------|--|
| ATY 253 | Introduction to Biological Anthropology |
| ATY 253L | Introduction to Biological Anthropology Laboratory |
| BIO 277 | Human Physiology |
| BIO 301 | Principles of Ecology |
| BIO 302 | Introductory Ecology Laboratory |
| BIO 322 | Plant Diversity |
| BIO 341 | Invertebrate Zoology |
| BIO 354 | Plant Systematics |
| BIO 361 | Biology and Conservation of Sea Turtles |
| BIO 420 | Marine Biology |
| BIO 430 | Biological Evolution |
| BIO 431 | The Biosphere |
| BIO 438/PSY 438 | Animal Behavior |
| BIO 477 | Animal Physiology |
| BIO 526 | Conservation Biology |
| BIO 529 | Aquatic Ecology |
| CHE 205 | Introductory Organic Chemistry |
| CHE 206 | Introductory Organic Chemistry Laboratory |
| CHE 252 | Chemistry and the Human Environment |
| CHE 331 | Quantitative Analysis |
| CHE 333 | Quantitative Analysis Laboratory |
| CHE 351 | Organic Chemistry I |
| CHE 352 | Organic Chemistry II |
| GEO 205 | Environmental Change: Its Nature and Impact |
| GEO 305 | Environmental Hazards Assessment |
| GEO 311 | Weather and Climate |

| | |
|----------|---|
| GEO 311L | Climatology Laboratory |
| GEO 314 | Physical Geography: Landscape Processes |
| GEO 314L | Physical Geography Laboratory |
| GEO 330 | Elements of Hydrology |
| GEO 511 | Advanced Weather and Climate—Synoptic Climatology |
| HEA 314 | Public Health Diseases |

ATY 253, BIO 301, CHE 205, CHE 331, GEO 311, GEO 314: student must also select associated lab course.

b. Applied Social Sciences (at least 3 s.h.) from:

| | |
|-------------------------|---|
| ATY 213 | Introduction to Cultural Anthropology |
| ATY 450 | Anthropology in the Environment: Culture, Environment, and Adaptation |
| ATY 465 | An Overview of Medical Anthropology |
| ATY 520 | Economic Anthropology |
| ATY 526 | Anthropological Perspectives on Food and Agriculture |
| CST 420 | Environmental Communication |
| ENV 493 | Honors Work |
| GEO 105 | Cultural Geography |
| GEO 303 | World Population Problems |
| GEO 313 | Natural Resource Regions of North America |
| GEO 358 | Geographic Information Systems |
| GEO 359 | Remote Sensing |
| HEA 207 | International Health |
| HEA 316 | Environmental Health |
| STH 320/CTR 320/GEO 320 | Tourism Planning and Development |

c. Policy and Humanities (at least 3 s.h.) from:

| | |
|-----------------|---|
| ECO 380 | Environmental and Natural Resource Economics |
| ENG 219 | Journalism I: Fundamentals of Newswriting |
| ENG 318 | Journalism IV: Advanced Reporting and Writing |
| ENG 323 | Literary Nonfiction |
| ENG 380 | Literature and the Environment |
| ENV 312/PSC 312 | Environmental Law and Policy |
| ENV 313/PSC 313 | Natural Resources Law and Policy |
| ENV 314/PSC 314 | Wildlife Law and Policy |
| ENV 401 | Individual Study |
| ENV 493 | Honors Work |
| HEA 318 | Conflict Resolution and Facilitation Skills |
| HIS 334 | United States Environmental History |
| IAR 221 | History and Theory of Design I |
| MST 326 | News Analysis |
| MTD 223 | Music and Environment |
| PHI 363 | Environmental Ethics |

| | |
|---------|--|
| REL 250 | Religious Traditions and Care of the Earth |
| SOC 202 | Social Problems in Global Context |
| SOC 370 | Environmental Sociology |

Environmental Studies Honors

Honors courses may be offered as special sections of regular courses, Honors Tutorials, or contract courses.

Courses

ENV - Environmental Studies

Requirements

Twelve semester hours of Honors work to include the following:

1. 9 s.h. of Honors work in required courses; all 500-level courses are counted as honors work
2. HSS 490 (Senior Thesis or Project)

Qualifications

1. A grade of at least B in all course work used to satisfy the Honors requirement in Environmental Studies
2. Declared Environmental Studies Major
3. Minimum overall 3.30 GPA at graduation

Recognition

The designation "Completed Disciplinary Honors in Environmental Studies" and the title of the Senior Honors Project will be printed on the student's official transcript.

Honors Advisor

See Honors Faculty liaison William Markham for further information and guidance about Honors in Environmental Studies.

ENVIRONMENTAL STUDIES COURSES (ENV)

ENV 100 Introduction to Environmental Studies (3:3)

Survey of current environmental issues from ecological, social, cultural, political, and economic perspectives.

Offered: Fall or Spring

ENV 110 Experimental Course: Introduction to Sustainability Studies (3:3)

Survey of sustainability from four perspectives; environment, economy, social equity, and aesthetics. Local, global, ethical, and experiential dimensions help prepare students to apply sustainability in a variety of contexts.

Offered: Offered fall '13 and spring '14

ENV 312 Environmental Law and Policy (3:3)

Study of federal and international environmental law and policy: topics include air and water pollution, hazardous

and toxic substances, climate change, atmospheric pollutions, and related issues. Buck

Cross Listed: Same as PSC 312.

ENV 313 Natural Resources Law and Policy (3:3)

Study of state, federal, and international natural resources law and policy: topics include acquisition and management of public lands, wildlife, biodiversity, resource conservation. Buck

Cross Listed: Same as PSC 313.

ENV 314 Wildlife Law and Policy (3:3)

Evolution of American wildlife law with focus on private property, federal-state relations, and federal protection of species, habitat, and biodiversity. Buck

Cross Listed: Same as PSC 314.

ENV 399 Environmental Studies Internship (3:1:10)

150 hours of supervised work in a private, nonprofit, or public environmental agency; five 2-hour seminars to discuss assigned readings and internship experiences; research paper or written field project required.

Prerequisite: Written permission of instructor

Offered: Fall & Spring

Notes: May be repeated once for credit when the internship site varies.

ENV 400 Capstone Seminar in Environmental Studies (3:3)

Considers various current environmental issues in depth from an interdisciplinary perspective. Students conduct senior level research and prepare and present a research report. Taught in seminar format.

Prerequisite: Pr. ENV 100 and a minimum of 18 hours of course work that meets the "Additional ENV and Related Area Course" requirement for the major; senior Environmental Studies major or minor; or permission of instructor.

ENV 401 Individual Study (1–3)

Reading or research. Available to qualified students upon recommendation of supervising instructor.

Prerequisite: Departmental permission

Offered: Fall & Spring

Notes: May be repeated for credit if the topic of study changes.

ENV 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.

Freshman Seminars Program

The College of Arts & Sciences
100 Foust Building
336/334-3186
www.uncg.edu/aas/fms.htm

Freshman Seminars are small discussion classes that introduce students to various areas of study in the General Education Program. Each seminar focuses on a topic, issue, or problem selected by the instructor; seminar topics change from one semester to the next and are described in a booklet that is distributed to advisors at the beginning of each semester. Additional information on Freshman Seminars may be obtained from the College of Arts and Sciences, 100 Foust Building (336/334-3186).

FRESHMAN SEMINARS COURSES (FMS)

FMS 100 College Connections (1:1)

Introduction to learning in the College of Arts and Sciences.

FMS 103

FMS 115 Freshman Seminar in Reasoning and Discourse I (3:3)

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.

Distribution: 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 (3:3)

Writing, reasoning, and rhetoric about the works of Western culture.

Prerequisite: ENG 101, FMS 115 (or FMS 103) or RCO 101

Distribution: GE Core: GRD

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 (3:3)

A study of major selected works in literature.

Distribution: GE Core: GLT

FMS 121 Freshman Seminar in Literature—Global Perspectives (3:3)

Global perspectives on major works in literature.

Distribution: GE Core: GLT, GE Marker: GL

FMS 122 Freshman Seminar in Literature—Global Non-Western Perspectives (3:3)

Global Non-Western perspectives on major works in literature.

Distribution: GE Core: GLT, GE Marker: GN

FMS 130 Freshman Seminar in Fine Arts (3:3)

An introductory study of selected topics in the fine arts (which include painting, sculpture, cinema, dance, music, and theatre).

Distribution: GE Core: GFA

FMS 131 Freshman Seminar in Fine Arts—Global Perspectives (3:3)

Global perspectives on the study of selected topics in the fine arts (which include painting, sculpture, cinema, dance, music, and theatre).

Distribution: GE Core: GFA, GE Marker: GL

FMS 132 Freshman Seminar in Fine Arts—Global Non-Western Perspectives (3:3)

Global Non-Western perspectives on the study of selected topics in the fine arts (which include painting, sculpture, cinema, dance, music, and theatre).

Distribution: GE Core: GFA, GE Marker: GN

FMS 140 Freshman Seminar in Philosophical, Religious, and Ethical Principles (3:3)

Studies of the philosophical, religious, and/or ethical traditions that have shaped societies in the past and present.

Distribution: GE Core: GPR

FMS 141 Freshman Seminar in Philosophical, Religious, and Ethical Principles—Global Perspectives (3:3)

Global perspectives on the studies of the philosophical, religious, and/or ethical traditions that have shaped societies in the past and present.

Distribution: GE Core: GPR, GE Marker: GL

FMS 142 Freshman Seminar in Philosophical, Religious, and Ethical Principles—Global Non-Western Perspectives (3:3)

Global Non-Western perspectives on the studies of the philosophical, religious, and/or ethical traditions that have shaped societies in the past and present.

Distribution: GE Core: GPR, GE Marker: GN

FMS 150 Freshman Seminar in Historical Perspectives: Premodern (3:3)

Introduction to the historical study of culture from ancient times through the Reformation.

Distribution: GE Core: GHP, CAR: GPM

FMS 151 Freshman Seminar in Historical Perspectives: Premodern—Global Perspectives (3:3)

Global perspectives on the historical study of culture from ancient times through the Reformation.

Distribution: GE Core: GHP, GE Marker: GL, CAR: GPM

FMS 152 Freshman Seminar in Historical Perspectives: Premodern—Global Non-Western Perspectives (3:3)

Global Non-Western perspectives on the historical study of culture from ancient times through the Reformation.

Distribution: GE Core: GHP, GE Marker: GN, CAR: GPM

FMS 160 Freshman Seminar in Historical Perspectives: Modern (3:3)

Introduction to the historical study of culture from the 17th century through modern times.

Distribution: GE Core: GHP, CAR: GMO

FMS 161 Freshman Seminar in Historical Perspectives: Modern—Global Perspectives (3:3)

Global perspectives on the historical study of culture from the 17th century through modern times.

Distribution: GE Core: GHP, GE Marker: GL, CAR: GMO

FMS 162 Freshman Seminar in Historical Perspectives: Modern—Global Non-Western Perspectives (3:3)

Global Non-Western perspectives on the historical study of culture from the 17th century through modern times.

Distribution: GE Core: GHP, GE Marker: GN, CAR: GMO

FMS 170 Freshman Seminar in Social and Behavioral Studies (3:3)

Introduction to the scientific study of individuals, societies, and human institutions with an emphasis on the methods and results of investigations in these areas.

Distribution: GE Core: GSB

FMS 171 Freshman Seminar in Social and Behavioral Studies—Global Perspectives (3:3)

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.

Distribution: GE Core: GSB, GE Marker: GL

FMS 172 Freshman Seminar in Social and Behavioral Studies—Global Non-Western Perspectives (3:3)

Global Non-Western perspectives on the scientific study of individuals, societies, and human institutions with an emphasis on the methods and results of investigations in these areas.

Distribution: GE Core: GSB, GE Marker: GN

FMS 183 Freshman Seminar in Physical Science (3:3)

Introduction to the study of physical science in the natural world. Illustrates the nature of scientific inquiry and the formulation of hypotheses.

Distribution: GE Core: GNS, CAR: GPS

FMS 183L Freshman Seminar in Physical Science Laboratory (1:0:3)

Laboratory work to accompany FMS 183.

Distribution: GE Core: GNS, CAR: GPS

FMS 184 Freshman Seminar in Life Science (3:3)

Introduction to the study of life science in the natural world. Illustrates the nature of scientific inquiry and the formulation of hypotheses.

Distribution: GE Core: GNS, CAR: GLS

FMS 184L Freshman Seminar in Life Science Laboratory (1:0:3)

Laboratory work to accompany FMS 184.

Distribution: GE Core: GNS, CAR: GLS

FMS 195 Freshman Seminar in Mathematics (3:3)

Introduction to selected areas of study in the mathematical sciences.

Distribution: GE Core: GMT

Genetic Counseling

School of Health and Human Sciences
119 McIver Street
336/256-0175
www.uncg.edu/gen

Faculty

Nancy Callanan, Director

There are no undergraduate areas of study offered by this department. Please see the *Graduate School Bulletin* for graduate programs.

GENETIC COUNSELING COURSES (GEN)

GEN 589 Experimental Course

This number reserved for experimental courses. Refer to the Course Schedule for current offerings.

Department of Geography

College of Arts & Sciences
129 Graham Building
336/334-5388
www.uncg.edu/geo

Faculty

Jeffrey Patton, Professor and Head of Department

Professors Bennett, Bunch, Debbage, Knapp, Walcott

Associate Professors Lewis, Liu, E. Nelson, Royall, Stine, Sultana

Assistant Professors Johnson, Lennartson

Lecturer/Spatial Analysis Lab Director, J. Nelson

Lecturer/Physical Geography-Geology Lab Director, Hall-Brown

Mission Statement

The Department of Geography 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 in order 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 students involvement in research is encouraged to develop student understanding, reasoning, and technical skills. Through scholarship, teaching, and service, the Department of Geography is dedicated to bettering our community, nation, and planet.

The Department of Geography 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.

GEOGRAPHY CONCENTRATIONS

Urban Planning Concentration

(U165)

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.

Requirements

In addition to the core courses in geography listed above, students choosing this concentration are required to take:

1.

| | |
|---------|----------------------------------|
| GEO 105 | Cultural Geography |
| GEO 301 | Urban Geography: Global Patterns |
| GEO 306 | World Economic Geography |

2. Five courses from the following:

| | |
|-------------------------|---|
| GEO 302 | Urban Geography: Land Use |
| GEO 303 | World Population Problems |
| GEO 304 | Introduction to Transportation Analysis |
| GEO 320/CTR 320/STH 320 | Tourism Planning and Development |
| GEO 322 | Research Methods in Geography |
| GEO 331/STH 331 | Sustainable Tourism and Transportation |
| GEO 344 | Geography of the United States and Canada |
| GEO 357 | Principles of Cartography |
| GEO 502 | Urban Planning |

| | |
|---------|---|
| GEO 522 | Seminar in Population and Urban Studies |
| GEO 533 | Regional Economic Development |

Earth Science/Environmental Studies Concentration

(U167)

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.

Requirements

In addition to the core courses in geography listed above, students choosing this concentration must take:

1.

| | |
|----------|---|
| GEO 311 | Weather and Climate |
| GEO 311L | Climatology Laboratory |
| GEO 314 | Physical Geography: Landscape Processes |
| GEO 314L | Physical Geography Laboratory |

2. Minimum of five courses selected from the following:

| | |
|---------|---|
| GEO 205 | Environmental Change: Its Nature and Impact |
| GEO 305 | Environmental Hazards Assessment |
| GEO 312 | Geomorphology of North America |
| GEO 330 | Elements of Hydrology |
| GEO 357 | Principles of Cartography |
| GEO 358 | Geographic Information Systems |
| GEO 359 | Remote Sensing |
| GEO 510 | Biogeography |
| GEO 511 | Advanced Weather and Climate—Synoptic Climatology |
| GEO 557 | Advanced Cartography |
| GEO 559 | Advanced Remote Sensing—Imaging |
| GEO 570 | Applied Physical Geography |

Geographic Information Science Concentration

(U164)

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), which

includes a faculty-directed major project, is completed in the final semester.

Requirements

In addition to completing the core courses for geography majors, students in this concentration are required to complete:

1.

| | |
|---------|--|
| GEO 121 | Introduction to Geographic Information Science |
| GEO 357 | Principles of Cartography |
| GEO 358 | Geographic Information Systems |
| GEO 359 | Remote Sensing |

2. A minimum of one of the following:

| | |
|---------|---------------------------------|
| GEO 557 | Advanced Cartography |
| GEO 559 | Advanced Remote Sensing—Imaging |

3.

| | |
|---------|--------------------------------|
| GEO 421 | Geographic Information Science |
|---------|--------------------------------|

After completion of 1 and 2.

Geography Major (GEOG)—B.A.

Degree: Bachelor of Arts

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

AOS Codes:

Geography (general), U163
 Geographic Information Science, U164
 Urban Planning, U165
 Earth Science/Environmental Studies, U167
 Geography with Social Studies High School Teaching Licensure, U169

The Geography Major requires four courses from a selection of fifteen and requires a minimum of 27 semester hours in geography above the 100 level. Students may elect a general geography major or they may complete additional courses for a concentration in Urban Planning, Earth Science/Environmental Studies, or Geographic Information Science. Students may also complete a major in Geography with Social Studies High School Teaching Licensure.

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.

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), which includes a faculty-directed major project, is completed in the final semester.

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.

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (6 s.h.)

Student selects 6 s.h. from GLT list.

GFA—Fine Arts (3 s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (6–7 s.h.)

Student selects option A or B below.

A.

GEO 103 Introduction to Earth Science

Student selects additional 3 s.h. from GNS list. Must include a laboratory course. Must have a different course prefix.

B.

GEO 106 Geosystems Science

GEO 106L Geosystems Science Laboratory

Student selects additional 3 s.h. from GNS list with a course prefix other than GEO.

GMT—Mathematics (3 s.h.)

Student selects 3 s.h. from GMT list.

GRD—Reasoning and Discourse (6 s.h.)

ENG 101 College Writing I

or

FMS 115 Freshman Seminar in Reasoning and Discourse I

or

RCO 101 College Writing I

Student selects additional 3 s.h. from GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

Student selects 6 s.h. from GSB list.

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See requirements and approved courses.

Historical Perspectives on Western Culture

GHP/GPM course

or

GMO course

Natural Sciences

one additional GNS/GLS or GPS course

Social and Behavioral Sciences (GSB)

one additional GSB course

Foreign Language (GFL)

intermediate-level proficiency in one language

demonstrated by placement test, or completion of course work through course number 204

Writing Intensive Courses (WI)

a total of four WI courses

See Writing Intensive Courses under College of Arts and Sciences Additional Requirements (CAR)

IV Major Requirements

A minimum of 27 semester hours in geography above the 100 level. Only grades of C- or higher will count toward completion of the major and concentrations.

Core Courses for Geography Major and Concentrations

1. One geographic techniques course from:

- | | |
|---------|--|
| GEO 121 | Introduction to Geographic Information Science |
| GEO 322 | Research Methods in Geography |
| GEO 357 | Principles of Cartography |
| GEO 358 | Geographic Information Systems |
| GEO 359 | Remote Sensing |

2. One earth science course:

- | | |
|----------|-------------------------------|
| GEO 103 | Introduction to Earth Science |
| | or |
| GEO 106 | Geosystems Science |
| | and |
| GEO 106L | Geosystems Science Laboratory |

GEO 103 or GEO 106/GEO 106L satisfies one GNS/GPS requirement.

3. One human geography course from:

- | | |
|---------|---|
| GEO 105 | Cultural Geography |
| GEO 301 | Urban Geography: Global Patterns |
| GEO 302 | Urban Geography: Land Use |
| GEO 303 | World Population Problems |
| GEO 304 | Introduction to Transportation Analysis |
| GEO 306 | World Economic Geography |
| GEO 315 | The Geography of World Affairs |

4. One regional geography course from:

- | | |
|---------|---|
| GEO 102 | The Historical Geography of the Western World |
| GEO 104 | World Regional Geography |
| GEO 313 | Natural Resource Regions of North America |
| GEO 333 | Geography of Europe |
| GEO 340 | Geography of East Asia |
| GEO 344 | Geography of the United States and Canada |
| GEO 491 | Current Topics in Regional Geography |
| GEO 560 | Seminar in Regional Geography |

See Concentration descriptions for additional requirements.

Geographic Information Science

Urban Planning

Earth Science/Environmental Studies

Geography with Social Studies High School Teaching Licensure

V Related Area Requirements for General Geography Major

No specific additional courses beyond the core are required. Suggested courses in other departments and schools are recommended by the department, depending on the interest of the student.

VI Electives

Electives sufficient to complete the 122 semester hours required for degree.

Geography as a Second Major

Required: minimum of 27 semester hours

A student may obtain a second major in geography along with any other major. The student should take 27 semester hours, including four core courses listed above for the Geography Major. Students considering this option should consult a faculty member in the department.

Geography as a Second Academic Concentration for Elementary Education Majors

Required: minimum of 18 semester hours

Requirements

1. Required core courses:

a. One from (3 s.h.):

- | | |
|---------|--|
| GEO 121 | Introduction to Geographic Information Science |
| GEO 322 | Research Methods in Geography |
| GEO 357 | Principles of Cartography |
| GEO 358 | Geographic Information Systems |

GEO 359 Remote Sensing

b. One from (3 s.h.):

GEO 103 Introduction to Earth Science
or
GEO 106 Geosystems Science
and
GEO 106L Geosystems Science Laboratory

c. One from (3 s.h.):

GEO 105 Cultural Geography
GEO 301 Urban Geography: Global Patterns
GEO 302 Urban Geography: Land Use
GEO 303 World Population Problems
GEO 306 World Economic Geography
GEO 315 The Geography of World Affairs

d. One from (3 s.h.):

GEO 102 The Historical Geography of the
Western World
GEO 104 World Regional Geography
GEO 313 Natural Resource Regions of North
America
GEO 344 Geography of the United States and
Canada

2. Any two additional GEO courses at the 300 level or higher (6 s.h.)

Geography Minor

Required: minimum of 18 semester hours

Any six courses (18 semester hours) constitute a minor, but the following suggested course sequences will be of interest to certain students pursuing specific majors and with certain career objectives such as planning, environmental conservation, or business:

1. General Geography Minor

One physical course
One human course
One regional course
One techniques course
any other two geography courses

2. Minor emphasizing Urban Planning

any six (6) courses from:

GEO 105 Cultural Geography
GEO 301 Urban Geography: Global Patterns
GEO 302 Urban Geography: Land Use
GEO 303 World Population Problems
GEO 304 Introduction to Transportation
Analysis
GEO 306 World Economic Geography
GEO 344 Geography of the United States and
Canada
GEO 502 Urban Planning
GEO 522 Seminar in Population and Urban
Studies
GEO 533 Regional Economic Development

3. Minor emphasizing Environmental Studies

any six (6) courses from:

GEO 103 Introduction to Earth Science
or
GEO 106 Geosystems Science
and
GEO 106L Geosystems Science Laboratory
and
GEO 105 Cultural Geography
GEO 121 Introduction to Geographic
Information Science
GEO 205 Environmental Change: Its Nature and
Impact
GEO 303 World Population Problems
GEO 305 Environmental Hazards Assessment
GEO 311 Weather and Climate
GEO 312 Geomorphology of North America
GEO 314 Physical Geography: Landscape
Processes
GEO 330 Elements of Hydrology
GEO 357 Principles of Cartography
GEO 359 Remote Sensing
GEO 510 Biogeography
GEO 511 Advanced Weather and Climate—
Synoptic Climatology
GEO 557 Advanced Cartography
GEO 570 Applied Physical Geography

4. Minor emphasizing Geographic Information Science and Techniques

for the student desiring to acquire geographic research, writing, and cartographic techniques, any six (6) courses from:

GEO 105 Cultural Geography
GEO 121 Introduction to Geographic
Information Science
GEO 322 Research Methods in Geography
GEO 357 Principles of Cartography
GEO 358 Geographic Information Systems
GEO 359 Remote Sensing
GEO 522 Seminar in Population and Urban
Studies
GEO 533 Regional Economic Development
GEO 557 Advanced Cartography
GEO 559 Advanced Remote Sensing—Imaging

5. Geography Minor for majors in the School of Business and Economics

for the major who wishes to acquire knowledge of industrial location, international trade, demographic change and environmental impact—any six (6) courses from:

GEO 102 The Historical Geography of the
Western World
GEO 103 Introduction to Earth Science
or
GEO 106 Geosystems Science

| | |
|----------|--|
| | and |
| GEO 106L | Geosystems Science Laboratory |
| GEO 104 | World Regional Geography |
| GEO 105 | Cultural Geography |
| GEO 121 | Introduction to Geographic Information Science |
| GEO 301 | Urban Geography: Global Patterns |
| GEO 302 | Urban Geography: Land Use |
| GEO 303 | World Population Problems |
| GEO 306 | World Economic Geography |
| GEO 344 | Geography of the United States and Canada |
| GEO 491 | Current Topics in Regional Geography |
| GEO 522 | Seminar in Population and Urban Studies |
| GEO 533 | Regional Economic Development |

Geography Major with Social Studies High School Teaching Licensure

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.

Secondary School Planning

Majors planning to teach geography/social studies

Should plan their programs to include one of the following:

| | |
|---------|---|
| GEO 102 | The Historical Geography of the Western World |
| GEO 104 | World Regional Geography |
| GEO 344 | Geography of the United States and Canada |

and one of the following:

| | |
|---------|--------------------------------|
| GEO 105 | Cultural Geography |
| GEO 306 | World Economic Geography |
| GEO 315 | The Geography of World Affairs |

GEOGRAPHY COURSES (GEO)

Freshmen and sophomores may not register for 500-level courses.

GEO 102 The Historical Geography of the Western World (3:3)

A study of the geographical factors which combine to form the major cultural regions of North America, Europe, and Australia-New Zealand.

GEO 103 Introduction to Earth Science (3:3)

Survey of basic concepts and processes integrating 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.

Distribution: GE Core: GNS, CAR: GPS

Notes: Students cannot receive credit for both GEO 103 and GEO 106/GEO 106L.

GEO 104 World Regional Geography (3:3)

Geographical criteria that define the major cultural and functional world regions. Emphasis on regional methods of geographical study, with applications to current world events and situations.

Distribution: GE Core: GSB, GE Marker: GL

GEO 105 Cultural Geography (3:3)

Introductory project-oriented course concerned with the geographical characteristics of population, political systems, settlement patterns and livelihoods.

Distribution: GE Core: GSB, GE Marker: GN

GEO 106 Geosystems Science (3:3)

The earth's atmosphere, hydrological, and tectonic systems. Includes applications to natural resources management and environmental planning.

Corequisite: GEO 106L

Offered: Fall & Spring

Distribution: GE Core: GNS, CAR: GPS

Notes: Students cannot receive credit for both GEO 103 and GEO 106/GEO 106L.

GEO 106L Geosystems Science Laboratory (1:0:2)

Laboratory exercises to accompany GEO 106, which must be taken concurrently. Topics include atmospheric data analysis, topographic map interpretation, and hydrological measurements.

Corequisite: GEO 106

Offered: Fall & Spring

Distribution: GE Core: GNS, CAR: GPS

Notes: Students cannot receive credit for both GEO 103 and GEO 106/GEO 106L.

GEO 110 Introduction to Geography (3:3)

Changing interaction of man and his environment and the resultant human and economic patterns in various parts of the world.

GEO 111 Physical Geology (3:3)

Survey of tectonic and erosional processes, mountain building, rivers, glaciers, deserts, and coastal landform development.

Corequisite: GEO 111L

Distribution: GE Core: GNS, CAR: GPS

GEO 111L Physical Geology Laboratory (1:0:3)

Laboratory demonstrations and map interpretation exercises to accompany GEO 111, which must be taken concurrently.

Corequisite: GEO 111

Distribution: GE Core: GNS, CAR: GPS

GEO 121 Introduction to Geographic Information Science (3:3)

Introduction to the fundamental concepts of geographical information science (geographic data acquisition, representation, analysis, and interpretation). Technologies reviewed include topographic mapping, global positioning systems, aerial photography, and satellite remote sensing.

Offered: Fall & Spring

Distribution: GE Core: GNS, CAR: GPS

GEO 205 Environmental Change: Its Nature and Impact (3:3)

Environmental changes related to human use of land, water, soils, minerals, and natural amenities. Planning for sustained use or preservation of land-based natural resources.

GEO 301 Urban Geography: Global Patterns (3:3)

Urbanization processes and the development of megacities and urban hierarchies emphasizing the differences between cities from across the world.

Distribution: GE Core: GSB, GE Marker: GL

GEO 302 Urban Geography: Land Use (3:3)

Internal structure of cities, including the role of transportation systems, socio-economic development, and the physical environment. Emphasis on differences within cities.

GEO 303 World Population Problems (3:3)

Major world population problems, trends, and significant policy and action alternatives for the future. Impact of various geographical factors on problems and trends.

Distribution: GE Marker: GN

GEO 304 Introduction to Transportation Analysis (3:3)

Transportation systems as they affect human behavior and urban patterns, primarily within a North American context.

GEO 305 Environmental Hazards Assessment (3:3)

Nature and geographical distribution of short-lived environmental hazards including earthquakes, hurricanes, floods, volcanic eruptions, and landslides. Factors contributing to increased hazard potential. Alternative human responses to short-lived hazards.

Prerequisite: GEO 103 or equivalent

GEO 306 World Economic Geography (3:3)

Characteristics and location of the world's resources, theory of industrial location, world patterns of industry.

Distribution: GE Core: GSB, GE Marker: GL

Notes: Formerly GEO 202.

GEO 311 Weather and Climate (3:3)

Introduction to the nature, origin, processes, and dynamics of the atmosphere. Consideration also of human modification of the atmosphere and of climatic change.

Prerequisite: GEO 103 or equivalent

Corequisite: GEO 311L

Distribution: GE Core: GNS, CAR: GPS

GEO 311L Climatology Laboratory (1:0:3)

Laboratory work to accompany GEO 311.

Corequisite: GEO 311

Distribution: GE Core: GNS, CAR: GPS

GEO 312 Geomorphology of North America (3:3)

A survey of the various landscape regions of the North America. Emphasis on the relationships between the geologic, erosional, and climatic processes occurring in each region.

GEO 313 Natural Resource Regions of North America (3:1:6)

Regional natural resource use and associated human interaction with the natural environment. Instruction takes place during an extended field trip across portions of North America.

Prerequisite: GEO 103 or GEO 314 and permission of instructor

GEO 314 Physical Geography: Landscape Processes (3:3)

Examination of the processes responsible for the development of the earth's varied terrain characteristics. Analysis of environmental problems involving human impact on landscape and river systems.

Prerequisite: GEO 103 or equivalent

Corequisite: GEO 314L

Distribution: GE Core: GNS, CAR: GPS

GEO 314L Physical Geography Laboratory (1:0:3)

Laboratory demonstrations and map interpretation exercises to accompany GEO 314, which must be taken concurrently.

Corequisite: GEO 314

Distribution: GE Core: GNS, CAR: GPS

GEO 315 The Geography of World Affairs (3:3)

Contemporary problems and issues of and between nations of the world as they have evolved in their geographical settings.

Distribution: GE Core: GSB; GE Marker: GN

Notes: Formerly GEO 114.

GEO 320 Tourism Planning and Development (3:3)

Geographic distribution of tourist development. Emphasis on the spatial dimension of origin-destination flows, economic geography of the travel industry, socio-economic and environmental impacts. Emphasis on tourism planning issues.

Cross Listed: Same as CTR 320, STH 320.

GEO 322 Research Methods in Geography (3:3)

Use of the scientific method, data collection, spatial analysis, and technical writing. Development of fundamental research and quantitative skills in geography.

GEO 330 Elements of Hydrology (3:3)

Introduction to the origin, properties, occurrence, circulation of the waters of the earth, including the application of hydrologic techniques for the evaluation of regional water budgets and problems relating to the conservation of water resources.

Prerequisite: GEO 103 or GEO 311 or GEO 314, or permission of instructor

GEO 331 Sustainable Tourism and Transportation (3:3)

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.

Prerequisite: STH 102

Cross Listed: Same as STH 331.

GEO 333 Geography of Europe (3:3)

Examination of human and physical characteristics of the European region. Topics include settlement patterns, landscape evolution, patterns and spatial variation of economic activity, urbanization, and political divisions.

Distribution: GE Marker: GL

GEO 338 Regions of Latin America (3:3)

Geographic distinctiveness of Latin American regions, with an emphasis upon the physical foundation, bases of past development, and recent transformation. Major consideration given to Mexico/Central America, Peru/Bolivia, and Brazil.

GEO 340 Geography of East Asia (3:3)

Examines dynamic economic, sociocultural, and political changes in East Asia by using geographical criteria to study physical and human resources influencing rapid modernization within an ancient framework.

Offered: Spring

Distribution: GE Marker: GN

GEO 344 Geography of the United States and Canada (3:3)

Study of the human and physical characteristics of the United States and Canada, with emphasis on the former.

Distribution: GE Core: GSB

GEO 357 Principles of Cartography (3:2:3)

The science of cartography with an emphasis on the use of maps as descriptive and analytical tools. Laboratory work introduces computer mapping, compilation, design, and symbolization.

Prerequisite: GEO 121

Notes: Formerly GEO 321.

GEO 358 Geographic Information Systems (3:2:3)

Provides basic concepts and methods for capturing, storing, querying, analyzing, and displaying geospatial data using Geographic Information Systems (GIS).

Prerequisite: GEO 121 or permission of instructor

Offered: Fall

GEO 359 Remote Sensing (3:2:3)

Acquisition, analysis, and interpretation of digital and photographic imagery. Emphasis on use of satellite and aircraft imagery for classification and monitoring of the earth's physical and cultural landscape.

Prerequisite: GEO 121

Notes: Formerly GEO 323.

GEO 421 Geographic Information Science (3:2:3)

Principles and use of geographic information; emphases are on data acquisition and techniques of spatial analysis and display. Requirements include a substantial applied research project.

Prerequisite: GEO 121, GEO 357, GEO 359

Offered: Spring

Notes: Formerly GEO 423.

GEO 490 Special Problems in Geography (3)

Opportunity for advanced students to undertake independent study of field research of special interest.

Academic Departments, Programs, and Courses

Prerequisite: Permission of faculty member with whom student wishes to work and at least 3 s.h. of previous work in geography

GEO 491 Current Topics in Regional Geography (3:3)

Seminar dealing with major national and international topics in their current geographical context.

Offered: Occ

Notes: May be repeated for credit when topic varies.

GEO 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.

GEO 495 Internship in Geography (3:0:9)

Practical experience in a professional setting related to the student's main topic of interest. Includes a research paper linking the topic to the experience.

Prerequisite: Written permission required before registering for the internship

Offered: Fall & Spring & Summer

GEO 502 Urban Planning (3:3)

Experiences in planning and primary concepts and procedures utilized by planners in city and local government agencies for improving the quality of the urban environment.

GEO 504 Political Geography (3:3)

A systematic overview of relationships among space, place, and politics at multiple geographic scales. Topics include boundaries, geopolitics, nationalism, resource distribution, means of controlling space, and the spatiality of globalization.

Prerequisite: Junior level or permission of instructor

GEO 510 Biogeography (3:3)

Study of the geographic distribution of organisms and the factors/processes accountable. Emphasis on the increasingly important role humans play in influencing biogeographic processes.

Prerequisite: GEO 311 or GEO 314 or BIO 301 or admission to graduate program in geography or permission of instructor

GEO 511 Advanced Weather and Climate—Synoptic Climatology (3:3)

Exploration of atmospheric dynamics and general circulation patterns throughout the world. Emphasis on cyclogenesis, surface-upper atmosphere links, tropospheric waves, vorticity, and forecasting.

Prerequisite: GEO 311 or admission to graduate program in geography or permission of instructor

GEO 522 Seminar in Population and Urban Studies (3:3)

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.

GEO 533 Regional Economic Development (3:3)

Theories of location of economic activity; techniques to assess impact of types of economic activity; policy and institutional issues related to local, state, and global economic development.

GEO 557 Advanced Cartography (3:3)

Advanced instruction in cartographic production techniques and introduction to cartographic research. Students will learn to evaluate academic literature and to implement research ideas using state-of-the-art technology.

Prerequisite: GEO 357 or permission of instructor

Notes: Formerly GEO 521.

GEO 559 Advanced Remote Sensing—Imaging (3:3)

Remote sensing of the environment using scientific visualization and digital image processing techniques.

Prerequisite: GEO 359 or permission of instructor

Offered: Fall

Notes: Formerly GEO 520.

GEO 560 Seminar in Regional Geography (3:3)

Case studies of regionalism and the regional method in geography.

Offered: Occ

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

GEO 570 Applied Physical Geography (3:1:6)

Applications in physical geography. Topics include field experience in hydrology, dendrochronology, geomorphology, climatology, and mapping.

Notes: May be repeated once when topic changes.

GEO 589 Experimental Course: Geophysical/Archaeology Remote Sensing Field School (3:1:6)

Geophysical and archaeological remote sensing field methods. The use, analysis, and interpretation of Ground Penetrating Radar (GPR), Magnetometer, and Global Positioning System (GPS) data collected in situ.

Offered: Offered summer '11

Gerontology

School of Health and Human Sciences
212 Ferguson Building
336/256-1020
www.uncg.edu/gro

Interdisciplinary Faculty and Advisors

Rebecca G. Adams, Department of Sociology

Beth E. Barba, School of Nursing

Anne R. Daniel, Department of Public Health Education

Laurie M. Kennedy-Malone, School of Nursing

Kenneth A. Klase, Department of Business Administration

Sandra Leak, Department of Public Health Education

*Jane E. Myers, Department of Counseling and
Educational Development*

Olav Rueppell, Department of Biology

*Sudha Shreeniwas, Department of Human Development
and Family Studies*

William L. Tullar, Department of Business Administration

*Janice I. Wassel, Department of Sociology and
Gerontology Program Director*

There are no undergraduate areas of study in gerontology.
See the *Graduate School Bulletin* for graduate programs.

Gerontology P.B.C.

A Post-Baccalaureate Certificate in gerontology is offered through the School of Health and Human Sciences. Sixteen semester hours are required.

Undergraduate students at UNCG who plan to undertake graduate study at UNCG, and who need no more than 12 semester hours of work to fulfill all requirements for the bachelor's degree, may enroll in The Graduate School. See Dual Registration in *The Graduate School Bulletin*.

GERONTOLOGY COURSES (GRO)

GRO 501 Seminar: Critical Issues of Aging (3:3)

Intensive review and analysis of the literature and research on issues and unresolved problems of aging.

Offered: Fall

School of Health and Human Sciences

401 HHP Building
336/334-5744
www.uncg.edu/hhs

SCHOOL OF HEALTH & HUMAN SCIENCES COURSES (HHS)

HHS 110 Bridging Differences through Community Relationships: Health and Human Sciences (1:1)

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). Formerly HHP 110.

HHS 125 Personal and Academic Success in Health and Human Sciences (1:1)

Develop essential knowledge and skills to enhance personal and academic success, with emphasis on self-awareness, self-management, interdependence, and self-responsibility.

Offered: Fall & Spring

*Notes: May be repeated once for a total of 2 s.h.
Formerly HHP 125.*

Department of History

including Western Civilization

College of Arts & Sciences
2129 Moore Humanities and Research Administration
336/334-5992
www.uncg.edu/his

Faculty

Charles Bolton, Professor and Head of Department

Professors Bilinkoff, Kriger, Mazgaj, Ruzicka

*Associate Professors Anderson, Barton, Elliott, Filene,
Hunter, Jackson, Jennison, Jones, Levenstein,
O'Brien, Rupert, Tolbert*

*Assistant Professors Bender, Eger, Levine, Parsons,
Villella*

Lecturer Moser

Adjunct Professors Ali, Leimenstoll

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, the Master of Arts in history, and the Doctor of Philosophy in history.

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.

History Major (HIST)—B.A.

Degree: Bachelor of Arts

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

AOS Code: U175

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (3 s.h.)

Student selects 3 s.h. from GLT list.

GFA—Fine Arts (3 s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (6–7 s.h.)

Student selects 6–7 s.h. from GNS list. One must include a laboratory course. Each must have a different course prefix.

GMT—Mathematics (3 s.h.)

Student selects 3 s.h. from GMT list.

GRD—Reasoning and Discourse (6 s.h.)

| | |
|---------|---|
| ENG 101 | College Writing I |
| | or |
| FMS 115 | Freshman Seminar in Reasoning and Discourse I |
| | or |
| RCO 101 | College Writing I |

Student selects additional 3 s.h. from GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

Student selects 6 s.h. from GSB list.

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See requirements and approved courses.

Historical Perspectives on Western Culture

one GHP/GPM course
or
one GMO course

Humanities and Fine Arts

one additional Literature (GLT) course

Natural Sciences

one additional GNS/GLS or GPS course

Social and Behavioral Sciences (GSB)

one additional GSB course

Foreign Language (GFL)

intermediate-level proficiency in one language

demonstrated by placement test, or completion of course work through course number 204

Writing Intensive Courses (WI)

a total of four WI courses

See Writing Intensive Courses under College of Arts and Sciences Additional Requirements (CAR)

IV Major Requirements

Minimum 30 semester hours above the 100 level.

History majors must maintain a cumulative grade point average of at least 2.0 in history courses to qualify for a degree in History.

The department divides its undergraduate offerings into three fields (see courses listed below): Western Europe, United States, and the Wider World. The minimum of 30 hours must include:

1. 9 s.h. at the 200 level distributed as follows:

3 s.h. in Western Europe

3 s.h. in United States

3 s.h. in Wider World

2. 9 s.h. at the 300 level

3.

HIS 391 Historical Skills and Methods

HIS 391 serves as a prerequisite for HIS 511A, HIS 511B, or HIS 511C.

4. 9 s.h. at the advanced (400 and 500) level, which must include:

To ensure that each major has breadth in his or her program, of the 30 semester-hour minimum, a student must take at least 6 hours from each of the three fields:

(Western Europe, United States, Wider World). In addition, at least 3 s.h. of the 6 s.h. 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 World History I |
| HIS 208 | Topics in Modern World History I |
| HIS 220 | The Ancient World |
| HIS 221 | Medieval Legacy |
| HIS 222 | Europe 1400–1789 |
| HIS 223 | Modern Europe |
| HIS 251 | The History of Western Science: A Survey |
| HIS 252 | 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 348 | The World at War, 1914–1918 |
| HIS 349 | The World at War, 1939–1945 |
| HIS 351 | History of Greece, 2000 b.c.–31 b.c. |
| HIS 353 | Athens in the Fifth Century b.c. |
| HIS 354 | The Roman Republic, 754 b.c.–44 b.c. |
| HIS 355 | The Roman Empire, 44 b.c.–a.d. 337 |
| HIS 360 | The Structure of Scientific Change: Topics in the History of Science |
| HIS 363/ECO 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 395 | Honors Seminar in European History |
| HIS 397 | Modern European Thought |
| HIS 492 | Honors Work: European History |
| HIS 510 | Historiography |
| HIS 511B | Seminar in Historical Research and Writing |
| HSS 490 | or Senior Honors Project |
| HIS 541/CCI 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 |
| HIS 571 | Modern European Thought: Selected Topics |
| HIS 574 | Modern Germany: Selected Topics |
| Field II: United States | |
| 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 316 | Interpreting American History |
| HIS 324 | The Frontier in American Culture |
| HIS 325 | History of the American Home |
| HIS 326 | Using Photographs as Historical Evidence |
| HIS 327 | American Cultural History |
| HIS 328 | U.S. Women's History to 1865 |
| HIS 329 | U.S. Women's History Since 1865 |
| HIS 330 | American Popular Music and Social Change Since 1900 |
| HIS 332 | Civil Rights and Black Freedom, 1940–1980 |
| HIS 334 | United States Environmental History |
| HIS 335 | The American Colonial Period, 1607–1763 |
| HIS 336 | The Age of the Democratic Revolution, 1764–1789 |

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| HIS 337 | The Age of Jefferson and Jackson, 1789–1848 |
| HIS 338 | Civil War, Reconstruction, and Reunion, 1848–1896 |
| HIS 339 | War, Society, and Reform: America, 1896–1945 |
| HIS 340 | The United States since World War II |
| HIS 342 | U.S. Women and their Bodies |
| HIS 343 | The Old South |
| HIS 344 | The New South |
| HIS 345 | The Unfit: Race Cleansing in the United States |
| HIS 347 | History of North Carolina |
| HIS 359 | Sexuality in Historical Perspective |
| HIS 394 | Honors Seminar in American History |
| HIS 491 | Honors Work: American History |
| HIS 502 | African American History: Selected Topics |
| HIS 511A | Seminar in Historical Research and Writing |
| HSS 490 | or Senior Honors Project |
| HIS 512 | Public History |
| HIS 515 | American Diplomatic History: The Twentieth Century |
| HIS 517/ECO 517 | American Economic History: Colonial Times to 1865 |
| HIS 518/ECO 518 | American Economic History: 1865 to Present |
| HIS 520 | Southern History: Selected Topics |
| HIS 522 | Early American History: Selected Topics |
| HIS 524 | Twentieth-Century U.S. History: Selected Topics |
| HIS 526 | The Civil War and Reconstruction: Selected Topics |
| HIS 530 | History of Sexuality: Selected Topics |
| HIS 534 | The American Revolution |
| HIS 536/IAR 536 | History of Decorative Arts |
| HIS 545/IAR 545 | Southern History and Southern Material Culture in a Museum Context |
| HIS 546 | American Cultural History: Selected Topics |
| HIS 549 | American Social History: Family and Religion |
| HIS 551 | Gender and History: Selected Topics |
| HIS 559/MST 559 | Doing Visual History |
| HIS 578/ATY 578/IAR 578 | Research Methods in Historical Archaeology |

Field III: Wider World

| | |
|---------|--------------------------------------|
| HIS 203 | History of Africa to 1870 |
| HIS 204 | History of Africa since 1870 |
| HIS 207 | Topics in Premodern World History II |
| HIS 209 | Topics in Modern World History II |

Academic Departments, Programs, and Courses

| | |
|----------|--|
| HIS 215 | The Civilizations of Asia |
| HIS 216 | The Civilizations of Asia |
| HIS 217 | The World in the Twentieth Century |
| HIS 218 | The World in the Twentieth Century |
| HIS 239 | Latin America: Colonial Period |
| HIS 240 | Latin America: National Period |
| 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 308 | Navigating World History |
| HIS 320 | History of Mexico and Central America |
| HIS 321 | Latin America and the United States |
| HIS 333 | American Indian History to 1840 |
| HIS 341 | Pirates of the Caribbean: The Real Story |
| HIS 370 | Revolutions in 20th-Century Latin America |
| HIS 377 | Russian History to 1900 |
| HIS 378 | Russian History since 1900 |
| 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 |
| HIS 396 | Honors Seminar in Wider World History |
| HIS 399 | Images of Africa in Film |
| HIS 493 | Honors Work: Wider World History |
| HIS 508 | Latin America and Caribbean: Selected Topics |
| HIS 511C | Seminar in Historical Research and Writing |
| HSS 490 | or Senior Honors Project |
| 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 |

Other

Individual study courses will vary according to subject taught each time:

| | |
|---------|--------------------|
| HIS 390 | History Internship |
| HIS 401 | Individual Study |
| HIS 402 | Individual Study |

Courses in teaching:

| | |
|---------|--|
| HIS 430 | Historical Methods for Social Studies Teachers |
| HIS 440 | Principles and Practices for Teaching History |

Courses in public history:

| | |
|-----------------|--|
| HIS 505/LIS 505 | Introduction to Archival Management |
| HIS 543/IAR 543 | Historic Preservation: Principles and Practice |
| HIS 547/IAR 547 | History Museum Curatorship: Collections Management |
| HIS 548/IAR 548 | Architectural Conservation |
| HIS 552/IAR 552 | History and Theories of Material Culture |
| HIS 555/IAR 555 | Field Methods in Preservation Technology |

V 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.

VI Electives

Electives sufficient to complete the 122 semester hours required for degree.

History Major with Social Studies High School Teaching Licensure (HIST)—B.A.

Degree: Bachelor of Arts with Social Studies High School Teaching Licensure; note that licensure programs may require hours beyond the minimum listed.

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

AOS Code: U177

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (3 s.h.)

Student selects 3 s.h. from GLT list.

GFA—Fine Arts (3.s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (6–7 s.h.)

Student selects 6–7 s.h. from GNS list. One must include a laboratory course. Each must have a different course prefix.

GMT—Mathematics (3 s.h.)

Student selects 3 s.h. from GMT list.

GRD—Reasoning and Discourse (6 s.h.)

| | |
|---------|---|
| ENG 101 | College Writing I |
| | or |
| FMS 115 | Freshman Seminar in Reasoning and Discourse I |
| | or |
| RCO 101 | College Writing I |

Student selects additional 3 s.h. from GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

Student selects 6 s.h. from GSB list.

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker.

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See requirements and approved courses.

Historical Perspectives on Western Culture

GHP/GPM course
or
GMO course

Humanities and Fine Arts

one additional Literature (GLT) course

Natural Sciences

one additional GNS/GLS or GPS course

Social and Behavioral Sciences (GSB)

one additional GSB course

Foreign Language (GFL)

intermediate-level proficiency in one language

demonstrated by placement test, or completion of course work through course number 204

Writing Intensive Courses (WI)

a total of four WI courses

See Writing Intensive Courses under College of Arts and Sciences Additional Requirements (CAR)

IV Major Requirements

Minimum 30 semester hours above the 100 level.

History majors must maintain a cumulative grade point average of at least 2.0 in history courses to qualify for a degree in History.

The department divides its undergraduate offerings into three fields (see courses listed below): Western Europe, United States, and the Wider World. The minimum of 30 hours must include:

1. 9 s.h. at the 200 level distributed as follows:

- 3 s.h. in Western Europe
- 3 s.h. in United States
- 3 s.h. in Wider World

2. 9 s.h. at the 300 level

3.

| | |
|---------|--|
| HIS 430 | Historical Methods for Social Studies Teachers |
|---------|--|

HIS 430 serves as a prerequisite for HIS 511A, HIS 511B, or HIS 511C 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.

4. 9 s.h. at the advanced (400 and 500) level, which must include:

| | |
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| HIS 511A | Seminar in Historical Research and Writing |
| | or |

Academic Departments, Programs, and Courses

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| HIS 511B | Seminar in Historical Research and Writing |
| | or |
| HIS 511C | Seminar in Historical Research and Writing |

To ensure that each major has breadth in his or her program, of the 30 semester-hour minimum, a student must take at least 6 hours from each of the three fields:

(Western Europe, United States, Wider World). In addition, at least 3 s.h. of the 6 s.h. 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 World History I |
| HIS 208 | Topics in Modern World History I |
| HIS 220 | The Ancient World |
| HIS 221 | Medieval Legacy |
| HIS 222 | Europe 1400–1789 |
| HIS 223 | Modern Europe |
| HIS 251 | The History of Western Science: A Survey |
| HIS 252 | 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 348 | The World at War, 1914–1918 |
| HIS 349 | The World at War, 1939–1945 |
| HIS 351 | History of Greece, 2000 b.c.–31 b.c. |
| HIS 353 | Athens in the Fifth Century b.c. |
| HIS 354 | The Roman Republic, 754 b.c.–44 b.c. |
| HIS 355 | The Roman Empire, 44 b.c.–a.d. 337 |
| HIS 360 | The Structure of Scientific Change: Topics in the History of Science |
| HIS 363/ECO 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 |

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| HIS 395 | Honors Seminar in European History |
| HIS 397 | Modern European Thought |
| HIS 492 | Honors Work: European History |
| HIS 510 | Historiography |
| HIS 511B | Seminar in Historical Research and Writing |
| | or |
| HSS 490 | Senior Honors Project |
| HIS 541/CCI 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 |
| HIS 571 | Modern European Thought: Selected Topics |
| HIS 574 | Modern Germany: Selected Topics |

Field II: United States

| | |
|---------|---|
| 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 316 | Interpreting American History |
| HIS 324 | The Frontier in American Culture |
| HIS 325 | History of the American Home |
| HIS 326 | Using Photographs as Historical Evidence |
| HIS 327 | American Cultural History |
| HIS 328 | U.S. Women's History to 1865 |
| HIS 329 | U.S. Women's History Since 1865 |
| HIS 330 | American Popular Music and Social Change Since 1900 |
| HIS 332 | Civil Rights and Black Freedom, 1940–1980 |
| HIS 334 | United States Environmental History |
| HIS 335 | The American Colonial Period, 1607–1763 |
| HIS 336 | The Age of the Democratic Revolution, 1764–1789 |
| HIS 337 | The Age of Jefferson and Jackson, 1789–1848 |
| HIS 338 | Civil War, Reconstruction, and Reunion, 1848–1896 |
| HIS 339 | War, Society, and Reform: America, 1896–1945 |
| HIS 340 | The United States since World War II |
| HIS 342 | U.S. Women and their Bodies |
| HIS 343 | The Old South |
| HIS 344 | The New South |

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| HIS 345 | The Unfit: Race Cleansing in the United States | HIS 308 | Navigating World History |
| HIS 347 | History of North Carolina | HIS 320 | History of Mexico and Central America |
| HIS 359 | Sexuality in Historical Perspective | HIS 321 | Latin America and the United States |
| HIS 394 | Honors Seminar in American History | HIS 333 | American Indian History to 1840 |
| HIS 491 | Honors Work: American History | HIS 341 | Pirates of the Caribbean: The Real Story |
| HIS 502 | African American History: Selected Topics | HIS 370 | Revolutions in 20th-Century Latin America |
| HIS 511A | Seminar in Historical Research and Writing | HIS 377 | Russian History to 1900 |
| | or | HIS 378 | Russian History since 1900 |
| HSS 490 | Senior Honors Project | HIS 380 | Topics in the Near and Middle East |
| HIS 512 | Public History | HIS 381 | The Near and Middle East since World War I |
| HIS 515 | American Diplomatic History: The Twentieth Century | HIS 383 | Chinese History to 1800 |
| HIS 517/ECO 517 | American Economic History: Colonial Times to 1865 | HIS 384 | The Modern Transformation of China: 1800 to Present Day |
| HIS 518/ECO 518 | American Economic History: 1865 to Present | HIS 385 | Japanese History to 1867, Izanagi and Izanami to Emperor Meiji |
| HIS 520 | Southern History: Selected Topics | HIS 386 | Creating Modern Japan, 1867 to the Present |
| HIS 522 | Early American History: Selected Topics | HIS 387 | History of the Chinese Frontier |
| HIS 524 | Twentieth-Century U.S. History: Selected Topics | HIS 389 | West Africa during the Atlantic Slave Trade |
| HIS 526 | The Civil War and Reconstruction: Selected Topics | HIS 396 | Honors Seminar in Wider World History |
| HIS 530 | History of Sexuality: Selected Topics | HIS 399 | Images of Africa in Film |
| HIS 534 | The American Revolution | HIS 493 | Honors Work: Wider World History |
| HIS 536/IAR 536 | History of Decorative Arts | HIS 508 | Latin America and Caribbean: Selected Topics |
| HIS 545/IAR 545 | Southern History and Southern Material Culture in a Museum Context | HIS 511C | Seminar in Historical Research and Writing |
| HIS 546 | American Cultural History: Selected Topics | | or |
| HIS 549 | American Social History: Family and Religion | HSS 490 | Senior Honors Project |
| HIS 551 | Gender and History: Selected Topics | HIS 575 | Modern Russian History: Selected Topics |
| HIS 559/MST 559 | Doing Visual History | HIS 581 | African History: Selected Topics |
| HIS 578/ATY 578/IAR 578 | Research Methods in Historical Archaeology | HIS 587 | Southern African History |
| | | HIS 588 | East Asian History: Selected Topics |
| Field III: Wider World | | Other | |
| HIS 203 | History of Africa to 1870 | Individual study courses will vary according to subject taught each time: | |
| HIS 204 | History of Africa since 1870 | HIS 390 | History Internship |
| HIS 207 | Topics in Premodern World History II | HIS 401 | Individual Study |
| HIS 209 | Topics in Modern World History II | HIS 402 | Individual Study |
| HIS 215 | The Civilizations of Asia | Courses in teaching: | |
| HIS 216 | The Civilizations of Asia | HIS 430 | Historical Methods for Social Studies Teachers |
| HIS 217 | The World in the Twentieth Century | HIS 440 | Principles and Practices for Teaching History |
| HIS 218 | The World in the Twentieth Century | Courses in public history: | |
| HIS 239 | Latin America: Colonial Period | HIS 505/LIS 505 | Introduction to Archival Management |
| HIS 240 | Latin America: National Period | | |
| HIS 303 | South Africa and Its Neighbors | | |
| HIS 304 | Gender, Family, and Wealth in African History | | |
| HIS 306 | Islam and Popular Culture in Africa | | |

Academic Departments, Programs, and Courses

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| HIS 543/IAR 543 | Historic Preservation: Principles and Practice |
| HIS 547/IAR 547 | History Museum Curatorship: Collections Management |
| HIS 548/IAR 548 | Architectural Conservation |
| HIS 552/IAR 552 | History and Theories of Material Culture |
| HIS 555/IAR 555 | Field Methods in Preservation Technology |

V 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.

VI Teacher Licensure Requirements

Complete the following 18 semester hours:

| | |
|---------|--|
| ECO 101 | Introduction to Economics |
| HIS 308 | Navigating World History |
| HIS 316 | Interpreting American History one additional 300-level history course |
| HIS 430 | Historical Methods for Social Studies Teachers |
| HIS 440 | Principles and Practices for Teaching History |

Complete an additional 15 semester hours of social studies electives.

Note that some courses identified below may have prerequisites and many satisfy general education requirements. Choose five (5) courses from the following list from at least three different disciplines:

ATY

| | |
|---------|--|
| ATY 213 | Introduction to Cultural Anthropology |
| ATY 258 | Introduction to Archaeology Through World Prehistory |
| ATY 325 | Caribbean Societies and Cultures |
| ATY 330 | Cultures of North American Indians |
| ATY 333 | Latin American Societies and Cultures |

GEO

| | |
|----------|--------------------------------|
| GEO 104 | World Regional Geography |
| GEO 105 | Cultural Geography |
| GEO 106 | Geosystems Science |
| GEO 106L | Geosystems Science Laboratory |
| GEO 306 | World Economic Geography |
| GEO 315 | The Geography of World Affairs |

| | |
|---------|--|
| GEO 344 | Geography of the United States and Canada |
| GEO 491 | Current Topics in Regional Geography |
| GEO 560 | Seminar in Regional Geography or other regional course |

PSC

| | |
|---------|---------------------------------------|
| PSC 100 | American Politics |
| PSC 260 | Introduction to Comparative Politics |
| PSC 290 | The Politics of the Non-Western World |

PSY

| | |
|---------|---|
| PSY 121 | General Psychology |
| PSY 230 | Biological Psychology |
| PSY 240 | Principles of Learning |
| PSY 250 | Developmental Psychology |
| PSY 260 | Psychological Perspectives on Social Psychology |
| PSY 280 | Cognitive Psychology |
| PSY 385 | IQ and Intelligence |

SOC

| | |
|---------|--|
| SOC 101 | Introduction to Sociology |
| SOC 202 | Social Problems in Global Context |
| SOC 323 | Global Deviance |
| SOC 335 | Marriage and the Family |
| SOC 344 | Global Society |
| SOC 362 | Sociological Perspectives on Education |
| SOC 365 | Public Opinion and Mass Communication |
| SOC 420 | Family Violence |

Additional semester hours are required for completion of the degree. See teacher licensure requirements in School of Education Licensure Programs.

History as a Second Academic Concentration for Elementary Education Majors

Required: 18 semester hours

Requirements

1. Required core courses (6 s.h.):

| | |
|---------|--|
| HIS 211 | The United States: A General Survey to 1865 |
| HIS 212 | The United States: A General Survey Since 1865 |

2. Select 12 s.h. from:

| | |
|---------|--|
| HIS 301 | Race and Slavery |
| HIS 302 | Race and Segregation |
| HIS 326 | Using Photographs as Historical Evidence |
| HIS 327 | American Cultural History |
| HIS 328 | U.S. Women's History to 1865 |
| HIS 329 | U.S. Women's History Since 1865 |
| HIS 335 | The American Colonial Period, 1607–1763 |

| | |
|---------|---|
| HIS 336 | The Age of the Democratic Revolution, 1764–1789 |
| HIS 337 | The Age of Jefferson and Jackson, 1789–1848 |
| HIS 338 | Civil War, Reconstruction, and Reunion, 1848–1896 |
| HIS 339 | War, Society, and Reform: America, 1896–1945 |
| HIS 340 | The United States since World War II |
| HIS 343 | The Old South |
| HIS 344 | The New South |
| HIS 347 | History of North Carolina |
| HIS 349 | The World at War, 1939–1945 |

History as a Second Academic Concentration for Special Education Majors

Required: 18 semester hours

Requirements

1. Required core course (3 s.h.):

| | |
|---------|--|
| HIS 211 | The United States: A General Survey to 1865 |
| | or |
| HIS 212 | The United States: A General Survey Since 1865 |

2. Required core course (3 s.h.):

| | |
|---------|---------------------------|
| HIS 347 | History of North Carolina |
|---------|---------------------------|

3. Twelve (12) additional s.h. of HIS courses

of which two (2) are at the 200 level and two (2) are at the 300 level

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 Minor

Required: 15 semester hours in history

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 six (6) hours of Western Civilization may count three (3) hours toward the History minor.

HISTORY COURSES (HIS)

HIS 203 History of Africa to 1870 (3:3)

Early African empires, the spread of Islam, European exploration, the Atlantic slave trade and its effects, slavery in Africa, white settlement in South Africa.

Distribution: GE Core: GHP, GE Marker: GN, CAR: GPM

HIS 204 History of Africa since 1870 (3:3)

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.

Distribution: GE Core: GHP, GE Marker: GN, CAR: GMO

HIS 206 Topics in Premodern World History I (3:3)

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.

Offered: (Fall or Spring)

Distribution: GE Core: GHP, GE Marker: GL, CAR: GPM

Notes: May be repeated for credit when topic of study changes.

HIS 207 Topics in Premodern World History II (3:3)

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.

Offered: (Fall or Spring)

Distribution: GE Core: GHP, GE Marker: GN, CAR: GPM

Notes: May be repeated for credit when topic of study changes.

HIS 208 Topics in Modern World History I (3:3)

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.

Distribution: GE Core: GHP, GE Marker: GL, CAR: GMO

Notes: May be repeated for credit when topic of study changes.

HIS 209 Topics in Modern World History II (3:3)

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.

Offered: (Fall or Spring)

Distribution: GE Core: GHP, GE Marker: GN, CAR: GMO

Notes: May be repeated for credit if the topic of study changes.

HIS 211 The United States: A General Survey to 1865 (3:3)

First semester: to 1865. Second semester: since 1865.

Distribution: GE Core: GHP, CAR: GMO

HIS 212 The United States: A General Survey Since 1865 (3:3)

First semester: to 1865. Second semester: since 1865.

Distribution: GE Core: GHP, CAR: GMO

HIS 215 The Civilizations of Asia (3:3)

History, institutions, and culture of India, China, and Japan, from earliest times to about 1700. Limited reference to Southeast Asia, Central Asia, and Korea.

Distribution: GE Core: GHP, GE Marker: GN, CAR: GPM

HIS 216 The Civilizations of Asia (3:3)

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.

Distribution: GE Core: GHP, GE Marker: GN, CAR: GMO

HIS 217 The World in the Twentieth Century (3:3)

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.

Distribution: GE Core: GHP, GE Marker: GN, CAR: GMO

HIS 218 The World in the Twentieth Century (3:3)

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 after 1945.

Distribution: GE Core: GHP, GE Marker: GN, CAR: GMO

HIS 220 The Ancient World (3:3)

Early civilizations: Near Eastern, Egyptian, Greek, and Roman to Reign of Constantine.

Distribution: GE Core: GHP, CAR: GPM

HIS 221 Medieval Legacy (3:3)

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.

Distribution: GE Core: GHP, GE Marker: GL, CAR: GPM

HIS 222 Europe 1400–1789 (3:3)

Survey of major socio-economic, political, and cultural trends in Europe from the Renaissance to the French Revolution.

Distribution: GE Core: GHP, GE Marker: GL, CAR: GPM

HIS 223 Modern Europe (3:3)

Survey of major socio-economic, political, and cultural trends in Europe from the French Revolution to the present.

Distribution: GE Core: GHP, GE Marker: GL, CAR: GMO

HIS 239 Latin America: Colonial Period (3:3)

Introduction to the early history of Latin America. Emphasis on the clash of cultures, Indian-Spanish relations, and the structure and mechanisms of empire.

Distribution: GE Core: GHP, GE Marker: GN, CAR: GMO

HIS 240 Latin America: National Period (3:3)

Introduction to the political and economic history of Latin America since independence. Survey covers political dynamics, social transformations, and the evolution of export economics.

Distribution: GE Core: GHP, GE Marker: GN, CAR: GMO

HIS 251 The History of Western Science: A Survey (3:3)

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.

Distribution: GE Core: GHP, CAR: GPM

HIS 252 The History of Western Science: A Survey (3:3)

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.

Distribution: GE Core: GHP, CAR: GMO

HIS 301 Race and Slavery (3:3)

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.

Distribution: GE Core: GHP, CAR: GMO

HIS 302 Race and Segregation (3:3)

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.

Distribution: GE Core: GHP, CAR: GMO

HIS 303 South Africa and Its Neighbors (3:3)

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 (3:3)

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 (3:3)

Examines opportunities, challenges, and threats presented by Islam, and varying ways individual Africans and their communities have responded to it since the 7th century.

Notes: Not open to freshmen.

HIS 308 Navigating World History (3:3)

Introduction to and overview of world history, ca. 8000 B.C.E. to the present. Prepares Social Studies Licensure majors to teach world history at the middle grades and high school level.

Prerequisite: Social Studies Licensure candidates or permission of instructor

HIS 309 Unity and Unrest in Medieval Towns (3:3)

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.

Offered: Occ

Distribution: GE Marker: GL

HIS 310 Daughters of Eve: Women in the Middle Ages (3:3)

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.

Offered: Alt Years

Distribution: GE Marker: GL

HIS 311 Darwin and the Theory of Evolution (3:3)

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.

Distribution: GE Core: GHP, CAR: GMO

HIS 312 The Crusades (3:3)

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.

Offered: Alt

HIS 314 The Modern British Empire, 1750–Present (3:3)

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.

Offered: Fall or Spring

HIS 315 Witchcraft and Magic in European History (3:3)

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 (3:3)

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.

Prerequisite: Middle Grades or Secondary Social Studies Licensure candidates or permission of instructor

HIS 320 History of Mexico and Central America (3:3)

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.

Distribution: GE Marker: GN

HIS 321 Latin America and the United States (3:3)

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 324 The Frontier in American Culture (3:3)

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.

Offered: Fall or Spring

HIS 325 History of the American Home (3:3)

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.

Offered: Fall or Spring or Summer

HIS 326 Using Photographs as Historical Evidence (3:3)

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.

Offered: Fall or Spring

HIS 327 American Cultural History (3:3)

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.

Distribution: GE Core: GHP, CAR: GMO

Notes: Not open to freshmen.

HIS 328 U.S. Women's History to 1865 (3:3)

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 (3:3)

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 (3:3)

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.

Notes: Offered as fully approved course beginning spring '14.

HIS 332 Civil Rights and Black Freedom, 1940–1980 (3:3)

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.

Offered: Alt Spring

HIS 333 American Indian History to 1840 (3:3)

Explores the history of American Indians in the area now encompassed by the United States through the era of Indian Removal in the 1830s.

Offered: Fall or Spring

HIS 334 United States Environmental History (3:3)

Examines the interaction of humans and nature in American history from the colonial period to today.

Offered: Fall or Spring

HIS 335 The American Colonial Period, 1607–1763 (3:3)

Selected topics pertaining to development of colonies to eve of American Revolution.

Distribution: GE Core: GHP, CAR: GMO

HIS 336 The Age of the Democratic Revolution, 1764–1789 (3:3)

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.

Distribution: GE Core: GHP, CAR: GMO

HIS 337 The Age of Jefferson and Jackson, 1789–1848 (3:3)

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 (3:3)

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 (3:3)

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 (3:3)

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 (3:3)

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.

Offered: Fall or Spring or Summer

HIS 342 U.S. Women and their Bodies (3:3)

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.

Offered: All Years

HIS 343 The Old South (3:3)

Economy, society, and polity of the South from colonial times to the Civil War. The institution of slavery. Emphasis on period 1820–1860.

HIS 344 The New South (3:3)

Southern history from Reconstruction to the present. Emphasis on race, politics, agriculture, and industry.

HIS 345 The Unfit: Race Cleansing in the United States (3:3)

History 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.

Offered: Spring or Summer

Distribution: GE Core: GHP, CAR: GMO

HIS 347 History of North Carolina (3:3)

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 (3:3)

Origins, course, and impact of the First World War. Emphasis on political, social, and cultural as well as military perspectives.

Offered: Fall

HIS 349 The World at War, 1939–1945 (3:3)

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.

Offered: Spring

Distribution: GE Marker: GL

HIS 351 History of Greece, 2000 b.c.–31 b.c. (3:3)

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 b.c. (3:3)

Study of the social and political history of Athens in the fifth century b.c. Ruzicka

Prerequisite: HIS 220 or HIS 351 or permission of instructor

HIS 354 The Roman Republic, 754 b.c.–44 b.c. (3:3)

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 b.c.–a.d. 337 (3:3)

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.

Distribution: GE Marker: GL

HIS 359 Sexuality in Historical Perspective (3:3)

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 (3:3)

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.

Distribution: GE Core: GHP, CAR: GMO

HIS 363 European Economic History (3:3)

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.

Prerequisite: ECO 201

Cross Listed: Same as ECO 363.

HIS 364 The French Revolutionary Era (3:3)

France in the age of the French Revolution, including the old regime, Enlightenment, narrative and interpretive treatment of the Revolution.

HIS 365 Modern France (3:3)

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 (3:3)

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 (3:3)

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).

Distribution: GE Core: GHP, GE Marker: GL, CAR: GPM

HIS 370 Revolutions in 20th-Century Latin America (3:3)

Comparative history of revolution in twentieth-century Bolivia, Cuba, Guatemala, Mexico, and Nicaragua.

HIS 371 Europe since World War I (3:3)

A survey of modern Europe with emphasis on the two world wars, political ideologies and cultural developments, and the postwar movement to European integration.

Distribution: GE Core: GHP, GE Marker: GL, CAR: GMO

HIS 373 English History to 1660 (3:3)

Origins and evolution of English culture and English constitution.

Distribution: GE Core: GHP, CAR: GPM

HIS 374 British History 1688–Present (3:3)

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.

Distribution: GE Core: GHP, CAR: GMO

HIS 375 Germany in the Nineteenth Century, 1800–1914 (3:3)

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.

Distribution: GE Marker: GL

HIS 376 German History, 1914–1945 (3:3)

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.

Distribution: GE Marker: GL

HIS 377 Russian History to 1900 (3:3)

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 (3:3)

End of Tsarist Empire, Revolution of 1917 and its aftermath, Soviet Union under Stalin, and recent developments.

HIS 380 Topics in the Near and Middle East (3:3)

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 (3:3)

Emphasizes developments since World War I.

Distribution: GE Core: GHP, GE Marker: GN, CAR: GMO

HIS 382C Experimental Course: Globalization, 1400–1750 (3:3)

The overseas expansion of Europe, the creation of empires and colonies in the Atlantic and Indian Ocean basins, and the effects on local economies, societies, and cultures.

Offered: Offered fall '07

HIS 383 Chinese History to 1800 (3:3)

Early Chinese Civilization: Imperial Period; first dynasties; Early Modern China.

Distribution: GE Marker: GN

HIS 384 The Modern Transformation of China: 1800 to Present Day (3:3)

Coming of Europeans; decline of imperial institutions to 1870; Western impact and Chinese reforms, 1870–1945; contemporary China.

Distribution: GE Marker: GN

HIS 385 Japanese History to 1867, Izanagi and Izanami to Emperor Meiji (3:3)

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 (3:3)

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 (3:3)

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.

Distribution: GE Marker: GN

HIS 389 West Africa during the Atlantic Slave Trade (3:3)

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. Academic supervision provided by job supervisor. Assigned reading and written reports.

Prerequisite: Minimum of twelve (12) s.h. with a 3.0 GPA in history and permission of Director of Undergraduate Studies

Notes: May be repeated for credit.

HIS 391 Historical Skills and Methods (3:3)

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.

Prerequisite: History major or minor and completion of all 200-level requirements for the major

HIS 392 The Holocaust: History and Meaning (3:3)

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.

Distribution: GE Marker: GL

HIS 393 Medieval Church and State (3:3)

Course examines origins, elaboration, and impact of political thought in the West as it arose out of the ongoing transformation of the medieval church and state from circa 300–1500.

Distribution: GE Marker: GL

HIS 394 Honors Seminar in American History (3:3)

This advanced seminar, required for the honors distinction in history, introduces students to important historiographic approaches and perspectives, in a forum that promotes collegiality and discussion.

Prerequisite: History majors with a minimum 3.30 GPA who are enrolled in the Lloyd International Honors College, or will enroll during the current semester.

Offered: Fall or Spring

HIS 395 Honors Seminar in European History (3:3)

This advanced seminar, required for the honors distinction in history, introduces students to important historiographic approaches and perspectives, in a forum that promotes collegiality and discussion.

Prerequisite: History majors with a minimum 3.30 GPA who are enrolled in the Lloyd International Honors College, or will enroll during the current semester.

Offered: Fall or Spring

HIS 396 Honors Seminar in Wider World History (3:3)

This advanced seminar, required for the honors distinction in history, introduces students to important historiographic approaches and perspectives, in a forum that promotes collegiality and discussion.

Prerequisite: History majors with a minimum 3.30 GPA who are enrolled in the Lloyd International Honors College, or will enroll during the current semester.

Offered: Fall or Spring

HIS 397 Modern European Thought (3:3)

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 399 Images of Africa in Film (3:2:3)

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.

Offered: Fall

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 430 Historical Methods for Social Studies Teachers (3:3)

Introduction to research methods in history for social studies licensure students. Students write a research paper based on primary source evidence.

Prerequisite: 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 (3:3)

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.

Prerequisite: 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 the 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 (3:3)

Principles of archival management, featuring both classroom instruction in archival theory and practical experience in manuscript repositories and public and private archives.

Prerequisite: Permission of instructor

Cross Listed: Same as LIS 505.

HIS 508 Latin America and Caribbean: Selected Topics (3:3)

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.

Prerequisite: One course in Latin American history or permission of instructor

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

HIS 510 Historiography (3:3)

Development of the historical profession and perspectives on historical methodology. Selected readings by philosophers of history and practicing historians.

Prerequisite: Admission to a graduate program in history, or permission of instructor

HIS 511A Seminar in Historical Research and Writing (3:3)

Locating and using historical source materials, written and oral, published and unpublished. 511A: American; 511B: European; and 511C: Wider World.

Prerequisite: 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 511B Seminar in Historical Research and Writing (3:3)

Locating and using historical source materials, written and oral, published and unpublished. 511A: American; 511B: European; and 511C: Wider World.

Prerequisite: 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 511C Seminar in Historical Research and Writing (3:3)

Locating and using historical source materials, written and oral, published and unpublished. 511A: American; 511B: European; and 511C: Wider World.

Prerequisite: 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 512 Public History (3:3)

A history of America's past through museums (indoor and outdoor); collections and their interpretation; exhibitions and park and wilderness areas.

HIS 515 American Diplomatic History: The Twentieth Century (3:3)

Emphasis on most important crises and making of basic policy decisions from Spanish American war to present.

HIS 517 American Economic History: Colonial Times to 1865 (3:3)

Evolution of the American economy through the Civil War. Emphasis on sources of economic growth and economic welfare.

Prerequisite: ECO 201 or permission of instructor

Cross Listed: Same as ECO 517.

HIS 518 American Economic History: 1865 to Present (3:3)

Evolution of the American economy from the Civil War to the present. Emphasis on economic performance through time measured against the goals of full employment, price stability, and rapid growth.

Prerequisite: ECO 201 or permission of instructor

Offered: Spring

Notes: Course taught as Writing Intensive (WI) and Speaking Intensive (SI).

Cross Listed: Same as ECO 518.

HIS 520 Southern History: Selected Topics (3:3)

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 (3:3)

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 (3:3)

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 (3:3)

Causes of the Civil War. Military events and developments on the home front in wartime, North and South. Reconstruction policy in Washington and its implementation in the South.

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

HIS 530 History of Sexuality: Selected Topics (3:3)

Intensive exploration of critical themes in the history of sexuality, including such issues as fertility control, sexual identity, and sexual politics.

Prerequisite: 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 (3:3)

Politics of Empire, colonial political culture, War for Independence, constitutionalism, race, partisanship from the 1750s to 1800.

Prerequisite: None; HIS 211 recommended

Offered: Alt

HIS 536 History of Decorative Arts (3:3)

Study of stylistic and cultural developments in the decorative arts with special concentration on America.

Cross Listed: Same as IAR 536.

HIS 541 Ancient World: Selected Topics (3:3)

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.

Cross Listed: Same as CCI 541.

HIS 542 Middle Ages: Selected Topics (3:3)

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 (3:3)

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.

Prerequisite: Admission to a graduate program in history or interior architecture, or permission of instructor

Cross Listed: Same as IAR 543.

HIS 544 Early Modern Europe: Selected Topics (3:3)

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.

Prerequisite: Permission of instructor; students must submit written application.

Offered: Summer

Notes: May be repeated for credit when topic varies, with permission of instructor.

Cross Listed: Same as IAR 545.

HIS 546 American Cultural History: Selected Topics (3:3)

Varying topics in the creation and development of American culture including the role of technology, environment, ethnic diversity, and the history of ideas.

Offered: Spring

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

HIS 547 History Museum Curatorship: Collections Management (3:3)

Professional practices in the care and management of historic site and history museum collections, including principles of collection development, object registration, cataloging, and preservation.

Prerequisite: Admission to a graduate program in history or interior architecture, or permission of instructor

Offered: Alt Spring

Cross Listed: Same as IAR 547.

HIS 548 Architectural Conservation (3:3)

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.

Prerequisite: Admission to a graduate program in history or interior architecture, or permission of instructor

Cross Listed: Same as IAR 548.

HIS 549 American Social History: Family and Religion (3:3)

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 (3:3)

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 (3:3)

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.

Prerequisite: Admission to a graduate program in history or interior architecture, or permission of instructor

Offered: Spring

Cross Listed: Same as IAR 552.

HIS 555 Field Methods in Preservation Technology (3:1:6)

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.

Prerequisite: Admission to a graduate program in history or interior architecture, or permission of instructor

Offered: Summer

Cross Listed: Same as IAR 555.

HIS 559 Doing Visual History (3:3)

Explores the interstices of history, documentary production, and personal narratives.

Cross Listed: Same as MST 559.

HIS 560 Nineteenth-Century Europe: Selected Topics (3:3)

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 (3:3)

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 (3:3)

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 (3:3)

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 (3:3)

Study of specific themes and/or problem areas in French History.

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

HIS 571 Modern European Thought: Selected Topics (3:3)

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 (3:3)

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 (3:3)

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 (3:3)

Advanced training in research methods in Historic Archaeology, involving on-site training in field, laboratory, and library components of Historic Archaeology.

Prerequisite: Junior, senior, or graduate status

Cross Listed: Same as ATY 578, IAR 578.

HIS 581 African History: Selected Topics (3:3)

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 (3:3)

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 (3:3)

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: Peripheries of the British Empire: Ireland and India (3:3)

This course will explore the shared colonial experiences of India and Ireland from the mid-nineteenth century to the late-twentieth century. Particular themes will include: famine, nationalism, military involvement, violence, and partition. The course will not only reveal the complexity and multi-faceted nature of imperialism, but also will permit students to examine historical questions in two different regions.

Offered: Offered fall '12

WESTERN CIVILIZATION COURSES (WCV)

WCV 101 Western Civilization (3:3)

Interdisciplinary study of Western Civilization emphasizing critical developments from ancient to modern times.

Distribution: GE Core: GHP, GE Marker: GL, CAR: GPM

WCV 102 Western Civilization (3:3)

Interdisciplinary study of Western Civilization emphasizing critical developments from ancient to modern times.

Distribution: GE Core: GHP, GE Marker: GL, CAR: GMO

History Honors

Requirements (18 semester hours)

Twelve semester hours to consist of:

Three (3) s.h. of:

HSS 490 Senior Honors Project

(in lieu of HIS 511 A, B, C)

Three (3) s.h. of a contract honors course in History at the 300 level or above

Three (3) s.h. of:

HIS 491 Honors Work: American History
HIS 492 Honors Work: European History
HIS 493 Honors Work: Wider World History

to be taken before HSS 490

Three (3) s.h. of:

HIS 394 Honors Seminar in American History

HIS 395 Honors Seminar in European History
HIS 396 Honors Seminar in Wider World History

Qualifications

- A grade of at least B in all course work used to satisfy the Honors in History requirement
- A declared History major
- A minimum overall 3.30 GPA at graduation
- 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 Prof. Richard Barton for further information and guidance about Honors in History. For further information, see the Honors Programs section.

Honors Programs

Including the International Honors Program and the Disciplinary Honors Program

Lloyd International Honors College
205 Foust Building
336/334-5538
<http://honorscollege.uncg.edu>

Honors Program Staff

Jerry Pubantz, Professor and Dean of the College

Sarah Krive, Assistant Dean

Angela Bolte, Director of Disciplinary Honors and Student Life

Shelley Ewing, Honors Academic Adviser

Christopher Kirkman, Honors Academic Adviser

Honors Council

Richard Fabiano and Paul Silvia—College of Arts and Sciences

C.P. Gause—School of Education

Roberto Campo—International and Global Studies Program

Elizabeth Keathley and Deb Bell—School of Music, Theatre and Dance

Ambrose Jones—Bryan School of Business and Economics

Debbie Hancock—School of Nursing

Cathy Hamilton—Office of Leadership and Service-Learning

Penelope Pynes—International Programs Center

Tim Johnson—Housing and Residence Life

Jerry Pubantz—Lloyd International Honors College

Lloyd International Honors College administers UNCG's Honors Programs: the International Honors Program and the Disciplinary Honors Program. For general information about Lloyd International Honors College, including information about admission, courses, extra- and co-curricular activities, advising, housing, etc., see the description of the Lloyd International Honors College in the Academic Units and Areas of Study section of this *Bulletin*.

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 includes at a minimum:

- 1. a UNCG GPA of 3.30 or higher at graduation,**
- 2. at least 12 s.h. of Honors course work with grades of A or B as follows:**

| | |
|---------|--|
| | 6-9 s.h. Honors course work in the major |
| HSS 490 | Senior Honors Project |
| | 0-3 s.h. 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:

- 1. UNCG GPA of 3.30 or higher at graduation,**
- 2. 12 s.h. of Honors course work with grades of A or B as follows:**

| | |
|---------|-------------------------------------|
| | nine (9) s.h. of Honors course work |
| HSS 490 | Senior Honors Project |

Honors course work: including at least six (6) s.h. at the 300 level or higher

Requirements for Specific Majors

The requirements for the Disciplinary Honors Program vary by major. Each academic department at UNCG 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

Academic Departments, Programs, and Courses

below is provided with the information for that entity in this bulletin.

| | |
|---|--|
| Accounting & Finance | Interior Architecture |
| African American Studies | International and Global Studies |
| Anthropology | Kinesiology |
| Archaeology | Management |
| Art | Marketing, Entrepreneurship, and Hospitality & Tourism |
| Astronomy | Management |
| Biology | Mathematics & Statistics |
| Chemistry & Biochemistry | Media Studies |
| Classical Studies | Music Education |
| Communication Sciences & Disorders | Music Performance |
| Communication Studies | Music Studies |
| Community and Therapeutic Recreation | Nursing |
| Computer Science | Nutrition |
| Consumer, Apparel, & Retail Studies | Philosophy |
| Dance | Physics & Astronomy |
| Economics | Political Science |
| English | Psychology |
| Environmental Studies | Public Health Education |
| French | Religious Studies |
| Geography | Social Work |
| German | Sociology |
| History | Spanish |
| Human Development & Family Studies | Specialized Education Services |
| Information Systems and Supply Chain Management | Statistics |
| | Teacher Education and Higher Education |
| | Theatre |
| | Women's & Gender Studies Program |

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, 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 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 UNCG GPA of 3.30 or higher at graduation, have achieved a GPA of 3.0 or higher on all honors work attempted in the first two semesters of membership in the honors college, and have completed the following course work:

- 1. a first-year Honors seminar (3 s.h.) in the first semester after having been admitted to Lloyd International Honors College;**
 - 2. In the first semester after having been admitted to Lloyd International Honors College:**
HSS 198 Honors Colloquium
 - 3. Nine (9) s.h. of additional Honors course work.**
- In addition, a student must:**

- 1. master a language other than their native language through the equivalent of the 204 level of language courses taught at UNCG.**

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.

- 2. 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 following course (graded on a pass/not pass basis; 0 s.h.) in the semester following their 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.

HONORS PROGRAMS COURSES (HSS)— COLLOQUIA

The Honors Colloquium course provides a one semester introduction to the International Honors Program for entering students and is required for all students who wish to complete the International Honors Program.

HSS 198 Honors Colloquium (1:1:1)

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.

Prerequisite: Must be taken in the first semester after being admitted to Lloyd International Honors College.

Offered: (Fall & Spring)

HONORS PROGRAMS COURSES (HSS)— SEMINARS

Honors Seminars may be used to meet General Education Core requirements in the credit areas indicated below. They, however, cannot substitute for introductory prerequisites in the major. Specific topics will vary from year to year.

HSS 101 First-Year Seminar in Historical Perspectives: Premodern (3:3)

Historical study of human culture from ancient times to the 17th century.

Prerequisite: Admission to Lloyd International Honors College; open to first-year students only.

Offered: (Fall)

Distribution: GE Core: GHP, CAR: GPM

HSS 102 First-Year Seminar in Historical Perspectives: Modern (3:3)

Historical study of human culture from the 17th century to the present.

Prerequisite: Admission to Lloyd International Honors College; open to first-year students only.

Offered: (Fall)

Distribution: GE Core: GHP, CAR: GMO

HSS 103 First-Year Seminar in the Physical Sciences (3:3)

Study of physical sciences with attention to the methods of scientific investigation.

Prerequisite: Admission to Lloyd International Honors College; open to first-year students only.

Offered: (Fall)

Distribution: GE Core: GNS, CAR: GPS

HSS 104 First-Year Seminar in the Life Sciences (3:3)

Study of life sciences with attention to the methods of scientific investigation.

Prerequisite: Admission to Lloyd International Honors College; open to first-year students only.

Offered: (Fall)

Distribution: GE Core: GNS, CAR: GLS

HSS 105 First-Year Seminar in the Fine Arts (3:3)

Study of selected topics in the fine arts, which include painting, sculpture, cinema, dance, music, theatre, architecture, and design.

Prerequisite: Admission to Lloyd International Honors College; open to first-year students only.

Offered: (Fall)

Distribution: GE Core: GFA

HSS 106 First-Year Seminar in Philosophical/Religious/Ethical Principles (3:3)

Study of philosophical, religious, and ethical traditions that have shaped societies in the past and the present.

Prerequisite: Admission to Lloyd International Honors College; open to first-year students only.

Offered: (Fall)

Distribution: GE Core: GPR

HSS 107 First-Year Seminar in Literature (3:3)

Study of works of literature and the social and historical contexts from which they come.

Prerequisite: Admission to Lloyd International Honors College; open to first-year students only.

Offered: (Fall)

Distribution: GE Core: GLT

HSS 108 First-Year Seminar in Social and Behavioral Studies (3:3)

Study of the interrelationship between individuals and society and of the social and intellectual contexts of events and situations.

Prerequisite: Admission to Lloyd International Honors College; open to first-year students only.

Offered: (Fall)

Distribution: GE Core: GSB

HSS 109 First-Year Seminar in Reasoning and Discourse (3:3)

Study of intellectual discourse, including the construction, analysis, and synthesis of cogent arguments.

Prerequisite: Admission to Lloyd International Honors College; open to first-year students only.

Offered: (Fall)

Distribution: GE Core: GRD

HSS 111 First-Year Seminar in Historical Perspectives: Premodern (3:3)

Historical study of human culture from ancient times to the 17th century.

Prerequisite: Admission to Lloyd International Honors College; open to first-year students only.

Offered: (Fall)

Distribution: GE Core: GHP, GE Marker: GN, CAR: GPM

HSS 112 First-Year Seminar in Historical Perspectives: Modern (3:3)

Historical study of human culture from the 17th century to the present.

Prerequisite: Admission to Lloyd International Honors College; open to first-year students only.

Offered: (Fall or Spring)

Distribution: GE Core: GHP, GE Marker: GN, CAR: GMO

HSS 113 First-Year Seminar in the Physical Sciences (3:3)

Study of physical sciences with attention to the methods of scientific investigation.

Prerequisite: Admission to Lloyd International Honors College; open to first-year students only.

Offered: (Fall)

Distribution: GE Core: GNS, GE Marker: GN, CAR: GPS

HSS 114 First-Year Seminar in the Life Sciences (3:3)

Study of life sciences with attention to the methods of scientific investigation.

Prerequisite: Admission to Lloyd International Honors College; open to first-year students only.

Offered: (Fall)

Distribution: GE Core: GNS, GE Marker: GN, CAR: GLS

HSS 115 First-Year Seminar in the Fine Arts (3:3)

Study of selected topics in the fine arts, which include painting, sculpture, cinema, dance, music, theatre, architecture, and design.

Prerequisite: Admission to Lloyd International Honors College; open to first-year students only.

Offered: (Fall)

Distribution: GE Core: GFA, GE Marker: GN

HSS 116 First-Year Seminar in Philosophical/Religious/Ethical Principles (3:3)

Study of philosophical, religious, and ethical traditions that have shaped societies in the past and the present.

Prerequisite: Admission to Lloyd International Honors College; open to first-year students only.

Offered: (Fall)

Distribution: GE Core: GPR, GE Marker: GN

HSS 117 First-Year Seminar in Literature (3:3)

Study of works of literature and the social and historical contexts from which they come.

Prerequisite: Admission to Lloyd International Honors College; open to first-year students only.

Offered: (Fall)

Distribution: GE Core: GLT, GE Marker: GN

HSS 118 First-Year Seminar in Social and Behavioral Studies (3:3)

Study of the interrelationship between individuals and society and of the social and intellectual contexts of events and situations.

Prerequisite: Admission to Lloyd International Honors College; open to first-year students only.

Offered: (Fall)

Distribution: GE Core: GSB, GE Marker: GN

HSS 121 First-Year Seminar in Historical Perspectives: Premodern (3:3)

Historical study of human culture from ancient times to the 17th century.

Prerequisite: Admission to Lloyd International Honors College; open to first-year students only.

Offered: (Fall)

Distribution: GE Core: GHP, GE Marker: GL, CAR: GPM

HSS 122 First-Year Seminar in Historical Perspectives: Modern (3:3)

Historical study of human culture from the 17th century to the present.

Prerequisite: Admission to Lloyd International Honors College; open to first-year students only.

Offered: (Fall)

Distribution: GE Core: GHP, GE Marker: GL, CAR: GMO

HSS 123 First-Year Seminar in the Physical Sciences (3:3)

Study of physical sciences with attention to the methods of scientific investigation.

Prerequisite: Admission to Lloyd International Honors College; open to first-year students only.

Offered: (Fall)

Distribution: GE Core: GNS, GE Marker: GL, CAR: GPS

HSS 124 First-Year Seminar in the Life Sciences (3:3)

Study of life sciences with attention to the methods of scientific investigation.

Prerequisite: Admission to Lloyd International Honors College; open to first-year students only.

Offered: (Fall)

Distribution: GE Core: GNS, GE Marker: GL, CAR: GLS

HSS 125 First-Year Seminar in the Fine Arts (3:3)

Study of selected topics in the fine arts, which include painting, sculpture, cinema, dance, music, theatre, architecture, and design.

Prerequisite: Admission to Lloyd International Honors College; open to first-year students only.

Offered: (Fall)

Distribution: GE Core: GFA, GE Marker: GL

HSS 126 First-Year Seminar in Philosophical/Religious/Ethical Principles (3:3)

Study of philosophical, religious, and ethical traditions that have shaped societies in the past and the present.

Prerequisite: Admission to Lloyd International Honors College; open to first-year students only.

Offered: (Fall)

Distribution: GE Core: GPR, GE Marker: GL

HSS 127 First-Year Seminar in Literature (3:3)

Study of works of literature and the social and historical contexts from which they come.

Prerequisite: Admission to Lloyd International Honors College; open to first-year students only.

Offered: (Fall)

Distribution: GE Core: GLT, GE Marker: GL

HSS 128 First-Year Seminar in Social and Behavioral Studies (3:3)

Study of the interrelationship between individuals and society and of the social and intellectual contexts of events and situations.

Prerequisite: Admission to Lloyd International Honors College; open to first-year students only.

Offered: (Fall)

Distribution: GE Core: GSB, GE Marker: GL

HSS 138 First-Year Seminar in Cultural Anthropology (3:3)

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.

Prerequisite: Admission to Lloyd International Honors College; open to first-year students only.

Offered: (Fall)

Distribution: GE Core: GSB, GE Marker: GN

Notes: Students may not receive credit for both ATY 213 and HSS 138

HSS 201 Seminar in Historical Perspectives: Premodern (3:3)

Historical study of human culture from ancient times to the 17th century.

Prerequisite: Admission to Lloyd International Honors College

Offered: (Fall or Spring)

Distribution: GE Core: GHP, CAR: GPM

Notes: May be repeated for credit when topic varies.

HSS 202 Seminar in Historical Perspectives: Modern (3:3)

Historical study of human culture from the 17th century to the present.

Prerequisite: Admission to Lloyd International Honors College

Offered: (Fall or Spring)

Distribution: GE Core: GHP, CAR: GMO

Notes: May be repeated for credit when topic varies.

HSS 203 Seminar in the Physical Sciences (3:3)

Study of physical sciences with attention to the methods of scientific investigation.

Prerequisite: Admission to Lloyd International Honors College

Academic Departments, Programs, and Courses

Offered: (Fall or Spring)

Distribution: GE Core: GNS, CAR: GPS

Notes: May be repeated for credit when topic varies.

HSS 204 Seminar in the Life Sciences (3:3)

Study of life sciences with attention to the methods of scientific investigation.

Prerequisite: Admission to Lloyd International Honors College

Offered: (Fall or Spring)

Distribution: GE Core: GNS, CAR: GLS

Notes: May be repeated for credit when topic varies.

HSS 205 Seminar in the Fine Arts (3:3)

Study of selected topics in the fine arts, which include painting, sculpture, cinema, dance, music, theatre, architecture, and design.

Prerequisite: Admission to Lloyd International Honors College

Offered: (Fall or Spring)

Distribution: GE Core: GFA

Notes: May be repeated for credit when topic varies.

HSS 206 Seminar in Philosophical/Religious/Ethical Principles (3:3)

Study of philosophical, religious, and ethical traditions that have shaped societies in the past and the present.

Prerequisite: Admission to Lloyd International Honors College

Offered: (Fall or Spring)

Distribution: GE Core: GPR

Notes: May be repeated for credit when topic varies.

HSS 207 Seminar in Literature (3:3)

Study of works of literature and the social and historical contexts from which they come.

Prerequisite: Admission to Lloyd International Honors College

Offered: (Fall or Spring)

Distribution: GE Core: GLT

Notes: May be repeated for credit when topic varies.

HSS 208 Seminar in Social and Behavioral Studies (3:3)

Study of the interrelationship between individuals and society and of the social and intellectual contexts of events and situations.

Prerequisite: Admission to Lloyd International Honors College

Offered: (Fall or Spring)

Distribution: GE Core: GSB

Notes: May be repeated for credit when topic varies.

HSS 209 Seminar in Reasoning and Discourse (3:3)

Study of intellectual discourse, including the construction, analysis, and synthesis of written, oral, and/or visual arguments.

Prerequisite: Admission to Lloyd International Honors College

Distribution: GE Core: GRD

Notes: May be repeated for credit when topic varies.

HSS 211 Seminar in Historical Perspectives: Premodern (3:3)

Historical study of human culture from ancient times to the 17th century.

Prerequisite: Admission to Lloyd International Honors College

Offered: (Fall or Spring)

Distribution: GE Core: GHP, GE Marker: GN, CAR: GPM

Notes: May be repeated for credit when topic varies.

HSS 212 Seminar in Historical Perspectives: Modern (3:3)

Historical study of human culture from the 17th century to the present.

Prerequisite: Admission to Lloyd International Honors College

Offered: (Fall or Spring)

Distribution: GE Core: GHP, GE Marker: GN, CAR: GMO

Notes: May be repeated for credit when topic varies.

HSS 213 Seminar in the Physical Sciences (3:3)

Study of physical sciences with attention to the methods of scientific investigation.

Prerequisite: Admission to Lloyd International Honors College

Offered: (Fall or Spring)

Distribution: GE Core: GNS, GE Marker: GN, CAR: GPS

Notes: May be repeated for credit when topic varies.

HSS 214 Seminar in the Life Sciences (3:3)

Study of life sciences with attention to the methods of scientific investigation.

Prerequisite: Admission to Lloyd International Honors College

Offered: (Fall or Spring)

Distribution: GE Core: GNS, GE Marker: GN, CAR: GLS

Notes: May be repeated for credit when topic varies.

HSS 215 Seminar in the Fine Arts: Global Non-Western (3:3)

Study of selected topics in Global Non-Western fine arts, which include painting, sculpture, cinema, dance, music, theatre, architecture, and design.

Prerequisite: Admission to Lloyd International Honors College

Offered: (Fall or Spring)

Distribution: GE Core: GFA, GE Marker: GN

Notes: May be repeated for credit when topic varies.

HSS 216 Seminar in Philosophical/Religious/Ethical Principles (3:3)

Study of philosophical, religious, and ethical traditions that have shaped societies in the past and the present.

Prerequisite: Admission to Lloyd International Honors College

Offered: (Fall or Spring)

Distribution: GE Core: GPR, GE Marker: GN

Notes: May be repeated for credit when topic varies.

HSS 217 Seminar in Literature (3:3)

Study of works of literature and the social and historical contexts from which they come.

Prerequisite: Admission to Lloyd International Honors College

Offered: (Fall or Spring)

Distribution: GE Core: GLT, GE Marker: GN

Notes: May be repeated for credit when topic varies.

HSS 218 Seminar in Social and Behavioral Studies (3:3)

Study of the interrelationship between individuals and society and of the social and intellectual contexts of events and situations.

Prerequisite: Admission to Lloyd International Honors College

Offered: (Fall or Spring)

Distribution: GE Core: GSB, GE Marker: GN

Notes: May be repeated for credit when topic varies.

HSS 221 Seminar in Historical Perspectives: Premodern (3:3)

Historical study of human culture from ancient times to the 17th century.

Prerequisite: Admission to Lloyd International Honors College

Offered: (Fall or Spring)

Distribution: GE Core: GHP, GE Marker: GL, CAR: GPM

Notes: May be repeated for credit when topic varies.

HSS 222 Seminar in Historical Perspectives: Modern (3:3)

Historical study of human culture from the 17th century to the present.

Prerequisite: Admission to Lloyd International Honors College

Offered: (Fall or Spring)

Distribution: GE Core: GHP, GE Marker: GL, CAR: GMO

Notes: May be repeated for credit when topic varies.

HSS 223 Seminar in the Physical Sciences (3:3)

Study of physical sciences with attention to the methods of scientific investigation.

Prerequisite: Admission to Lloyd International Honors College

Offered: (Fall or Spring)

Distribution: GE Core: GNS, GE Marker: GL, CAR: GPS

Notes: May be repeated for credit when topic varies.

HSS 224 Seminar in the Life Sciences (3:3)

Study of life sciences with attention to the methods of scientific investigation.

Prerequisite: Admission to Lloyd International Honors College

Offered: (Fall or Spring)

Distribution: GE Core: GNS, GE Marker: GL, CAR: GLS

Notes: May be repeated for credit when topic varies.

HSS 225 Seminar in the Fine Arts (3:3)

Study of selected topics in the fine arts, which include painting, sculpture, cinema, dance, music, theatre, architecture, and design.

Prerequisite: Admission to Lloyd International Honors College

Offered: (Fall or Spring)

Distribution: GE Core: GFA, GE Marker: GL

Notes: May be repeated for credit when topic varies.

HSS 226 Seminar in Philosophical/Religious/Ethical Principles (3:3)

Study of philosophical, religious, and ethical traditions that have shaped societies in the past and the present.

Prerequisite: Admission to Lloyd International Honors College

Offered: (Fall or Spring)

Distribution: GE Core: GPR, GE Marker: GL

Notes: May be repeated for credit when topic varies.

HSS 227 Seminar in Literature (3:3)

Study of works of literature and the social and historical contexts from which they come.

Prerequisite: Admission to Lloyd International Honors College

Offered: (Fall or Spring)

Distribution: GE Core: GLT, GE Marker: GL

Notes: May be repeated for credit when topic varies.

HSS 228 Seminar in Social and Behavioral Studies (3:3)

Study of the interrelationship between individuals and society and of the social and intellectual contexts of events and situations.

Prerequisite: Admission to Lloyd International Honors College

Offered: (Fall or Spring)

Distribution: GE Core: GSB, GE Marker: GL

Notes: May be repeated for credit when topic varies.

HONORS PROGRAMS COURSES (HSS)— HONORS ELECTIVES

HSS 220 Student Seminar (2:2)

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.

Prerequisite: Admission to Lloyd International Honors College or permission of the dean

Offered: (Fall & Spring)

HSS 299 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.

Prerequisite: Admission to Lloyd International Honors College and previously undertaken approved Honors International Experience

Offered: (Fall & Spring)

Notes: Grade: Pass/Not Pass (P/NP).

HSS 300 Interdisciplinary Honors Seminar (3:3)

Interdisciplinary seminar focusing on a particular theme or topic and taught by two faculty members from different disciplines or schools. Topic varies each semester.

Prerequisite: Admission to Lloyd International Honors College or permission of the dean

Offered: (Fall & Spring)

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).

Prerequisite: Admission to Lloyd International Honors College or permission of the dean

Offered: (Fall & Spring & Summer)

Notes: Special requirements: travel to the host country. May be repeated for credit when topic varies.

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.

Prerequisite: Admission to Lloyd International Honors College or permission of the dean

Offered: (Fall & Spring)

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.

Prerequisite: Admission to Lloyd International Honors College or permission of the dean

Offered: (Fall & Spring)

HONORS PROGRAMS COURSES (HSS)— HONORS DIRECTED STUDY

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.

Prerequisite: Admission to Lloyd International Honors College or permission of the dean

Offered: (Fall or Spring)

Notes: May be repeated once for credit if the topic of study changes.

Notes: May be repeated 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.

Prerequisite: Admission to Lloyd International Honors College

Offered: (Fall & Spring)

Notes: May be repeated once for credit if the topic of study changes.

HSS 490 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.

Prerequisite: Senior status and admission to Lloyd International Honors College

Offered: (Fall & Spring)

HSS 499 Washington Internship (6–9:0:32)

Field learning experience in governmental or private organizations in Washington, DC. Students will generate products such as briefings, research memoranda, and policy analyses.

Corequisite: HSS 330 independent study or equivalent 3 s.h. independent study in any department

Offered: (Fall & Spring & Summer)

HONORS PROGRAMS COURSES (HSS)— DEPARTMENTAL HONORS SECTIONS

Many departments offer Honors sections of regularly-scheduled courses (listed under H Honors in the Course Category section of the Online Course Search). In addition, most departments offer advanced independent study Honors work in their major through XXX 493:

HSS 493 Honors Work (3–6)

(See individual Departmental listings; note that the course number for Theatre Honors Work is THR 483, and History Honors courses are divided by area, see HIS 491, HIS 492, or HIS 493.) Disciplinary Honors work providing students with advanced study of the primary subject matter in their area of specialization. May be used to complete the Senior Honors Project in place of HSS 490.

Prerequisite: 3.30 GPA in the major, 12 s.h. in the major.

Department of Human Development and Family Studies

School of Health and Human Sciences
248 Stone Building
336/334-5307
www.uncg.edu/hdf

Faculty

Mark Fine, Professor and Chair of Department

Professors Buehler, Calkins, Cassidy, Demo, Leerkes, Perlman, Tudge

Associate Professors Coard, Crosby, Fletcher, Helms, Hestenes, Hunter, LaParo, Mills-Koonce, Mims, Morgan, Scott-Little, Shreeniwas, Supple

Lecturers Aldridge, Smith

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 at the preschool level; 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 care. All serve as laboratories for the study of children and their families.

HUMAN DEVELOPMENT AND FAMILY STUDIES MAJOR (HDFS)—B.S.

Degree: Bachelor of Science

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

Available Concentrations & AOS Codes:

Birth through Kindergarten Teacher Licensure, U526

Birth through Kindergarten Teacher Licensure (2Plus), U746

Birth through Kindergarten Teacher Licensure Online (2Plus), U543

Child, Youth, and Family Development, U513

Early Care and Education, U531

Early Care and Education (2Plus), U532

Early Care and Education Online (2Plus), U544

HDFS Major: Birth through Kindergarten (B–K) Teacher Licensure Concentration (HDFS)—B.S.

Degree: Bachelor of Science

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

Available Concentrations and AOS Codes:

Birth through Kindergarten Teacher Licensure, U526

Birth Birth through Kindergarten Online Teacher Licensure (2Plus), U543

Birth through Kindergarten Teacher Licensure (2Plus), U746

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (3 s.h.)

Student selects 3 s.h. from GLT list.

GFA—Fine Arts (3.s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

Humanities and Fine Arts (3 s.h.)

Student selects additional 3 s.h. from GLT, GFA, or GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (7 s.h.)

Student selects option a, b, or c below:

a.

| | |
|----------|--------------------------------------|
| BIO 105 | Major Concepts of Biology |
| BIO 105L | Major Concepts of Biology Laboratory |
| NTR 213 | Introductory Nutrition |

b.

| | |
|---------|-------------------------|
| BIO 111 | Principles of Biology I |
| NTR 213 | Introductory Nutrition |

c.

| | |
|---------|-----------------------------------|
| CHE 101 | Introductory Chemistry |
| CHE 110 | Introductory Chemistry Laboratory |
| NTR 213 | Introductory Nutrition |

GMT—Mathematics (3 s.h.)

| | |
|---------|------------------------------------|
| MAT 112 | Contemporary Topics in Mathematics |
|---------|------------------------------------|

GRD—Reasoning and Discourse (6 s.h.)

| | |
|---------|---|
| ENG 101 | College Writing I |
| | or |
| FMS 115 | Freshman Seminar in Reasoning and Discourse I |
| | or |
| RCO 101 | College Writing I |

Student selects additional 3 s.h. from GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

| | |
|---------|--|
| HDF 211 | Human Development Across the Life Span |
| HDF 212 | Families and Close Relationships |

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Global/Global Non-Western Perspectives (GL/GN)

| | |
|---------|--|
| HDF 390 | Families and Children in Global Perspective plus three other courses carrying GL/GN markers |
|---------|--|

HDF 390: (GN)

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All

programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major and Related Area Requirements**1. HDF Major Requirements**

| | |
|-----------------|---|
| HDF 211 | Human Development Across the Life Span |
| HDF 212 | Families and Close Relationships |
| HDF 250 | Introduction to Birth through Kindergarten Education and Programs |
| HDF 302 | Infant and Child Development |
| HDF 390 | Families and Children in Global Perspective |
| HDF 409 | Family Diversity |
| HDF 420 | Birth to Kindergarten Teaching Practicum I |
| HDF 440 | Birth to Kindergarten Teaching Practicum II |
| HDF 455 | Current Developmental Theory and Research |
| HDF 470 | Leadership in Early Education |
| HDF 315/SES 315 | Assessment and Planning for Inclusive B–K Programs |
| HDF 341/SES 341 | Social Emotional Competence in Inclusive Settings |
| HDF 425/SES 425 | Infants and Toddlers: Development, Learning, and Curriculum |
| HDF 435/SES 435 | Preschool: Development, Learning, and Curriculum |
| HDF 436/SES 436 | Kindergarten: Development, Learning, and Curriculum |
| HDF 468/SES 468 | Diversity in Inclusive Early Care and Education |

HDF 211 and HDF 212 satisfy GSB

2. Related Area Requirements

| | |
|----------|--|
| BIO 105 | Major Concepts of Biology and |
| BIO 105L | Major Concepts of Biology Laboratory or |
| BIO 111 | Principles of Biology I or |
| CHE 101 | Introductory Chemistry and |
| CHE 110 | Introductory Chemistry Laboratory |
| MAT 112 | Contemporary Topics in Mathematics |
| NTR 213 | Introductory Nutrition |
| SES 460 | Home-School Partnerships for Students with Exceptional Needs |
| SWK 584 | Social Services for Children |

BIO 105 and BIO 105L or BIO 111 or CHE 101 and CHE 110, and NTR 213 satisfy GNS;.

MAT 112 satisfies GMT

3. Teacher Education Requirements

| | |
|---------|---|
| HDF 460 | Supervised Student Teaching |
| KIN 342 | Teaching Motor Skills to Preschool Children |
| NUR 345 | Basic Health Management of Children |
| SES 242 | Introduction to Exceptional Children: Early Years |
| SPA 121 | Basic Spanish for Teachers |
| TED 516 | Emergent Literacy and Literature |

HDF 460: (12 s.h.)

NOTE: To be admitted to Teacher Education, students must achieve a 2.70 overall GPA. Students are also required to be certified in First Aid and CPR prior to student teaching.

IV Electives

Electives sufficient to complete 122 total semester hours required for degree.

HDFS Major: Child, Youth, and Family Development Concentration (HDFS)—B.S.

Degree: Bachelor of Science

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

AOS Code: U513

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (3 s.h.)

Student selects 3 s.h. from GLT list.

GFA—Fine Arts (3 s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

Humanities and Fine Arts (3 s.h.)

Student selects additional 3 s.h. from GLT, GFA, or GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (7 s.h.)

NTR 213 Introductory Nutrition

Student selects additional 4 s.h. from GNS list with a course prefix other than NTR. Must include a laboratory course.

GMT—Mathematics (3 s.h.)

STA 108 Elementary Introduction to Probability and Statistics

Student selects 3 s.h. from GMT list.

GRD—Reasoning and Discourse (6 s.h.)

ENG 101 College Writing I

or

FMS 115 Freshman Seminar in Reasoning and Discourse I

or

RCO 101 College Writing I

Student selects additional 3 s.h. from GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

HDF 211 Human Development Across the Life Span

HDF 212 Families and Close Relationships

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

GL/GN—Global/Global Non-Western Perspectives

four (4) courses carrying GL/GN markers; at least one course must carry the GN marker

One SI (Speaking Intensive) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One WI (Writing Intensive) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major Concentration Requirements

All of the following:

HDF 211 Human Development Across the Life Span

HDF 212 Families and Close Relationships

HDF 302 Infant and Child Development

HDF 303 Adolescent Development: From Puberty to Young Adulthood

HDF 304 Adult Development

HDF 321 Issues in Parenting

HDF 415 Research Methods in Human Development and Family Studies

HDF 477 Professional Development in HDFS

Choose two (2) from:

HDF 390 Families and Children in Global Perspective

HDF 407 Issues Affecting Women and Families

HDF 409 Family Diversity

Choose one (1) from:

| | |
|---------|---|
| HDF 428 | Families in Middle and Later Years |
| HDF 464 | Advanced Family and Developmental Studies Seminar |
| HDF 465 | Work and Family Linkages |

Choose one (1) from:

| | |
|---------|---|
| HDF 445 | Current Family Theory and Research |
| HDF 455 | Current Developmental Theory and Research |

The following for 6 s.h.:

| | |
|---------|------------------------------------|
| HDF 499 | Supervised Professional Experience |
|---------|------------------------------------|

IV Related Area Requirements**1.**

| | |
|---------|---|
| NTR 213 | Introductory Nutrition |
| PSY 121 | General Psychology |
| SOC 101 | Introduction to Sociology |
| STA 108 | Elementary Introduction to Probability and Statistics |

2. Choose three (3) international and family/developmental-focused courses from:

| | |
|---------|--|
| ATY 100 | Contemporary Non-Western Cultures |
| ATY 213 | Introduction to Cultural Anthropology |
| ATY 333 | Latin American Societies and Cultures |
| ECO 100 | Economics of a Global Sustainable Society |
| GEO 303 | World Population Problems |
| GEO 333 | Geography of Europe |
| GEO 340 | Geography of East Asia |
| HEA 207 | International Health |
| IGS 200 | Introduction to International and Global Studies |
| IGS 201 | Introduction to International and Global Studies |
| PSC 290 | The Politics of the Non-Western World |
| REL 248 | Comparative Religious Ethics |
| REL 254 | Religion in Traditional Societies |
| SOC 202 | Social Problems in Global Context |
| SOC 323 | Global Deviance |

6 s.h. of Study Abroad course work may also apply.

3. Choose five (5) specialization courses from:

| | |
|---------|--|
| AFS 201 | Introduction to African American Studies |
| AFS 210 | Blacks in American Society: Social, Economic, and Political Perspectives |
| CED 310 | Helping Skills |
| CST 200 | Communication and Community |
| CST 207 | Relational Communication |
| CST 210 | Communicating Ethically |
| CST 337 | Intercultural Communication |
| CST 415 | Family Communication |
| GRO 501 | Seminar: Critical Issues of Aging |
| HDF 301 | Development of School-Age Children |
| HEA 201 | Personal Health |

| | |
|---------|--|
| HEA 260 | Human Sexuality |
| HEA 318 | Conflict Resolution and Facilitation Skills |
| HEA 331 | Alcohol, Tobacco, and Other Drugs |
| HEA 333 | Health of Women |
| NUR 330 | or Women's Health Across the Life Span |
| HEA 334 | Community Health |
| HEA 347 | Health Problems of Lower Income Groups |
| HEA 369 | Lifetime Health Concerns |
| HEA 471 | Immigrant and Refugee Health |
| HIS 325 | History of the American Home |
| HIS 359 | Sexuality in Historical Perspective |
| NUR 390 | Culture and Health Care |
| NUR 561 | Scope of Gerontological Healthcare |
| NUR 581 | End-of-Life Care |
| PSY 240 | Principles of Learning |
| PSY 265 | Theories of Personality |
| PSY 341 | Abnormal Psychology |
| PSY 346 | Sex, Gender, and Behavior |
| PSY 370 | Ethnicity, Development, and Psychopathology |
| PSY 375 | Psychology of Aging |
| CTR 201 | Introduction to Community Leadership |
| CTR 314 | Recreation Services with Underrepresented Groups |
| CTR 316 | Leisure for Older Adults |
| SES 101 | American Sign Language I |
| SES 102 | American Sign Language II |
| SES 240 | Communication Development in Children |
| SES 242 | Introduction to Exceptional Children: Early Years |
| SES 460 | Home-School Partnerships for Students with Exceptional Needs |
| SOC 222 | Sociology of Deviant Behavior |
| SOC 225 | Race, Class, and Gender: Social Inequalities |
| SOC 230 | Sociology of Friendship |
| SOC 327 | Race and Ethnic Relations |
| SOC 329 | Sociological Perspectives on Gender |
| SOC 350 | Juvenile Delinquency |
| SOC 354 | Work and Gender |
| SOC 361 | Health and Society |
| SOC 364 | African American Social Thought |
| SOC 419 | Gender, Crime, and Deviance |
| SOC 420 | Family Violence |
| SWK 570 | Social Services for the Aging |
| WGS 250 | An Introduction to Women's and Gender Studies |
| WGS 270 | Sexuality and Culture |
| WGS 350 | Introduction to Feminist Theories |

Foreign language for 3 or 6 s.h. may also apply.

The following when taken for 3 or 6 s.h.:

HDF 401 Special Problems in Human Development and Family Studies

V Electives

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.

HDFS Major: Early Care and Education Concentration (HDFS)—B.S.

Degree: Bachelor of Science

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

Available Concentrations and AOS Codes:

Early Care and Education, U531
Early Care and Education Online (2Plus), U544
Early Care and Education (2Plus), U532

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (3 s.h.)

Student selects 3 s.h. from GLT list.

GFA—Fine Arts (3.s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

Humanities and Fine Arts (3 s.h.)

Student selects additional 3 s.h. from GLT, GFA, or GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (7 s.h.)

Student selects option a or b below:

a.

BIO 105 Major Concepts of Biology
BIO 105L Major Concepts of Biology Laboratory
NTR 213 Introductory Nutrition

b.

BIO 111 Principles of Biology I
NTR 213 Introductory Nutrition

GMT—Mathematics (3 s.h.)

Student selects 3 s.h. from GMT list.

GRD—Reasoning and Discourse (6 s.h.)

ENG 101 College Writing I
or
FMS 115 Freshman Seminar in Reasoning and Discourse I
or
RCO 101 College Writing I

Student selects additional 3 s.h. from GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

HDF 211 Human Development Across the Life Span
HDF 212 Families and Close Relationships

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major and Related Area Requirements

1. Foundation Courses:

HDF 211 Human Development Across the Life Span
HDF 212 Families and Close Relationships
HDF 250 Introduction to Birth through Kindergarten Education and Programs
HDF 302 Infant and Child Development
HDF 390 Families and Children in Global Perspective
or
HDF 409 Family Diversity

HDF 211 and HDF 212 satisfy GSB

2. Skills and Professional Courses:

HDF 321 Issues in Parenting

| | |
|-----------------|---|
| HDF 420 | Birth to Kindergarten Teaching Practicum I |
| HDF 440 | Birth to Kindergarten Teaching Practicum II |
| HDF 450 | Professional Experience in Early Childhood |
| HDF 455 | Current Developmental Theory and Research |
| HDF 470 | Leadership in Early Education |
| HDF 482 | Administration of Dependent Care Programs |
| HDF 315/SES 315 | Assessment and Planning for Inclusive B–K Programs |
| HDF 341/SES 341 | Social Emotional Competence in Inclusive Settings |
| HDF 425/SES 425 | Infants and Toddlers: Development, Learning, and Curriculum |
| HDF 435/SES 435 | Preschool: Development, Learning, and Curriculum |
| HDF 468/SES 468 | Diversity in Inclusive Early Care and Education |

HDF 450: (6 s.h.)

3. Related Area Requirements:

| | |
|----------|--|
| BIO 105 | Major Concepts of Biology and |
| BIO 105L | Major Concepts of Biology Laboratory or |
| BIO 111 | Principles of Biology I |
| NUR 345 | Basic Health Management of Children |
| NTR 213 | Introductory Nutrition |
| SES 242 | Introduction to Exceptional Children: Early Years |
| SES 460 | Home-School Partnerships for Students with Exceptional Needs |
| SWK 584 | Social Services for Children |
| TED 516 | Emergent Literacy and Literature |

BIO 105 and BIO 105L or BIO 111, and NTR 213 satisfy GNS

4. Additional Requirements:

Two (2) courses from:

| | |
|---------|--|
| HDF 390 | Families and Children in Global Perspective |
| ATY 100 | Contemporary Non-Western Cultures |
| ATY 213 | Introduction to Cultural Anthropology |
| ATY 333 | Latin American Societies and Cultures |
| ECO 100 | Economics of a Global Sustainable Society |
| GEO 303 | World Population Problems |
| GEO 333 | Geography of Europe |
| GEO 340 | Geography of East Asia |
| HEA 207 | International Health |
| IGS 200 | Introduction to International and Global Studies |
| IGS 201 | Introduction to International and Global Studies |

| | |
|---------|---------------------------------------|
| PSC 290 | The Politics of the Non-Western World |
| REL 248 | Comparative Religious Ethics |
| REL 254 | Religion in Traditional Societies |
| SOC 202 | Social Problems in Global Context |
| SOC 323 | Global Deviance Study Abroad |

Admission to the Human Development and Family Studies Major

Admission to the HDF department as a major 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.

Requirements

1. Completion of the following group of foundation courses with minimum C grade:

| | |
|---------|--|
| HDF 211 | Human Development Across the Life Span |
| HDF 212 | Families and Close Relationships |
| HDF 302 | Infant and Child Development or |
| HDF 303 | Adolescent Development: From Puberty to Young Adulthood or |
| HDF 304 | Adult Development |

2. 51 s.h. with a minimum overall 2.50 GPA

3. Transfer students with 60 s.h. may apply for admission after completing 12 s.h. at UNCG with a minimum overall 2.50 GPA.

Preference

If space is limited in an HDFS program, preference will be given to students based on the criteria that follow.

Birth Through Kindergarten Teacher Licensure (U526, U746, U543)

1. Overall GPA

2. Performance in the following courses:

| | |
|-----------------|--|
| HDF 315/SES 315 | Assessment and Planning for Inclusive B–K Programs |
| HDF 341/SES 341 | Social Emotional Competence in Inclusive Settings |

Early Care and Education (U531, U532, U544)

1. Overall GPA

2. Performance in the following courses:

| | |
|-----------------|--|
| HDF 315/SES 315 | Assessment and Planning for Inclusive B–K Programs |
| HDF 341/SES 341 | Social Emotional Competence in Inclusive Settings |

Child, Youth, and Family Development (AOS TBD)

1. Overall GPA

2. Performance in the following courses:

| | |
|---------|---|
| HDF 211 | Human Development Across the Life Span |
| HDF 212 | Families and Close Relationships |
| HDF 302 | Infant and Child Development or |
| HDF 303 | Adolescent Development: From Puberty to Young Adulthood or |
| HDF 304 | Adult Development |

Human Development and Family Studies Minor

Required: minimum of 18 semester hours

AOS Code: U514

Requirements

Completion of 18 semester hours in HDF courses with a C or better:

| | |
|---------|--|
| HDF 211 | Human Development Across the Life Span |
| HDF 212 | Families and Close Relationships |

six (6) hours from:

| | |
|---------|---|
| HDF 301 | Development of School-Age Children |
| HDF 302 | Infant and Child Development |
| HDF 303 | Adolescent Development: From Puberty to Young Adulthood |
| HDF 304 | Adult Development |

six (6) hours from:

| | |
|---------|---|
| HDF 321 | Issues in Parenting |
| HDF 390 | Families and Children in Global Perspective |
| HDF 407 | Issues Affecting Women and Families |
| HDF 409 | Family Diversity |
| HDF 428 | Families in Middle and Later Years |
| HDF 464 | Advanced Family and Developmental Studies Seminar |
| HDF 465 | Work and Family Linkages |

Please note that students cannot receive minor credit for both HDF 301 and HDF 302.

HUMAN DEVELOPMENT & FAMILY STUDIES COURSES (HDF)

HDF 211 Human Development Across the Life Span (3:3)

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.

Distribution: GE Core: GSB

HDF 212 Families and Close Relationships (3:3)

Issues related to singlehood, partnership, and family relationships over time. Topics include love, sexual intimacy, dating, cohabitation, marriage, remarriage, parenting, divorce, and family violence.

Distribution: GE Core: GSB

HDF 250 Introduction to Birth through Kindergarten Education and Programs (3:2:3)

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 (3:3)

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.

Distribution: GE Core: GSB

HDF 302 Infant and Child Development (3:3)

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.

Distribution: GE Core: GSB

Notes: HDF majors may not receive credit for both HDF 302 and PSY 250.

HDF 303 Adolescent Development: From Puberty to Young Adulthood (3:3)

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.

Distribution: GE Core: GSB

HDF 304 Adult Development (3:3)

Study of developmental stages from early to late adulthood across family, work, and society. Emphasizes family functioning and roles in these contexts.

HDF 315 Assessment and Planning for Inclusive B–K Programs (4:4)

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.

Prerequisite: HDF 211 and HDF 302; Pr. or Coreq. SES 242

Cross Listed: Same as SES 315.

HDF 321 Issues in Parenting (3:3)

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.

Distribution: GE Core: GSB

Notes: Formerly HDF 421.

HDF 341 Social Emotional Competence in Inclusive Settings (3:3)

Social, emotional, and physical environments of inclusive early childhood settings (birth to kindergarten) and their role in promoting optimal development and successful learning.

Prerequisite: HDF 211 and HDF 302; Pr. or Coreq. SES 242

Cross Listed: Same as SES 341.

HDF 390 Families and Children in Global Perspective (3:3)

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.

Prerequisite: HDF 211 and HDF 212 or permission of instructor

Distribution: GE Marker: GN

Notes: Formerly HDF 410.

HDF 401 Special Problems in Human Development and Family Studies (1–6)

Individual study. Conference hours to be arranged.

Prerequisite: Permission of instructor

Notes: May be repeated for credit when topics vary.

HDF 407 Issues Affecting Women and Families (3:3)

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.

HDF 409 Family Diversity (3:2:3)

Study of the variation within and between families through an exploration of the similarities and differences according to culture, race, class, gender, family structure, and sexual orientation.

Prerequisite: HDF 211, HDF 212, and either HDF 302 or HDF 303 or HDF 304, or permission of instructor

HDF 415 Research Methods in Human Development and Family Studies (3:3)

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.

Prerequisite: STA 108 (may be taken concurrently); formal admission to HDFS major required.

Notes: Formerly HDF 475.

HDF 420 Birth to Kindergarten Teaching Practicum I (3:1:6)

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.

Prerequisite: HDF 315 or SES 315 with C or better or permission of instructor; formal admission to HDFS major required.

Notes: Formerly HDF 340.

HDF 422 Interrelationships between Families and the Community (3:3)

Multifaceted interrelationships between families and the community. Implementation of public policy. Observation and participation in community agencies serving families.

Prerequisite: HDF 211, HDF 212, HDF 302 or HDF 303

HDF 428 Families in Middle and Later Years (3:3)

Socio-economic and cultural issues relating to families in middle and later years, emphasizing change and continuity in family relationships over the life course.

Prerequisite: HDF 415; formal admission to HDFS major or permission of instructor required.

HDF 435 Preschool: Development, Learning, and Curriculum (3:3)

In-depth examination of typical and atypical development of diverse preschool-age children. Integrated teaching strategies and effective inclusive learning environments will be emphasized.

Prerequisite: HDF 211 and HDF 302; HDF 315 or SES 315; SES 242; 2.50 GPA; formal admission to HDFS major required.

Cross Listed: Same as SES 435.

HDF 436 Kindergarten: Development, Learning, and Curriculum (3:3)

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.

Prerequisite: SES 242; HDF 315 or SES 315; 2.50 GPA; formal admission to HDFS major required.

Cross Listed: Same as SES 436.

HDF 440 Birth to Kindergarten Teaching Practicum II (3:1:6)

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.

Prerequisite: C or better in HDF 420; admission to HDFS major; 2.50 GPA

HDF 445 Current Family Theory and Research (3:3)

Seminar designed to examine current issues in family studies. Emphasis placed on theories and current research literature. Writing and editing are emphasized.

Prerequisite: HDF 415 or permission of instructor; formal admission to HDFS major required.

HDF 450 Professional Experience in Early Childhood (3:1:9 or 6:2:18)

Supervised professional experience for students working with children in early childhood settings.

Prerequisite: A C or better in HDF 420, HDF 440; HDF 315/SES 315, HDF 341/SES 341, HDF 425/SES 425, HDF 435/SES 435; TED 516; 2.50 GPA; formal admission to HDFS major and permission of instructor required.

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

HDF 455 Current Developmental Theory and Research (3:3)

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.

Prerequisite: Formal admission to Human Development major or permission of instructor required.

HDF 460 Supervised Student Teaching (3:1:16 or 6:2:32 or 12:2:32)

Supervised student teaching in an infant/toddler, preschool, or kindergarten setting under direction of a cooperating teacher with university supervision.

Prerequisite: 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; 2.70 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.

Prerequisite: HDF 415; formal admission to Human Development major or permission of instructor required.

Notes: May be repeated once for a total of six (6) s.h.

HDF 465 Work and Family Linkages (3:3)

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.

Prerequisite: HDF 415; formal admission to Human Development major or permission of instructor required.

HDF 468 Diversity in Inclusive Early Care and Education (3:3)

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.

Prerequisite: HDF 450 or HDF 460; 2.50 GPA; formal admission to HDFS major or permission of instructor

Cross Listed: Same as SES 468.

HDF 470 Leadership in Early Education (3:2:3)

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.

Prerequisite: HDF 450 or HDF 460 and 2.50 GPA, or permission of instructor

HDF 477 Professional Development in HDFS (3:3)

Development of professional skills and exploration of careers related to individuals and families.

Prerequisite: Formal admission to Human Development major or permission of instructor required.

HDF 482 Administration of Dependent Care Programs (3:3)

Major areas of planning and administering dependent care programs, including programming, scheduling, reporting, financing, housing, equipping, staffing, and working with families.

Prerequisite: Formal admission to Human Development major or permission of instructor required.

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 (1–6:0:3–12)

Supervised professional experience in selected commercial or industrial organizations, public or private agencies.

Prerequisite: HDF 477; 2.50 GPA; formal admission to Human Development major and permission of instructor required.

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

HDF 502 Gender in Families (3:3)

Influence of social, philosophical, political, and technological change on gender relationships in families in the past, present and future.

Prerequisite: HDF 211 and HDF 212; or permission of instructor

HDF 527 Problems in Human Development and Family Studies (2–6)

In-depth study of new areas in child and family studies such as: children and technology; multi-cultural families; developmental consequences of child maltreatment.

Prerequisite: HDF 211 and HDF 212

Department of Information Systems and Supply Chain Management

Bryan School of Business & Economics
479 Bryan Building
336/334-5666
<http://bae.uncg.edu/isscm>

Faculty

Vidyaranya Gargeya, Professor and Head of Department

Professors Amoako-Gyampah, Palvia

Associate Professors Eatman, Iyer, Nemati, Salam, Singh, Taube

Assistant Professors Ratcliffe, Xue, Zhao

Lecturers Knapp, Lockley

Mission Statement

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.

Information Systems and Supply Chain Management Major (ISSC)—B.S.

Degree: Bachelor of Science

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

Available Concentrations & AOS Codes:

Information Systems, U313

Supply Chain Management, U339

Bryan School Requirements

Students are normally expected to complete these courses during freshman and sophomore years:

ACC 201 Financial Accounting
or

| | |
|---------|---|
| ACC 218 | Financial Statement Preparation and Disclosures |
| ACC 202 | Managerial Accounting |
| BUS 105 | Introduction to Business Skills Development |
| CST 105 | Introduction to Communication Studies |
| ECO 201 | Principles of Microeconomics |
| ECO 202 | Principles of Macroeconomics |
| ECO 250 | Economic and Business Statistics I |
| ISM 110 | Business Computing I |
| ISM 280 | Business Processes and Information Technology |
| MAT 120 | Calculus for Business and the Social Sciences |
| MAT 191 | Calculus I |

Global Sustainability Elective

| | |
|-----------------|--|
| ECO 100 | Economics of a Global Sustainable Society |
| ENT 130/BUS 130 | Entrepreneurship in a Sustainable Global Environment |
| LLC 120 | Global Crossings: Topics in Images, Media, and Texts |
| | or other approved Global Sustainability Elective |

General Program Requirements

1. Successful completion of all major and related area requirements listed below

2. Grade of C or higher in:

| | |
|---------|----------------------|
| ISM 110 | Business Computing I |
|---------|----------------------|

3. A cumulative GPA of at least 2.0

4. For IS concentration: grades of C or better in:

| | |
|---------|---|
| ISM 218 | Database Systems |
| ISM 240 | Business Programming I |
| ISM 280 | Business Processes and Information Technology |
| ISM 301 | Systems and Process Analysis |

For SCM concentration: grade of C or better in:

| | |
|---------|---|
| ISM 210 | Business Computing II |
| ISM 218 | Database Systems |
| ISM 280 | Business Processes and Information Technology |

and C or better in:

| | |
|---------|---|
| SCM 302 | Operations Management |
| SCM 306 | Logistics and Transportation Management |

5. 122 s.h.

6. At least 50 percent of the business semester hours required for the degree must be earned at UNCG

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (3 s.h.)

Student selects 3 s.h. from GLT list.

GFA—Fine Arts (3 s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

ENT 362/PHI 362

or

PHI 361 Ethical Issues in Business

Humanities and Fine Arts (3 s.h.)

Student selects additional 3 s.h. from GLT, GFA, or GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (6–7 s.h.)

Student selects 6–7 s.h. from GNS list. One must include a laboratory course. Each must have a different course prefix.

GMT—Mathematics (3 s.h.)

MAT 120 Calculus for Business and the Social Sciences

or

MAT 191 Calculus I

GRD—Reasoning and Discourse (6 s.h.)

ENG 101 College Writing I

or

FMS 115 Freshman Seminar in Reasoning and Discourse I

or

RCO 101 College Writing I

CST 105 Introduction to Communication Studies

GSB—Social and Behavioral Sciences (6 s.h.)

ECO 201 Principles of Microeconomics

ECO 202 Principles of Macroeconomics

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core

requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major Requirements

For Both Concentrations

1. Discipline Specific Courses Required for Both Concentrations

| | |
|---------|---|
| ISM 110 | Business Computing I |
| ISM 218 | Database Systems |
| ISM 280 | Business Processes and Information Technology |
| SCM 302 | Operations Management |

2. Discipline Specific Courses Required Based on Choice of Concentrations

Information Systems Concentration

| | |
|---------|--|
| ISM 116 | Web Design and Development |
| ISM 240 | Business Programming I |
| ISM 301 | Systems and Process Analysis |
| ISM 321 | Telecommunications Management |
| ISM 324 | Information Systems Security |
| ISM 452 | Design of Management Information Systems |

Supply Chain Management Concentration

a. Required

| | |
|---------|---|
| ISM 210 | Business Computing II |
| SCM 304 | Managing and Organizing Projects |
| SCM 306 | Logistics and Transportation Management |
| SCM 402 | Logistics and Supply Chain Management |
| SCM 432 | Supply Chain Management Project |

b. Three (3) s.h. of electives chosen from:

| | |
|---------|--|
| CRS 463 | Global Sourcing of Apparel and Related Consumer Products |
| SCM 498 | Independent Study |
| SCM 499 | Problems in Supply Chain Management |

STH 313 Sustainable Revenue Management
or other approved elective

IV Related Area Requirements

Common Business Core

| | |
|---------|--|
| ECO 300 | The International Economy |
| FIN 315 | Business Finance I |
| MGT 301 | Introduction to International Business |
| MGT 312 | Human Behavior in Business Organizations |
| MGT 330 | The Legal Environment of Business |
| MGT 491 | Business Policy and Strategy |
| MKT 309 | Business Communications |
| MKT 320 | Principles of Marketing |

PHI 361 Ethical Issues in Business
or

PHI 362/ENT 362 Ethical Issues in Entrepreneurship

SCM 302 Operations Management

V Electives

Electives sufficient to complete 122 total semester hours required for the degree.

Information Technology Minor

Required: minimum of 15 semester hours

AOS Code: U318

The Information Technology minor is available to any UNCG student (other than ISOM 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.

Requirements

1. Admission to the minor.

See Undergraduate Student Services, 301 Bryan.

2. 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.

| | |
|---------|--------------------------------|
| ISM 110 | Business Computing I |
| ISM 116 | Web Design and Development and |
| ISM 210 | Business Computing II |

ISM 110: or equivalent

two additional courses from:

| | |
|---------|------------------|
| ISM 218 | Database Systems |
|---------|------------------|

| | |
|---------|---|
| ISM 280 | Business Processes and Information Technology |
| ISM 324 | Information Systems Security |
| SCM 304 | Managing and Organizing Projects |

for a total of 15 s.h., nine (9) s.h. of which must be successfully completed at UNCG.

INFORMATION SYSTEMS & OPERATIONS MANAGEMENT COURSES (ISM)

ISM 110 Business Computing I (3:3)

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 (3:3)

Students learn skills needed to design effective Web pages by studying the best practices in Web site design.

Prerequisite: C or better in ISM 110 or equivalent

Notes: Formerly ISM 206.

ISM 210 Business Computing II (3:3)

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.

Prerequisite: 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 (3:3)

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.

Prerequisite: Grade of C or better in ISM 110

Notes: Formerly ISM 318.

ISM 240 Business Programming I (3:3)

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.

Prerequisite: Grade of C or better in ISM 110 or equivalent; ISSC major

ISM 280 Business Processes and Information Technology (3:3)

The nature of business processes and basic information technology. Examination of the use of information technology to support business processes. Includes a review of the development and management of information technology.

Prerequisite: ISM 110 or equivalent

ISM 290 Entrepreneurship and the Internet (3:3)

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.

Cross Listed: Same as ENT 290.

ISM 291 Entrepreneurship and Technology in Health Care (3:3)

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.

Prerequisite: Junior standing

Cross Listed: Same as ENT 291.

ISM 292 IT Entrepreneurship (3:3)

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.

Cross Listed: Same as ENT 292.

ISM 301 Systems and Process Analysis (3:3)

Focuses on systems and process concepts such as automation boundaries, feasibility assessments, performance measures, information modelling, process reengineering, quality, and value added. Course emphasizes analysis methodologies.

Prerequisite: C or better in ISM 280; ISSC major

ISM 310 Business Programming II (3:3)

Study of advanced procedural software structures such as multidimensional arrays and tables, indexed file processing, and interactive processing. Introduction to object oriented software structure such as class definitions, object instances, and class methods.

Prerequisite: C or better in ISM 240

ISM 321 Telecommunications Management (3:3)

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.

Prerequisite: C or better in ISM 280; ISSC major

ISM 324 Information Systems Security (3:3)

Study of technical and business issues in information systems security, systems security models, analysis of process and technology in systems security, and security policies leading to information assurance.

Prerequisite: Grade of C or better in ISM 116 or permission of instructor

ISM 325 Topics in Applications Development (1–3)

Study of specific application development environments and development tools to support business application development.

Prerequisite: 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 (1:1)

See ISM 325.

ISM 325C Topics in Applications Development: Client/Server Applications (1:1)

See ISM 325.

ISM 325D Topics in Applications Development: Inventory Management (1:1)

See ISM 325.

ISM 325E Topics in Applications Development: Applications in XML (3:3)

See ISM 325.

ISM 325F Topics in Applications Development: Visual Basic Applications (1:1)

See ISM 325.

ISM 325G Topics in Applications Development: "Just in Time" Seminar (1:1)

See ISM 325.

ISM 325J Topics in Applications Development: Xbase Programming (1:1)

See ISM 325.

ISM 325K Topics in Applications Development: Visual Fox Pro (1:1)

See ISM 325.

ISM 325M Topics in Applications Development: Application Development in Access (3:3)

See ISM 325.

ISM 325N Topics in Applications Development: Business on the Internet (1:1)

See ISM 325.

ISM 325P Topics in Applications Development: Service Operations Management (1:1)

See ISM 325.

ISM 325Q Topics in Applications Development: LANS and the Internet (1:1)

See ISM 325.

ISM 325R Topics in Applications Development: Application Development in Oracle (1:1)

See ISM 325.

ISM 325S Topics in Applications Development: Basics of Supply Chain Management (1:1)

See ISM 325.

ISM 325T Topics in Applications Development: Development with Visual Basic (3:3)

See ISM 325.

ISM 325U Topics in Applications Development: C++ Application (3:3)

See ISM 325.

ISM 325V Topics in Applications Development: Application of Electronic Commerce (3:3)

See ISM 325.

ISM 325Z Topics in Applications Development: Application Development in JAVA (3:3)

See ISM 325.

ISM 411 Undergraduate Internship in ISSC (1–3:0:5–15)

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.

Prerequisite: 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 412 Open Source Software and Applications (3:3)

Study of the Linux operating system, the open source software concept and widely used open source software applications; experience with the installation, administration, and use of open source software.

Prerequisite: ISM 240; ISSC major

ISM 452 Design of Management Information Systems (3:3)

Development of cost effective computer-based systems to produce information needed for managerial decision making as specified in the information analysis phase.

Prerequisite: C or better in ISM 218, ISM 240, ISM 301; ISSC major

ISM 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.

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.

Prerequisite: Permission of instructor, senior standing and approval of written plan of study prior to registration

ISM 499 Problems in Information Systems and Supply Chain Management (3:3)

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.

Prerequisite: Permission of instructor

Notes: May be repeated for credit with approval of Department Head.

ISM 512 Open Source Software and Applications (3:3)

Study of open source systems (OSS), the concept and state of the art OSS applications; experience with the installation, administration, development, and deployment of OSS in organizations.

Prerequisite: ISM 240 or equivalent

ISM 515 Object-Oriented Programming (3:3)

Provides a foundation in Object-Oriented (OO) concepts and programming for students who wish to learn how to develop applications in a contemporary OO programming language.

Prerequisite: ISM 240 or equivalent

ISM 589 Experimental Course

This number reserved for experimental courses. Refer to the Course Schedule for current offerings.

SUPPLY CHAIN MANAGEMENT COURSES (SCM)

SCM 302 Operations Management (3:3)

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.

Prerequisite: ECO 250, ISM 280, ACC 202 and either ACC 201 or ACC 218

Notes: Formerly ISM 360.

SCM 304 Managing and Organizing Projects (3:3)

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.

Prerequisite: ACCT, BADM, CARS, ENTR, FINC, INTB, ISSC, MKTG, or STHP major; or permission of the instructor

Offered: (Spring)

SCM 306 Logistics and Transportation Management (3:3)

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.

Prerequisite: Minimum grade of C in ISM 280; ACCT, BADM, CARS, ENTR, FINC, INTB, ISSC, MKTG, or STHP major; or permission of the instructor

SCM 402 Logistics and Supply Chain Management (3:3)

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.

Prerequisite: Minimum grade of C in ISM 210 and SCM 302; ACCT, BADM, CARS, ENTR, FINC, INTB, ISSC, MKTG, or STHP major; or permission of the instructor

Offered: (Fall)

Notes: Formerly ISM 402

SCM 432 Supply Chain Management Project (3:3)

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.

Academic Departments, Programs, and Courses

*Prerequisite: C or better in SCM 306 and SCM 402;
ISSC major*

Offered: (Spring)

Notes: Formerly ISM 432

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.

Prerequisite: 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 Problems in Supply Chain Management (3:3)

Group study and research with class discussion covering current supply chain management topics. Student teams interact with local firms via company projects.

Prerequisite: Permission of instructor

Notes: May be repeated for a total of 6 semester hours with approval of department head.

Information Systems and Supply Chain Management Honors

For Honors requirements, check with the departmental office and see Honors Programs information.

Integrated Science Program

College of Arts & Sciences
116E Graham Building
336/334-3913

Committee Members

Jay Lennartson, co-Director, Geography

Jerry Walsh, co-Director, Chemistry and Biochemistry

John Lepri, Biology

Catherine Matthews, Teacher Education and Higher Education

Promod Pratap, Physics and Astronomy

The new baccalaureate program in Integrated Science provides an opportunity for students to develop a knowledge base in the sciences, explore one science area in depth, and study the interconnectedness of the sciences in real world situations. The program will be the foundation for a comprehensive science teacher licensure program, and provides a valuable undergraduate program for students interested in a technical foundation to accompany a liberal education. It will serve students interested in technical writing, science policy, patent law, and even professional school—a student who selects the biology or chemistry focus would complete almost all of the core courses recommended for pre-professional preparation. The program includes foundation courses in biology, chemistry, earth science, and physics. Students take at least three upper level courses in one science area, and several courses that investigate the nature of scientific discovery, development of scientific knowledge, and the applications of science.

Student Learning Objectives

1. Provide strong foundational knowledge in the traditional disciplines of biology, chemistry, earth science and physics.
2. Provide opportunities for students to explore science as it integrates across the traditional disciplines.
3. Evaluate real world problems that require interdisciplinary knowledge of the sciences.
4. Provide a program for students preparing for licensure in comprehensive science at the secondary level.

Special Programs in Liberal Studies Major,
Integrated Science Concentration (SPLS)—
B.A.

Degree: Bachelor of Arts

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

AOS Code: U834

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (3 s.h.)

Student selects 3 s.h. from GLT list.

GFA—Fine Arts (3.s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (8 s.h.)

| | |
|---------|--------------------------------|
| CHE 111 | General Chemistry I |
| CHE 112 | General Chemistry I Laboratory |
| PHY 211 | General Physics I |

GMT—Mathematics (3 s.h.)

| | |
|---------|------------|
| MAT 191 | Calculus I |
|---------|------------|

Student selects 3 s.h. from GMT list.

GRD—Reasoning and Discourse (6 s.h.)

| | |
|---------|---|
| ENG 101 | College Writing I |
| | or |
| FMS 115 | Freshman Seminar in Reasoning and Discourse I |
| | or |
| RCO 101 | College Writing I |

Student selects additional 3 s.h. from GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

Student selects 6 s.h. from GSB list.

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All

programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.**

All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See requirements and approved courses.

Historical Perspectives on Western Culture

one additional GHP course

[Including GEC, students must complete 6 semester hours of GHP courses with one premodern (GPM) course and one modern (GMO) course]

Humanities and Fine Art

one additional Literature (GLT) course

Natural Sciences

required:

BIO 111 Principles of Biology I

Social and Behavioral Sciences (GSB)

one additional GSB course

Foreign Language (GFL)

intermediate-level proficiency in one language

demonstrated by placement test, or completion of course work through course number 204

Writing Intensive Courses (WI)

a total of four WI courses

See Writing Intensive Courses under College of Arts and Sciences Additional Requirements (CAR)

IV Major Requirements (minimum 57 semester hours)

Completion of the specified courses in each of the following areas:

A. Introductions:

ISC 111 Introductory Integrated Science
ISC 211 Milestones in Science

B. Foundation Courses:

BIO 111 Principles of Biology I
BIO 112 Principles of Biology II
CHE 111 General Chemistry I
CHE 112 General Chemistry I Laboratory
CHE 114 General Chemistry II
CHE 115 General Chemistry II Laboratory
GEO 106 Geosystems Science
GEO 106L Geosystems Science Laboratory
GEO 311 Weather and Climate
GEO 311L Climatology Laboratory

PHY 211 General Physics I
PHY 212 General Physics II

Students who plan to take the Physics Advanced Courses must take:

PHY 291 General Physics I with Calculus
PHY 292 General Physics II with Calculus

instead of:

PHY 211 General Physics I
PHY 212 General Physics II

C. Advanced Courses:

10-13 credits in one discipline, chosen from the following:

Biology:

BIO 301 Principles of Ecology
BIO 302 Introductory Ecology Laboratory
BIO 355 Cell Biology
BIO 356 Cell Biology Laboratory
BIO 392 Genetics
BIO 393 Genetics Laboratory

Chemistry:

CHE 205 Introductory Organic Chemistry and
CHE 206 Introductory Organic Chemistry Laboratory
or
CHE 351 Organic Chemistry I and
CHE 372 Introduction to Laboratory Methods
CHE 406 Introductory Physical Chemistry
CHE 407 Introductory Physical Chemistry Laboratory

Geography:

GEO 314 Physical Geography: Landscape Processes
GEO 314L Physical Geography Laboratory

and three from:

GEO 305 Environmental Hazards Assessment
GEO 330 Elements of Hydrology
GEO 359 Remote Sensing
GEO 510 Biogeography
GEO 511 Advanced Weather and Climate—Synoptic Climatology

Physics and Astronomy:

AST 209 Astronomy: The Solar System
PHY 321 Introduction to Modern Physics
PHY 321L Modern Physics Laboratory
PHY 345 20th-Century Physics: A Liberal Art

D. Advanced Integrated/Applied Science:

one from:

BIO 499 Undergraduate Research
CHE 491 Senior Research
or
CHE 492 Senior Research

| | |
|---------|--------------------------------|
| | and |
| GEO 490 | Special Problems in Geography |
| | Or |
| PHY 495 | Research Experience in Physics |

for 3 s.h.

V Related Area Requirements

Courses

| | |
|---------|------------------------------------|
| MAT 191 | Calculus I |
| STA 271 | Fundamental Concepts of Statistics |

Only courses in the major and related area requirements completed with a grade of C (2.0) or greater will count toward the degree. A GPA of 2.50 or greater in the science courses in the major is required for the degree.

VI Electives

Electives should be sufficient to complete the 122 semester hours required for the degree.

Special Programs in Liberal Studies Major, Integrated Science with Secondary Comprehensive Science Teaching Licensure Concentration (SPLS)—B.A.

Degree: Bachelor of Arts

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

AOS Code: U837

The Comprehensive Science High School Licensure program provides a strong background in the sciences as well as licensure for teaching in the traditional science areas of biology, chemistry, earth science, and physics in high schools. This program is very attractive to school administrators and recognizes that many high school science teachers are assigned to teach more than one subject.

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (3 s.h.)

Student selects 3 s.h. from GLT list.

GFA—Fine Arts (3.s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (8 s.h.)

| | |
|---------|--------------------------------|
| CHE 111 | General Chemistry I |
| CHE 112 | General Chemistry I Laboratory |
| PHY 211 | General Physics I |

GMT—Mathematics (3 s.h.)

| | |
|---------|------------|
| MAT 191 | Calculus I |
|---------|------------|

Student selects 3 s.h. from GMT list.

GRD—Reasoning and Discourse (6 s.h.)

| | |
|---------|---|
| ENG 101 | College Writing I |
| | or |
| FMS 115 | Freshman Seminar in Reasoning and Discourse I |
| | or |
| RCO 101 | College Writing I |

Student selects additional 3 s.h. from GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

Student selects 6 s.h. from GSB list.

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See requirements and approved courses.

Historical Perspectives on Western Culture

one additional GHP course

[Including GEC, students must complete 6 semester hours of GHP courses with one premodern (GPM) course and one modern (GMO) course]

Humanities and Fine Arts

one additional Literature (GLT) course

Natural Sciences

required:

BIO 111 Principles of Biology I

Social and Behavioral Sciences (GSB)

one additional GSB course

Foreign Language (GFL)

intermediate-level proficiency in one language

demonstrated by placement test, or completion of course work through course number 204

Writing Intensive Courses (WI)

a total of four WI courses

See Writing Intensive Courses under College of Arts and Sciences Additional Requirements (CAR)

IV Major Requirements (minimum 57 semester hours)

Completion of the specified courses in each of the following areas:

A. Introductions:

ISC 111 Introductory Integrated Science

ISC 211 Milestones in Science

B. Foundation Courses:

BIO 111 Principles of Biology I

BIO 112 Principles of Biology II

CHE 111 General Chemistry I

CHE 112 General Chemistry I Laboratory

CHE 114 General Chemistry II

CHE 115 General Chemistry II Laboratory

GEO 106 Geosystems Science

GEO 106L Geosystems Science Laboratory

GEO 311 Weather and Climate

GEO 311L Climatology Laboratory

PHY 211 General Physics I

PHY 212 General Physics II

Students who plan to take the Physics Advanced Courses must take:

PHY 291 General Physics I with Calculus

PHY 292 General Physics II with Calculus

instead of:

PHY 211 General Physics I

PHY 212 General Physics II

C. Advanced Courses:

10-13 credits in one discipline, chosen from the following:

Biology:

BIO 301 Principles of Ecology

BIO 302 Introductory Ecology Laboratory

BIO 355 Cell Biology

BIO 356 Cell Biology Laboratory

BIO 392 Genetics

BIO 393 Genetics Laboratory

Chemistry:

CHE 205 Introductory Organic Chemistry and

CHE 206 Introductory Organic Chemistry Laboratory

or

CHE 351 Organic Chemistry I

and

CHE 372 Introduction to Laboratory Methods

CHE 406 Introductory Physical Chemistry

CHE 407 Introductory Physical Chemistry Laboratory

Geography:

GEO 314 Physical Geography: Landscape Processes

and

GEO 314L Physical Geography Laboratory

and three from:

GEO 305 Environmental Hazards Assessment

GEO 330 Elements of Hydrology

GEO 359 Remote Sensing

GEO 510 Biogeography

GEO 511 Advanced Weather and Climate—
Synoptic Climatology

Physics and Astronomy:

AST 209 Astronomy: The Solar System
or

AST 235 Astronomy: Stars and Galaxies

PHY 321 Introduction to Modern Physics

PHY 321L Modern Physics Laboratory

PHY 345 20th-Century Physics: A Liberal Art

D. Advanced Integrated/Applied Science:

one from:

BIO 499 Undergraduate Research

CHE 491 Senior Research

or

CHE 492 Senior Research

GEO 490 Special Problems in Geography

Or

PHY 495 Research Experience in Physics

for 3 s.h.

V Related Area Requirements

Courses

MAT 191 Calculus I

STA 271 Fundamental Concepts of Statistics

Only courses in the major and related area requirements completed with a grade of C (2.0) or greater will count toward the degree. A GPA of 2.50 or greater in the science courses in the major is required for the degree.

VI Secondary Science Licensure Requirements

The courses listed under 2 through 6 must be taken in the 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.

1.

TED 535 Literacy in the Content Area

2. Three one-credit modules covering assessment:

ERM 401 Assessment I: Accountability in Our Nation's Schools

ERM 402 Assessment II: Standardized Tests

ERM 403 Assessment III: Classroom Assessment

3. Three one-credit modules covering child and adolescent development, special education, and English as a Second Language:

TED 401 Child and Adolescent Development and Learning

SES 401 Understanding and Teaching Students with Disabilities in Inclusive Settings

TED 403 Teaching English Learners with Diverse Abilities

SES 401: requires 25 hours of internship in the schools

TED 403: requires 25 hours of internship in the schools

4.

TED 545 Diverse Learners

TED 545: requires 25 hours of internship in the schools

5.

TED 559 Teaching Practices and Curriculum in Science

TED 559: requires 50 hours of internship in the schools

6.

TED 465 Student Teaching and Seminar: Secondary School

7. Strongly recommended:

LIS 120/TED 120 Introduction to Instructional Technology for Educational Settings

The courses should be taken in the following sequence:

Junior Year, Fall:

ERM 401 Assessment I: Accountability in Our Nation's Schools

TED 401 Child and Adolescent Development and Learning

TED 545 Diverse Learners

Junior Year, Spring:

ERM 402 Assessment II: Standardized Tests

SES 401 Understanding and Teaching Students with Disabilities in Inclusive Settings

TED 403 Teaching English Learners with Diverse Abilities

LIS 120/TED 120 Introduction to Instructional Technology for Educational Settings

Senior Year, Fall:

ERM 403 Assessment III: Classroom Assessment

TED 535 Literacy in the Content Area

TED 559 Teaching Practices and Curriculum in Science

Senior Year, Spring:

TED 465 Student Teaching and Seminar: Secondary School

VII Electives

Electives should be sufficient to complete the 122 semester hours required for the degree.

INTEGRATED SCIENCE COURSES (ISC)

ISC 111 Introductory Integrated Science (3:3)

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.

Offered: Spring

Distribution: GE Core: GNS

ISC 211 Milestones in Science (3:3)

Foundations in science with focus on the scientists and experiments that led to major advancements in and the establishment of the modern principles of biology, chemistry, physics, and earth science.

Offered: Fall

Distribution: GE Core: GNS

ISC 289 Experimental Course: Endings: How Civilization, Earth, and Universe May Perish (3:3)

Scientific evaluation of natural and manmade scenarios that would cause civilization, Earth, or the universe to perish, including asteroid impact, supervolcanoes, gamma ray bursts, pandemics, and global climate change.

Offered: Offered spring '11

Department of Interior Architecture

College of Arts and Sciences
102 Gatewood Studio Arts Center
336/334-5320
www.uncg.edu/iarc

Faculty

*Anna Marshall-Baker, Professor and Chair of
Department*

Professor Leimenstoll

Associate Professors Lambeth, Lucas, Sarawgi

*Assistant Professors Anderson, Burrowes, Hicks,
Mendoza*

Interior Architecture Major (IARC)—B.F.A.

Degree: Bachelor of Fine Arts

Required: 127 semester hours, to include at least 36 hours at or above the 300 course level

AOS Code: U540

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 s.h.) 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 UNCG 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 (IAR 101, IAR 102, IAR 201, IAR 202, IAR 301, IAR 302, IAR 411, IAR 412) 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 UNCG. The latest version is on the Dean of Students Web site.
- 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.

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (3 s.h.)

Student selects 3 s.h. from GLT list.

GFA—Fine Arts (3 s.h.)

ART 100 Introduction to Art

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

Humanities and Fine Arts (3 s.h.)

Student selects additional 3 s.h. from GLT, GFA, or GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (6–7 s.h.)

Student selects 6–7 s.h. from GNS list. One must include a laboratory course. Each must have a different course prefix.

GMT—Mathematics (3 s.h.)

Student selects 3 s.h. from GMT list.

GRD—Reasoning and Discourse (6 s.h.)

| | |
|---------|---|
| ENG 101 | College Writing I |
| | or |
| FMS 115 | Freshman Seminar in Reasoning and Discourse I |
| | or |
| RCO 101 | College Writing I |

Student selects additional 3 s.h. from GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

Student selects 6 s.h. from GSB

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major**. All programs have identified at least one course among their major requirements that is taught as Speaking Intensive. IAR 201 satisfies this requirement for IARC majors.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major**. All programs have identified at least one course among their major requirements that is taught as Writing Intensive. IAR 202 satisfies this requirement for IARC majors.

III Major Requirements

1. Studio courses (44 s.h.):

| | |
|---------|--------------------------------|
| IAR 101 | Environmental Design I |
| IAR 102 | Environmental Design II |
| IAR 201 | Basic Environmental Design III |
| IAR 202 | Basic Environmental Design IV |
| IAR 301 | Interior Architecture I |
| IAR 302 | Interior Architecture II |
| IAR 411 | Interior Architecture III |
| IAR 412 | Interior Architecture IV |

2. Support courses (38 s.h.):

| | |
|---------|---|
| IAR 110 | Design Visualization I |
| IAR 112 | Design Visualization II |
| IAR 211 | Visual Communication I |
| IAR 212 | Visual Communication II |
| IAR 221 | History and Theory of Design I |
| IAR 222 | History and Theory of Design II |
| IAR 311 | Computer-Aided Design for Interior Architecture |
| IAR 331 | Social and Behavioral Aspects of Interior Architecture |
| IAR 332 | Interior Architecture Materials |
| IAR 333 | Interior Architecture Construction and Building Systems |
| IAR 334 | Light and Sound |
| IAR 451 | Professional Practice in Interior Architecture |
| IAR 452 | Internship in Interior Architecture |

3. IARc Experience

Nine (9) s.h. from the following:

a. Study Abroad

| | |
|---------|--|
| IAR 499 | International Field Studies in Interior Architecture |
|---------|--|

b. Field Study

| | |
|---------|---|
| IAR 432 | Special Problems in Interior Architecture |
| IAR 527 | Problems in Interior Architecture |
| IAR 531 | Design Seminar |

c. Practicum

IAR 600 (graduate-level course)

d. Design Thesis

| | |
|---------|-----------------------------------|
| IAR 501 | Advanced Interior Architecture I |
| IAR 502 | Advanced Interior Architecture II |

e. Concentrated Electives

| | |
|-----------------|--|
| IAR 536/HIS 536 | History of Decorative Arts |
| IAR 540 | Evolution of Furniture |
| IAR 541 | Contemporary Trends in Interior Product Design |
| IAR 543/HIS 543 | Historic Preservation: Principles and Practice |
| IAR 545/HIS 545 | Southern History and Southern Material Culture in a Museum Context |

| | |
|-------------------------|---|
| IAR 547/HIS 547 | History Museum Curatorship: Collections Management |
| IAR 548/HIS 548 | Architectural Conservation |
| IAR 552/HIS 552 | History and Theories of Material Culture |
| IAR 555/HIS 555 | Field Methods in Preservation Technology |
| IAR 560 | Advanced Computer-Aided Design and Research Seminar |
| IAR 565 | Materials and Methodologies Seminar |
| IAR 578/ATY 578/HIS 578 | Research Methods in Historical Archaeology |
| ART 220 | Intermediate Drawing |
| ART 221 | Life Drawing I |
| ART 241 | Design II |
| ART 252 | Techniques of Sculpture |
| ART 281 | Ceramics I |
| ART 285 | Photography I |
| ART 326 | Woodcut and Wood Engraving |
| ART 328 | Etching I |
| ART 329 | Lithography I |
| ART 340 | Concepts in Time-based Media |
| ART 341 | Letters, Signs, and Symbols |
| ART 344 | Digital Darkroom |
| ART 347 | Color Theory |
| ART 348 | Metal Sculpture |
| ART 442 | Image Sequencing/Sequential Images |
| ART 446 | Graphic Design |
| ART 529 | The Multi-Media Print |
| CST 341 | Communication and Workplace Relationships |
| GEO 301 | Urban Geography: Global Patterns |
| GEO 302 | Urban Geography: Land Use |
| GEO 502 | Urban Planning |
| PHI 322 | Philosophy of the Arts |
| PHI 348 | Existentialism, Phenomenology, and Structuralism |
| PHI 361 | Ethical Issues in Business |
| THR 140 | Stage Crafts: Scenery, Lighting, and Sound |
| THR 351 | Scene Design |
| THR 370 | Lighting Design |
| THR 544 | Computer Assisted Drafting |

Other courses can be negotiated for these credits with the student's advisor and/or department chair.

IV Related Area Requirements

Required

| | |
|---------|---------------------|
| ART 100 | Introduction to Art |
|---------|---------------------|

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 of those at UNCG. Studying abroad, whether one or two semesters, does not extend the student's graduation date.

Interior Architecture Minor

Required: minimum of 18 semester hours

AOS Code: U547

A minor in Interior Architecture is available for majors outside the Department of Interior Architecture. The minor requires a total of 18 semester hours selected from the list below. Applicants are required to meet with an advisor within the department to identify appropriate courses to take. The plan of study for the minor can be designed to enable a concentration in sustainability, design thinking, design theory, entrepreneurship, and historic perspectives.

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.

Requirements

Minimum 18 s.h. chosen from the following:

| | |
|-----------------|---|
| IAR 101 | Environmental Design I |
| IAR 102 | Environmental Design II |
| IAR 110 | Design Visualization I |
| IAR 112 | Design Visualization II |
| IAR 205 | The House and Its Furnishings |
| IAR 221 | History and Theory of Design I |
| IAR 222 | History and Theory of Design II |
| IAR 321/ENT 321 | Creativity, Design, and Entrepreneurship |
| IAR 331 | Social and Behavioral Aspects of Interior Architecture |
| IAR 332 | Interior Architecture Materials |
| IAR 333 | Interior Architecture Construction and Building Systems |
| IAR 334 | Light and Sound |
| IAR 355 | Housing and Community |
| IAR 451 | Professional Practice in Interior Architecture |
| IAR 527 | Problems in Interior Architecture |
| IAR 535 | Architectural Lighting Design |
| IAR 536/HIS 536 | History of Decorative Arts |
| IAR 540 | Evolution of Furniture |

| | |
|-----------------|--|
| IAR 541 | Contemporary Trends in Interior Product Design |
| IAR 543/HIS 543 | Historic Preservation: Principles and Practice |
| IAR 548/HIS 548 | Architectural Conservation |
| IAR 552/HIS 552 | History and Theories of Material Culture |

INTERIOR ARCHITECTURE COURSES (IAR)

Courses formerly carried the prefix HID.

IAR 101 Environmental Design I (4:0:8)

Studio investigations of space design at small scale while exploring properties of basic materials. Development of conceptual thinking.

Prerequisite: Admission to the Interior Architecture Program or permission of the instructor

Corequisite: IAR 110

IAR 102 Environmental Design II (4:0:8)

Studio investigations of space design at small scale while exploring properties of basic materials. Development of conceptual thinking.

Prerequisite: IAR 101

Corequisite: IAR 112

IAR 110 Design Visualization I (3:0:6)

Study and application of basic drawing processes for the purpose of enhancing perceptual awareness and developing visual communication and analysis skills.

Prerequisite: IARC major

Corequisite: IAR 101

Offered: Fall

IAR 112 Design Visualization II (3:0:6)

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.

Prerequisite: IAR 110

Corequisite: IAR 102

Offered: Spring

IAR 124 Experimental Course: Sustainability 101 (3:3)

Uses conditions and instances of daily life to explore the interconnectedness of four pillars of sustainability: social equity, the environment, economy, and aesthetics.

Offered: Offered fall '11

IAR 201 Basic Environmental Design III (6:3:6)

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.

Prerequisite: IAR 102

Corequisite: IAR 211

Notes: Taught as SI (Speaking Intensive).

IAR 202 Basic Environmental Design IV (6:3:6)

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.

Prerequisite: IAR 201

Corequisite: IAR 212

Notes: Taught as WI (Writing Intensive).

IAR 205 The House and Its Furnishings (3:3)

Evaluation of housing alternatives; planning furnishings according to space use, aesthetics, economy, and individuality.

Notes: Open to non-majors.

IAR 211 Visual Communication I (2:0:4)

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.

Prerequisite: IAR 112

Corequisite: IAR 201

IAR 212 Visual Communication II (2:0:4)

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.

Prerequisite: IAR 211

Corequisite: IAR 202

IAR 221 History and Theory of Design I (3:3)

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.

Distribution: GE Core: GFA, GE Marker: GL

IAR 222 History and Theory of Design II (3:3)

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.

Distribution: GE Core: GFA; GE Marker: GL

IAR 301 Interior Architecture I (6:3:6)

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.

Prerequisite: IAR 202, IAR 212

IAR 302 Interior Architecture II (6:3:6)

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.

Prerequisite: IAR 301

IAR 311 Computer-Aided Design for Interior Architecture (3:3)

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.

Prerequisite: IAR 212 or permission of instructor

IAR 321 Creativity, Design, and Entrepreneurship (3:3)

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.

Offered: Fall

Distribution: GE Marker: GL

Cross Listed: Same as ENT 321.

IAR 331 Social and Behavioral Aspects of Interior Architecture (3:3)

Introduction to literature and methods of environmental design research as it applies to interior environments.

Prerequisite: IAR 202 or permission of instructor

IAR 332 Interior Architecture Materials (3:3)

Study of materials used in interior architecture applications.

Prerequisite: IAR 201 or permission of instructor

IAR 333 Interior Architecture Construction and Building Systems (3:1:4)

Study of interior architecture construction methods, structural systems, and building mechanical systems.

Prerequisite: IAR 202 or permission of instructor

IAR 334 Light and Sound (3:3)

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.

Prerequisite: IARC major; IAR 301 or equivalent; or permission of instructor

Offered: Fall or Spring or Summer

IAR 355 Housing and Community (3:3)

Introduction to housing as an environment for living. Sociological, psychological, economic, and technological aspects of shelter explored from both historical and contemporary perspectives.

IAR 411 Interior Architecture III (6:3:6)

Studio investigations of multi-function environments incorporating understanding of light, color, materials, structure, and technology. Emphasis on individual competence with respect to design process.

Prerequisite: IAR 302

IAR 412 Interior Architecture IV (6:3:6)

Studio explorations encompassing the full range of interior architecture scale and complexity. Emphasis on individual competence with respect to design process.

Prerequisite: IAR 411

IAR 432 Special Problems in Interior Architecture (1–4)

Independent study of topics of special interest.

Prerequisite: Permission of instructor with whom student wishes to work

Notes: May be repeated for credit up to maximum of 8 hours.

IAR 444 Experimental Course: Studio Theory Hour (0)

Studio Theory Hour will provide opportunities for lectures and discussions of current design theory topics as related to ongoing studio work. This course is required of all IAR students as a companion course to their studio course and provides opportunities for department-wide readings, discussions, and presentations.

Offered: Offered fall '08

IAR 451 Professional Practice in Interior Architecture (3:3)

Investigation of business, legal, ethical aspects of professional practice in interior architecture by students, staff, and guest speakers.

Prerequisite: IAR 202

IAR 452 Internship in Interior Architecture (4:4)

Design-relevant internship experiences in off-campus organizations and professional settings. Approved learning plan required prior to beginning experience.

Prerequisite: Third-year standing and permission of instructor

Offered: Fall & Spring & Summer

Notes: Grade: Pass/Not Pass (P/NP). May be taken twice for total of 8 s.h. credit.

IAR 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.

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.

Distribution: GE Marker: GL

IAR 501 Advanced Interior Architecture I (6:0:12)

Advanced design problems having complex functional, social, and economic implications, with emphasis on problem identification, formulation, and design development. IAR 501 taught as Writing Intensive (WI).

Prerequisite: IAR 412 for undergraduates

IAR 502 Advanced Interior Architecture II (6:0:12)

Advanced design problems having complex functional, social, and economic implications, with emphasis on problem identification, formulation, and design development. IAR 501 taught as Writing Intensive (WI).

IAR 527 Problems in Interior Architecture (2–6)

Individual study.

Prerequisite: Permission of instructor

IAR 531 Design Seminar (2:2)

Investigation of current research and subjects of topical interest in environmental design.

Prerequisite: Permission of instructor

Notes: May be repeated for a total of 4 hours credit.

IAR 535 Architectural Lighting Design (2:2)

Study of architectural lighting design: uses and control of light, lighting fixtures, and lighting installation for desired effect.

IAR 536 History of Decorative Arts (3:3)

Study of stylistic and cultural developments in the decorative arts with special concentration on America.

Cross Listed: Same as HIS 536.

IAR 540 Evolution of Furniture (3:3)

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.

Prerequisite: ART 100 or IAR 222 or permission of instructor

Offered: Fall or Spring

IAR 541 Contemporary Trends in Interior Product Design (3:3)

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.

Prerequisite: ART 100 or IAR 222 or permission of instructor. IAR 540 recommended.

Offered: Fall

IAR 543 Historic Preservation: Principles and Practice (3:3)

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.

Prerequisite: Admission to a graduate program in history or interior architecture, or permission of instructor

Cross Listed: 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.

Prerequisite: Permission of instructor; students must submit written application.

Offered: Summer

Notes: May be repeated for credit when topic varies, with permission of instructor.

Cross Listed: Same as HIS 545.

IAR 547 History Museum Curatorship: Collections Management (3:3)

Professional practices in the care and management of historic site and history museum collections, including principles of collection development, object registration, cataloging, and preservation.

Prerequisite: Admission to a graduate program in history or interior architecture, or permission of instructor

Offered: Alt Spring

Cross Listed: Same as HIS 547.

IAR 548 Architectural Conservation (3:3)

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.

Prerequisite: Admission to a graduate program in history or interior architecture, or permission of instructor

Cross Listed: Same as HIS 548.

IAR 552 History and Theories of Material Culture (3:3)

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.

Prerequisite: Admission to a graduate program in history or interior architecture, or permission of instructor

Offered: Spring

Cross Listed: Same as HIS 552.

IAR 555 Field Methods in Preservation Technology (3:1:6)

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.

Prerequisite: Admission to a graduate program in history or interior architecture, or permission of instructor

Offered: Summer

Cross Listed: Same as HIS 555.

IAR 560 Advanced Computer-Aided Design and Research Seminar (3:3)

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.

Prerequisite: IAR 202, IAR 212, and IAR 222; or graduate standing; or permission of the instructor

Offered: Fall

IAR 565 Materials and Methodologies Seminar (3:3)

Investigation of materials, methods, and technologies for the design, fabrication, manufacturing, and production of products and components of interior architecture.

Prerequisite: IAR 333, or graduate standing, or permission of instructor

Offered: Alt Fall

IAR 578 Research Methods in Historical Archaeology (3:3)

Training in research methods in Historic Archaeology. Involves on-site training in field, laboratory and library components of Historic Archaeology.

Prerequisite: Junior, senior, or graduate status

Cross Listed: Same as ATY 578, HIS 578.

IAR 589 Experimental Course

This number reserved for experimental courses. Refer to the Course Schedule for current offerings.

Interior Architecture Honors

Requirements

For Honors requirements, consult the departmental office and visit the Lloyd International Honors College Web site.

International and Global Studies Program

College of Arts & Sciences
336/334-3657 or 336/334-5557
www.uncg.edu/igs

Committee Members

Roberto Campo, Director, International and Global Studies Program and Professor, Department of Languages, Literatures, and Cultures

James Anderson, Department of History

Bill Crowther, Department of Political Science

Veronica Grossi, Department of Languages, Literatures, and Cultures

Ye (Jane) He, Department of Teacher Education and Higher Education

Byoungcho 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 private-sector careers where these qualities and experiences are valued, as well as for graduate and professional studies in fields with an international or global focus.

Concentrations

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.

General 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)

The course of study in all major concentration areas includes completion of six (6) s.h. of a modern foreign language (Chinese or Japanese in the case of Asian Studies; Spanish, French, or Portuguese in the case of Latin American and Caribbean Studies; Russian in the case of Russian Studies. Other languages are subject to permission of the Director. Note that Portuguese is not currently available at the upper levels at UNCG.) at the 300 level or above, the two core seminars [IGS 200 (or an approved equivalent) and IGS 400], and 18 s.h. of additional courses selected according to the student's concentration and special interests in consultation with the Director of the Program.

SPECIAL PROGRAMS IN LIBERAL STUDIES MAJOR, INTERNATIONAL AND GLOBAL STUDIES CONCENTRATION (SPLS)—B.A.

Degree: Bachelor of Arts

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

Concentrations and AOS Codes:

General Studies

International and Global Affairs and Development, U821

International and Global Arts and Belief Systems, U822

International and Global Human Rights, U829

Regional Studies

Asian Studies, U824
Latin American and Caribbean Studies, U823
Russian Studies, U802

Category Descriptions for Major Requirements

Courses to fulfill the 18 s.h. 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 50 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 50 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 50 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 50 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 50 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 Affairs and Development Concentration

U821

(122 semester hours)

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (6 s.h.)

Student selects 6 s.h. from GLT list.

GFA—Fine Arts (3.s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (6–7 s.h.)

Student selects 6–7 s.h. from GNS list. One must include a laboratory course. Each must have a different course prefix.

GMT—Mathematics (3 s.h.)

Student selects 3 s.h. from GMT list.

GRD—Reasoning and Discourse (6 s.h.)

| | |
|---------|---|
| ENG 101 | College Writing I |
| | or |
| FMS 115 | Freshman Seminar in Reasoning and Discourse I |
| | or |
| RCO 101 | College Writing I |

Student selects additional 3 s.h. from GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

Student selects 6 s.h. from GSB

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)

Required: Four GL/GN courses, to include:

| | |
|---------|--|
| IGS 200 | Introduction to International and Global Studies |
| | or |
| IGS 201 | Introduction to International and Global Studies |

plus three additional GL/GN courses (one of the four must carry the GN marker)

IGS 200: GN

IGS 201: GL

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See requirements and approved courses.

Historical Perspectives on Western Culture

GHP/GPM course

or

GMO course

Natural Sciences

one additional GNS/GLS or GPS course

Social and Behavioral Sciences (GSB)

one additional GSB course

Foreign Language (GFL)

intermediate-level proficiency in one language

demonstrated by placement test, or completion of course work through course number 204

Writing Intensive Courses (WI)

a total of four WI courses

See Writing Intensive Courses under College of Arts and Sciences Additional Requirements (CAR)

IV Major Requirements

30 semester hours at the 200 level and above. To complete a second major, at least 12 hours 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-.

A. Foreign Language Requirements (6 s.h.)

A modern foreign language at the 300 level or higher: Chinese, French, German, Italian*, Japanese, Portuguese*, Russian, Spanish.

Note that Italian and Portuguese are not currently available at the upper levels at UNCG.

B. Core Courses (6 s.h.)

IGS 200 Introduction to International and Global Studies

or

IGS 201 Introduction to International and Global Studies

or an approved equivalent:

e.g.

IGS 210 Introduction to Asian Studies

or

IGS 213 Introduction to Russian Studies

Required:

IGS 400 Capstone Seminar in International and Global Studies

C. Additional Courses (18 s.h.)

1. 15 s.h. from Category 1 (SandP) or Category 2 (EandD)

of which 9 s.h. must be upper level (300 level or above)

2. 3 s.h. (200 level or above) from Category 3 (AandL) or Category 4 (BSandC)

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 Web site.

Category 1—Society and Politics (S&P)

200-Level Course Options

| | |
|---------|---------------------------------------|
| HIS 203 | History of Africa to 1870 |
| HIS 204 | History of Africa since 1870 |
| HIS 208 | Topics in Modern World History I |
| HIS 209 | Topics in Modern World History II |
| HIS 216 | The Civilizations of Asia |
| HIS 217 | The World in the Twentieth Century |
| HIS 218 | The World in the Twentieth Century |
| HIS 223 | Modern Europe |
| HIS 240 | Latin America: National Period |
| PSC 240 | The International System |
| PSC 250 | Model United Nations |
| PSC 260 | Introduction to Comparative Politics |
| PSC 290 | The Politics of the Non-Western World |
| SOC 202 | Social Problems in Global Context |

IGS Marker Required

The following courses apply only when carrying the IGS marker in the Schedule of Courses for the term taken:

| | |
|---------|--|
| HSS 202 | Seminar in Historical Perspectives: Modern |
| HSS 208 | Seminar in Social and Behavioral Studies |
| HSS 212 | Seminar in Historical Perspectives: Modern |
| HSS 218 | Seminar in Social and Behavioral Studies |
| HSS 222 | Seminar in Historical Perspectives: Modern |
| HSS 228 | Seminar in Social and Behavioral Studies |
| RCO 202 | Ashby Residential College Seminar in Historical Perspectives: Modern |
| RCO 205 | Ashby Residential College Seminar in Social and Behavioral Studies |
| RCO 212 | Ashby Residential College Seminar in Historical Perspectives: Modern |

| | |
|---------|--|
| RCO 215 | Ashby Residential College Seminar in Social and Behavioral Studies |
| RCO 222 | Ashby Residential College Seminar in Historical Perspectives: Modern |
| RCO 225 | Ashby Residential College Seminar in Social and Behavioral Studies |

Upper-Level Course Options

| | |
|-----------------|--|
| AFS 305 | Special Topics in African American Studies |
| AFS 355 | The Making of the African Diaspora |
| GEO 301 | Urban Geography: Global Patterns |
| GEO 303 | World Population Problems |
| GEO 315 | The Geography of World Affairs |
| GEO 333 | Geography of Europe |
| GEO 338 | Regions of Latin America |
| GEO 340 | Geography of East Asia |
| HEA 307 | Topics in International Health |
| 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 321 | Latin America and the United States |
| HIS 348 | The World at War, 1914–1918 |
| HIS 349 | The World at War, 1939–1945 |
| HIS 363/ECO 363 | European Economic History |
| HIS 365 | Modern France |
| HIS 369 | History of Spain |
| HIS 370 | Revolutions in 20th-Century 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 382C | Experimental Course: Globalization, 1400–1750 |
| 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 |
| 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 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 |
| JNS 306 | Current Issues in Japan |
| 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 355J | Selected Topics in Comparative Politics: Middle East Politics |
| PSC 355K | Selected Topics in Comparative Politics: Russian Politics |
| PSC 355M | Selected Topics in Comparative Politics: Political Economy |
| PSC 355N | Selected Topics in Comparative Politics: European Union |
| PSC 355P | Selected Topics in Comparative Politics: Politics of Latin America |
| PSC 361 | Central and East European Politics |
| PSC 391 | African Political Systems |
| PSC 392 | The Politics of South Africa Through Film and Literature |
| SOC 300 | Post Soviet Societies |
| SOC 311/ATY 311 | Reading Culture and Society |
| SOC 323 | Global Deviance |
| SOC 342 | Global Inequalities |
| SOC 344 | Global Society |
| SOC 375 | International Field Research |
| SOC 429 | Collective Violence and Nonviolence in Global Perspective |

Exceptions to the Fifty Percent Modern Requirement

| | |
|----------|---|
| HIS 382C | Experimental Course: Globalization, 1400–1750 |
| HIS 387 | History of the Chinese Frontier |
| HIS 389 | West Africa during the Atlantic Slave Trade |

IGS Marker Required

The following courses apply only when carrying the IGS marker in the Schedule of Courses for the term taken:

| | |
|---------|--|
| BLS 380 | Selected Topics: Historical Perspectives |
| GEO 504 | Political Geography |

Academic Departments, Programs, and Courses

| | |
|----------|--|
| HEA 471 | Immigrant and Refugee Health |
| HIS 320 | History of Mexico and Central America |
| HIS 380 | Topics in the Near and Middle East |
| HIS 395 | Honors Seminar in European History |
| HIS 492 | Honors Work: European History |
| HIS 493 | Honors Work: Wider World History |
| HIS 567 | French History: Selected Topics |
| PSC 300 | Special Topics |
| PSC 501 | Selected Topics in Political Science |
| PSC 510H | Topics in Public Policy: Global Challenges |
| SOC 328 | Social Movements |
| SOC 345 | Social Change |
| SOC 371 | Immigration, Ethnicity, and Race in a Global Context |
| SOC 377 | Disaster, Self, and Society |

Category 2—Economics and Development (E&D)

200-Level Course Options

| | |
|---------|---|
| ECO 201 | Principles of Microeconomics |
| ECO 202 | Principles of Macroeconomics |
| HEA 207 | International Health |
| STH 251 | Multicultural Issues in Hospitality and Tourism |

IGS Marker Required

The following courses apply only when carrying the IGS marker in the Schedule of Courses for the term taken:

| | |
|---------|--|
| HDF 211 | Human Development Across the Life Span |
|---------|--|

Upper-Level Course Options

| | |
|-------------------------|--|
| CRS 463 | Global Sourcing of Apparel and Related Consumer Products |
| ECO 300 | The International Economy |
| ECO 365 | The Economics of European Integration |
| ECO 467 | Economic Growth and Development |
| FRE 341 | Business French |
| FRE 599 | Community-Based Service Learning in Francophone Studies |
| GEO 301 | Urban Geography: Global Patterns |
| GEO 303 | World Population Problems |
| GEO 306 | World Economic Geography |
| GEO 315 | The Geography of World Affairs |
| GEO 333 | Geography of Europe |
| GEO 338 | Regions of Latin America |
| GEO 340 | Geography of East Asia |
| GEO 320/CTR 320/STH 320 | Tourism Planning and Development |
| HIS 363/ECO 363 | European Economic History |
| MGT 301 | Introduction to International Business |
| MGT 302 | International Business: Operations and Environments in Foreign Jurisdictions |

| | |
|----------|--|
| MGT 304 | Current Issues in International Business |
| PSC 340 | International Political Economy |
| PSC 355M | Selected Topics in Comparative Politics: Political Economy |
| SPA 341 | Business Spanish |

IGS Marker Required

The following courses apply only when carrying the IGS marker in the Schedule of Courses for the term taken:

| | |
|---------|--|
| ATY 520 | Economic Anthropology |
| PSY 370 | Ethnicity, Development, and Psychopathology |
| PSY 433 | Research Experience in Psychology |
| SWK 315 | Social Work, Diversity, and Vulnerable Populations |
| TED 445 | Human Diversity, Teaching, and Learning |

Category 3—Arts and Literature (A&L)

200-Level Course Options

| | |
|---------|---|
| ARH 200 | History of Western Architecture |
| CHI 210 | Masterworks of Chinese Literature in Translation |
| DCE 200 | Dance Appreciation |
| DCE 231 | Global Dance Forms |
| DCE 232 | African Dance II |
| ENG 202 | European Literary Classics: Enlightenment to Modern |
| ENG 208 | Topics in Global Literature |
| ENG 209 | Topics in Non-Western Literature |
| ENG 212 | Major British Authors: Romantic to Modern |
| ENG 214 | Transcultural Literatures: Romantic to Postmodern |
| FRE 222 | Explorations in French Literature: English Versions |
| GER 217 | Masterworks of German Literature Read in English |
| GER 218 | Masterworks of German Literature Read in English |
| GER 221 | Germanic Mythology: Readings in English |
| GER 222 | The Holocaust in Literature and Art |
| ITA 222 | Italian Masterpieces in English Translation |
| JNS 230 | Women in Japanese Literature and Film |
| MTD 241 | Music Appreciation |
| POR 222 | Introduction to Luso-Brazilian Literature |
| SPA 222 | Hispanic Masterpieces in English Translation |

One (1) s.h. Dance Courses

The following courses must be taken three times to qualify:

DCE 231 Global Dance Forms
DCE 232 African Dance II

IGS Marker Required

The following courses apply only when carrying the IGS marker in the Schedule of Courses for the term taken:

HSS 205 Seminar in the Fine Arts
HSS 207 Seminar in Literature
HSS 215 Seminar in the Fine Arts: Global Non-Western
HSS 217 Seminar in Literature
HSS 225 Seminar in the Fine Arts
HSS 227 Seminar in Literature
MST 225 Film Appreciation
MTD 231 First Nights: Five Performance Premieres
MTD 242 Music for Film
RCO 204 Ashby Residential College Seminar in Literature
RCO 214 Ashby Residential College Seminar in Literature
RCO 224 Ashby Residential College Seminar in Literature
RCO 226 Ashby Residential College Seminar in Fine Arts

Upper-Level Course Options

AFS 376 Africana Literature
ARH 345 European Art in the Nineteenth Century
ARH 352 Early Twentieth-Century Art
ARH 371 The TransAtlantic: Cross-Cultural Representations
BLS 322 The Russian Novel of Conscience
BLS 327 Contemporary Asian Literature
ENG 315 Postcolonial Literatures
ENG 316 Studies in Human Rights and Literature
ENG 344 Romantic Poetry and Poetics
ENG 345 Victorian Literature
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 553 Topics in English Studies
ENG 559 Twentieth-Century British Poetry
FRE 353 Survey of French Literature
FRE 454 Topics in Modern French Literature
FRE 455 Topics in French & Francophone Literature and Film
FRE 558 Topics in Francophone Literature
FRE 561/ITA 517/SPA 561 The Auteur Director

FRE 562/ITA 518/SPA 562 Studies in Film Genre
GER 305 German Literature: Advanced Intermediate Topics
GER 403 German Literary Studies: An Introduction
GER 405 Advanced Topics in German Literature
GER 422 German Memory in Fiction and Film
MST 327 Non-Western Film: Asian
MUS 333 History of Western Music III
MUS 343 Music Cultures of the World
MUS 354 Modern Asia Through Its Music
MUS 425 Music of Sub-Saharan Africa
SPA 351 Approaches to Hispanic Literature
SPA 403 Spanish Literature II
SPA 405 Spanish American Literature II
SPA 502 Topics in Spanish Literature
SPA 504 Topics in Spanish American Literature
SPA 562/FRE 562/ITA 518 Studies in Film Genre
THR 501 Theatre History II
THR 502 Theatre History III
THR 506 Non-Western Theatre and/or Film

IGS Marker Required

The following courses apply only when carrying the IGS marker in the Schedule of Courses for the term taken:

ARH 501 Topics in the History of Art
BLS 320 Selected Topics: Literature
BLS 323 Contemporary Short Stories
BLS 325 Mystery, Mayhem, and Murder
BLS 326 Telling Stories: The Memoir
BLS 348 Representing Women
BLS 386 Women, War, and Terror
ENG 329 Literature and Film
ENG 331 Women in Literature
ENG 341 Themes in Literature
ENG 347 Topics in Post-1800 Literature
ENG 353 The Contemporary Novel
ENG 358 Modern Poetry
ENG 359 Contemporary Poetry
ENG 382 Modern British and American Drama
ENG 582 Modern Drama
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
PHI 322 Philosophy of the Arts
PHI 330 Philosophy in Literature
SOC 314 Sociology of Popular Music
WGS 333 Gendered Worlds
WGS 450 Topics Seminar in Women's and Gender Studies

Category 4—Belief Systems and Cultures (BS&C)

200-Level Course Options

| | |
|---------|--|
| CHI 220 | Modern China |
| FRE 232 | Images of France and the Francophone World |
| GER 215 | German Civilization: Readings in English |
| GER 216 | German Civilization: Readings in English |
| 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 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 |

IGS Marker Required

The following courses apply only when carrying the IGS marker in the Schedule of Courses for the term taken:

| | |
|---------|---|
| HSS 206 | Seminar in Philosophical/Religious/Ethical Principles |
| HSS 216 | Seminar in Philosophical/Religious/Ethical Principles |
| HSS 226 | Seminar in Philosophical/Religious/Ethical Principles |
| RCO 203 | Ashby Residential College Seminar in Philosophical/Religious/Ethical Principles |
| RCO 213 | Ashby Residential College Seminar in Philosophical/Religious/Ethical Principles |
| RCO 223 | Ashby Residential College Seminar in Philosophical/Religious/Ethical Principles |

Upper-Level Course Options

| | |
|---------|--|
| AFS 305 | Special Topics in African American Studies |
| ATY 315 | World Ethnographies |
| ATY 325 | Caribbean Societies and Cultures |
| ATY 333 | Latin American Societies and Cultures |

| | |
|----------|---|
| ATY 334 | Latin American Archaeology |
| ATY 434 | Archaeology of South America |
| ATY 526 | Anthropological Perspectives on Food and Agriculture |
| ATY 547 | Myth, Magic, and Religion |
| BLS 381 | Old Europe/New Europe |
| CHI 305 | Topics in Chinese Culture |
| CST 337 | Intercultural Communication |
| CST 460 | Special Topics in Communication Research |
| FRE 331 | Culture and Civilization in France |
| FRE 332 | Introduction to French Civilization and Culture |
| FRE 532 | French and Francophone Civilization and Culture |
| GER 306 | German Culture: Advanced Intermediate Topics |
| GER 306F | 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 404 | German Civilization: Research and/or Internet Projects |
| GER 406 | Advanced Topics in German 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 |
| PHI 338 | Ethics and International Affairs |
| PHI 348 | Existentialism, Phenomenology, and Structuralism |
| 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 |
| SPA 311 | Spanish Conversation |
| SPA 314 | Spain Today |
| SPA 332 | Introduction to Spanish Culture |
| SPA 334 | Introduction to Spanish American Culture |
| SPA 532 | Spanish Culture and Civilization |
| SPA 534 | Spanish-American Culture and Civilization |
| SPA 535 | U.S. Latino/Latina Cultural Studies |

IGS Marker Required

The following courses apply only when carrying the IGS marker in the Schedule of Courses for the term taken:

| | |
|---------|--|
| ATY 450 | Anthropology in the Environment: Culture, Environment, and Adaptation |
| ATY 501 | Selected Topics in Anthropology |
| ATY 502 | Selected Topics in Anthropology |
| ATY 583 | Culture and Society |
| BLS 360 | Selected Topics: Philosophy/Religion/Ethics |
| BLS 383 | Religious Resistance to Political Power |
| PHI 322 | Philosophy of the Arts |
| PHI 330 | Philosophy in Literature |
| PHI 331 | Social and Political Philosophy |
| WGS 333 | Gendered Worlds |
| WGS 450 | Topics Seminar in Women's and Gender Studies |

V Electives

Electives sufficient to complete the 122 hours required for degree.

International and Global Arts and Belief Systems Concentration

U822

(122 semester hours)

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (6 s.h.)

Student selects 6 s.h. from GLT list.

GFA—Fine Arts (3.s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (6–7 s.h.)

Student selects 6–7 s.h. from GNS list. One must include a laboratory course. Each must have a different course prefix.

GMT—Mathematics (3 s.h.)

Student selects 3 s.h. from GMT list.

GRD—Reasoning and Discourse (6 s.h.)

| | |
|---------|--|
| ENG 101 | College Writing I |
| | or |
| FMS 115 | Freshman Seminar in Reasoning and Discourse I |
| | or |

RCO 101 College Writing I

Student selects additional 3 s.h. from GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

Student selects 6 s.h. from GSB list.

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)

Required: Four GL/GN courses, to include IGS 200 (GN) or IGS 201 (GL), plus three additional GL/GN courses (one of the four must carry the GN marker)

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See requirements and approved courses.

Historical Perspectives on Western Culture

GHP/GPM course
or
GMO course

Natural Sciences

one additional GNS/GLS or GPS
course

Social and Behavioral Sciences (GSB)

one additional GSB course

Foreign Language (GFL)

intermediate-level proficiency in one
language

demonstrated by placement test, or completion of course work through course number 204

Writing Intensive Courses (WI)

a total of four WI courses

See Writing Intensive Courses under College of Arts and Sciences Additional Requirements (CAR)

IV Major Requirements

30 semester hours at the 200 level and above. To complete a second major, at least 12 hours 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-.

A. Foreign Language Requirements (6 s.h.)

A modern foreign language at the 300 level or higher: Chinese, French, German, Italian*, Japanese, Portuguese*, Russian, Spanish.

*Note that Italian and Portuguese are not currently available at the upper levels at UNCG.

B. Core Courses (6 s.h.)

| | |
|---------|--|
| IGS 200 | Introduction to International and Global Studies |
| | or |
| IGS 201 | Introduction to International and Global Studies |

or an approved equivalent (e.g., IGS 210 or IGS 213); IGS 400

C. Additional Courses (18 s.h.)

1. 15 s.h. from Category 3 (A&L) or Category 4 (BS&C), of which 9 s.h. must be upper level (300 level or above)

2. 3 s.h. (200 level or above) from Category 1 (S&P) or Category 2 (E&D)

Additional Courses Options

The following courses are identified as options toward fulfilling the Additional Courses requirement (IV.C.) for the **International and Global Arts and Belief Systems** concentration.

Note: Further options (subject to director approval) may appear in the guide published on the IGS Web site.

Category 1—Society and Politics (S&P)

200-Level Course Options

| | |
|---------|---------------------------------------|
| HIS 203 | History of Africa to 1870 |
| HIS 204 | History of Africa since 1870 |
| HIS 208 | Topics in Modern World History I |
| HIS 209 | Topics in Modern World History II |
| HIS 216 | The Civilizations of Asia |
| HIS 217 | The World in the Twentieth Century |
| HIS 218 | The World in the Twentieth Century |
| HIS 223 | Modern Europe |
| HIS 240 | Latin America: National Period |
| PSC 240 | The International System |
| PSC 250 | Model United Nations |
| PSC 260 | Introduction to Comparative Politics |
| PSC 290 | The Politics of the Non-Western World |
| SOC 202 | Social Problems in Global Context |

IGS Marker Required

The following courses apply only when carrying the IGS marker in the Schedule of Courses for the term taken:

| | |
|---------|--|
| HSS 202 | Seminar in Historical Perspectives: Modern |
| HSS 208 | Seminar in Social and Behavioral Studies |
| HSS 212 | Seminar in Historical Perspectives: Modern |
| HSS 218 | Seminar in Social and Behavioral Studies |
| HSS 222 | Seminar in Historical Perspectives: Modern |
| HSS 228 | Seminar in Social and Behavioral Studies |
| RCO 202 | Ashby Residential College Seminar in Historical Perspectives: Modern |
| RCO 205 | Ashby Residential College Seminar in Social and Behavioral Studies |
| RCO 212 | Ashby Residential College Seminar in Historical Perspectives: Modern |
| RCO 215 | Ashby Residential College Seminar in Social and Behavioral Studies |
| RCO 222 | Ashby Residential College Seminar in Historical Perspectives: Modern |
| RCO 225 | Ashby Residential College Seminar in Social and Behavioral Studies |

Upper-Level Course Options

| | |
|-----------------|---|
| AFS 305 | Special Topics in African American Studies |
| AFS 355 | The Making of the African Diaspora |
| GEO 301 | Urban Geography: Global Patterns |
| GEO 303 | World Population Problems |
| GEO 315 | The Geography of World Affairs |
| GEO 333 | Geography of Europe |
| GEO 338 | Regions of Latin America |
| GEO 340 | Geography of East Asia |
| HEA 307 | Topics in International Health |
| 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 321 | Latin America and the United States |
| HIS 348 | The World at War, 1914–1918 |
| HIS 349 | The World at War, 1939–1945 |
| HIS 363/ECO 363 | European Economic History |
| HIS 365 | Modern France |
| HIS 369 | History of Spain |
| HIS 370 | Revolutions in 20th-Century 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 392 | The Holocaust: History and Meaning |
| HIS 397 | Modern European Thought |
| HIS 399 | Images of Africa in Film |
| 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 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 |
| JNS 306 | Current Issues in Japan |
| 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 355J | Selected Topics in Comparative Politics: Middle East Politics |
| PSC 355K | Selected Topics in Comparative Politics: Russian Politics |
| PSC 355M | Selected Topics in Comparative Politics: Political Economy |
| PSC 355N | Selected Topics in Comparative Politics: European Union |
| PSC 355P | Selected Topics in Comparative Politics: Politics of Latin America |
| PSC 361 | Central and East European Politics |
| PSC 391 | African Political Systems |
| PSC 392 | The Politics of South Africa Through Film and Literature |
| SOC 300 | Post Soviet Societies |
| SOC 311/ATY 311 | Reading Culture and Society |
| SOC 323 | Global Deviance |
| SOC 342 | Global Inequalities |

| | |
|---------|---|
| SOC 344 | Global Society |
| SOC 371 | Immigration, Ethnicity, and Race in a Global Context |
| SOC 375 | International Field Research |
| SOC 429 | Collective Violence and Nonviolence in Global Perspective |

Exception to the Fifty Percent Modern Requirement

| | |
|----------|---|
| HIS 382C | Experimental Course: Globalization, 1400–1750 |
|----------|---|

IGS Marker Required

The following courses apply only when carrying the IGS marker in the Schedule of Courses for the term taken:

| | |
|----------|---|
| BLS 380 | Selected Topics: Historical Perspectives |
| GEO 504 | Political Geography |
| HEA 471 | Immigrant and Refugee Health |
| HIS 320 | History of Mexico and Central America |
| HIS 380 | Topics in the Near and Middle East |
| HIS 382C | Experimental Course: Globalization, 1400–1750 |
| HIS 387 | History of the Chinese Frontier |
| HIS 389 | West Africa during the Atlantic Slave Trade |
| HIS 395 | Honors Seminar in European History |
| HIS 492 | Honors Work: European History |
| HIS 493 | Honors Work: Wider World History |
| HIS 567 | French History: Selected Topics |
| PSC 300 | Special Topics |
| PSC 501 | Selected Topics in Political Science |
| PSC 510H | Topics in Public Policy: Global Challenges |
| SOC 328 | Social Movements |
| SOC 345 | Social Change |
| SOC 361 | Health and Society |
| SOC 377 | Disaster, Self, and Society |

Category 2—Economics and Development (E&D)**200-Level Course Options**

| | |
|---------|---|
| ECO 201 | Principles of Microeconomics |
| ECO 202 | Principles of Macroeconomics |
| HEA 207 | International Health |
| STH 251 | Multicultural Issues in Hospitality and Tourism |

IGS Marker Required

The following courses apply only when carrying the IGS marker in the Schedule of Courses for the term taken:

| | |
|---------|--|
| HDF 211 | Human Development Across the Life Span |
|---------|--|

Upper-Level Course Options

| | |
|---------|--|
| CRS 463 | Global Sourcing of Apparel and Related Consumer Products |
| ECO 300 | The International Economy |

Academic Departments, Programs, and Courses

| | |
|-------------------------|--|
| ECO 365 | The Economics of European Integration |
| ECO 467 | Economic Growth and Development |
| FRE 341 | Business French |
| FRE 599 | Community-Based Service Learning in Francophone Studies |
| GEO 301 | Urban Geography: Global Patterns |
| GEO 303 | World Population Problems |
| GEO 306 | World Economic Geography |
| GEO 315 | The Geography of World Affairs |
| GEO 320/CTR 320/STH 320 | Tourism Planning and Development |
| GEO 333 | Geography of Europe |
| GEO 338 | Regions of Latin America |
| GEO 340 | Geography of East Asia |
| HDF 390 | Families and Children in Global Perspective |
| HIS 363/ECO 363 | European Economic History |
| MGT 301 | Introduction to International Business |
| MGT 302 | International Business: Operations and Environments in Foreign Jurisdictions |
| MGT 304 | Current Issues in International Business |
| PSC 340 | International Political Economy |
| PSC 355M | Selected Topics in Comparative Politics: Political Economy |
| RCS 464 | Multicultural and Multichannel Retailing |
| SPA 341 | Business Spanish |

IGS Marker Required

The following courses apply only when carrying the IGS marker in the Schedule of Courses for the term taken:

| | |
|---------|---|
| ATY 520 | Economic Anthropology |
| PSY 370 | Ethnicity, Development, and Psychopathology |
| PSY 433 | Research Experience in Psychology |
| TED 445 | Human Diversity, Teaching, and Learning |

Category 3—Arts and Literature (A&L)

200-Level Course Options

| | |
|---------|---|
| ARH 200 | History of Western Architecture |
| CHI 210 | Masterworks of Chinese Literature in Translation |
| DCE 200 | Dance Appreciation |
| DCE 231 | Global Dance Forms |
| DCE 232 | African Dance II |
| ENG 202 | European Literary Classics: Enlightenment to Modern |
| ENG 208 | Topics in Global Literature |
| ENG 209 | Topics in Non-Western Literature |
| ENG 212 | Major British Authors: Romantic to Modern |

| | |
|---------|---|
| ENG 214 | Transcultural Literatures: Romantic to Postmodern |
| FRE 222 | Explorations in French Literature: English Versions |
| GER 217 | Masterworks of German Literature Read in English |
| GER 218 | Masterworks of German Literature Read in English |
| GER 221 | Germanic Mythology: Readings in English |
| GER 222 | The Holocaust in Literature and Art |
| ITA 222 | Italian Masterpieces in English Translation |
| JNS 230 | Women in Japanese Literature and Film |
| MTD 241 | Music Appreciation |
| POR 222 | Introduction to Luso-Brazilian Literature |
| SPA 222 | Hispanic Masterpieces in English Translation |

One (1) s.h. Dance Courses

The following courses must be taken three times to qualify:

| | |
|---------|--------------------|
| DCE 231 | Global Dance Forms |
| DCE 232 | African Dance II |

IGS Marker Required

The following courses apply only when carrying the IGS marker in the Schedule of Courses for the term taken:

| | |
|---------|---|
| HSS 205 | Seminar in the Fine Arts |
| HSS 207 | Seminar in Literature |
| HSS 215 | Seminar in the Fine Arts: Global Non-Western |
| HSS 217 | Seminar in Literature |
| HSS 225 | Seminar in the Fine Arts |
| HSS 227 | Seminar in Literature |
| MST 225 | Film Appreciation |
| MTD 231 | First Nights: Five Performance Premieres |
| MTD 242 | Music for Film |
| RCO 204 | Ashby Residential College Seminar in Literature |
| RCO 214 | Ashby Residential College Seminar in Literature |
| RCO 224 | Ashby Residential College Seminar in Literature |
| RCO 226 | Ashby Residential College Seminar in Fine Arts |

Upper-Level Course Options

| | |
|---------|---|
| AFS 376 | Africana Literature |
| ARH 345 | European Art in the Nineteenth Century |
| ARH 371 | The TransAtlantic: Cross-Cultural Representations |
| BLS 322 | The Russian Novel of Conscience |

| | |
|-------------------------|--|
| BLS 327 | Contemporary Asian Literature |
| ENG 315 | Postcolonial Literatures |
| ENG 316 | Studies in Human Rights and Literature |
| ENG 344 | Romantic Poetry and Poetics |
| ENG 345 | Victorian Literature |
| 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 553 | Topics in English Studies |
| ENG 559 | Twentieth-Century British Poetry |
| FRE 353 | Survey of French Literature |
| FRE 454 | Topics in Modern French Literature |
| FRE 455 | Topics in French & Francophone Literature and Film |
| FRE 558 | Topics in Francophone Literature |
| FRE 561/ITA 517/SPA 561 | The Auteur Director |
| FRE 562/ITA 518/SPA 562 | Studies in Film Genre |
| GER 305 | German Literature: Advanced Intermediate Topics |
| GER 403 | German Literary Studies: An Introduction |
| GER 405 | Advanced Topics in German Literature |
| GER 422 | German Memory in Fiction and Film |
| MST 327 | Non-Western Film: Asian |
| MUS 333 | History of Western Music III |
| MUS 343 | Music Cultures of the World |
| MUS 354 | Modern Asia Through Its Music |
| MUS 425 | Music of Sub-Saharan Africa |
| SPA 351 | Approaches to Hispanic Literature |
| SPA 403 | Spanish Literature II |
| SPA 405 | Spanish American Literature II |
| SPA 502 | Topics in Spanish Literature |
| SPA 504 | Topics in Spanish American Literature |
| SPA 562/FRE 562/ITA 518 | Studies in Film Genre |
| THR 501 | Theatre History II |
| THR 502 | Theatre History III |
| THR 506 | Non-Western Theatre and/or Film |

IGS Marker Required

The following courses apply only when carrying the IGS marker in the Schedule of Courses for the term taken:

| | |
|---------|------------------------------|
| ARH 352 | Early Twentieth-Century Art |
| ARH 353 | Late Twentieth-Century Art |
| ARH 501 | Topics in the History of Art |
| BLS 320 | Selected Topics: Literature |

| | |
|---------|--|
| BLS 323 | Contemporary Short Stories |
| BLS 325 | Mystery, Mayhem, and Murder |
| BLS 326 | Telling Stories: The Memoir |
| BLS 348 | Representing Women |
| BLS 386 | Women, War, and Terror |
| ENG 329 | Literature and Film |
| ENG 331 | Women in Literature |
| ENG 341 | Themes in Literature |
| ENG 347 | Topics in Post-1800 Literature |
| ENG 353 | The Contemporary Novel |
| ENG 358 | Modern Poetry |
| ENG 359 | Contemporary Poetry |
| ENG 382 | Modern British and American Drama |
| ENG 582 | Modern Drama |
| 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 |
| PHI 322 | Philosophy of the Arts |
| PHI 330 | Philosophy in Literature |
| SOC 314 | Sociology of Popular Music |
| WGS 333 | Gendered Worlds |
| WGS 450 | Topics Seminar in Women's and Gender Studies |

Category 4—Belief Systems and Cultures (BS&C)

200-Level Course Options

| | |
|---------|--|
| CHI 220 | Modern China |
| FRE 232 | Images of France and the Francophone World |
| GER 215 | German Civilization: Readings in English |
| GER 216 | German Civilization: Readings in English |
| 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 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 |

IGS Marker Required

The following courses apply only when carrying the IGS marker in the Schedule of Courses for the term taken:

| | |
|---------|---|
| HSS 206 | Seminar in Philosophical/Religious/Ethical Principles |
| HSS 216 | Seminar in Philosophical/Religious/Ethical Principles |
| HSS 226 | Seminar in Philosophical/Religious/Ethical Principles |
| RCO 203 | Ashby Residential College Seminar in Philosophical/Religious/Ethical Principles |
| RCO 213 | Ashby Residential College Seminar in Philosophical/Religious/Ethical Principles |
| RCO 223 | Ashby Residential College Seminar in Philosophical/Religious/Ethical Principles |

Upper-Level Course Options

| | |
|----------|---|
| AFS 305 | Special Topics in African American Studies |
| ATY 315 | World Ethnographies |
| ATY 325 | Caribbean Societies and Cultures |
| ATY 333 | Latin American Societies and Cultures |
| ATY 334 | Latin American Archaeology |
| ATY 434 | Archaeology of South America |
| ATY 526 | Anthropological Perspectives on Food and Agriculture |
| ATY 547 | Myth, Magic, and Religion |
| BLS 381 | Old Europe/New Europe |
| CHI 305 | Topics in Chinese Culture |
| CST 337 | Intercultural Communication |
| CST 460 | Special Topics in Communication Research |
| FRE 331 | Culture and Civilization in France |
| FRE 332 | Introduction to French Civilization and Culture |
| FRE 532 | French and Francophone Civilization and Culture |
| GER 306 | German Culture: Advanced Intermediate Topics |
| GER 306F | 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 404 | German Civilization: Research and/or Internet Projects |
| GER 406 | Advanced Topics in German 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 |
| PHI 338 | Ethics and International Affairs |
| PHI 348 | Existentialism, Phenomenology, and Structuralism |
| 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 |
| SPA 311 | Spanish Conversation |
| SPA 314 | Spain Today |
| SPA 332 | Introduction to Spanish Culture |
| SPA 334 | Introduction to Spanish American Culture |
| SPA 532 | Spanish Culture and Civilization |
| SPA 534 | Spanish-American Culture and Civilization |
| SPA 535 | U.S. Latino/Latina Cultural Studies |

IGS Marker Required

The following courses apply only when carrying the IGS marker in the Schedule of Courses for the term taken:

| | |
|---------|---|
| ATY 450 | Anthropology in the Environment: Culture, Environment, and Adaptation |
| ATY 501 | Selected Topics in Anthropology |
| ATY 502 | Selected Topics in Anthropology |
| ATY 583 | Culture and Society |
| BLS 360 | Selected Topics: Philosophy/Religion/Ethics |
| BLS 383 | Religious Resistance to Political Power |
| PHI 322 | Philosophy of the Arts |
| PHI 330 | Philosophy in Literature |
| PHI 331 | Social and Political Philosophy |
| WGS 333 | Gendered Worlds |
| WGS 450 | Topics Seminar in Women's and Gender Studies |

V Electives

Electives sufficient to complete the 122 hours required for degree.

International and Global Human Rights Concentration

U829

(122 semester hours)

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (6 s.h.)

Student selects 6 s.h. from GLT list.

GFA—Fine Arts (3 s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (6–7 s.h.)

Student selects 6–7 s.h. from GNS list. One must include a laboratory course. Each must have a different course prefix.

GMT—Mathematics (3 s.h.)

Student selects 3 s.h. from GMT list.

GRD—Reasoning and Discourse (6 s.h.)

- | | |
|---------|---|
| ENG 101 | College Writing I |
| | or |
| FMS 115 | Freshman Seminar in Reasoning and Discourse I |
| | or |
| RCO 101 | College Writing I |

Student selects additional 3 s.h. from GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

Student selects 6 s.h. from GSB list.

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)

Required: Four GL/GN courses, to include:

- | | |
|---------|--|
| IGS 200 | Introduction to International and Global Studies |
| | or |
| IGS 201 | Introduction to International and Global Studies |

plus three additional GL/GN courses (one of the four must carry the GN marker)

IGS 200: GN

IGS 201: GL

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major**. All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major**. All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See requirements and approved courses.

Historical Perspectives on Western Culture

either a:

- GHP/GPM course
- or
- GMO course

Natural Sciences

- one additional GNS/GLS or GPS course

Social and Behavioral Sciences (GSB)

- one additional GSB course

Foreign Language (GFL)

- intermediate-level proficiency in one language

demonstrated by placement test, or completion of course work through course number 204

Writing Intensive Courses (WI)

- a total of four WI courses

IV Major Requirements

30 semester hours at the 200 level and above. To complete a second major, at least 12 hours 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-.

A. Foreign Language Requirements (6 s.h.)

A modern foreign language at the 300 level or higher: Chinese, French, German, Italian*, Japanese, Portuguese*, Russian, Spanish.

Note that Italian and Portuguese are not currently available at the upper levels at UNCG.

B. Core Courses (6 s.h.)

- | | |
|---------|--|
| IGS 200 | Introduction to International and Global Studies |
| | or |
| IGS 201 | Introduction to International and Global Studies |

or an approved equivalent

e.g.

| | |
|---------|-------------------------------------|
| IGS 210 | Introduction to Asian Studies or |
| IGS 213 | Introduction to Russian Studies |

Required:

| | |
|---------|---|
| IGS 400 | Capstone Seminar in International and Global Studies |
|---------|---|

C. Additional courses (18 s.h.)

The total of courses selected for items #1 & #2 below must meet the following conditions:

No more than 9 s.h. may come from any single category.

Once 9 s.h. are selected from any single category, no more than 6 s.h. may be taken in each of the remaining categories.

1. 15 s.h. from courses identified in the Additional Courses Options for *this* concentration.

9 s.h. must be upper level (300 level or above).

No more than 3 s.h. may focus on human rights in the U.S.

2. 3 s.h. (200 level and above) from courses identified in the Additional Courses Options for *any* concentration.

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 Web site.

Category 1—Society and Politics (S&P)**200-Level Course Options**

| | |
|---------|---|
| AFS 201 | Introduction to African American Studies |
| AFS 210 | Blacks in American Society: Social, Economic, and Political Perspectives |
| HIS 203 | History of Africa to 1870 |
| HIS 204 | History of Africa since 1870 |
| HIS 218 | The World in the Twentieth Century |
| PSC 290 | The Politics of the Non-Western World |
| SOC 202 | Social Problems in Global Context |

Upper-Level Course Options

| | |
|---------|--|
| AFS 305 | Special Topics in African American Studies |
| AFS 355 | The Making of the African Diaspora |
| ATY 410 | Brave New Worlds: Biotechnology and Society |
| ATY 589 | Experimental Course: Political Violence and Its Aftermath |

CST 440

CST 506
CST
540/BUS
540/CPS
540/ENT
540/SWK
540/WGS
540

CST 562

HEA 303
HEA 307
HEA 471
HIS 301
HIS 302
HIS 303
HIS 304

HIS 332

HIS 345

HIS 370

HIS 376

HIS 378

HIS 381

HIS 389

HIS 392

HIS 574

HIS 575

HIS 581

HIS 587

MGT 475

PHI 331

PHI 335

PHI 338

PSC 320

PSC 341

PSC 352

PSC 391

PSC 392

PSC 510K

SES 400

SOC 300

SOC

312/AFS 312

Reclaiming Democracy: Dialogue,
Decision-Making, Community Action
Speaking Out for Community Change
Social Entrepreneurship: Justice and a
Green Environment

Organizational Change: Diversity and
Identity
Topics in Violence, Injury, and Health
Topics in International Health
Immigrant and Refugee Health
Race and Slavery
Race and Segregation
South Africa and Its Neighbors
Gender, Family, and Wealth in
African History
Civil Rights and Black Freedom,
1940–1980
The Unfit: Race Cleansing in the
United States
Revolutions in 20th-Century Latin
America
German History, 1914–1945
Russian History since 1900
The Near and Middle East since
World War I
West Africa during the Atlantic Slave
Trade
The Holocaust: History and Meaning
Modern Germany: Selected Topics
Modern Russian History: Selected
Topics
African History: Selected Topics
Southern African History
Employment and Human Resource
Law
Social and Political Philosophy
Philosophy of Law
Ethics and International Affairs
Civil Liberties
International Law
Nationalism and Ethnic Politics
African Political Systems
The Politics of South Africa Through
Film and Literature
Topics in Public Policy: Ethics in
Public Policy
Perspectives on the Global Deaf
Community
Post Soviet Societies
Experimental Course: Minorities and
Music: Race, Class, and Gender in
America

| | |
|---------|---|
| 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

The following courses apply only when carrying the IGS marker in the Schedule of Courses for the term taken:

| | |
|---------|-----------------------------|
| SOC 377 | Disaster, Self, and Society |
|---------|-----------------------------|

Category 2—Economics and Development (E&D)

200-Level Course Options

None available.

Upper-Level Course Options

| | |
|-------------|--|
| ATY 525 | The Social Roots of Health and Disease |
| CST 506 | Speaking Out for Community Change |
| CST 540/BUS | Social Entrepreneurship: Justice and a Green Environment |
| 540/CPS | |
| 540/ENT | |
| 540/SWK | |
| 540/WGS | |
| 540 | |
| CST 562 | Organizational Change: Diversity and Identity |
| ECO 370 | Labor Economics |
| ECO 570 | Topics in Labor Economics |
| HEA 303 | Topics in Violence, Injury, and Health |
| HEA 307 | Topics in International 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 386 | Women, War, and Terror |
| ENG 315 | Postcolonial Literatures |
| ENG 316 | Studies in Human Rights and Literature |
| FRE 455 | Topics in French & Francophone Literature and Film |

| | |
|---------|----------------------------------|
| FRE 558 | Topics in Francophone Literature |
|---------|----------------------------------|

IGS Marker Required

The following courses apply only when carrying the IGS marker in the Schedule of Courses for the term taken:

| | |
|---------|--|
| WGS 333 | Gendered Worlds |
| WGS 450 | Topics Seminar in Women's and Gender Studies |

Category 4—Belief Systems and Cultures (BS&C)

200-Level Course Options

| | |
|---------|-----------------------------------|
| REL 248 | Comparative Religious Ethics |
| REL 251 | Topics in Religious Social Ethics |

Upper-Level Course Options

| | |
|---------|---|
| AFS 305 | Special Topics in African American Studies |
| ATY 325 | Caribbean Societies and Cultures |
| ATY 450 | Anthropology in the Environment: Culture, Environment, and Adaptation |
| BLS 383 | Religious Resistance to Political Power |
| CSC 312 | Ethics in Computer Science |
| CST 344 | Conflict Communication |
| CST 460 | Special Topics in Communication Research |
| CST 506 | Speaking Out for Community Change |
| CST 562 | Organizational Change: Diversity and Identity |
| 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

The following courses apply only when carrying the IGS marker in the Schedule of Courses for the term taken:

| | |
|---------|--|
| WGS 333 | Gendered Worlds |
| WGS 450 | Topics Seminar in Women's and Gender Studies |

V Electives

Electives sufficient to complete the 122 hours required for degree.

Asian Studies Concentration

U824

(122 semester hours)

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (6 s.h.)

Student selects 6 s.h. from GLT list.

GFA—Fine Arts (3.s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (6–7 s.h.)

Student selects 6–7 s.h. from GNS list. One must include a laboratory course. Each must have a different course prefix.

GMT—Mathematics (3 s.h.)

Student selects 3 s.h. from GMT list.

GRD—Reasoning and Discourse (6 s.h.)

| | |
|---------|---|
| ENG 101 | College Writing I |
| | or |
| FMS 115 | Freshman Seminar in Reasoning and Discourse I |
| | or |
| RCO 101 | College Writing I |

Student selects additional 3 s.h. from GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

Student selects 6 s.h. from GSB list.

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)

Required: Four GL/GN courses, to include IGS 200 (GN) or IGS 201 (GL), plus three additional GL/GN courses (one of the four must carry the GN marker)

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See requirements and approved courses.

Historical Perspectives on Western Culture

GHP/GPM course

or

GMO course

Natural Sciences

one additional GNS/GLS or GPS course

Social and Behavioral Sciences (GSB)

one additional GSB course

Foreign Language (GFL)

intermediate-level proficiency in one language

demonstrated by placement test, or completion of course work through course number 204

Writing Intensive Courses (WI)

a total of four WI courses

See Writing Intensive Courses under College of Arts and Sciences Additional Requirements (CAR)

IV Major Requirements

30 semester hours at the 200 level and above. To complete a second major, at least 12 hours 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-.

A. Foreign Language Requirements (6 s.h.)

A modern foreign language at the 300 level or higher: Chinese or Japanese.

B. Core Courses (6 s.h.)

| | |
|---------|--|
| IGS 200 | Introduction to International and Global Studies |
| | or |
| IGS 201 | Introduction to International and Global Studies |

or an approved equivalent (e.g., IGS 210 or IGS 213); IGS 400

C. Additional courses (18 s.h.)

The total of courses selected for items #1 & #2 below must meet the following conditions:

- No more than 9 s.h. may come from any single category.
- Once 9 s.h. are selected from any single category, no more than 6 s.h. may be taken in each of the remaining categories.

1. 12 s.h. from courses identified in the Additional Courses Options for this

concentration, of which 6 s.h. must be upper level (300 level or above).

2. 6 s.h. (200 level and above) from courses identified in the Additional Courses Options for any concentration.

Additional Courses Options

The following courses are identified as options toward fulfilling the Additional Courses requirement (IV.C.) for the **Asian Studies** concentration.

Note: Further options (subject to director approval) may appear in the guide published on the IGS Web site.

Category 1—Society and Politics (S&P)

200-Level Course Options

Exception to the Fifty Percent Modern Requirement

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

Exception to the Fifty Percent Modern Requirement

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

GEO 306 World Economic Geography
GEO 340 Geography of East Asia
SOC 375 International Field Research

Category 3—Arts and Literature (A&L)

200-Level Course Options

CHI 210 Masterworks of Chinese Literature in Translation
ENG 204 Non-Western Literary Classics
JNS 230 Women in Japanese Literature and Film

Upper-Level Course Options

BLS 327 Contemporary Asian 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 China
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

V Electives

Electives sufficient to complete the 122 hours required for degree.

Latin American and Caribbean Studies Concentration

U823

(122 semester hours)

I General Education Core Requirements

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (6 s.h.)

Student selects 6 s.h. from GLT list.

GFA—Fine Arts (3 s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (6–7 s.h.)

Student selects 6–7 s.h. from GNS list. One must include a laboratory course. Each must have a different course prefix.

GMT—Mathematics (3 s.h.)

Student selects 3 s.h. from GMT list.

GRD—Reasoning and Discourse (6 s.h.)

ENG 101 College Writing I
or
FMS 115 Freshman Seminar in Reasoning and Discourse I
or
RCO 101 College Writing I

Student selects additional 3 s.h. from GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

Student selects 6 s.h. from GSB list.

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)

Required: Four GL/GN courses, to include:

| | |
|---------|--|
| IGS 200 | Introduction to International and Global Studies |
| | or |
| IGS 201 | Introduction to International and Global Studies |

plus three additional GL/GN courses (one of the four must carry the GN marker)

IGS 200: GN

IGS 201: GL

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See requirements and approved courses.

Historical Perspectives on Western Culture

GHP/GPM course
or
GMO course

Natural Sciences

one additional GNS/GLS or GPS course

Social and Behavioral Sciences (GSB)

one additional GSB course

Foreign Language (GFL)

intermediate-level proficiency in one language

demonstrated by placement test, or completion of course work through course number 204

Writing Intensive Courses (WI)

a total of four WI courses

See Writing Intensive Courses under College of Arts and Sciences Additional Requirements (CAR)

IV Major Requirements

30 semester hours at the 200 level and above. To complete a second major, at least 12 hours 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-.

A. Foreign Language Requirements (6 s.h.)

A modern foreign language at the 300 level or higher: French, Portuguese, or Spanish.

Note that Portuguese is not currently available at the upper levels at UNCG.

B. Core Courses (6 s.h.)

| | |
|---------|--|
| IGS 200 | Introduction to International and Global Studies |
| | or |
| IGS 201 | Introduction to International and Global Studies |

or an approved equivalent:

e.g.

| | |
|---------|---------------------------------|
| IGS 210 | Introduction to Asian Studies |
| | or |
| IGS 213 | Introduction to Russian Studies |

Required:

| | |
|---------|--|
| IGS 400 | Capstone Seminar in International and Global Studies |
|---------|--|

C. Additional courses (18 s.h.)

The total of courses selected for items #1 & #2 below must meet the following conditions:

No more than 9 s.h. may come from any single category.

Once 9 s.h. are selected from any single category, no more than 6 s.h. may be taken in each of the remaining categories.

1. 12 s.h. from courses identified in the Additional Courses Options for this concentration

of which 6 s.h. must be upper level (300 level or above).

2. 6 s.h. (200 level and above) from courses identified in the Additional Courses Options for any concentration.

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 Web site.

Category 1—Society and Politics (S&P)

200-Level Course Options

HIS 240 Latin America: National Period

Exception to the Fifty Percent Modern Requirement

HIS 239 Latin America: Colonial Period

Upper-Level Course Options

AFS 305 Special Topics in African American Studies

AFS 355 The Making of the African Diaspora

GEO 338 Regions of Latin America

HIS 320 History of Mexico and Central America

HIS 321 Latin America and the United States

HIS 370 Revolutions in 20th-Century Latin America

HIS 508 Latin America and Caribbean: Selected Topics

PSC 350 Democratic Political Systems

PSC 355P Selected Topics in Comparative Politics: Politics of Latin America

Exception to the Fifty Percent Modern Requirement

HIS 341 Pirates of the Caribbean: The Real Story

Category 2—Economics and Development (E&D)

200-Level Course Options

None available.

Upper-Level Course Options

GEO 338 Regions of Latin America

Exception to the Fifty Percent Modern Requirement

SPA 341 Business Spanish

Category 3—Arts and Literature (A&L)

200-Level Course Options

POR 222 Introduction to Luso-Brazilian Literature

Upper-Level Course Options

SPA 405 Spanish American Literature II

SPA 504 Topics in Spanish American Literature

Exception to the Fifty Percent Modern Requirement

SPA 404 Spanish American Literature I

Category 4—Belief Systems and Cultures (BS&C)

200-Level Course Options

POR 233 Topics in Brazilian Culture and Civilization

Upper-Level Course Options

ATY 325 Caribbean Societies and Cultures

ATY 333 Latin American Societies and Cultures

SPA 334 Introduction to Spanish American Culture

SPA 534 Spanish-American Culture and Civilization

SPA 535 U.S. Latino/Latina Cultural Studies

Exception to the Fifty Percent Modern Requirement

ATY 334 Latin American Archaeology

ATY 434 Archaeology of South America

V Electives

Electives sufficient to complete the 122 hours required for degree.

Russian Studies Concentration

U802

(122 semester hours)

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (6 s.h.)

Student selects 6 s.h. from GLT list.

GFA—Fine Arts (3.s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (6–7 s.h.)

Student selects 6–7 s.h. from GNS list. One must include a laboratory course. Each must have a different course prefix.

GMT—Mathematics (3 s.h.)

Student selects 3 s.h. from GMT list.

GRD—Reasoning and Discourse (6 s.h.)

ENG 101 College Writing I
or

FMS 115 Freshman Seminar in Reasoning and Discourse I
or

RCO 101 College Writing I

Student selects additional 3 s.h. from GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

Student selects 6 s.h. from GSB list.

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)

Required: Four GL/GN courses, to include:

| | |
|---------|--|
| IGS 200 | Introduction to International and Global Studies |
| | or |
| IGS 201 | Introduction to International and Global Studies |

IGS 200: GN

IGS 201: GL

plus three additional GL/GN courses (one of the four must carry the GN marker)

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See requirements and approved courses.

Historical Perspectives on Western Culture

GHP/GPM course
or
GMO course

Natural Sciences

one additional GNS/GLS or GPS course

Social and Behavioral Sciences (GSB)

one additional GSB course

Foreign Language (GFL)

intermediate-level proficiency in one language

demonstrated by placement test, or completion of course work through course number 204

Writing Intensive Courses (WI)

a total of four WI courses

See Writing Intensive Courses under College of Arts and Sciences Additional Requirements (CAR)

IV Major Requirements

30 semester hours at the 200 level and above. To complete a second major, at least 12 hours 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-.

A. Foreign Language Requirements (6 s.h.)

A modern foreign language at the 300 level or higher: Russian.

B. Core Courses (6 s.h.)

| | |
|---------|--|
| IGS 200 | Introduction to International and Global Studies |
| | or |
| IGS 201 | Introduction to International and Global Studies |

or an approved equivalent:

e.g.

| | |
|---------|---------------------------------|
| IGS 210 | Introduction to Asian Studies |
| | or |
| IGS 213 | Introduction to Russian Studies |

Required:

| | |
|---------|--|
| IGS 400 | Capstone Seminar in International and Global Studies |
|---------|--|

C. Additional courses (18 s.h.)

The total of courses selected for items #1 & #2 below must meet the following conditions:

- No more than 9 s.h. may come from any single category.
- Once 9 s.h. are selected from any single category, no more than 6 s.h. may be taken in each of the remaining categories.

1. 12 s.h. from courses identified in the Additional Courses Options for this concentration

of which 6 s.h. must be upper level (300 level or above).

6 s.h. (200 level and above) from courses identified in the Additional Courses Options for any concentration.

Additional Courses Options

The following courses are identified as options toward fulfilling the Additional Courses requirement (IV.C.) for the Russian Studies concentration.

Note: Further options (subject to director approval) may appear in the guide published on the IGS Web site.

Category 1—Society and Politics (S&P)

200-Level Course Options

None available.

Upper-Level Course Options

| | |
|----------|---|
| HIS 377 | Russian History to 1900 |
| HIS 378 | Russian History since 1900 |
| HIS 575 | Modern Russian History: Selected Topics |
| PSC 352 | Nationalism and Ethnic Politics |
| PSC 355K | Selected Topics in Comparative Politics: Russian Politics |

| | |
|---------|------------------------------------|
| PSC 361 | Central and East European Politics |
| SOC 300 | Post Soviet Societies |

Category 2—Economics and Development (E&D)**200-Level Course Options**

None available.

Upper-Level Course Options

None available.

Category 3—Arts and Literature (A&L)**200-Level Course Options**

| | |
|---------|-----------------------------------|
| RUS 201 | Russian Literature in Translation |
| RUS 202 | Russian Literature in Translation |

Upper-Level Course Options

| | |
|---------|---|
| BLS 322 | The Russian Novel of Conscience |
| 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 |

Category 4—Belief Systems and Cultures (BS&C)**200-Level Course Options**

None available.

Upper-Level Course Options**Exception to the Fifty Percent Modern Requirement**

| | |
|---------|---------------------------|
| REL 303 | Christianity in Byzantium |
|---------|---------------------------|

V Electives

Electives sufficient to complete the 122 hours required for degree.

International and Global Studies Minor

Required: 18 semester hours at the 200 level and above

AOS Codes:***General Studies***

International and Global Studies Minor, U861

Regional Studies

African Studies Minor, U818

Asian Studies Minor, U819

European Studies Minor, U826

Latin American and Caribbean Studies Minor, U828

Russian Studies Minor, U827

Requirements**A. Foreign Language Requirements (6 s.h.)**

A modern foreign language at the 300 level or higher: Chinese or Japanese in the case of Asian Studies; French, German, Italian, Portuguese, or Spanish in the case of European Studies; French, Portuguese, or Spanish in the case of Latin American and Caribbean Studies; Russian in the case of Russian Studies. Other languages subject to permission of the Director. Note that Italian and Portuguese are not currently available at the upper levels at UNCG.

B. Core course (3 s.h.)

| | |
|---------|--|
| IGS 200 | Introduction to International and Global Studies |
| | or |
| IGS 201 | Introduction to International and Global Studies |

or an approved equivalent course

C. Additional courses (9 s.h.), with at least 6 s.h. at the 300 level or above

Selected from the same categories listed under IV Major Requirements (C.), with no more than six (6) s.h. from any one category and all courses appropriate to the student's concentration area.

INTERNATIONAL AND GLOBAL STUDIES COURSES (IGS)**IGS 200 Introduction to International and Global Studies (3:3)**

An interdisciplinary course introducing students to substantive concerns of International and Global Studies and the methods of investigation and transferable skills employed in it.

Distribution: GE Marker: GN

Notes: Required for IGS majors and minors.

IGS 201 Introduction to International and Global Studies (3:3)

An interdisciplinary course introducing students to substantive concerns of International and Global Studies and the methods of investigation and transferable skills employed in it.

Distribution: GE Marker: GL

Notes: Required for IGS majors and minors.

IGS 210 Introduction to Asian Studies (3:3)

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.

Offered: Alt Fall

IGS 213 Introduction to Russian Studies (3:3)

An interdisciplinary course introducing students to substantive concerns of Russian Studies along with the methods of investigation and transferable skills employed in it.

IGS 223 Foundational Topics in International and Global Studies (3:3)

An intermediate-level course concentrating on foundational topics of international and/or global concern. The content of this course may grow out of issues explored in IGS 200 or IGS 201.

Prerequisite: Any previously assigned to the department-based courses with which this course may be cross-listed.

Offered: Fall & Spring & Summer

Notes: May be repeated for credit when topic changes.

IGS 333 Selected Topics: International and Global Studies (3:3)

An advanced-level course concentrating on specific topics of international and/or global concern. The content of this course may grow out of materials explored initially in IGS 200 or IGS 201.

Notes: May be repeated for credit as topic changes.

IGS 400 Capstone Seminar in International and Global Studies (3:3)

Interdisciplinary seminar for IGS majors involving advanced examinations of contemporary international and global issues and the production of a substantial capstone research project related to the student's area of concentration.

Prerequisite: IGS 200 or IGS 201 or equivalent

Notes: Required for majors who have completed at least 15 s.h. of IGS-qualified additional courses.

Exceptions must be approved by the Director of IGS.

IGS 493 Honors Work (3:3)

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.

Prerequisite: IGS 200 or IGS 201 or equivalent, or permission of IGS director

Notes: May be repeated for a maximum of six (6) semester hours.

Department of Kinesiology

School of Health & Human Sciences
250 Health and Human Performance Building
336/334-5308
www.uncg.edu/kin

Faculty

Sandra Shultz, Professor and Chair of Department

*Professors Chen, Ennis, Etnier, Gill, Goldfarb, Martinek,
Starnes, Williams*

*Associate Professors Davis, Jamieson, Karper,
Newcomer, Ross, Schmitz, Wideman*

Assistant Professors Raisbeck, Rhea

AP Professor Kocher-Brown

AP Associate Professors Poole, Richards, Terranova

AP Assistant Professor Duffy

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 UNCG 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 (BIO 111, BIO 271, BIO 277) and physical education activities. For those students seeking Teacher Licensure who are also required to complete a second academic concentration, the time commitment may be further extended.

Accelerated Master's Program for Kinesiology Majors

Interested students should see Accelerated Master's Programs for Undergraduates for details about the B.S. in Kinesiology—Sports Medicine/M.S. in Kinesiology—Athletic Training program requirements.

KINESIOLOGY MAJOR (KINE)—B.S.

Degree: Bachelor of Science

Required: 122–128 semester hours, to include at least 36 hours at or above the 300 course level

Available Concentrations and AOS Codes:

Fitness Leadership, U412

Physical Education and Health Teacher Education
with K–12 Licensure, U409

Sports Medicine, U421

Requirements

All concentrations in the Kinesiology Major require courses in the following areas:

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.

Kinesiology Major: Fitness Leadership Concentration (KINE)—B.S.

Degree: Bachelor of Science

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

AOS Code: U412

The **Fitness Leadership** concentration prepares students for careers in 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.

For complete information about admission to the Fitness Leadership concentration, please see VII Additional Requirements below.

Student Learning Goals

Students completing this program will demonstrate a basic knowledge of anatomy, biomechanics, exercise physiology, sociohistorical foundations of sport and exercise and human development over the lifespan, as it relates to pathophysiology, health appraisal, exercise program prescription and fitness testing. Graduates will be able to develop, manage and administer exercise programs for a range of diverse populations.

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (3 s.h.)

Student selects 3 s.h. from GLT list.

GFA—Fine Arts (3 s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

Humanities and Fine Arts (3 s.h.)

Student selects additional 3 s.h. from GLT, GFA, or GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (7 s.h.)

BIO 111 Principles of Biology I

CHE 103 General Descriptive Chemistry I
or

CHE 111 General Chemistry I

GMT—Mathematics (3 s.h.)

Student selects 3 s.h. from GMT list.

GRD—Reasoning and Discourse (6 s.h.)

ENG 101 College Writing I
or

FMS 115 Freshman Seminar in Reasoning and Discourse I
or

RCO 101 College Writing I

CST 105 Introduction to Communication Studies

GSB—Social and Behavioral Sciences (6 s.h.)

KIN 330 Sociocultural Analyses of Sport and Exercise

PSY 121 General Psychology

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major Requirements

Requirements

| | |
|---------|--|
| KIN 250 | Introduction to Kinesiology |
| KIN 330 | Sociocultural Analyses of Sport and Exercise |
| KIN 351 | History and Philosophy of Sport, Physical Activity, and Physical Education |
| KIN 375 | Physiology of Sport and Physical Activity |
| KIN 376 | Biomechanics of Sport and Physical Activity |
| KIN 386 | Motor Development and Learning and |
| KIN 388 | Psychology of Physical Activity |

KIN 330 satisfies 3 s.h. of GSB.

and 6 activity courses must be completed with a grade of C (2.0) or higher.

The 6 activity courses must include:

| | |
|---------|-----------------|
| KIN 120 | Conditioning |
| KIN 130 | Weight Training |

and at least one of the following aquatics activities:

| | |
|---------|----------------------------|
| KIN 150 | Swimming for Non-Swimmers |
| KIN 151 | Beginning Swimming |
| KIN 203 | Fitness Swim |
| KIN 252 | Low Intermediate Swimming |
| KIN 254 | High Intermediate Swimming |
| KIN 256 | Advanced Swimming |

Students in the Fitness Leadership concentration may not repeat any activity course for credit.

NOTE: No required KIN course may be taken more than twice. Students who receive a grade below C twice in the same required KIN course will be dropped from their concentration. Students who receive a grade below C twice in the same KIN Theory Core course will be dropped from the major.

IV Related Area Requirements

Courses

| | |
|---------|-------------------------|
| BIO 111 | Principles of Biology I |
| BIO 271 | Human Anatomy and |

| | |
|---------|--|
| BIO 277 | Human Physiology or approved transfer courses and |
| CST 105 | Introduction to Communication Studies HEA elective NTR elective |
| PSY 121 | General Psychology |

BIO 111, satisfies GNS, CST 105 satisfies 3 s.h. of GRD;
PSY 121 satisfies 3 s.h. of GSB.

Also required:

| | |
|---------|---|
| CHE 103 | General Descriptive Chemistry I and |
| CHE 110 | Introductory Chemistry Laboratory or |
| CHE 111 | General Chemistry I and |
| CHE 112 | General Chemistry I Laboratory |

V Additional Concentration Requirements**Courses**

| | |
|---------|---|
| KIN 220 | Physical Fitness for Life |
| KIN 353 | Injuries and Illnesses in Physical Activity |
| KIN 379 | Exercise Instruction |
| KIN 389 | Exercise Adherence |
| KIN 467 | Techniques in Exercise and Fitness Testing |
| KIN 468 | Exercise and Fitness Testing |
| KIN 469 | Exercise Prescription |
| KIN 471 | Internship Preparation in Fitness Leadership |
| KIN 570 | Development and Implementation of Fitness Programs |

and capstone experience:

| | |
|---------|-----------------------------|
| KIN 595 | Exercise Science Internship |
|---------|-----------------------------|

(6 s.h.)

VI Electives

Students may select courses to complete the 122 semester hours required for degree.

VII Additional Requirements

- A minimum GPA of 2.50 and a grade of at least C (2.0) in each required KIN course at the 100–399 levels are required for permission to enroll in KIN 467, KIN 468, KIN 469, KIN 471, KIN 570, and any other KIN 500-level courses in addition to KIN 570.
- To apply for admission into the Fitness Leadership concentration, students must satisfactorily complete BIO 111, BIO 271, BIO 277, KIN 220, and one CHE course. Students may apply for admission into the concentration **only while taking or after successfully**

completing KIN 375 with a minimum grade of C . Transfer and second-degree students must complete the above requirements and successfully complete twelve (12) s.h. at UNCG before making application. Application does not guarantee admission.

- Certification in First Aid and adult and child CPR must be current for enrollment in KIN 595.
- KIN 595 (Internship experience) requires an application process with specific requirements. See section on “Requirements for Internships.”
- 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.
- To graduate, all majors must obtain at least 36 s.h. in courses at the 300-level or above.
- 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.
- Appeals of any of these requirements must be filed with the appropriate departmental committee within one academic year.

Kinesiology Major: Physical Education and Health Teacher Education Concentration (KINE)—B.S.

Degree: Bachelor of Science

Required: 128 semester hours, to include at least 36 hours at or above the 300 course level

AOS Code: U409

The **Physical Education and Health Teacher Education** concentration 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 observation, participation, assisting and “mini-teaching,” and coaching experiences with public school students, including those with special needs.

A second academic concentration in Healthful Living is required for completion of this concentration.

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 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 strategies. A focus will be on becoming a reflective practitioner who collaborates with others and seeks opportunities to grow professionally.

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for a for all categories.

GLT—Literature (3 s.h.)

Student selects 3 s.h. from GLT list.

GFA—Fine Arts (3.s.h.)

DCE 200 Dance Appreciation

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

Humanities and Fine Arts (3 s.h.)

Student selects additional 3 s.h. from GLT, GFA, or GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (7 s.h.)

BIO 111 Principles of Biology I

NTR 213 Introductory Nutrition

GMT—Mathematics (3 s.h.)

Student selects 3 s.h. from GMT list.

GRD—Reasoning and Discourse (6 s.h.)

ENG 101 College Writing I

or

FMS 115 Freshman Seminar in Reasoning and Discourse I

or

RCO 101 College Writing I

CST 105 Introduction to Communication Studies

GSB—Social and Behavioral Sciences (6 s.h.)

KIN 330 Sociocultural Analyses of Sport and Exercise

PSY 121 General Psychology

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Global/Global Non-Western Perspectives (GL/GN)

three (3) courses carrying GL/GN markers, at least one of which must carry the GN marker, and:

DCE 200 Dance Appreciation

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major Requirements

Requirements

| | |
|---------|--|
| KIN 250 | Introduction to Kinesiology |
| KIN 330 | Sociocultural Analyses of Sport and Exercise |
| KIN 351 | History and Philosophy of Sport, Physical Activity, and Physical Education |
| KIN 375 | Physiology of Sport and Physical Activity |
| KIN 376 | Biomechanics of Sport and Physical Activity |
| KIN 386 | Motor Development and Learning |
| KIN 388 | Psychology of Physical Activity |

and 6 activity courses must be completed with a grade of C (2.0) or higher.

The six activity courses must include:

| | |
|---------|----------------------------------|
| KIN 120 | Conditioning |
| KIN 130 | Weight Training |
| KIN 214 | Sports Performance & Analysis II |
| KIN 218 | Educational Games |
| KIN 219 | Personal Skills Performance |
| KIN 231 | Games for Understanding |

These courses are also listed below under VI Additional Concentration Requirements.

NOTE: No required KIN course may be taken more than twice. Students who receive a grade below C twice in the same required KIN course will be dropped from their concentration. Students who receive a grade below C twice in the same KIN Theory Core course will be dropped from the major.

IV 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 semester hours of course work in Healthful Living.

The required courses for this second academic concentration are:

| | |
|---------|-----------------------------------|
| NTR 213 | Introductory Nutrition |
| HEA 260 | Human Sexuality |
| HEA 331 | Alcohol, Tobacco, and Other Drugs |
| HEA 470 | Adolescent Health |
| KIN 220 | Physical Fitness for Life |

In addition, you must select one of the following courses to complete this second academic concentration:

| | |
|---------|--|
| HEA 347 | Health Problems of Lower Income Groups |
| HEA 420 | The School Health Program |
| HEA 471 | Immigrant and Refugee Health |
| KIN 475 | Independent Study |

KIN 475: this internship must be approved by your advisor.

V Related Area and Teacher Licensure Requirements**Related Area Requirements for all Physical Education and Health Teacher Education students:**

| | |
|---------|---------------------------------------|
| BIO 111 | Principles of Biology I |
| BIO 271 | Human Anatomy |
| BIO 277 | Human Physiology |
| CST 105 | Introduction to Communication Studies |
| DCE 200 | Dance Appreciation |
| PSY 121 | General Psychology |

VI Additional Concentration Requirements**Courses**

| | |
|---------|--|
| KIN 120 | Conditioning |
| KIN 130 | Weight Training |
| KIN 155 | Instructional Methods I |
| KIN 214 | Sports Performance & Analysis II |
| KIN 218 | Educational Games |
| KIN 219 | Personal Skills Performance |
| KIN 231 | Games for Understanding |
| KIN 235 | Instructional Methods II |
| KIN 307 | Observation and Analysis of Fundamental Movement |
| KIN 354 | Curriculum and Teaching: Children's Physical Education |
| KIN 356 | Leadership and Collaboration |
| KIN 381 | Physical Education for Individuals with Special Needs |
| KIN 453 | Measurement and Assessment of Learning in Physical Education |
| KIN 454 | Curriculum and Teaching: Secondary School Physical Education |
| KIN 455 | Teaching Children and Adolescents for Healthful Living |
| KIN 460 | Teaching Physical Education and Health Internship |

| | |
|---------|--|
| KIN 461 | Student Teaching and Seminar in Physical Education |
| KIN 462 | Student Teaching and Seminar in Physical Education |

VII Additional Requirements**Students who have not been admitted to this program may not enroll in:**

| | |
|---------|--|
| KIN 235 | Instructional Methods II |
| KIN 354 | Curriculum and Teaching: Children's Physical Education |
| KIN 453 | Measurement and Assessment of Learning in Physical Education |
| KIN 454 | Curriculum and Teaching: Secondary School Physical Education |
| KIN 455 | Teaching Children and Adolescents for Healthful Living |
| KIN 460 | Teaching Physical Education and Health Internship |
| KIN 461 | Student Teaching and Seminar in Physical Education |
| KIN 462 | Student Teaching and Seminar in Physical Education |

The following courses must be taken at UNCG for graduation and licensure:

| | |
|---------|--|
| KIN 235 | Instructional Methods II |
| KIN 354 | Curriculum and Teaching: Children's Physical Education |
| KIN 453 | Measurement and Assessment of Learning in Physical Education |
| KIN 454 | Curriculum and Teaching: Secondary School Physical Education |
| KIN 455 | Teaching Children and Adolescents for Healthful Living |
| KIN 460 | Teaching Physical Education and Health Internship |
| KIN 461 | Student Teaching and Seminar in Physical Education |
| KIN 462 | Student Teaching and Seminar in Physical Education |

Certification in First Aid and CPR must be current for:

| | |
|---------|--|
| KIN 354 | Curriculum and Teaching: Children's Physical Education |
| KIN 454 | Curriculum and Teaching: Secondary School Physical Education |
| KIN 455 | Teaching Children and Adolescents for Healthful Living |
| KIN 460 | Teaching Physical Education and Health Internship |
| KIN 461 | Student Teaching and Seminar in Physical Education |
| KIN 462 | Student Teaching and Seminar in Physical Education |

Professional Liability Insurance is required for:

| | |
|---------|-------------------------|
| KIN 155 | Instructional Methods I |
|---------|-------------------------|

- | | |
|---------|--|
| KIN 218 | Educational Games |
| KIN 219 | Personal Skills Performance |
| KIN 253 | |
| KIN 354 | Curriculum and Teaching: Children's Physical Education |
| KIN 356 | Leadership and Collaboration |
| KIN 381 | Physical Education for Individuals with Special Needs |
| KIN 453 | Measurement and Assessment of Learning in Physical Education |
| KIN 454 | Curriculum and Teaching: Secondary School Physical Education |
| KIN 455 | Teaching Children and Adolescents for Healthful Living |
| KIN 460 | Teaching Physical Education and Health Internship |
| KIN 461 | Student Teaching and Seminar in Physical Education |
| KIN 462 | Student Teaching and Seminar in Physical Education |
- 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 2.50 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 I 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 UNCG Teacher Education program and/or prior to any practical experience in the school setting.
 - To qualify for graduation in this concentration and licensure, all majors must achieve a grade of C (2.0) or better in each required course with a KIN prefix and BIO 271 and BIO 277.
 - To qualify for graduation in this concentration and licensure, all majors must complete a Taskstream Portfolio (fee).
 - Licensure application must be submitted through the UNCG Teacher Education program at the completion of the PEHTE program (fee).
 - To graduate, all majors must obtain at least 36 s.h. in courses at the 300 level or above.
 - Students in this concentration who do not graduate within seven 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 eighth 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.

Kinesiology Major: Sports Medicine Concentration (KINE)—B.S.

Degree: Bachelor of Science

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

AOS Codes: U421

The **Sports Medicine** concentration provides a **pre-professional program of study** with a focus on exercise and sport science that also encompasses other fields of science (biology, chemistry, physics, health, and nutrition). Completing this concentration is a first step toward a career in the field of sports medicine, 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

Students completing this program will understand the basic scientific theories and principles that serve as a foundation for the allied health and medical professions as well as the sociohistorical, behavioral and biophysical aspects of exercise and sport. They will understand the structure and function of the human body and the stresses associated with movement, exercise and the demands of various sports as well as prevention, care and treatment of injuries and illnesses that commonly occur in physical activity.

General Requirements

A minimum GPA of 2.30 and a grade of at least C (2.0) in each required KIN course at the 100–499 levels is required for permission to enroll in any KIN 500-level course.

Certification in First Aid/CPR/AED must be obtained during enrollment in KIN 391.

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.

To graduate, all majors must obtain at least 36 s.h. in courses at the 300 level or above.

Formal admission to the Sports Medicine concentration requires:

Successful completion of BIO 111, BIO 271, and KIN 250

Cumulative GPA of at least 2.80 for admittance to program. A cumulative GPA of at least 3.0 will be required for KIN 441.

Completion of application in Kinesiology Department office prior to enrollment in KIN 353, KIN 390, KIN 391, or KIN 441. Student should obtain detailed information early in their program of study to identify themselves as potential Kinesiology Sports Medicine concentration students.

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (3 s.h.)

Student selects 3 s.h. from GLT list.

GFA—Fine Arts (3.s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

Humanities and Fine Arts (3 s.h.)

Student selects additional 3 s.h. from GLT, GFA, or GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (7 s.h.)

BIO 111 Principles of Biology I

CHE 111 General Chemistry I

GMT—Mathematics (3 s.h.)

STA 108 Elementary Introduction to Probability and Statistics

GRD—Reasoning and Discourse (6 s.h.)

ENG 101 College Writing I

or

FMS 115 Freshman Seminar in Reasoning and Discourse I

or

RCO 101 College Writing I

Student selects additional 3 s.h. from GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

KIN 330 Sociocultural Analyses of Sport and Exercise

PSY 121 General Psychology

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major Requirements

Requirements

| | |
|---------|--|
| KIN 250 | Introduction to Kinesiology |
| KIN 330 | Sociocultural Analyses of Sport and Exercise |
| KIN 351 | History and Philosophy of Sport, Physical Activity, and Physical Education |
| KIN 375 | Physiology of Sport and Physical Activity |
| KIN 376 | Biomechanics of Sport and Physical Activity |
| KIN 386 | Motor Development and Learning |
| KIN 388 | Psychology of Physical Activity |

KIN 330 satisfies 3 hours of GSB.

and 6 activity courses must be completed with a grade of C (2.0) or higher.

The 6 activity courses must include:

| | |
|---------|-----------------|
| KIN 120 | Conditioning |
| KIN 130 | Weight Training |

and at least one of the following aquatics activities:

| | |
|---------|----------------------------|
| KIN 150 | Swimming for Non-Swimmers |
| KIN 151 | Beginning Swimming |
| KIN 202 | Water Aerobics |
| KIN 203 | Fitness Swim |
| KIN 252 | Low Intermediate Swimming |
| KIN 254 | High Intermediate Swimming |
| KIN 256 | Advanced Swimming |

NOTE: No required KIN course may be taken more than twice. Students who receive a grade below C twice in the same required KIN course will be dropped from their

concentration. Students who receive a grade below C twice in the same KIN Theory Core course will be dropped from the major.

IV Related Area Requirements

Courses

| | |
|---------|---|
| BIO 111 | Principles of Biology I |
| BIO 271 | Human Anatomy and Human Physiology |
| BIO 277 | Human Physiology |
| CHE 111 | General Chemistry I |
| CHE 112 | General Chemistry I Laboratory |
| CST 341 | Communication and Workplace Relationships |
| HEA 201 | Personal Health |
| NTR 213 | Introductory Nutrition |
| PSY 121 | General Psychology |
| STA 108 | Elementary Introduction to Probability and Statistics |

*BIO 111 and CHE 111 satisfy GNS; PSY 121 satisfies 3 s.h. of GSB; STA 108 satisfies GMT.

V Additional Concentration Requirements

Courses

| | |
|---------|--|
| KIN 220 | Physical Fitness for Life |
| KIN 353 | Injuries and Illnesses in Physical Activity |
| KIN 379 | Exercise Instruction |
| KIN 390 | Prevention and Emergency Care of Injuries I |
| KIN 391 | Prevention and Emergency Care of Injuries II |
| KIN 441 | Foundational Skills in Sports Medicine |

VI Electives

At least 9 s.h. of electives must be chosen from the following:

| | |
|---------|--|
| BIO 112 | Principles of Biology II |
| CHE 114 | General Chemistry II and General Chemistry II Laboratory |
| CHE 115 | General Chemistry II Laboratory |
| CHE 205 | Introductory Organic Chemistry and Introductory Organic Chemistry Laboratory |
| CHE 206 | Introductory Organic Chemistry Laboratory |
| CHE 351 | Organic Chemistry I |
| CHE 352 | Organic Chemistry II and Organic Chemistry Laboratory |
| CHE 354 | Organic Chemistry Laboratory |
| CHE 556 | Biochemistry I |
| CHE 557 | Biochemistry II and Biochemistry Laboratory |
| CHE 558 | Biochemistry Laboratory |
| CSC 101 | Introduction to Computer Concepts |
| HDF 211 | Human Development Across the Life Span |
| ISM 110 | Business Computing I |

| | |
|----------|---|
| ISM 210 | or Business Computing II |
| KIN 459 | Aquatics Instruction for Individuals with Special Needs |
| KIN 468 | Exercise and Fitness Testing |
| KIN 469 | Exercise Prescription |
| KIN 570 | Development and Implementation of Fitness Programs |
| KIN 595 | Exercise Science Internship |
| MAT 191 | Calculus I |
| NTR 313 | Nutrition Throughout the Life Cycle |
| NTR 531 | Nutrition and Human Metabolism |
| NTR 550 | Nutrition Assessment |
| NTR 560 | Advanced Nutrition |
| PHY 211 | General Physics I |
| | Or |
| PHY 211A | General Physics I |
| PHY 212 | General Physics II |
| | Or |
| PHY 212A | General Physics II |
| PSY 250 | Developmental Psychology |
| PSY 341 | Abnormal Psychology |

Internship Requirements

The Fitness Leadership Internship (KIN 595) has specific requirements. Students should begin investigating these requirements at the beginning of the junior year by obtaining written, detailed instructions from the Kinesiology Department, 237 HHP Building.

Fitness Leadership Internship:

At the time of application for placement in KIN 595, students must present evidence of the following:

1. Health and immunization clearances:
 - a. A tuberculin Mantoux skin test (or chest X-ray if skin test is positive) valid through the internship
 - b. A tetanus toxoid immunization
 - c. Evidence of Rubella, Mumps, and Measles immunization as required by University
 - d. Chicken Pox titer or Chicken Pox vaccination
 - e. Completion of Hepatitis B immunization series (The inoculation series should begin at least one year before the semester of internship placement.)

If immunization requirements change on short notice, students will be notified.
2. Students must purchase professional liability insurance to begin KIN 595. Students should obtain a written, detailed explanation of this requirement in the Kinesiology departmental office.
3. The student must have a cumulative GPA of at least 2.50 to enroll in KIN 595.

4. An application process must be completed prior to registration in KIN 595.
5. KIN 469 must be taken prior to enrollment in KIN 595. KIN 570 may be taken concurrently with enrollment in KIN 595.

Community Youth Sport Development Minor

Required: minimum of 21 semester hours

AOS Code: U443

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 UNCG student. The required 21 semester 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.

Requirements

Minimum requirements for an acceptable program plan include:

Recreation and Parks Management Majors (RPMT)

| | |
|---------|---|
| KIN 356 | Leadership and Collaboration |
| KIN 381 | Physical Education for Individuals with Special Needs |
| KIN 456 | Teaching Practicum II: Children's Physical Activity |
| KIN 457 | Teaching Practicum: Adolescents' Physical Activity |
| KIN 519 | Mentoring in Community Youth Development Programs |
| KIN 520 | Physical Activity Programs for Underserved Youth |
| KIN 521 | Evaluation of Physical Activity Programs in Youth Development |

All Other Majors

| | |
|---------|---|
| CTR 314 | Recreation Services with Underrepresented Groups |
| CTR 416 | Management in Recreation and Parks |
| KIN 456 | Teaching Practicum II: Children's Physical Activity |
| KIN 457 | Teaching Practicum: Adolescents' Physical Activity |
| KIN 519 | Mentoring in Community Youth Development Programs |
| KIN 520 | Physical Activity Programs for Underserved Youth |

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| KIN 521 | Evaluation of Physical Activity Programs in Youth Development |
|---------|---|

Sport Coaching Minor

Required: minimum of 21 semester hours

AOS Code: U410

The Sport Coaching Minor may be chosen by any degree-seeking UNCG student. To assure practicum placements, students must apply to the Department for approval of their Sport Coaching Minor Plan before completing 15 semester hours of the program. Approved plans for courses and qualifications will reflect the eight domains of sport coaching competence recognized by the National Association for Sport and Physical Education in the publication National Standards for Athletic Coaches, 1995.

Requirements

Minimum requirements for an acceptable program plan include:

1. Injuries—Prevention, Care and Management:

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|---------|---|
| KIN 353 | Injuries and Illnesses in Physical Activity |
|---------|---|

2. Risk Management:

| | |
|---------|--|
| KIN 477 | Coaching Practicum in a Selected Sport |
|---------|--|

and a current appropriate student professional or Sport National Governing Body membership

3. Growth, Development, and Learning

| | |
|---------|--------------------------------|
| KIN 386 | Motor Development and Learning |
|---------|--------------------------------|

or other approved course, e.g.:

| | |
|---------|---|
| CTR 314 | Recreation Services with Underrepresented Groups |
| KIN 381 | Physical Education for Individuals with Special Needs |

4. Training: Conditioning and Nutrition

| | |
|---------|---------------------------|
| KIN 220 | Physical Fitness for Life |
| HEA 201 | Personal Health |
| NTR 213 | Introductory Nutrition |

5. Social/Psychological Aspects of Coaching:

| | |
|---------|--|
| KIN 330 | Sociocultural Analyses of Sport and Exercise |
| KIN 388 | Psychology of Physical Activity |

6. Skills, Tactics and Strategies:

KIN elective

or minimum 1 s.h. intermediate level activity course, or certification in the sport of coaching

KIN elective:

| | |
|---------|-----------------------------|
| KIN 219 | Personal Skills Performance |
| KIN 276 | Advanced Tennis |

KIN 307 Observation and Analysis of Fundamental Movement

7. Teaching and Administration:

KIN 213 Sports Performance & Analysis I
or
KIN 214 Sports Performance & Analysis II
or
KIN 301 Advanced Sport Technique and
KIN 475 Independent Study

or specialized credential (e.g., WSI, USTA, USFHA)

KIN 475: (1 s.h.)

8. Professional Preparation and Development:

KIN 477 Coaching Practicum in a Selected Sport

At the time of placement for KIN 477 Coaching Principles and Practicum, each student must hold current Sport Safety Training or First Aid and CPR (Adult/Child) certification. Students must pass ASEP Coaching Principles with a minimum 80%.

Kinesiology Disciplinary Honors

Requirements (12 semester hours)

Twelve semester hours to consist of:

1. Nine (9) s.h. of KIN Honors courses, advanced courses, and/or contract courses including at least six (6) s.h. of upper-division work (300 level or above), and
2. Three (3) s.h. in the form of HSS 490 Senior Honors Project.

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.

KINESIOLOGY COURSES (KIN)

KIN 101 Beginning Volleyball (1:0:3)

Development of fundamental skills, strategic elements, and knowledge of volleyball with opportunity for team play.

Notes: Formerly ESS 101.

KIN 102 Team Handball (1:0:3)

Olympic sport activity which uses basketball playing skills in a soccer format.

Notes: Formerly ESS 102.

KIN 103 Softball (1:0:3)

Introduction to basic techniques, knowledge, and strategies of slow pitch softball.

Notes: Formerly ESS 103.

KIN 104 Beginning Basketball (1:0:3)

Development of fundamental skills, strategic elements, and knowledge of basketball.

Notes: Formerly ESS 104.

KIN 106 Beginning Soccer (1:0:3)

Development of fundamental skill, strategies, and knowledge of soccer.

Notes: Formerly ESS 106.

KIN 107 Field Hockey (1:0:3)

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.

Offered: Fall

Notes: Formerly ESS 107.

KIN 119 Physical Activity for Individuals with Special Needs (1:0:3)

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.

Prerequisite: Permission of a faculty supervisor and medical approval

Notes: May be repeated for credit. Formerly ESS 119.

KIN 120 Conditioning (1:0:3)

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. Formerly ESS 120.

KIN 122 Bicycling (1:0:3)

Introduction to basic cycling techniques, safety, bicycle maintenance, planning and participating in various trips. Must have own bike.

Notes: Formerly ESS 122.

KIN 123 Beginning Snow Skiing (1:0:3)

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. Formerly ESS 123.

KIN 124 Backpacking (1:0:3)

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. Formerly ESS 124.

KIN 125 Hiking/Camping (1:0:3)

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. Formerly ESS 125.

KIN 126 Modern Rhythmical Gymnastics (1:0:3)

Manipulation of hand apparatus (balls, hoops, ropes) to musical accompaniment.

Notes: Formerly ESS 126.

KIN 127 Beginning Golf (1:0:3)

Development of fundamental skills, strategic elements, and knowledge of golf. Opportunity to practice at both on and off campus facilities.

Notes: Fee: approximately \$30. Formerly ESS 127.

KIN 128 Beginning Bowling (1:0:3)

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. Formerly ESS 128.

KIN 130 Weight Training (1:0:3)

Weight training with emphasis on principles, techniques, and development of individualized programs.

Notes: May be repeated once for credit. Formerly ESS 130.

KIN 131 Jogging (1:0:3)

Designed for the developing jogger, including information on basic skills and knowledge, graduated jogging programs, and self-testing procedures.

Notes: May be repeated once for credit. Formerly ESS 131.

KIN 132 Ice Skating (1:0:3)

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. Formerly ESS 132.

KIN 142 Social Dance (1:0:3)

Development of basic dance fundamentals, emphasizing the fox-trot, swing or jitterbug, cha-cha, waltz, tango, polka, rumba, samba, and current popular dances.

Notes: Formerly ESS 142.

KIN 147 Square Dance (1:0:3)

Exploration of steps, patterns, formations, and cultural/historical background of American square dance.

Notes: Formerly ESS 147.

KIN 150 Swimming for Non-Swimmers (1:0:3)

Designed for students with a fear of the water who cannot swim.

Notes: Formerly ESS 150.

KIN 151 Beginning Swimming (1:0:3)

Development of fundamental swimming and safety skills; designed for students with little or no knowledge of strokes and limited deep water experience.

Notes: Formerly ESS 151.

KIN 155 Instructional Methods I (3:3)

Fundamentals of instruction in physical activity settings with special emphasis on basic planning, organizational skills, management, task presentation, and content development.

Prerequisite: First-year Physical Education/Health Teacher Education majors

KIN 170 Beginning Fencing (1:0:3)

Development of fundamental skills, tactics, and knowledge of foil fencing with opportunity for competitive bouting.

Notes: Formerly ESS 170.

KIN 171 Beginning Badminton (1:0:3)

Development of fundamental skills, strategic elements, and knowledge of badminton with opportunity for match play.

Notes: Formerly ESS 171.

KIN 172 Beginning Self-Defense (1:0:3)

Development of fundamental skills, strategic elements, and knowledge of non-weapon defense, including techniques from karate and judo.

Notes: Formerly ESS 172.

KIN 173 Beginning Racquetball (1:0:3)

Development of fundamental skills, strategic elements, and knowledge of racquetball with opportunity for match play.

Notes: Formerly ESS 173.

KIN 174 Wrestling (1:0:3)

Combative sport offering participant a physically demanding experience and opportunity to develop wrestling skill and fitness.

Notes: Formerly ESS 174.

KIN 175 Beginning Tennis (1:0:3)

Development of fundamental skills, strategic elements, and knowledge of tennis with opportunity for match play in singles and doubles.

Notes: Formerly ESS 175.

KIN 201 Intermediate Volleyball (1:0:3)

Extension and refinement of beginning level skills, strategies, and knowledge of volleyball. Emphasis on tactical elements of team play.

Notes: Formerly ESS 201.

KIN 202 Water Aerobics (1:0:3)

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.

Notes: Formerly ESS 202.

KIN 203 Fitness Swim (1:0:3)

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.

Notes: Formerly ESS 203.

KIN 204 Intermediate Basketball (1:0:3)

Extension and refinement of beginning level skills, strategies and knowledge of basketball. Emphasis on tactical elements of team play.

Notes: Formerly ESS 204.

KIN 205 Rhythmic Aerobics (1:0:3)

Conditioning course in which participants exercise to musical accompaniment for purpose of developing cardiovascular efficiency, strength, and flexibility.

Notes: May be repeated once for credit. Formerly ESS 205.

KIN 206 Intermediate Soccer (1:0:3)

Extension and refinement of beginning level skills, strategies and knowledge of soccer. Emphasis on tactical elements of team play.

Notes: Formerly ESS 206.

KIN 209 Advanced Rhythmic Aerobics (1:0:3)

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.

Offered: Fall & Spring

Notes: Formerly ESS 209.

KIN 210 Rhythmic Aerobics Instructor (2:2:1)

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.

Prerequisite: KIN 209 or permission of instructor

Offered: Fall & Spring

Notes: Formerly ESS 210.

KIN 213 Sports Performance & Analysis I (1:0:3)

Skill development and analysis of soccer and basketball skills. Learning and application of physical education content in a developmental model.

Offered: Spring

Notes: Formerly ESS 213.

KIN 214 Sports Performance & Analysis II (1:0:3)

Skill development and analysis of tennis and volleyball skills. Learning and application of physical education content in a developmental model.

Offered: Fall

Notes: Formerly ESS 214.

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.

Offered: Fall

Notes: Formerly ESS 217.

KIN 218 Educational Games (1:0:3)

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.

Prerequisite: Kinesiology major

Offered: Fall

Notes: Formerly KIN 315; formerly ESS 315.

KIN 219 Personal Skills Performance (1:0:3)

Skill development and analysis of physical activity and sport skills. Learning and application of physical education content in a developmental model.

Prerequisite: Kinesiology majors only.

Offered: Spring

Notes: Formerly KIN 208; formerly ESS 208.

KIN 220 Physical Fitness for Life (3:3)

Lecture course with selected activity experiences regarding principles and methods for developing and maintaining fitness. Development and implementation of a personal physical fitness program designed for continuing participation throughout life.

Notes: Formerly ESS 220.

KIN 223 Intermediate Snow Skiing (1:0:3)

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. Formerly ESS 223.

KIN 227 Intermediate Golf (1:0:3)

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. Formerly ESS 227.

KIN 228 Intermediate Bowling (1:0:3)

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. Formerly ESS 228.

KIN 230 Psychological Skills for Optimal Performance (3:2:2)

Overview of sport psychology principles applied to sport and exercise activities. Includes experience in psychological skills training.

Notes: Formerly ESS 230.

KIN 231 Games for Understanding (3:3)

Problem-based approach to games teaching with emphasis on producing effective game play performance through the successful interplay of tactical decision-making with associated skill development.

Prerequisite: KIN 219

KIN 235 Instructional Methods II (3:3)

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.

Prerequisite: KIN 155; admission to Physical Education/Health Teacher Education Concentration; 2.5 GPA

Offered: Spring

Notes: Formerly KIN 355; formerly ESS 355.

KIN 240 Introduction to World Folk Dance (1:0:3)

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.

Notes: Formerly ESS 240.

KIN 242 Clogging (1:0:3)

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.

Notes: Formerly ESS 242.

KIN 243 Intermediate Folk Dance (1:0:3)

Refinement of beginning folk dance skills and stylistic factors; advanced dance steps, patterns, and formations.

Prerequisite: KIN 240 or permission of instructor

Notes: Formerly ESS 243.

KIN 250 Introduction to Kinesiology (3:3)

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.

Notes: Formerly ESS 250.

KIN 252 Low Intermediate Swimming (1:0:3)

Extension of basic swimming and safety skills; must be comfortable in deep water.

Notes: Formerly ESS 252.

KIN 253

KIN 254 High Intermediate Swimming (1:0:3)

Refinement of swimming and safety skills; development of swimming endurance.

Notes: Formerly ESS 254.

KIN 255 Water Safety Education (1:0:3)

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.

Notes: Formerly ESS 255.

KIN 256 Advanced Swimming (1:0:3)

Continued refinement of swimming strokes and stroke variation; focus on distance swimming and competitive skills.

Notes: Formerly ESS 256.

KIN 257 Synchronized Swimming (1:0:3)

Development of fundamental skills in synchronized swimming, and individual and group routines. Must be comfortable in deep water.

Notes: Formerly ESS 257.

KIN 258 Lifeguard Training (3:2:2)

Skills, knowledge and techniques for lifeguarding with possibility of certification in CPR for the Professional Rescuer, First Aid and Pool Lifeguarding.

Prerequisite: CPR/First Aid certification; successful performance on swimming entrance tests

Offered: Fall & Spring

Notes: Lab fee for supplies required. Formerly ESS 258.

KIN 260 Water Polo (1:0:3)

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.

Notes: Formerly ESS 260.

KIN 261 Springboard Diving (1:0:3)

Development of fundamental skills, understanding of mechanical principles, and overall knowledge for judging and coaching for 1 meter springboard diving.

Notes: Formerly ESS 261.

KIN 262 Safety Training for Swim Coaches (1:0:3)

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.

Notes: Formerly ESS 262.

KIN 263 Basic SCUBA (1:0:3)

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. Formerly ESS 263.

KIN 264 Advanced SCUBA (2:1:2)

Extension of skills and knowledge beyond level of basic SCUBA diver, including familiarity with operation and maintenance of SCUBA equipment. Opportunities provided for speciality certifications.

Prerequisite: KIN 263 or equivalent and permission of instructor

Notes: Additional fees for equipment rental, quarry use and certification; must provide own mask, fins, snorkel, and booties. Formerly ESS 264.

KIN 268 Canoeing (1:0:3)

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. Formerly ESS 268.

KIN 270 Intermediate Fencing (1:0:3)

Refinement of beginning skills, high- and low-line attacks and defenses; advanced footwork; and electrical foil fencing.

Notes: Formerly ESS 270.

KIN 271 Intermediate Badminton (1:0:3)

Extension and refinement of beginning level skills, strategies, and knowledge of badminton. Emphasis on tactical elements of match play.

Notes: Formerly ESS 271.

KIN 272 Tae Kwon Do (1:0:3)

Acquisition and development of the basic techniques and knowledge of Tae Kwon Do. Presented in the culturally correct form.

Notes: Formerly ESS 272.

KIN 273 Intermediate Racquetball (1:0:3)

Extension and refinement of beginning level skills, strategies, and knowledge of racquetball. Emphasis on tactical elements of match play.

Notes: Formerly ESS 273.

KIN 275 Intermediate Tennis (1:0:3)

Extension and refinement of beginning level skills, strategies, and knowledge of tennis. Emphasis on tactical elements of match play in singles and doubles.

Notes: Formerly ESS 275.

KIN 276 Advanced Tennis (1:0:3)

Extension and refinement of intermediate level skills, strategic elements and knowledge of tennis. Emphasis on optimizing performance through mental preparation and structured practice.

Notes: Formerly ESS 276.

KIN 277 Advanced Golf (1:0:3)

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. Formerly ESS 277.

KIN 280 Research and Evaluation in Kinesiology (3:3)

Overview of measurement, evaluation, and research methods in kinesiology; emphasis on applications to professional practice.

Prerequisite: Sophomore standing; STA 108 or STA 271

Notes: Formerly ESS 280.

KIN 285 Motor Development (3:3)

Lifespan analysis of motor skill development as a function of chronological age.

Notes: Formerly ESS 285.

KIN 290 Aesthetics of Sport (2:2:1)

Theoretical and laboratory experiences to analyze and synthesize sport theory and aesthetic theory in order to explore the nature of a sport aesthetic.

Notes: Formerly ESS 290.

KIN 299 Physical Conditioning for Children (1:0:3)

Principles and components of health-related and performance-related conditioning. Emphasis on the design, implementation, and evaluation of conditioning programs for children.

Prerequisite: KINE major

Notes: Formerly ESS 299.

KIN 301 Advanced Sport Technique (1:0:3)

Advanced tutorial in individual sports. Meets concurrently with intermediate-level class. May not be taken in lieu of existing advanced course.

*Prerequisite: Permission of Activity Instructor
Program Coordinator*

*Notes: May be taken once for each sport studied.
Formerly ESS 301.*

KIN 302 Movement Pedagogy for Elementary School Teaching (2:2)

Introduction, for elementary school teaching majors, to physical activity and movement with a concentration on classroom curriculum integration.

Prerequisite: Junior or senior standing; ELED major

Notes: Formerly ESS 341; formerly KIN 341.

KIN 307 Observation and Analysis of Fundamental Movement (3:3)

Selected physical activities with special emphasis on movement observation and analysis. Fieldwork with children emphasized.

*Prerequisite: KINE major with Physical Education
and Health Teacher Education concentration;
admission to the Teacher Education Program; junior
or senior status*

Corequisite: KIN 386

Offered: Fall

Notes: Formerly ESS 207.

KIN 316 Children's Educational Gymnastics (1:0:3)

Performance and analysis of gymnastic skills appropriate for children.

*Prerequisite: KINE major; open to ELED major with
permission of instructor.*

Offered: Fall

Notes: Formerly ESS 316.

KIN 330 Sociocultural Analyses of Sport and Exercise (3:3:1)

Analyses of sports and exercise in sociocultural contexts, including professional, intercollegiate, youth sport, character, aggression, gender, race, class, and media. Field experience in local community agency required.

Distribution: GE Core: GSB

Notes: Formerly ESS 330.

KIN 341

KIN 342 Teaching Motor Skills to Preschool Children (3:2:3)

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.

Prerequisite: Junior or senior standing, or permission of instructor

Notes: Formerly ESS 342.

KIN 350 History of American Sport (3:3)

Examination of the development and significance of sport in American society.

Notes: Formerly ESS 350.

KIN 351 History and Philosophy of Sport, Physical Activity, and Physical Education (3:3)

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.

Distribution: GE Core: GHP

Notes: Formerly ESS 351.

KIN 352 Philosophy of Sport (3:3)

Overview of philosophical concerns related to study of sport and sport experiences, examined with use of current sport philosophy literature.

Notes: Formerly ESS 352.

KIN 353 Injuries and Illnesses in Physical Activity (3:3)

Instruction in the prevention, recognition, and basic care of common injuries and illnesses that occur in a sport and exercise setting.

Prerequisite: BIO 271

Offered: Fall & Spring

Notes: Formerly ESS 353.

KIN 354 Curriculum and Teaching: Children's Physical Education (3:1:6)

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. Professional liability insurance required.

Prerequisite: KIN 219 and KIN 235; 2.5 GPA; KINE major with Physical Education and Health Teacher Education concentration; admission to the Teacher Education Program

Corequisite: KIN 453

Offered: Spring

Notes: Formerly ESS 354.

KIN 356 Leadership and Collaboration (3:3)

Examination of administrative considerations in conducting physical activity and athletic programs with emphasis on leadership, collaboration, and group dynamics.

KIN 357 Professional Development Seminar for Physical Education Teachers (1:1)

Professional development issues and concerns often experienced by pre-service and in-service teachers of Physical Education and Health.

KIN 359 Water Safety Instructor (3:2:2)

Development of knowledge and skill to teach others in the American Red Cross programs of swimming and elementary rescue. Certification as a WSI is possible.

Notes: Formerly ESS 359.

KIN 360 SCUBA Rescue (2:1:2)

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.

Prerequisite: Pr. or Coreq. 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. Formerly ESS 360.

KIN 365 SCUBA Divemaster (2:1:2)

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.

Prerequisite: Permission of instructor

Notes: Students must provide own mask, fins, snorkel, and booties. Additional fees for equipment rental, quarry use, and certifications. Formerly ESS 365.

KIN 375 Physiology of Sport and Physical Activity (4:3:3)

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.

Prerequisite: BIO 271 and BIO 277, or permission of the instructor

Offered: Fall or Spring or Summer

Notes: Formerly ESS 375.

KIN 376 Biomechanics of Sport and Physical Activity (3:2:3)

Anatomical and mechanical bases of physical activity with emphasis on the analysis of sport and exercise skills.

Prerequisite: BIO 271 or permission of instructor; one course in calculus or algebra recommended.

Notes: Formerly ESS 376.

KIN 379 Exercise Instruction (3:3)

Designing and implementing exercise instruction techniques for individuals and groups.

Prerequisite: KIN 120, KIN 130, and KIN 220; or permission of instructor

Offered: Fall & Spring

Notes: KINE major only. Formerly ESS 379.

KIN 381 Physical Education for Individuals with Special Needs (3:2:3)

Survey of all aspects of developmental, adapted, and corrective physical education for populations of children and adults with disabilities. Weekly field experiences required. Professional liability insurance required.

Notes: Formerly ESS 381.

KIN 385 Motor Learning and Control (3:3)

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.

Prerequisite: PSY 121

Notes: Formerly ESS 385.

KIN 386 Motor Development and Learning (4:3:2)

Life span analysis of motor skill development and learning.

Offered: Fall & Spring

Notes: Formerly ESS 386.

KIN 388 Psychology of Physical Activity (4:4)

Examination of the psychological theories and research related to physical activity with emphasis on application in sport and exercise settings.

Prerequisite: PSY 121

Offered: Fall & Spring

Notes: Formerly ESS 388.

KIN 389 Exercise Adherence (3:3)

An examination of the determinants, theories, and research related to exercise adherence; emphasis on application in health-related physical activity and exercise settings.

Prerequisite: KIN 388

Offered: Fall

Notes: Formerly ESS 389.

KIN 390 Prevention and Emergency Care of Injuries I (2:2)

Introduction to the field of sports medicine emphasizing principles of prevention of orthopedic injuries and management of life-threatening and catastrophic injuries.

Corequisite: KIN 391

Notes: Lab fee for supplies required. Formerly ESS 390.

KIN 391 Prevention and Emergency Care of Injuries II (1:0:5)

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.

Corequisite: KIN 390 or permission of instructor

Notes: Lab fee for supplies required. Formerly ESS 391.

KIN 395 Experimental Course: Strength and Conditioning (3:3)

How to design sport-specific strength and conditioning programs that will aid in injury prevention as well as performance enhancement. (Offered spring '08)

Prerequisite: KIN 375, KIN 376, and KIN 379

Notes: Formerly ESS 395.

KIN 396 Dissecting Martial Arts in Contemporary China (3:2:3)

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.

Offered: Summer

KIN 410 Process of Skill Acquisition (1:0:3)

Focus on integration of theoretical knowledge across core courses with applied experience in skill acquisition.

Prerequisite: KINE major, KIN 385, and KIN 388

Corequisite: KIN 375 and KIN 376 are approved corequisites.

Notes: Formerly ESS 410.

KIN 425 Assistant Instructor of SCUBA (3:1:4)

Refine skills and theoretical knowledge to instructor level; develop instructional skills, understand administration and certification procedures.

Prerequisite: Permission of instructor

Notes: Students must provide own mask, fins, snorkel, and booties. Additional fees for equipment rental, quarry use, and certifications. Formerly ESS 425.

KIN 441 Foundational Skills in Sports Medicine (3:0:12)

Lecture and laboratory sessions. Development of foundational skills and techniques for medical health professionals. Emphasis on functional palpation, sport specific movement analysis, and understanding of orthopedic pathologies.

Prerequisite: BIO 271, KIN 390, KIN 391, KINE major with Sports Medicine concentration; or permission of instructor

Notes: Lab fee for supplies required. Formerly ESS 441.

KIN 453 Measurement and Assessment of Learning in Physical Education (3:3)

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. Professional liability insurance required.

Prerequisite: KIN 235; admission to the Teacher Education Program; 2.5 GPA

Corequisite: KIN 354

KIN 454 Curriculum and Teaching: Secondary School Physical Education (3:1:6)

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. Professional liability insurance required.

Prerequisite: KIN 235 and KIN 354; KINE major with Physical Education and Health Teacher Education concentration; admission to the Teacher Education Program; 2.5 GPA

Corequisite: KIN 455, KIN 460

Offered: Fall

Notes: Formerly ESS 454.

KIN 455 Teaching Children and Adolescents for Healthful Living (3:2:3)

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. Professional liability insurance required.

Prerequisite: KIN 235, KIN 354, and KIN 375; KINE major with Physical Education and Health Teacher

Education concentration; admission to the Teacher Education Program; 2.5 GPA

Corequisite: KIN 454, KIN 460

Offered: Fall

Notes: Formerly ESS 455.

KIN 456 Teaching Practicum II: Children's Physical Activity (2:1:2)

Practicum experiences in teaching physical activity to children with special emphasis on lesson planning, management, assessment, task presentation, and content development.

Prerequisite: Admission to Community Youth Sport Development concentration

Corequisite: Concurrent enrollment in KIN 235

Offered: Spring

KIN 457 Teaching Practicum: Adolescents' Physical Activity (2:1:2)

Practicum experiences in teaching physical activity to adolescents with special emphasis on lesson planning, management, assessment, task presentation, and content development. Professional liability insurance required.

Prerequisite: KIN 355; KINE major with Community Youth Sport Development concentration

Offered: Fall

Notes: Formerly ESS 457.

KIN 458 Aquatic Facilities Management (3:3)

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.

Notes: Formerly ESS 458.

KIN 459 Aquatics Instruction for Individuals with Special Needs (3:2:2)

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: Liability insurance required (available in class). Formerly ESS 459.

KIN 460 Teaching Physical Education and Health Internship (3:1:6)

Supervised field experience in Physical Education and Health Teacher Education in an approved local school setting. Professional liability insurance required. Includes campus meetings.

Prerequisite: KIN 231, KIN 235, KIN 250, KIN 307, KIN 354, KIN 356, KIN 381, and KIN 453; admission to the Teacher Education Program; 2.5 GPA

Corequisite: KIN 454, KIN 455

Notes: Formerly ESS 456.

KIN 461 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. Professional liability insurance required.

Prerequisite: Program requirements leading to student teaching; methods courses (KIN 354, KIN 454, and KIN 455) must be taken at UNCG; admission by application only; 2.50 GPA

Offered: Spring

Notes: Grade: Pass/Not Pass (P/NP). ARC FA and CPR must be current. Admission to Teacher Education Program is required. Formerly ESS 461.

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. Professional liability insurance required.

Prerequisite: Program requirements leading to student teaching; methods courses (KIN 354, KIN 454, and KIN 455) must be taken at UNCG; admission by application only; 2.50 GPA

Offered: Spring

Notes: Grade: Pass/Not Pass (P/NP). ARC FA and CPR must be current. Admission to Teacher Education Program is required. Formerly ESS 462.

KIN 464 Administration of Physical Education and Athletics (3:3)

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.

Prerequisite: Senior standing and admission to the Teacher Education Program; or permission of instructor

Notes: Formerly ESS 464.

KIN 467 Techniques in Exercise and Fitness Testing (3:3)

Laboratory and field techniques in exercise and fitness testing.

Prerequisite: Grade of C or better in KIN 375; grades of C or better in all required KIN courses; 2.50 GPA; KINE major with Fitness Leadership concentration or permission of instructor

Corequisite: KIN 468

Offered: Fall & Spring

Notes: Formerly ESS 467.

KIN 468 Exercise and Fitness Testing (3:3)

Emphasizes safe and effective testing of elements of health-related physical fitness as outlined by the American College of Sports Medicine. Includes basics of electrocardiogram interpretation and clinical exercise testing.

Prerequisite: Grade of C or better in KIN 375; grades of C or better in all required KIN courses; 2.50 GPA; KINE major with Fitness Leadership concentration or permission of instructor

Corequisite: KIN 467 or permission of instructor

Offered: Fall & Spring

Notes: Formerly ESS 468.

KIN 469 Exercise Prescription (3:3)

Scientific principles of exercise prescription for healthy individuals of all ages, individuals at risk for disease, and those with known chronic disease.

Prerequisite: KIN 379, KIN 389, KIN 468; grades of C or better in all required KIN courses; 2.50 GPA; KINE major with Fitness Leadership concentration or permission of instructor

Offered: Fall & Spring

Notes: Formerly ESS 469.

KIN 471 Internship Preparation in Fitness Leadership (1:1)

Professional preparation, planning, and placement for supervised internship experience (KIN 595).

Prerequisite: KINE major with Fitness Leadership concentration; KIN 375 or permission of instructor

Corequisite: KIN 468 or KIN 469 or permission of the instructor

Offered: Fall or Spring

Notes: Grade: Pass/Not Pass (P/NP). Formerly ESS 471.

KIN 475 Independent Study (1–3)

Intensive work in area of special interest in physical education. Available to qualified students on recommendation of academic advisor, instructor, and undergraduate program coordinator.

Prerequisite: Demonstrated competency for independent work and permission of academic adviser, instructor, and undergraduate program coordinator.

Notes: Formerly ESS 475.

KIN 476 Problems Seminar (2:2)

Current problems in field of physical education. Opportunity for student to specialize in a problem of his choice. Emphasis of the problem shall be approved by instructor.

Notes: Formerly ESS 476.

KIN 477 Coaching Practicum in a Selected Sport (3:6)

Opportunity for prospective coach to assume various responsibilities in coaching a selected sport under the guidance of a qualified coach.

Prerequisite: Current First Aid/Sports Safety Certification; upper division students seeking minor in sport coaching, or permission of instructor

Notes: Formerly ESS 477.

KIN 493 Honors Work (3)

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. Formerly ESS 493.

KIN 494 Internship in Aquatic Leadership (6:1:20 or)

A supervised field experience in aquatic leadership in qualified agencies. Requirements include specific assignments, supervision, seminars on campus, and evaluation of student's performance.

Prerequisite: 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. Formerly ESS 494.

KIN 495 Senior Project (3:3)

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.

Prerequisite: KIN 475; 3.0 GPA; and permission of department

Offered: Fall & Spring & Summer

Notes: Formerly ESS 495.

KIN 519 Mentoring in Community Youth Development Programs (2:1:2)

Service learning experience mentoring an elementary or middle school youth in a community youth sport program. On campus seminars required.

Offered: Fall & Spring

Notes: May be repeated for credit. Formerly ESS 519.

KIN 520 Physical Activity Programs for Underserved Youth (3:3)

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.

Offered: Spring

Notes: Formerly ESS 520.

KIN 521 Evaluation of Physical Activity Programs in Youth Development (3:3)

Examination of traditional and nontraditional strategies for effective youth program evaluation; attention to analysis and interpretation of data used in conducting such evaluations.

Prerequisite: KIN 520

Offered: Spring

Notes: Formerly ESS 521.

KIN 522 Internship in Community Youth Sport Development Programs (6:1:15)

Supervised field experience in qualified agencies. Course involves specific assignments, seminars on campus, and evaluation of student's performance.

Prerequisite: KIN 520 and KIN 521; undergraduates must have a 2.50 GPA or permission of instructor

Offered: Fall & Spring & Summer

Notes: Grade: Satisfactory/Unsatisfactory (S/U). Formerly ESS 522.

KIN 530 Play, Games, and Sport (3:3)

Examination of major conceptualizations of play, games, and sport; comparisons and contrasts among the concepts.

Notes: Formerly ESS 530.

KIN 531 Issues in Competitive Sports for Children and Youth (3:3)

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.

Prerequisite: Permission of instructor

Notes: Formerly ESS 531.

KIN 532 Women in Sport and Physical Activity (3:3)

Examination of women's experiences in sport and physical activity. Consideration of historical, biological, psychological, and socio-cultural perspectives.

Prerequisite: Pr. junior standing or higher in Kinesiology or Women's and Gender Studies, or permission of instructor

Notes: Formerly ESS 532.

KIN 535 Exercise Science/Fitness Internship (3:0:8)

Field experience in fitness leadership in qualified agencies providing fitness programs. Students must purchase professional liability insurance.

Prerequisite: KIN 568 or instructor's approval.
Permission of instructor required.

Notes: Formerly ESS 535.

KIN 536 Anatomical Basis of Athletic Injury (2:1:3)

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.

Prerequisite: Undergraduate anatomy and physiology

Offered: Summer

Notes: Formerly ESS 536.

KIN 543

KIN 545 Psychology of Coaching (3:3)

Overview of sport psychology principles applied to the teaching and coaching of sport activities.

Prerequisite: PSY 121 or permission of instructor

Notes: Formerly ESS 545.

KIN 550 Sports Clinic (1)

Designed to improve teaching and coaching techniques in various sports utilizing current game strategies.

Notes: Formerly ESS 550.

KIN 559 Water Exercise for Therapy and Rehabilitation (3:2:2)

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.

Prerequisite: KIN 375 or KIN 376 (may be taken concurrently)

Offered: Spring

Notes: Formerly ESS 559.

KIN 560 Aquatic Therapeutic Modalities (3:2:2)

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.

Offered: Fall

Notes: KIN 459 or KIN 550 recommended. Formerly ESS 560.

KIN 563 Development of Physical Education in the Western World (3:3)

Historical overview of development of physical education in Western Civilization from classical times to the present age.

Notes: Formerly ESS 563.

KIN 565 History of the Olympic Games (3:3)

Development of the Olympic Games movement in both the ancient world and modern era. Consideration of cultural, philosophical, political, economic, and performance perspectives.

Offered: Spring

Notes: Formerly ESS 565.

KIN 567 Measurement and Evaluation in Physical Education (3:3)

Survey of tests and application of measurement in physical education. Elementary testing procedures.

Notes: Formerly ESS 567.

KIN 568 Health/Fitness: Assessment and Prescription (3:3)

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.

Prerequisite: KIN 375 and KIN 376, or permission of instructor; CPR must be current throughout the course.

Notes: Formerly ESS 568.

KIN 569 Exercise Instruction (3:3)

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.

Prerequisite: KIN 375 and KIN 568; or permission of instructor

Notes: Formerly ESS 569.

KIN 570 Development and Implementation of Fitness Programs (3:3)

Preparation in planning, designing, developing, organizing, programming, implementing, directing, and evaluating fitness programs.

Prerequisite: KIN 468 and KIN 469; grades of C (2.0) or better in all required KIN courses; 2.50 GPA; KINE major with Fitness Leadership concentration or permission of instructor

Notes: Formerly ESS 570.

KIN 571 Physical Education for Individuals with Special Needs (Advanced) (3:3)

Advanced study of physical education for persons with mental and physical disabilities. Clinical experience is provided.

Prerequisite: KIN 381 or permission of instructor

Notes: Formerly ESS 571.

KIN 576 Nutrition and Physical Fitness (3:3)

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.

Prerequisite: Grade of C (2.0) or better in BIO 277 and NTR 213 and NTR 413 (or equivalents). KIN 375 recommended.

Notes: Formerly ESS 576.

Cross Listed: Same as NTR 576.

KIN 578 Needs Assessment of Persons with Disabling Conditions (3:3)

Determination of gross motor and perceptual/gross motor performance needs of persons with disabilities. Analysis of published and teacher-made instruments. Construction of new tests for physical education for persons with special needs in physical activities.

Prerequisite: Permission of instructor

Notes: Formerly ESS 578.

KIN 579 Exercise and Older Adults (3:3)

Basic principles underlying exercise/aging. The delivery of exercise information and the conduct of exercise programs for older adults.

Prerequisite: Junior admission only by permission of instructor

Notes: Formerly ESS 579.

KIN 589 Experimental Course: Therapy for Athletic Injuries (3:3)

This course teaches the prevention and basic care of athletic injuries for students aspiring to become allied health or kinesiology professionals.

Offered: Offered summer '13

Notes: Formerly ESS 589.

KIN 595 Exercise Science Internship (3:1:10 or 6:1:20)

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.

Prerequisite: Permission of instructor; completion of all KIN core courses and additional concentration courses except KIN 570; grades of C (2.0) or better in all KIN courses; 2.50 GPA; KINE major with Fitness Leadership concentration. Pr. or Coreq. KIN 570

Notes: Grade: Letter grade. 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. Formerly ESS 595.

KIN 611 Research Methods for Exercise and Sport Science

KIN 620 Athletic Training Clinical Experience

KIN 634 Athletic Training Foundations

KIN 636 Athletic Injury Evaluation

KIN 637 Athletic Injury Evaluation Laboratory

KIN 643 Therapeutic Modalities

KIN 639 Therapeutic Modalities Laboratory

KIN 640 Rehabilitation Techniques for Athletic Injuries

KIN 641 Rehabilitation Techniques Laboratory

KIN 697 Field Practicum in Exercise and Sport Science

KIN 703 Optimizing Athletic Performance

KIN 704 Athletic Training Seminar

KIN 705 Applied Rehabilitation Concepts

KIN 720 Pathophysiology and Pharmacology

KIN 721 Athletic Training Clinical Education VI

KIN 725 Management and Professional Issues in Athletic Training

KIN 743 Psychological Aspects of Sport Injury & Rehabilitation

Department of Languages, Literatures, and Cultures

including Chinese, French, German, Italian, Japanese, Portuguese, Russian, and Spanish

College of Arts & Sciences

2321 Moore Humanities and Research Administration

336/334-5655

www.uncg.edu/lc

Faculty

Amy Williamsen, Professor and Head of Department

Professors Campo, Fein, Lixl, Smith-Soto, Sotomayor

Associate Professors Chesak, García-Bayonas, Grossi, Hontanilla, Macfie, Niebisch, Rinner

Assistant Professors Cabello, López-Aleman, McFadden, Pereira

Lecturers Almeida-Rankin, Beal, Bender, Brabeck, Cobb, Colon, Daughton, Deasy, D'Empaire-Wilbert, Dola, Dwyer, Filipski, Freeman, Gakou, Hill, Horley, Hortal, Jones-Worden, Kreitingner, Laird, López, Lupo, Lunsford, Pérez, Scaccianoce, Schilke, Sun, Takagi, Taylor, Troncoso

Adjunct Instructors Haeseler, Pynes, Wooten

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 Chinese, French, German, Japanese, Italian, Portuguese, Russian, and Spanish. We offer majors in French, German, and Spanish as well as K–12 licensure in French 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's 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 may 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 UNCG's International House and are encouraged to participate in study abroad opportunities through UNCG'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, Italian, Japanese, or Portuguese 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 UNCG **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 UNCG.

Students in need of additional advising or with concerns regarding the placement results are asked to make an appointment with a designated faculty member.

FRENCH

French Major (FREN)—B.A.

Degree: Bachelor of Arts

Required: 122 semester hours, to include at least 30 hours at or above the 300 course level

AOS Codes:

French, U159

French, with K-12 Teaching Licensure, U161

The French 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 French begins at the 300 level.

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (6 s.h.)

Student selects 6 s.h. from GLT list.

GFA—Fine Arts (3 s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (6–7 s.h.)

Student selects 6–7 s.h. from GNS list. One must include a laboratory course. Each must have a different course prefix.

GMT—Mathematics (3 s.h.)

Student selects 3 s.h. from GMT list.

GRD—Reasoning and Discourse (6 s.h.)

ENG 101 College Writing I
or

FMS 115 Freshman Seminar in Reasoning and Discourse I
or

RCO 101 College Writing I

Student selects additional 3 s.h. from GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

Student selects 6 s.h. from GSB list.

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See requirements and approved courses.

Historical Perspectives on Western Culture
one GPM Premodern course
or

GMO Modern course

depending on category used to satisfy GHP requirement

Natural Sciences

any GLS or GPS course

Social and Behavioral Sciences (GSB)

any additional GSB course with a different departmental prefix

Foreign Language (GFL)

intermediate-level proficiency in one language

demonstrated by placement test, or completion of course work through course number 204/241

Writing Intensive Courses (WI)

a total of four WI courses

See Writing Intensive Courses under College of Arts and Sciences Additional Requirements (CAR)

IV Major Requirements

No requirement for the major can be met by a grade lower than C-. Minimum 30 semester hours at the 300 level or above, including:

1. Language: 9 s.h. from:

| | |
|---------|---|
| 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 |

FRE 301: May not be taken for credit by students who have successfully completed FRE 315 or above.

2. Literature and/or Film:

9 s.h. from:

| | |
|-------------------------|---|
| FRE 353 | Survey of French Literature |
| FRE 453 | Topics in French Literature: Ancien Régime |
| FRE 454 | Topics in Modern French Literature |
| FRE 455 | Topics in French & 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/ITA 517/SPA 561 | The Auteur Director |

FRE 562/ITA 518/SPA 562 Studies in Film Genre

FRE 553: prerequisite to 400- and 500-level literature courses

3. Culture and Civilization:

3 s.h. from:

| | |
|---------|---|
| 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 |

FRE 557: (if topic is Paris)

4. Electives: 9 s.h.

Students seeking teacher licensure must include the following in the 30 hours.

The Phonetics competency may be met by completing FRE 311.

Civilization

One of the following:

| | |
|---------|---|
| FRE 331 | Culture and Civilization in France |
| FRE 332 | Introduction to French Civilization and Culture |
| 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 |

FRE 557:(if topic is Paris)

Composition

One of the following:

| | |
|---------|-----------------------------------|
| FRE 315 | Advanced Grammar and Composition |
| FRE 415 | Advanced French Composition |
| FRE 497 | Directed Study in French Language |

Conversation

One of the following:

| | |
|---------|-----------------------------------|
| FRE 311 | French Conversation and Phonetics |
| FRE 312 | French Conversation and Culture |
| FRE 313 | Conversation in France |

The following courses are excluded for credit toward the major:

| | |
|---------|---|
| FRE 222 | Explorations in French Literature: English Versions |
| FRE 232 | Images of France and the Francophone World |
| FRE 323 | Albert Camus: English Versions |

Residency Hours

Students should note the following regulations regarding residency hours: each student must complete a minimum of 122 semester hours required for graduation, including 31 hours in residency at UNCG, with 12 hours in the major and 9 hours in the minor.

V Electives

Electives sufficient to complete the 122 semester hours required for degree.

Related Courses, Second Majors

Suggested: second foreign language and literature; English or American Literature; Classical Studies; French History; International and Global Studies; European Studies; Music; Art; Social Science; Anthropology; International Business Studies; Religious Studies.

French as a Second Academic Concentration

Required: minimum of 24 semester hours

The department offers a 24-hour 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 French.

Requirements

All courses must be at the 300 level or above, including:

1. Language: 6 s.h. from:

| | |
|---------|---|
| 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 |

FRE 301 may not be taken for credit by students who have successfully completed FRE 315 or above; FRE 311 satisfies both the Phonetics competency and the Conversation requirements for licensure; FRE 312 or FRE 313 (or FRE 311, see above) may be taken to satisfy the Conversation requirement for licensure; FRE 315 or FRE 415 or FRE 497 may be taken to satisfy the Composition requirement for licensure.

2. Literature and/or Film: 9 s.h. from:

| | |
|---------|---|
| FRE 353 | Survey of French Literature |
| 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/ITA 517/SPA 561 | The Auteur Director |
| FRE 562/ITA 518/SPA 562 | Studies in Film Genre |

FRE 353: (prerequisite to 400- and 500-level literature courses)

3. Electives: 9 s.h.

The following courses are excluded for credit toward the second academic concentration:

| | |
|---------|---|
| FRE 222 | Explorations in French Literature: English Versions |
| FRE 232 | Images of France and the Francophone World |
| FRE 323 | Albert Camus: English Versions |

No requirement for the concentration can be met by a grade lower than C-.

French as a Second Major

Required: minimum of 30 semester hours

Students must complete the requirements described above for the French major (30 s.h.)

K-12 Teaching Licensure in French

Admission to the Major

A student who seeks admission to the French with K-12 Teaching Licensure major is expected to achieve:

1. A minimum grade point average (GPA) of 2.75 overall and 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 K-12 Teaching Licensure major must consult the Director of Undergraduate Studies in French for early discussion of all requirements as well as Ms. Marcia Wooten (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 2.75 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 2.75, 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 from the K–12 advisor, Ms. Marcia Payne Wooten. 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. UNCG 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.

General and Professional Education Requirements

The following requirements must be met:

1. General Education requirements as identified in the French major

2. Professional Education:

ROM 512 Teaching Second Languages in K–12

ROM 465 Student Teaching and Seminar in Foreign Languages
 TED 535 Literacy in the Content Area
 TED 445 Human Diversity, Teaching, and Learning
 TED 403 Teaching English Learners with Diverse Abilities
 TED 401 Child and Adolescent Development and Learning
 ERM 401 Assessment I: Accountability in Our Nation's Schools
 ERM 402 Assessment II: Standardized Tests
 ERM 403 Assessment III: Classroom Assessment
 SES 401 Understanding and Teaching Students with Disabilities in Inclusive Settings
 LIS 120/TED 120 Introduction to Instructional Technology for Educational Settings

ROM 512: (+ 50 hrs of internship)

TED 445: (+ 25 hours of internship)

TED 403, TED 401, ERM 401, ERM 402, ERM 402, SES 401: (1 s.h. online)

LIS 120: (1 s.h. online or on campus)

Recommended courses:

ROM 519 Second Language Acquisition
 FRE 507 Teaching French through French Literature

Sequence of Professional Education Courses

Junior Year—Fall:

TED 445 Human Diversity, Teaching, and Learning
 ERM 401 Assessment I: Accountability in Our Nation's Schools
 TED 401 Child and Adolescent Development and Learning

TED 445: (+ 25 hr. internship)

Junior Year—Spring:

ERM 402 Assessment II: Standardized Tests
 TED 403 Teaching English Learners with Diverse Abilities
 SES 401 Understanding and Teaching Students with Disabilities in Inclusive Settings
 LIS 120/TED 120 Introduction to Instructional Technology for Educational Settings

Senior Year—Fall:

ROM 512 Teaching Second Languages in K–12
 ERM 403 Assessment III: Classroom Assessment
 TED 535 Literacy in the Content Area

Senior Year—Spring:

ROM 465 Student Teaching and Seminar in Foreign Languages

(offered in spring semester only).

No other courses may be taken during student teaching.

3. Clinical Experience in Teaching/Capstone experience

Students will register for ROM 465, Student Teaching and Seminar in Foreign Languages, 12 s.h. 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.

4. Content Area (30 s.h.)

Students must complete the requirements described above for the French major. Students will demonstrate advanced proficiency in the following areas and will complete courses as needed:

a. Advanced Written Skills:

To be demonstrated via course work completed in a variety of upper-level courses, including:

- FRE 315 Advanced Grammar and Composition
- FRE 415 Advanced French Composition
- FRE 497 Directed Study in French Language

b. Communication Skills:

To be demonstrated via course work completed in a variety of upper-level courses, including:

- FRE 311 French Conversation and Phonetics
- FRE 312 French Conversation and Culture
- FRE 313 Conversation in France
- FRE 599 Community-Based Service Learning in Francophone Studies

c. Culture and Civilization:

Students may choose from a variety of courses focusing on cultural issues including:

- FRE 331 Culture and Civilization in France
- FRE 332 Introduction to French Civilization and Culture
- FRE 496 Directed Study in French and Francophone Civilization and Culture
- FRE 532 French and Francophone Civilization and Culture

d. Literature and Film:

Students may choose from a variety of courses focusing on topics on literature and film including:

- FRE 453 Topics in French Literature: Ancien Régime
- FRE 454 Topics in Modern French Literature
- FRE 455 Topics in French & Francophone Literature and Film
- FRE 498 Directed Study in French and Francophone 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/ITA The Auteur Director
- 517/SPA 561
- FRE 562/ITA Studies in Film Genre
- 518/SPA 562

e. Phonetics:

- FRE 311 French Conversation and Phonetics

f. In-depth inquiry:

- FRE 455 Topics in French & Francophone Literature and Film

French Minor

Required: minimum of 15 semester hours

AOS Code: U159

Requirements

15–21 semester hours of courses in French above 203

excluding second- and third-year-level culture and literature courses having all instruction, readings, and assignments in English:

- FRE 222 Explorations in French Literature: English Versions
- FRE 232 Images of France and the Francophone World
- FRE 323 Albert Camus: English Versions

Either:

- FRE 204 Intermediate French II
- or
- FRE 241 Intermediate French: Culture and Business

(but not both) also apply toward the minor.

French Courses (FRE)

FRE 101 Beginning French I (3:3)

Introduction to French with practice in listening, speaking, writing, and reading. Supplementary instruction in the language laboratory.

Distribution: GE Marker: GL

Notes: Students with previous knowledge of French are required to take the placement exam.

FRE 102 Beginning French II (3:3)

Continued introduction to French with practice in listening, speaking, writing, and reading. Supplementary instruction in the language laboratory.

Prerequisite: FRE 101

Distribution: GE Marker: GL

FRE 203 Intermediate French I (3:3)

Review and further study of basic French structures. Emphasis on the active use of language skills: listening, speaking, writing, reading.

Prerequisite: FRE 102 or equivalent

Distribution: GE Marker: GL, CAR: GFL

FRE 204 Intermediate French II (3:3)

Further study of basic French focusing on an introduction to French and Francophone literature. Emphasis on reading, writing, and vocabulary.

Prerequisite: FRE 203 or equivalent

Distribution: GE Marker: GL, CAR: GFL

Notes: Students may not receive credit for both FRE 204 and FRE 241.

FRE 210 Intermediate French Conversation (1:1)

Designed for students who wish to improve their oral proficiency in French. Topics of current interest as presented by various French media (radio, TV, newspaper/magazine reports).

Prerequisite: 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 222 Explorations in French Literature: English Versions (3:3)

The best of French literature read and discussed in English. Topics vary, each taking a broad perspective on an important theme, genre, or period.

Distribution: GE Core: GLT, GE Marker: GL

Notes: May not be used for credit toward French major or minor.

FRE 232 Images of France and the Francophone World (3:3)

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.

Offered: Fall

Distribution: GE Marker: GL

Notes: May not be used for credit toward French major or minor.

FRE 241 Intermediate French: Culture and Business (3:3)

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.

Prerequisite: FRE 203 or equivalent

Distribution: GE Marker: GL, CAR: GFL

Notes: Students may not receive credit for both FRE 204 and FRE 241.

FRE 301 Advanced French (3:3)

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.

Prerequisite: 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 311 French Conversation and Phonetics (3:3)

Training in spoken French and phonetics.

Prerequisite: FRE 204 or FRE 241 or equivalent, or departmental permission

FRE 312 French Conversation and Culture (3:3)

Training in spoken French in the context of French culture.

Prerequisite: FRE 204 or FRE 241 or equivalent, or departmental permission

Distribution: GE Marker: GL

FRE 313 Conversation in France (3)

Intensive formal and informal training in French conversation in a living French setting. Offered only as a summer program in France.

Prerequisite: FRE 204 or FRE 241 or equivalent, or departmental permission

FRE 315 Advanced Grammar and Composition (3:3)

Study of grammar and idiom. Formal and informal writing.

Prerequisite: FRE 204 or FRE 241 or equivalent, or departmental permission

Distribution: GE Marker: GL

FRE 323 Albert Camus: English Versions (3:3)

Reading and discussion of Camus' novels, plays, and essays in English.

Distribution: GE Marker: GL

Notes: May not be used for credit toward French major or minor.

FRE 331 Culture and Civilization in France (3:3)

Offered only as a summer program in France. Special emphasis on a region of France and on Paris.

Prerequisite: FRE 204 or FRE 241 or equivalent, or departmental permission

FRE 332 Introduction to French Civilization and Culture (3:3)

An introduction to French civilization and culture with a primary focus on modern institutions of the Fifth Republic.

Prerequisite: FRE 204 or FRE 241 or equivalent, or departmental permission

FRE 341 Business French (3:3)

French used in various types of business, with practice in writing and speaking. Readings on economic aspects of the French-speaking world.

Prerequisite: FRE 204 or FRE 241 or equivalent, or departmental permission

Distribution: GE Marker: GL

FRE 353 Survey of French Literature (3:3)

French literature from Middle Ages through the twentieth century.

Prerequisite: FRE 204 or FRE 241 or equivalent, or departmental permission

FRE 415 Advanced French Composition (3:3)

Review of grammar and practice in informal and formal writing skills. Emphasis on the explication de texte and the dissertation littéraires.

Prerequisite: FRE 315 or departmental permission

FRE 453 Topics in French Literature: Ancien Régime (3:3)

Advanced studies in French literature of the Middle Ages and Renaissance, or of the seventeenth and early eighteenth centuries.

Prerequisite: FRE 353 or departmental permission

Notes: May be repeated for credit when topic varies.

FRE 454 Topics in Modern French Literature (3:3)

Advanced studies in French literature of the late eighteenth and nineteenth centuries, or of the twentieth century.

Prerequisite: FRE 353 or departmental permission

Notes: May be repeated for credit when topic varies.

FRE 455 Topics in French & Francophone Literature and Film (3:3)

Advanced-level studies of a theme in French and/or Francophone literature and/or film that transcends the traditional period divisions. Taught in French.

Prerequisite: 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 (3:3)

Directed study and research in French and Francophone civilization and culture.

Prerequisite: Departmental permission required.

Notes: May be repeated for credit when topic varies.

FRE 497 Directed Study in French Language (3:3)

Directed study and research in French language.

Prerequisite: Departmental permission required.

Notes: May be repeated for credit when topic varies.

FRE 498 Directed Study in French and Francophone Literature (3:3)

Directed study and research in French and Francophone literature.

Prerequisite: Departmental permission required.

Notes: May be repeated for credit when topic varies.

FRE 507 Teaching French through French Literature (3:3)

Strategies for teaching the French language through its literature. All major genres represented.

Prerequisite: 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 (3:3)

An exploration of the theory and practice of translation from and into French.

Prerequisite: FRE 315 or permission of instructor

FRE 532 French and Francophone Civilization and Culture (3:3)

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.

Prerequisite: FRE 331, FRE 332, or FRE 496, or permission of instructor

FRE 553 Topics in French Literary Movements (3:3)

In-depth study of a major literary trend: mannerism, classicism, realism, naturalism, and others.

Prerequisite: FRE 353 or departmental permission

Notes: May be repeated for credit when topic varies.

FRE 554 Topics in French Prose Fiction (3:3)

Studies in prose fiction—roman, conte, nouvelle, etc.—through a variety of critical and historical approaches, each topic focusing on one such approach.

Prerequisite: FRE 353 or departmental permission

Notes: May be repeated for credit when topic varies.

FRE 555 Topics in French Poetry (3:3)

Studies in French poetry through a variety of critical and historical approaches.

Prerequisite: FRE 353 or departmental permission

Notes: May be repeated for credit when topic varies.

FRE 556 Topics in French Theatre (3:3)

Studies in French theatre through a variety of critical and historical approaches.

Prerequisite: FRE 353 or departmental permission

Notes: May be repeated for credit when topic varies.

FRE 557 Advanced Topics in French Literature (3:3)

Nontraditional perspectives on literature in the French language: thematic topics, and others.

Prerequisite: FRE 353 or departmental permission

Notes: May be repeated for credit when topic varies.

FRE 558 Topics in Francophone Literature (3:3)

Studies in Francophone literature through a variety of aspects or genres, each topic focusing on one such aspect or genre.

Prerequisite: FRE 353 or departmental permission

Notes: May be repeated for credit when topic varies.

FRE 561 The Auteur Director (3:3:2)

Works of an individual film director. Subject differs from offering to offering.

Prerequisite: Permission of department

Notes: May be repeated for credit when topic varies.

Cross Listed: Same as ITA 517, SPA 561.

FRE 562 Studies in Film Genre (3:3:2)

Technical, dramatic, social, and rhetorical dimensions of a film genre or genres. Subject differs from offering to offering.

Prerequisite: Permission of department

Notes: May be repeated for credit when topic varies.

Cross Listed: Same as ITA 518, SPA 562.

FRE 589 Experimental Course

This number reserved for experimental courses. Refer to the Course Schedule for current offerings.

FRE 599 Community-Based Service Learning in Francophone Studies (3:2:8)

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.

Prerequisite: 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

Offered: Fall or Spring

French Disciplinary Honors

Requirements

15 semester hours of Honors and advanced courses with grades of B or better:

- 9 s.h. in the major
(500-level courses, Honors courses in the major, contract Honors courses in the major, and/or FRE 493)
- 3 s.h. of other courses
(advanced 500-level courses, honors and contract courses in the major, and/or any Honors courses, whether in the major or not)
- HSS 490 Senior Honors Project* (3 s.h.), done in the major.

**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 French
- At least a 3.30 GPA overall and in the major at graduation

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. Susanne Rinner for further information and guidance about Disciplinary Honors.

GERMAN

German Major (GERM)—B.A.

Degree: Bachelor of Arts

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

AOS Code:

German, U171

The German Major provides students with the opportunity to acquire German language skills and to develop an understanding of German culture, through the study of literature, film, works of German thought, and other media. Through its curricular and co-curricular offerings, the German Major prepares students for a variety of careers, such as teaching, government service, and international trade, and enables students to further their academic training at graduate or professional schools.

Students seeking teacher licensure should see Teacher Education Programs.

Student Learning Goals

Upon completion of the program, German majors will be expected to:

- Speak, read, write, and comprehend the German language
- Interpret literature, film, and culture of the German-speaking world in terms of its historical, political, and social implications
- Develop an understanding of the importance of transcultural encounters and acquire intercultural competence for a globalized world
- Research, organize, and present in both German and English effective oral presentations and coherent critical writings on German Studies topics
- Use computers, the Internet, and other new media effectively as research and writing tools, as well as conduits to conduct research about German and central European cultures

I General Education Core Requirements

GLT—Literature (6 s.h.)

Student selects 6 s.h. from GLT list.

GFA—Fine Arts (3.s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (6–7 s.h.)

Student selects 6–7 s.h. from GNS list. One must include a laboratory course. Each must have a different course prefix.

GMT—Mathematics (3 s.h.)

Student selects 3 s.h. from GMT list.

GRD—Reasoning and Discourse (6 s.h.)

ENG 101 College Writing I

or

FMS 115 Freshman Seminar in Reasoning and Discourse I

or

RCO 101 College Writing I

Student selects additional 3 s.h. from GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

Student selects 6 s.h. from GSB list.

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See requirements and approved courses.

Historical Perspectives on Western Culture

GHP/GPM course

or

GMO course

Natural Sciences

one additional GNS/GLS or GPS course

Social and Behavioral Sciences (GSB)

one additional GSB course

Foreign Language (GFL)

intermediate-level proficiency in one language

demonstrated by placement test, or completion of course work through course number 204

Writing Intensive Courses (WI)

a total of four WI courses

See Writing and Intensive Courses under College of Arts and Sciences Additional Requirements (CAR)

IV Major Requirements

All majors must maintain a GPA of at least 2.0 in German courses for a degree in German.

Minimum of 27 semester hours in German above the 204 level, including at least:

1. Four courses involving literature or culture from the following:

| | |
|---------|--|
| 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 221 | Germanic Mythology: Readings 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 404 | German Civilization: Research and/or Internet Projects |
| 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 |

GER 493: if taken for 3 s.h.

GER 215, GER 216, GER 217, GER 218, GER 221, GER 222, GER 422: These courses count as major credit only if a student also enrolls in GER 311 (German Conversation Topics) and/or 1 s.h. of tutorials (GER 491, GER 492) where an appropriate amount of speaking or reading or writing is done in German.

2. Five additional courses above the 204 level**3. Majors may also take 1 s.h. of tutorials:**

| | |
|---------|----------|
| GER 491 | Tutorial |
| GER 492 | Tutorial |

V Suggested Related Area Courses**Suggested but not required:**

| | |
|---------|---|
| 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 |
| RUS 201 | Russian Literature in Translation |
| RUS 202 | 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 |
| PHI 252 | History of Modern Philosophy |
| PHI 330 | Philosophy in Literature |

VI Electives

Electives sufficient to complete the 122 semester hours required for degree.

German as a Second Major

Required: minimum of 27 semester hours above the 204 level

The requirements for a second major in German are the same as for the German major.

German as a Second Academic Concentration for Elementary Education Majors**Required: 18 semester hours****1. Required core courses:****6 s.h. involving literature or culture from:**

| | |
|---------|---|
| GER 305 | German Literature: Advanced Intermediate Topics |
| GER 306 | German Culture: Advanced Intermediate Topics |
| GER 405 | Advanced Topics in German Literature |
| GER 406 | Advanced Topics in German Culture |

2. Electives: 12 s.h.

[four (4) additional language, literature, or culture courses] above:

GER 204 Intermediate German Topics

German Minor

Required: minimum of 15 semester hours

AOS Code: U171

Requirements

Fifteen (15) semester hours above:

GER 102 Beginning German II

to include:

GER 203 Intermediate German

GER 204 Intermediate German Topics

plus nine (9) additional hours, at least six (6) of which must be at the 300 level or higher.

Courses in German Literature or Culture in English Translation

can only be used for minor credit if an appropriate amount of reading is done in German.

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 221 Germanic Mythology: Readings in English

Online German Minor

Required: minimum of 15 semester hours

AOS Code: U172

The German program provides a variety of online courses for students interested in German language, literature, culture, history, philosophy, music, and art. Students who pursue a major other than German may earn an online German minor by completing 15 semester hours of German courses above GER 102. For those who wish to study abroad, the department cosponsors academic programs in Germany and Austria.

Requirements

Five (5) GER courses above:

GER 102 Beginning German II

to include:

GER 203 Intermediate German

GER 204 Intermediate German Topics

plus nine (9) additional hours, at least six (6) of which must be at the 300 level or higher.

Courses in German Literature or Culture in English Translation

can only be used for minor credit if an appropriate amount of reading is done in German.

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 221 Germanic Mythology: Readings in English

German Courses (GER)

GER 101 Beginning German I (3:3)

Essentials of speaking, listening, reading, writing, vocabulary, and grammar. Supplementary work in the Multimedia Language Laboratory.

Distribution: GE Marker: GL

GER 101L Elementary German Laboratory (1:1)

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.

Corequisite: Concurrent registration in GER 101

GER 102 Beginning German II (3:3)

Second course in the introductory sequence to German language studies. Essentials of speaking, listening, reading, writing, vocabulary, and grammar.

Prerequisite: GER 101

Distribution: GE Marker: GL

GER 102L Elementary German Laboratory (1:1)

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.

Corequisite: Concurrent registration in GER 102 or permission of instructor

GER 103 Intensive Beginning German (3:3)

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.

Prerequisite: Placement test and permission of department

Offered: Fall & Spring

Distribution: GE Marker: GL

GER 203 Intermediate German (3:3)

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.

Prerequisite: GER 102 or equivalent

Distribution: GE Marker: GL, CAR: GFL

GER 204 Intermediate German Topics (3:3)

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.

Prerequisite: GER 203 or equivalent

Distribution: GE Marker: GL, CAR: GFL

GER 215 German Civilization: Readings in English (3:3)

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. Use of films, slides, and records. Taught in English. Majors required to do additional reading in German.

Distribution: GE Marker: GL

GER 216 German Civilization: Readings in English (3:3)

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. Use of films, slides, and records. Taught in English. Majors required to do additional reading in German.

Distribution: GE Marker: GL

GER 217 Masterworks of German Literature Read in English (3:3)

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.

Distribution: GE Core: GLT, GE Marker: GL

GER 218 Masterworks of German Literature Read in English (3:3)

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.

Distribution: GE Core: GLT, GE Marker: GL

GER 221 Germanic Mythology: Readings in English (3:3)

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.

Distribution: GE Marker: GL

GER 222 The Holocaust in Literature and Art (3:3)

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.

GER 301 German Conversation and Composition: Topics (3:3)

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. Course always taught as writing intensive.

Distribution: GE Marker: GL

GER 302 German Language and Society: Topics (3:3)

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. Course always taught as writing intensive.

GER 305 German Literature: Advanced Intermediate Topics (3:3)

Course aims at improving students' language proficiency and familiarity with German literature. Taught in English or advanced intermediate-level German.

Distribution: GE Marker: GL

Notes: May be repeated for credit when topic varies.

GER 306 German Culture: Advanced Intermediate Topics (3:3)

Course aims at improving students' language proficiency and familiarity with German civilization. Taught in advanced intermediate-level German or English.

Distribution: GE Marker: GL

Notes: May be repeated for credit when topic varies.

GER 306F German Culture: Advanced Intermediate—Topics in German Film (3:2:3)

Course aims at improving students' language proficiency and familiarity with German films and filmmakers. Taught in English or advanced intermediate-level German.

Distribution: GE Marker: GL

Notes: May be repeated for credit when topic varies.

GER 307 Advanced German Grammar (3:3)

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 (3:3)

Interdisciplinary foci on cultural, literary, and historical trends. Taught in English or advanced intermediate-level German.

Offered: Alt

Distribution: GE Marker: GL

Notes: May be repeated when topic varies.

GER 309 Topics in Central European Studies since 1918 (3:3)

Interdisciplinary foci on modernist culture, literature, and media. Taught in English or advanced intermediate-level German.

Distribution: GE Marker: GL

Notes: May be repeated when topic varies.

GER 311 German Conversation Topics (1:0:1)

Intermediate-level speaking intensive training during formal and informal conversations in German Kaffeestunde settings. Interdisciplinary topics focus on current affairs in the German-speaking countries.

Distribution: GE Marker: GL

Notes: Grade: Pass/Not Pass (P/NP). May be repeated for credit as topics vary for a maximum of three (3) semester hours. Formerly GER 291.

GER 341 Business German (3:3)

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.

Distribution: GE Marker: GL, CAR: GFL

Notes: Formerly GER 311.

GER 403 German Literary Studies: An Introduction (3:3)

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.

GER 404 German Civilization: Research and/or Internet Projects (3:3)

Research and Internet projects focusing on cultural, social, historical, and interdisciplinary studies. Projects can be conducted in advanced German and/or English. Course always taught as writing intensive.

Distribution: GE Marker: GL, WI

GER 405 Advanced Topics in German Literature (3:3)

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 (3:3)

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 (3:3)

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 (3:3)

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.

GER 491 Tutorial (1–3)

Directed program of reading, research, and individual instruction in Germanic literatures and languages.

Prerequisite: Permission of instructor

Distribution: GE Marker: GL

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.

Prerequisite: Permission of instructor

Distribution: GE Marker: GL

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

This number reserved for experimental courses. Refer to the Course Schedule for current offerings.

German Disciplinary Honors

Requirements

Six semester hours to consist of:

- 3 s.h. of HSS 490 Senior Honors Project
- 3 s.h. of GER 493 (in preparation for Senior Honors Project)

Must be completed in residence.

Six semester hours to consist of:

- 3–6 s.h. of GER 493 (unrelated to Senior Honors Project) **or** 3–6 s.h. of contract courses in German above the 200 level

Qualifications

- A grade of at least B in all course work used to satisfy the Honors requirement in German
- A declared major in German
- At least a 3.30 overall GPA at graduation

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.

RUSSIAN

Russian Minor

Required: minimum of 15 semester hours

AOS Code: U160

Requirements

15 semester hours above the 100 level of which the following are required:

| | |
|---------|----------------------|
| RUS 203 | Intermediate Russian |
| RUS 204 | Intermediate Russian |

Note: RUS 203 and RUS 204 count toward the Russian Studies program.

Russian Courses (RUS)

RUS 101 Elementary Russian I (3:3)

Basic principles of grammar; graded reading of selected texts; some conversation; language laboratory facilities.

Distribution: GE Marker: GN

RUS 101L Elementary Russian Lab (1:0:1)

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.

Notes: Grade: Pass/Not Pass (P/NP).

RUS 102 Elementary Russian II (3:3)

Basic principles of grammar; graded reading of selected texts; some conversation; language laboratory facilities.

Distribution: GE Marker: GN

RUS 102L Elementary Russian Lab (1:0:1)

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.

Notes: Grade: Pass/Not Pass (P/NP).

RUS 201 Russian Literature in Translation (3:3)

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

Distribution: GE Core: GLT, GE Marker: GN

RUS 202 Russian Literature in Translation (3:3)

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

Distribution: GE Marker: GN

RUS 203 Intermediate Russian (3:3)

Review of grammar, practice in conversation, selected readings from nineteenth- and twentieth-century literature.

Distribution: GE Marker: GN, CAR: GFL

RUS 204 Intermediate Russian (3:3)

Review of grammar, practice in conversation, selected readings from nineteenth- and twentieth-century literature.

Distribution: GE Marker: GN, CAR: GFL

RUS 301 Conversation, Composition, and Grammar Topics (3:3)

Reading and discussion of unedited Russian texts. Formal and informal writing. Study of grammar and idiom.

Notes: Proficiency level: RUS 204 or equivalent

RUS 306 Slavic Life and Letters: Topics (3:3)

Study of Slavic civilization. Emphasis on selected periods, genres such as films, memoirs, folklore, mythology, women's lives, etc. Taught in Russian.

Distribution: 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 (3:3)

Selected Russian authors read and discussed with attention to literary interpretation and analysis. Selection of authors and periods vary. Taught in English or Russian.

Distribution: GE Core: GLT, GE Marker: GN

Notes: May be repeated for credit when topic varies.

RUS 314 Major Movements in Russian Literature and Culture (3:3)

Topics vary, each taking a broad perspective on an important movement, social trend, literary development, or cultural period. Taught in English or Russian.

Distribution: GE Core: GLT, GE Marker: GN

Notes: May be repeated for credit when topic varies.

RUS 315 Twentieth-Century Russian Literature/Translation (3:3)

Intensive study of the artistic writing in Russia in the 20th century. Readings cover poetry and prose of Sholokhov, Ilf and Petrov, Pasternak, Evtushenko, Solzhenitsyn, and others. Taught in Russian.

Notes: Proficiency level: RUS 204 or equivalent

RUS 316 Modern Polish Literature in Translation (3:3)

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 (3:3)

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 life

RUS 589 Experimental Course

This number reserved for experimental courses. Refer to the Course Schedule for current offerings.

SPANISH

Spanish Major (SPAN)—B.A.

Degree: Bachelor of Arts

Required: 122 semester hours, to include at least 30 hours at or above the 300 course level

AOS Codes:

Spanish, U227

Spanish, with K-12 Teaching Licensure, U229

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.

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (6 s.h.)

Student selects 6 s.h. from GLT list.

GFA—Fine Arts (3.s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (6–7 s.h.)

Student selects 6–7 s.h. from GNS list. One must include a laboratory course. Each must have a different course prefix.

GMT—Mathematics (3 s.h.)

Student selects 3 s.h. from GMT list.

GRD—Reasoning and Discourse (6 s.h.)

- | | |
|---------|---|
| ENG 101 | College Writing I |
| | or |
| FMS 115 | Freshman Seminar in Reasoning and Discourse I |
| | or |
| RCO 101 | College Writing I |

Student selects additional 3 s.h. from GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

Student selects 6 s.h. from GSB list.

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See requirements and approved courses.

Historical Perspectives on Western Culture

GPM Premodern course
or

GMO Modern course

depending on category used to satisfy GHP requirement

Natural Sciences

any GLS or GPS course

Social and Behavioral Sciences (GSB)

any additional GSB course with a different departmental prefix

Foreign Language (GFL)

intermediate-level proficiency in one language

demonstrated by placement test, or completion of course work through course number 204/241

Writing Intensive Courses (WI)

a total of four WI courses

See Writing Intensive Courses under College of Arts and Sciences Additional Requirements (CAR)

IV Major Requirements

No requirement for the major can be met by a grade lower than C-. Minimum 30 semester hours at the 300 level and above, including:

1. Bridge language course:

- | | |
|---------|--|
| SPA 301 | Advanced Spanish |
| | or |
| SPA 302 | Advanced Spanish for Heritage Speakers |

(for Heritage Speakers only)

2. Three literature courses

a.

- | | |
|---------|-----------------------------------|
| SPA 351 | Approaches to Hispanic Literature |
|---------|-----------------------------------|

b. One 400-level course

Chosen from the following:

- | | |
|---------|---|
| SPA 401 | Special Topics in Language and Literature |
| SPA 402 | Spanish Literature I |
| SPA 403 | Spanish Literature II |
| SPA 404 | Spanish American Literature I |
| SPA 405 | Spanish American Literature II |

c. One 500-level course

Chosen from the following:

- | | |
|---------|---------------------------------------|
| SPA 502 | Topics in Spanish Literature |
| SPA 504 | Topics in Spanish American Literature |

3. Two (2) composition courses:

- | | |
|---------|----------------------------------|
| SPA 315 | Intermediate Spanish Composition |
| SPA 415 | Advanced Spanish Composition |

4. One conversation course, selected from:

- | | |
|---------|--|
| SPA 311 | Spanish Conversation |
| SPA 313 | Conversation in a Spanish-Speaking Country |
| SPA 411 | Advanced Spanish Conversation |

5. One course in civilization, selected from:

| | |
|---------|---|
| SPA 332 | Introduction to Spanish Culture |
| SPA 334 | Introduction to Spanish American Culture |
| SPA 532 | Spanish Culture and Civilization |
| SPA 534 | Spanish-American Culture and Civilization |
| SPA 535 | U.S. Latino/Latina Cultural Studies |

6. Two (2) elective courses

The following courses are excluded for credit toward the major:

| | |
|---------|--|
| SPA 222 | Hispanic Masterpieces in English Translation |
| SPA 233 | Hispanic Cultures and Civilizations |

Residency Hours

Students should note the following regulations regarding residency hours: each student must complete a minimum of 122 semester hours required for graduation, including 31 hours in residency at UNCG, with 12 hours in the major (including at least one 400 or 500 level course) and 9 hours in the minor.

V Electives

Electives sufficient to complete the 122 semester hours required for degree.

Related Courses, Second Majors

Suggested: second foreign language and literature; English or American Literature; Classical Studies; Spanish or Spanish American History; International and Global Studies; European Studies, Latin American Studies; Music; Art; Social Science; Anthropology; International Business Studies; Religious Studies.

Spanish as a Second Academic Concentration

Required: minimum of 24 semester hours

The department offers a 24-hour 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.

Requirements

All courses must be at the 300 level or above, including:

1. Bridge language course:

| | |
|---------|--|
| SPA 301 | Advanced Spanish |
| | or |
| SPA 302 | Advanced Spanish for Heritage Speakers |

(for Heritage Speakers only)

2. Two (2) literature courses:

| | |
|---------|--|
| SPA 351 | Approaches to Hispanic Literature and one 400- or 500-level course |
|---------|--|

3. One composition course, selected from:

| | |
|---------|----------------------------------|
| SPA 315 | Intermediate Spanish Composition |
| SPA 415 | Advanced Spanish Composition |

4. One conversation course, selected from:

| | |
|---------|--|
| SPA 311 | Spanish Conversation |
| SPA 313 | Conversation in a Spanish-Speaking Country |
| SPA 411 | Advanced Spanish Conversation |

5. One course in civilization, selected from:

| | |
|---------|---|
| SPA 332 | Introduction to Spanish Culture |
| SPA 334 | Introduction to Spanish American Culture |
| SPA 532 | Spanish Culture and Civilization |
| SPA 534 | Spanish-American Culture and Civilization |
| SPA 535 | U.S. Latino/Latina Cultural Studies |

6. Phonetics:

| | |
|---------|--|
| SPA 408 | Introduction to Spanish Linguistics or |
| SPA 416 | Spanish Phonetics |

7. One elective course

The following courses are excluded for credit toward the second academic concentration:

| | |
|---------|--|
| SPA 222 | Hispanic Masterpieces in English Translation |
| SPA 233 | Hispanic Cultures and Civilizations |

No requirement for the concentration can be met by a grade lower than C-

Spanish as a Second Major

Required: minimum of 30 semester hours

Students must complete the requirements as described for the Spanish major (30 sh.)

K-12 Teaching Licensure in Spanish

Admission to the Major

A student who seeks admission to the Spanish with K-12 Teaching Licensure major is expected to achieve:

1. A minimum grade point average (GPA) of 2.75 overall and 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 K–12 Teaching Licensure major must consult the Director of Undergraduate Studies in Spanish for early discussion of all requirements as well as Ms. Marcia Payne Wooten (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 2.75 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 2.75, 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 from the K–12 advisor, Ms. Marcia Payne Wooten. 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. UNCG 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.

General and Professional Education Requirements

The following requirements must be met:

1. General Education requirements as identified in the Spanish major

2. Professional Education:

| | |
|-----------------|---|
| ROM 512 | Teaching Second Languages in K–12 |
| ROM 465 | Student Teaching and Seminar in Foreign Languages |
| TED 535 | Literacy in the Content Area |
| TED 445 | Human Diversity, Teaching, and Learning |
| TED 403 | Teaching English Learners with Diverse Abilities |
| TED 401 | Child and Adolescent Development and Learning |
| ERM 401 | Assessment I: Accountability in Our Nation's Schools |
| ERM 402 | Assessment II: Standardized Tests |
| ERM 403 | Assessment III: Classroom Assessment |
| SES 401 | Understanding and Teaching Students with Disabilities in Inclusive Settings |
| LIS 120/TED 120 | Introduction to Instructional Technology for Educational Settings |

ROM 512: (+50 hrs of internship)

TED 445: (+25 hrs of internship)

TED 403, TED 401, ERM 401, ERM 402, ERM 403, SES 401: (1 s.h. online)

LIS 120: (1 s.h. online or on campus)

Recommended course:

| | |
|---------|-----------------------------|
| ROM 519 | Second Language Acquisition |
|---------|-----------------------------|

Sequence of Professional Education Courses

Junior Year—Fall:

| | |
|---------|--|
| TED 445 | Human Diversity, Teaching, and Learning |
| ERM 401 | Assessment I: Accountability in Our Nation's Schools |
| TED 401 | Child and Adolescent Development and Learning |

TED 445: (+ 25 hr internship)

Junior Year—Spring:

| | |
|-----------------|---|
| ERM 402 | Assessment II: Standardized Tests |
| TED 403 | Teaching English Learners with Diverse Abilities |
| SES 401 | Understanding and Teaching Students with Disabilities in Inclusive Settings |
| LIS 120/TED 120 | Introduction to Instructional Technology for Educational Settings |

Senior Year—Fall:

| | |
|---------|-----------------------------------|
| ROM 512 | Teaching Second Languages in K–12 |
|---------|-----------------------------------|

Academic Departments, Programs, and Courses

| | |
|---------|--------------------------------------|
| ERM 403 | Assessment III: Classroom Assessment |
| TED 535 | Literacy in the Content Area |

Senior Year—Spring:

| | |
|---------|---|
| ROM 465 | Student Teaching and Seminar in Foreign Languages |
|---------|---|

ROM 465: (offered in spring semester only).

No other courses may be taken during student teaching.

3. Clinical Experience in Teaching/Capstone experience

Students will register for ROM 465, Student Teaching and Seminar in Foreign Languages, 12 s.h. This course will include completion of the Teaching Portfolio in Task Stream. The portfolio is aligned with the North Carolina Standards for Second Language Teachers and the ISTE/NETS Standards.

4. Content Area (30 s.h.)

Students must complete the requirements described above for the Spanish major. Students will demonstrate advanced proficiency in the following areas and will complete courses as needed:

a. Advanced Written Skills:

To be demonstrated via coursework completed in a variety of upper-level courses, including:

| | |
|---------|------------------------------------|
| SPA 315 | Intermediate Spanish Composition |
| SPA 415 | Advanced Spanish Composition |
| SPA 497 | Directed Study in Spanish Language |

b. Communication Skills:

To be demonstrated via coursework completed in a variety of upper-level courses, including:

| | |
|---------|--|
| SPA 311 | Spanish Conversation |
| SPA 313 | Conversation in a Spanish-Speaking Country |
| SPA 411 | Advanced Spanish Conversation |
| SPA 499 | Internship in Spanish |

c. Culture and Civilization:

Students may choose from a variety of courses focusing on cultural issues including:

| | |
|---------|---|
| SPA 332 | Introduction to Spanish Culture |
| SPA 334 | Introduction to Spanish American Culture |
| SPA 532 | Spanish Culture and Civilization |
| SPA 534 | Spanish-American Culture and Civilization |
| SPA 535 | U.S. Latino/Latina Cultural Studies |

d. Literature:

Students may choose from a variety of courses focusing on topics on literature including:

| | |
|---------|---|
| SPA 401 | Special Topics in Language and Literature |
| 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 |

e. Phonetics:

| | |
|---------|-------------------------------------|
| SPA 416 | Spanish Phonetics |
| SPA 408 | Introduction to Spanish Linguistics |

f. In-depth Inquiry:

| | |
|---------|-------------------------------------|
| SPA 408 | Introduction to Spanish Linguistics |
| | or |
| SPA 416 | Spanish Phonetics |

Spanish Minor

AOS Code: U227

15–21 semester hours of courses in Spanish above 203, excluding courses in English translation.

Spanish Courses (SPA)

SPA 100 Spanish for Health Care (3:3)

Provides students with basic knowledge of Spanish vocabulary and language structures necessary to communicate with clients in health care settings. Emphasis will be on oral-aural skills.

Distribution: GE Marker: GL

Notes: Grade: Pass/Not Pass (P/NP).

SPA 101 Beginning Spanish I (3:3)

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.

Distribution: GE Marker: GL

Notes: Students with previous knowledge of Spanish are required to take the placement exam

SPA 102 Beginning Spanish II (3:3)

Continued introduction to Spanish with practice in listening, speaking, writing, and reading. Supplementary instruction in the language laboratory.

Prerequisite: SPA 101 or SPA 121

Distribution: GE Marker: GL

SPA 103 Intensive Beginning Spanish (4:4)

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.

Prerequisite: 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 121 Basic Spanish for Teachers (3:3)

Designed for teacher licensure candidates; students who successfully complete SPA 121 will be able to communicate with Spanish-speaking students and their parents at a basic conversational level. Equivalent to SPA 101; students may not receive credit for both SPA 101 and SPA 121.

Prerequisite: Junior or senior standing in the Teacher Education Program

SPA 203 Intermediate Spanish I (3:3)

Review and further study of basic Spanish structures with emphasis on active use of language skills: listening, speaking, writing, reading.

Prerequisite: SPA 102 or equivalent

Distribution: GE Marker: GL, CAR: GFL

SPA 204 Intermediate Spanish II (3:3)

Review and further study of basic Spanish structures with emphasis on active use of language skills: listening, speaking, writing, reading.

Prerequisite: SPA 203 or SPA 240

Distribution: GE Marker: GL, CAR: GFL

SPA 222 Hispanic Masterpieces in English Translation (3:3)

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.

Distribution: GE Core: GLT, GE Marker: GL

Notes: May not be used for credit toward Spanish major or minor.

SPA 233 Hispanic Cultures and Civilizations (3:3)

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.

Distribution: 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 240 Intermediate Spanish I for Business (3:3)

Review and further study of basic Spanish structures with emphasis on active use of language skills: listening,

speaking, writing, reading, and culture in the business context. Alternative to SPA 203.

Prerequisite: SPA 102 or equivalent

Offered: Fall and Spring

Distribution: GE Marker: GL, CAR: GFL

Notes: Students may not receive credit for both SPA 203 and SPA 240.

SPA 241 Intermediate Spanish II for Business (3:3)

Further study of basic Spanish structures with emphasis on active use of language skills: listening, speaking, writing, reading, and culture in the business context. Alternative to SPA 204.

Prerequisite: SPA 203 or SPA 240 or equivalent

Offered: Fall and Spring

Distribution: GE Marker: GL, CAR: GFL

Notes: Students may not receive credit for both SPA 204 and SPA 241.

SPA 301 Advanced Spanish (3:3)

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.

Prerequisite: SPA 204 or SPA 241 or equivalent or departmental permission

Offered: Fall & Spring

Distribution: GE Marker: GL

Notes: Students cannot receive credit for both SPA 301 and SPA 302.

SPA 302 Advanced Spanish for Heritage Speakers (3:3)

Advanced Spanish grammar and strong emphasis on literacy-building and culture in this language. For heritage speakers only.

Prerequisite: Permission of instructor

Offered: Fall or Spring

Notes: Students cannot receive credit for both SPA 301 and SPA 302.

SPA 311 Spanish Conversation (3:3)

Intensive and methodical training in spoken Spanish.

Prerequisite: SPA 301 or departmental permission

Distribution: GE Marker: GL

SPA 313 Conversation in a Spanish-Speaking Country (3)

Intensive formal and informal training in Spanish conversation in a Spanish or Latin American setting. Offered only in UNCG Program Abroad.

Prerequisite: SPA 204 or SPA 241 or departmental permission

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.

Prerequisite: SPA 204 or SPA 241 or departmental permission

SPA 315 Intermediate Spanish Composition (3:3)

Intensive study of grammar and idiom. Formal and informal writing.

Prerequisite: SPA 301 or SPA 302 or departmental permission

Distribution: GE Marker: GL

SPA 321 Spanish in a Public School Setting (3:2:3)

Field experience in a public school setting that requires interaction with native speakers of Spanish. This course has a service-learning designation.

Prerequisite: SPA 204 or SPA 241 or equivalent or departmental permission

Offered: Fall & Spring

Distribution: GE Marker: GL

SPA 332 Introduction to Spanish Culture (3:3)

Introduction to the culture of Spain. Selected readings on the culture by noted Spanish authors, films, slides with classroom discussions.

Prerequisite: SPA 301 or SPA 302 or departmental permission

Distribution: GE Marker: GL

SPA 334 Introduction to Spanish American Culture (3:3)

Introduction to the culture of Spanish America. Selected writings by noted Spanish American authors, films, slides with classroom discussion.

Prerequisite: SPA 301 or SPA 302 or departmental permission

Distribution: GE Marker: GL

SPA 341 Business Spanish (3:3)

Spanish used in the Hispanic business world, with practice in speaking and writing. Readings on economic aspects of Spanish speaking countries.

Prerequisite: SPA 204 or SPA 241 or equivalent

Distribution: GE Marker: GL

SPA 351 Approaches to Hispanic Literature (3:3)

Reading of representative Hispanic texts, by genres. Attention will be given to basic vocabulary, concepts and techniques of literary analysis.

Prerequisite: SPA 301 or SPA 302 or departmental permission

Offered: Fall & Spring

Distribution: GE Marker: GL

SPA 401 Special Topics in Language and Literature (3:3)

Directed study and research in language and literary topics of special interest to the locale of the UNCG Study Abroad Program in a Spanish-speaking country.

Prerequisite: SPA 315 and SPA 351 and departmental permission

Notes: May be repeated for credit when topic varies.

SPA 402 Spanish Literature I (3:3)

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.

Prerequisite: SPA 315 and SPA 351 or departmental permission

Distribution: GE Marker: GL

SPA 403 Spanish Literature II (3:3)

Spanish Literature from the 1800s through the present. Special attention to cultural and historical background and literary techniques of analysis.

Prerequisite: SPA 315 and SPA 351 or departmental permission

Distribution: GE Marker: GL

SPA 404 Spanish American Literature I (3:3)

Survey of Spanish American literature, from the beginnings through the late 1800s, with attention to techniques of literary analysis.

Prerequisite: SPA 315 and SPA 351 or departmental permission

Distribution: GE Marker: GN

SPA 405 Spanish American Literature II (3:3)

Second half of a survey of Spanish American literature, from the late 1800s through the present day, with attention to techniques of literary analysis.

Prerequisite: SPA 315 and SPA 351 or departmental permission

Distribution: GE Marker: GN

SPA 408 Introduction to Spanish Linguistics (3:3)

Introduction to the scientific study of Spanish and its main linguistic components: phonetics, morphology, syntax, semantics, sociolinguistics, and pragmatics.

Prerequisite: SPA 315 or departmental permission

Offered: Spring

SPA 411 Advanced Spanish Conversation (3:3)

Further intensive and methodical training in spoken Spanish.

Prerequisite: SPA 311 or departmental permission

Distribution: GE Marker: GL

SPA 415 Advanced Spanish Composition (3:3)

Intensive practice in the written and spoken language, focusing on refinements in structure, vocabulary development, informal conversation, and formal writing styles.

Prerequisite: SPA 311 (or SPA 313) and SPA 315; or equivalent

Offered: Fall & Spring

Distribution: GE Marker: GL

SPA 416 Spanish Phonetics (3:3)

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.

Prerequisite: SPA 311 or SPA 313 or SPA 411 or departmental permission

Offered: Fall

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 (3:3)

Directed study and research in Spanish language.

Prerequisite: Departmental permission required.

Notes: May be repeated for credit when topic varies.

SPA 498 Directed Study in Hispanic Literature (3:3)

Directed study and research in literary topics.

Prerequisite: Departmental permission required.

Notes: May be repeated for credit when topic varies.

SPA 499 Internship in Spanish (3:1:9)

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 (3:3)

In-depth studies, through a variety of critical and historical approaches, based on themes, geographical areas, outstanding figures, genres, or periods.

Prerequisite: 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 (3:3)

In-depth studies, through a variety of critical and historical approaches, based on geographical areas, outstanding figures, genres, or periods.

Prerequisite: 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 (3:3)

Introduction to Spanish syntax. Analysis of Spanish grammar; syntactic categories and phrase structure.

Prerequisite: SPA 415 or departmental permission

SPA 532 Spanish Culture and Civilization (3:3)

Development of Spanish culture. Historical and geographical background for study of contemporary Spain. Special emphasis on customs, national traits, arts, and institutions.

Prerequisite: One 400-level course in Hispanic literature or departmental permission

SPA 534 Spanish-American Culture and Civilization (3:3)

Development of Spanish-American culture.

Prerequisite: One 400-level course in Hispanic literature or departmental permission

SPA 535 U.S. Latino/Latina Cultural Studies (3:3)

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.

Prerequisite: One 400-level Hispanic literature course or departmental permission

Offered: Alt

SPA 561 The Auteur Director (3:3:2)

Works of an individual film director. Subject differs from offering to offering.

Prerequisite: Departmental permission

Notes: May be repeated for credit when the topic varies.

Cross Listed: Same as FRE 561, ITA 517.

SPA 562 Studies in Film Genre (3:3:2)

Technical, dramatic, social, and rhetorical dimensions of a film genre or genres. Subject differs from offering to offering.

Prerequisite: Departmental permission

Notes: May be repeated for credit when the topic varies.

Cross Listed: Same as FRE 562, ITA 518.

SPA 589 Experimental Course

This number reserved for experimental courses. Refer to the Course Schedule for current offerings.

SPA 589B Experimental Course: Issues in Second Language Acquisition (3:3)

Introduces the research approaches in applied linguistics for language teaching and learning; surveys the basic concepts of second language theories and integrates them with research and practice.

Offered: Offered summer '11

SPA 589C Experimental Course: Issues in Bilingualism (3:3)

Bilingualism and diglossia; theories on bilingual development; biliteracy; language maintenance and loss; language attitudes and ideologies; language power; language and identity; language policy, and heritage language education.

Offered: Offered fall '11

Spanish Disciplinary Honors

Requirements

15 semester hours of Honors and advanced courses with grades of B or better:

- 12 s.h. in the major (500-level courses, Honors courses in the major, contract Honors courses in the major, and/or SPA 493)
- HSS 490 Senior Honors Project* (3 s.h.), done in the major.

**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. Susanne Rinner for further information and guidance about Disciplinary Honors.

CHINESE COURSES (CHI)

CHI 101 Elementary Chinese I (3:3)

Introduction to communicative Chinese. Essentials of speaking, listening, writing, reading, and basic grammar.

Offered: Fall

Distribution: GE Marker: GN

CHI 102 Elementary Chinese II (3:3)

Second course in the introductory sequence to Chinese language studies. Essentials of speaking, listening, writing, reading, and basic grammar.

Offered: Spring

Distribution: GE Marker: GN

CHI 203 Intermediate Chinese I (3:3)

Third course in a sequence leading to intermediate-level Chinese language proficiency. Conversational listening, speaking, writing, reading, and grammar structures.

Offered: Fall

Distribution: GE Marker: GN, CAR: GFL

CHI 204 Intermediate Chinese II (3:3)

Fourth course in a four-course sequence leading to intermediate-level Chinese language proficiency. Conversational listening, speaking, writing, reading, and grammar structures.

Offered: Spring

Distribution: GE Marker: GN, CAR: GFL

CHI 210 Masterworks of Chinese Literature in Translation (3:3)

Readings and discussion of the best works of Chinese literature in English translation from the traditional to the modern periods. Taught in English.

Offered: Alt

Distribution: GE Core: GLT, GE Marker: GN

CHI 220 Modern China (3:3)

Introductory Chinese culture course with interdisciplinary perspectives on modern Chinese society, history, literature, and art. Taught in English.

Offered: Alt

Distribution: GE Marker: GN

CHI 301 Third-Year Chinese Language (3:3)

Third-year Chinese language course to improve oral and written proficiencies, including the Mandarin writing system. Taught in Chinese.

Offered: Alt

Distribution: GE Marker: GN

CHI 302 Third-Year Chinese Conversation and Composition (3:3)

Third-year Chinese language course focusing on topics of current interest. Taught in Mandarin Chinese.

Distribution: GE Marker: GN

CHI 305 Topics in Chinese Culture (3:3)

Third-year Chinese course exploring topical issues of modern China through art, literature, film, and popular media. Taught in English and Chinese.

Prerequisite: CHI 204 or permission of instructor

Offered: Fall or Spring or Summer

Distribution: GE Marker: GN

Notes: May be repeated when topics vary.

ITALIAN COURSES (ITA)

ITA 101 Beginning Italian I (3:3)

Introduction to Italian with practice in hearing, speaking, reading, and writing. Supplementary instruction in the language laboratory.

Distribution: 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 (3:3)

Continued introduction to Italian with practice in hearing, speaking, reading, and writing. Supplementary instruction in the language laboratory.

Prerequisite: ITA 101

Distribution: GE Marker: GL

ITA 203 Intermediate Italian I (3:3)

Review and further study of basic Italian structures with emphasis on active use of language skills: listening, speaking, writing, reading.

Prerequisite: ITA 102 or equivalent

Distribution: GE Marker: GL, CAR: GFL

ITA 204 Intermediate Italian II (3:3)

Review and further study of Italian, followed by reading of contemporary authors.

Prerequisite: ITA 203

Distribution: GE Marker: GL, CAR: GFL

ITA 210 Intermediate Italian Conversation (1:1)

Designed for students who wish to improve their oral proficiency in Italian. Topics of current interest as presented by various Italian media. For elective credit only.

Prerequisite: ITA 203 or equivalent or departmental permission

Offered: All

Notes: May be repeated for credit up to two (2) semester hours. Grade: Pass/Not Pass (P/NP).

ITA 222 Italian Masterpieces in English Translation (3:3)

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 (3:3)

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.

Prerequisite: ITA 204 or equivalent

ITA 517 The Auteur Director (3:3:2)

Works of an individual film director. Subject differs from offering to offering.

Prerequisite: Permission of department

Notes: May be repeated for credit when the topic varies.

Cross Listed: Same as FRE 561, SPA 561.

ITA 518 Studies in Film Genre (3:3:2)

Technical, dramatic, social, and rhetorical dimensions of a film genre or genres. Subject differs from offering to offering.

Prerequisite: Permission of department

Notes: May be repeated for credit when the topic varies.

Cross Listed: Same as FRE 562, SPA 562.

ITA 589 Experimental Course

This number reserved for experimental courses. Refer to the Course Schedule for current offerings.

JAPANESE STUDIES COURSES (JNS)

JNS 101 Elementary Japanese (3:3)

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.

Distribution: GE Marker: GN

JNS 102 Elementary Japanese (3:3)

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.

Prerequisite: JNS 101

Distribution: GE Marker: GN

JNS 203 Intermediate Japanese (3:3)

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.

Prerequisite: Proficiency level: JNS 102

Distribution: GE Marker: GN, CAR: GFL

JNS 204 Intermediate Japanese (3:3)

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.

Prerequisite: JNS 203

Distribution: GE Marker: GN, CAR: GFL

JNS 210 Current Topics Conversation (1:1)

The course provides students with oral training for effective communication over current topics of global interest.

Prerequisite: JNS 204 or permission of instructor

Offered: Fall or Spring

Distribution: GE Marker: GN

Notes: May be repeated for up to three (3) semester hours.

JNS 220 Modern Japan (3:3)

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.

Distribution: GE Marker: GN

Notes: Taught in English.

JNS 230 Women in Japanese Literature and Film (3:3)

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.

Distribution: GE Core: GLT, GE Marker: GN

Notes: Taught in English.

JNS 301 Advanced Grammar and Conversation (3:3)

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.

Prerequisite: JNS 204

Offered: Alt

Distribution: GE Marker: GN

JNS 302 Third-year Japanese Language Conversation and Composition (3:3)

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.

Prerequisite: JNS 301

Distribution: GE Marker: GN

JNS 305 Topics in Japanese Culture (3:3)

Focus on Japanese civilization to improve linguistic and/or cultural proficiency. Taught in either English or Japanese.

Distribution: GE Marker: GN

Notes: May be repeated for credit when topic varies.

JNS 306 Current Issues in Japan (3:3)

The course focuses on current issues in Japan and non-traditional aspects of Japanese society.

Prerequisite: Pr. proficiency level when taught in Japanese: JNS 301

Offered: Fall or Spring

Distribution: GE Marker: GN

Notes: May be repeated for up to six (6) semester hours. Taught in English or Japanese.

JNS 499 Practicum (3:3)

The course provides students with civic engagement opportunities. Students will deepen their understanding of the Japanese language, culture and society through service learning.

Prerequisite: Permission of instructor

Notes: May be repeated for up to six (6) semester hours. Grade: Pass/Not Pass (P/NP).

LANGUAGES, LITERATURES, AND CULTURES COURSES (LLC)

LLC 101 Experimental Course: Elementary Swahili I (3:3)

Introduction to the basic components of Swahili; development of all four skills (speaking, listening, reading, writing).

Offered: Offered fall '12

LLC 102S Experimental Course: Elementary Swahili II (3:3)

Second semester introductory course on the basic components of Swahili; development of all four skills (speaking, listening, reading, writing).

Prerequisite: LLC 101 or permission of the instructor

Offered: Offered as an experimental course Fall 2012

LLC 120 Global Crossings: Topics in Images, Media, and Texts (3:3)

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.

Prerequisite: Living Learning Community students: placement test or consult with instructor

Offered: Fall & Spring

Distribution: GE Core: GLT, GE Marker: GN

Notes: Intended for freshmen. May be repeated once, when topic varies.

PORTUGUESE COURSES (POR)

POR 101 Beginning Portuguese I (3:3)

Introduction to Portuguese with practice in listening, speaking, writing, and reading skills, and introduction to Portuguese, Brazilian, and Lusophone cultures.

Distribution: GE Marker: GL

Notes: Students with previous knowledge of Portuguese are required to contact the assigned instructor to have their language skills assessed.

POR 102 Beginning Portuguese II (3:3)

Continued introduction to Portuguese with practice in listening, speaking, writing, and reading, and further introduction to Portuguese, Brazilian, and Lusophone cultures.

Prerequisite: POR 101 or departmental permission

Distribution: GE Marker: GL

POR 203 Intermediate Portuguese I (3:3)

Review and further study of basic Portuguese structures with emphasis on active use of language skills: listening, speaking, writing, and reading. Further study of Portuguese, Brazilian, and Lusophone cultures.

Prerequisite: POR 102 or equivalent

Distribution: GE Marker: GL, CAR: GFL

POR 204 Intermediate Portuguese II (3:3)

Review and further study of basic Portuguese structures with emphasis on active use of language skills: listening, speaking, writing, and reading. Further study of Portuguese, Brazilian, and Lusophone cultures.

Prerequisite: POR 203

Distribution: GE Marker: GL, CAR: GFL

POR 222 Introduction to Luso-Brazilian Literature (3:3)

Introductory course in Luso-Brazilian literature in English translation. Topics vary, each taking a broad perspective on an important theme, genre, or period.

Distribution: GE Core: GLT, GE Marker: GN

POR 233 Topics in Brazilian Culture and Civilization (3:3)

Cultural, political, and social developments in Brazil. Focus will vary, with course topics relating to different aspects of Luso-Brazilian culture.

Distribution: GE Marker: GN

Notes: May be repeated when topic varies. Taught in English.

ROMANCE LANGUAGES COURSES (ROM)

ROM 465 Student Teaching and Seminar in Foreign Languages (12:1:33)

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.

Prerequisite: ROM 512, TED 445, senior standing, admission to the Teacher Education Program or permission of department, and overall 2.75 GPA as well as 2.75 GPA in the major

ROM 512 Teaching Second Languages in K–12 (3:3:2)

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.

Prerequisite: TED 445 or TED 545

ROM 519 Second Language Acquisition (3:3)

Introduction to scientific research of the various processes of how people learn a second or foreign language.

Prerequisite: FRE 415 or SPA 408 or SPA 415 or SPA 416 or permission of department

Liberal Studies

See the individual programs for Special Programs in Liberal Studies:

Archaeology

Environmental Studies

Humanities

Integrated Science

International and Global Studies

Social Sciences

See The Graduate School Bulletin for Master of Arts in Liberal Studies courses.

Department of Library and Information Studies

School of Education
446 School of Education Building
336/334-3477
www.uncg.edu/lis

Cross Listed: Same as HIS 505.

LIS 589 Experimental Course

This number reserved for experimental courses. Refer to the Course Schedule for current offerings.

Faculty

Clara M. Chu, Professor and Chair of the Department

Professors Carmichael, Shiflett

Associate Professor Hersberger

Assistant Professors Bird, Chow, Gann, Morris, Oguz

Clinical Assistant Professors Akers, Martin

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.

Library and Information Studies Major

Degree offered —Master of Library and Information Studies, MLIS

Please see *The Graduate School Bulletin* for a complete description of the requirements of this program.

There are no undergraduate areas of study offered by this department.

LIBRARY AND INFORMATION STUDIES COURSES (LIS)

LIS 120 Introduction to Instructional Technology for Educational Settings (1:1:1)

Provides an introduction to instructional technology, knowledge, and skills for classroom settings.

Offered: Fall & Spring & Summer

Notes: For students seeking initial North Carolina teaching licensure in any area. Students may not receive credit for both LIS 120 and TED 120.

Cross Listed: Same as TED 120.

LIS 505 Introduction to Archival Management (3:3)

Principles of archival management, featuring both classroom instruction in archival theory and practical experience in manuscript repositories and public and private archives.

Prerequisite: Permission of instructor

Department of Management

including Business Administration and International Business Studies

Bryan School of Business & Economics

366 Bryan Building

336/334-5691

www.uncg.edu/bae

Faculty

Kevin B. Lowe, (Burlington Industries Excellence Professor) and Head of Department

Professors Acquah, Buttner, Ford (Forsyth Medical Center Distinguished Professor of Health Care), Kshetri, Muchinsky (Bryan Distinguished Professor of Business), Tullar

Assistant Professors Sarala, Taras

Lecturers Erba, Hassell, Mullins

Mission Statement

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 two concentrations: Business Studies and Human Resources.

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.

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.

Business Administration Major (BADM)— B.S.

Degree: Bachelor of Science

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

Available Concentrations and AOS Codes:

Business Studies, U331

Online Business Studies, U338

Human Resources, U326

Bryan School Requirements

Students are normally expected to complete these courses during freshman and sophomore years:

| | |
|---------|---|
| ACC 201 | Financial Accounting or |
| ACC 218 | Financial Statement Preparation and Disclosures |
| ACC 202 | Managerial Accounting |
| BUS 105 | Introduction to Business Skills Development |
| CST 105 | Introduction to Communication Studies |
| ECO 201 | Principles of Microeconomics |
| ECO 202 | Principles of Macroeconomics |
| ECO 250 | Economic and Business Statistics I |
| ISM 110 | Business Computing I |
| ISM 280 | Business Processes and Information Technology |
| MAT 120 | Calculus for Business and the Social Sciences or |
| MAT 191 | Calculus I |

Global Sustainability Elective

| | |
|-----------------|--|
| ECO 100 | Economics of a Global Sustainable Society or |
| ENT 130/BUS 130 | Entrepreneurship in a Sustainable Global Environment or |

LLC 120 Global Crossings: Topics in Images,
Media, and Texts
or other approved Global Sustainability Elective

General Program Requirements

1. A cumulative GPA of at least 2.0
2. Grades of C or better in courses used to meet concentration requirements
3. 122 s.h.
4. At least 50 percent of the business semester hours required for the degree must be earned at UNCG

Additional University Admission Requirements for Online Business Studies concentration:

1. Completion of thirty (30) s.h. or more of transferable college credit from a regionally accredited institution
2. Minimum overall and transferable GPA of 2.0 as calculated by UNCG
3. Eligible to return to last institution attended

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (3 s.h.)

Student selects 3 s.h. from GLT list.

GFA—Fine Arts (3 s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

PHI 361 Ethical Issues in Business
or
PHI 362/ENT Ethical Issues in Entrepreneurship
362

Humanities and Fine Arts (3 s.h.)

Student selects additional 3 s.h. from GLT, GFA, or GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (6–7 s.h.)

Student selects 6–7 s.h. from GNS list. One must include a laboratory course. Each must have a different course prefix.

GMT—Mathematics (3 s.h.)

MAT 120 Calculus for Business and the Social
Sciences
or
MAT 191 Calculus I

GRD—Reasoning and Discourse (6 s.h.)

ENG 101 College Writing I
or
FMS 115 Freshman Seminar in Reasoning and
Discourse I
or
RCO 101 College Writing I

CST 105 Introduction to Communication
Studies

GSB—Social and Behavioral Sciences (6 s.h.)

ECO 201 Principles of Microeconomics
ECO 202 Principles of Macroeconomics

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers, one of which must carry the GN marker

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major Requirements

Business Studies

Comprised of 21 semester hours as approved by the Bryan School Undergraduate Student Services or approved by the faculty advisor. At least 15 hours are to be at the 300-level or above. At least 12 hours must be in courses with BUS, ENT, MGT, or MKT prefixes. All approved courses must address a career profile. Career profiles, planned by the BSUSS and the Department of Business Administration, are available to guide the student and the advisor. In cooperation with the student, the faculty advisor or a member of BSUSS can develop a new career profile or modify an existing career profile. Career profiles will be reviewed by the Department on an annual basis.

Online Business Studies

Comprised of 21 semester hours as approved by Bryan School Undergraduate Student Services or

by the Online Program advisor. At least 15 s.h. are to be at the 300 level or above. At least 12 hours must be in courses with BUS, ENT, MGT, or MKT prefixes.

Human Resources

1. Required

| | |
|---------|------------------------------------|
| MGT 313 | Human Resource Management |
| MGT 315 | Selection and Compensation |
| MGT 414 | Human Resource Information Systems |
| MGT 475 | Employment and Human Resource Law |

2. Any of two of the following:

| | |
|-----------------|---|
| BUS 328 | Organizational Leadership |
| BUS 450/ENT 450 | Directed Business Practice |
| MGT 314/PSY 314 | Industrial and Organizational Psychology |
| MGT 317 | Training and Development in Organizations |
| MGT 318 | Organizational Change and Development |
| MGT 354 | Managing Diversity in Organizations |
| MGT 375 | Management Process Skills |
| MGT 493 | Honors Work |
| MGT 499 | Problems in Management |

IV Related Area Requirements

Common Business Core

| | |
|-----------------|--|
| ECO 300 | The International Economy |
| FIN 315 | Business Finance I |
| MGT 301 | Introduction to International Business |
| MGT 312 | Human Behavior in Business Organizations |
| MGT 330 | The Legal Environment of Business |
| MGT 491 | Business Policy and Strategy |
| MKT 309 | Business Communications |
| MKT 320 | Principles of Marketing |
| PHI 361 | Ethical Issues in Business |
| PHI 362/ENT 362 | Ethical Issues in Entrepreneurship |
| SCM 302 | Operations Management |

V Electives

Electives sufficient to complete 122 total semester hours required for the degree.

International Business Studies Major (INTB)—B.S.

Degree: Bachelor of Science

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

AOS Code: U830

Bryan School Requirements

Students are normally expected to complete these courses during freshman and sophomore years:

| | |
|---------|---|
| ACC 201 | Financial Accounting |
| ACC 218 | or Financial Statement Preparation and Disclosures |
| ACC 202 | Managerial Accounting |
| BUS 105 | Introduction to Business Skills Development |
| CST 105 | Introduction to Communication Studies |
| ECO 201 | Principles of Microeconomics |
| ECO 202 | Principles of Macroeconomics |
| ECO 250 | Economic and Business Statistics I |
| ISM 110 | Business Computing I |
| ISM 280 | Business Processes and Information Technology |
| MAT 120 | Calculus for Business and the Social Sciences |
| MAT 191 | or Calculus I |

Global Sustainability Elective

| | |
|-----------------|--|
| ECO 100 | Economics of a Global Sustainable Society |
| ENT 130/BUS 130 | or Entrepreneurship in a Sustainable Global Environment |
| LLC 120 | or Global Crossings: Topics in Images, Media, and Texts |
| | or other approved Global Sustainability Elective |

General Program Requirements

1. A cumulative GPA of at least 2.50
2. 122 s.h.
3. Maintenance of a 2.50 overall GPA
4. One semester study abroad
5. At least 50 percent of the business semester hours required for the degree must be earned at UNCG

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (3 s.h.)

Student selects 3 s.h. from GLT list.

GFA—Fine Arts (3.s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

ENT 362/PHI 362 Ethical Issues in Entrepreneurship
or
PHI 361 Ethical Issues in Business

Humanities and Fine Arts (3 s.h.)

Student selects additional 3 s.h. from GLT, GFA, or GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (6–7 s.h.)

Student selects 6–7 s.h. from GNS list. One must include a laboratory course. Each must have a different course prefix.

GMT—Mathematics (3 s.h.)

MAT 120 Calculus for Business and the Social Sciences
or
MAT 191 Calculus I

GRD—Reasoning and Discourse (6 s.h.)

ENG 101 College Writing I
or
FMS 115 Freshman Seminar in Reasoning and Discourse I
or
RCO 101 College Writing I
CST 105 Introduction to Communication Studies

GSB—Social and Behavioral Sciences (6 s.h.)

ECO 201 Principles of Microeconomics
ECO 202 Principles of Macroeconomics

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers: 3–6 s.h. (1–2 courses) of the same foreign language depending upon placement; 2–3 additional GL/GN courses, one of which must carry the GN marker

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All

programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major Requirements

Foreign Language & Foreign Study

Non-native speakers of English are exempted from the foreign language requirements and from the six (6) s.h. of literature, conversation, or foreign study.

a) Six (6) s.h. in a foreign language at the intermediate level (203–204 level)

b) Six (6) s.h. in a foreign language beyond the intermediate level

Chosen from literature, 300-level conversation, or intensive language study in a foreign country.

c. Three to nine (3–9) s.h. in country/regional specific courses

Taken in a foreign country (e.g., Mexican Culture, Latin American Tradition and Culture, Doing Business in the European Union)

d. Bryan School Requirements

ECO 300 The International Economy
MGT 301 Introduction to International Business
and study abroad for one semester

3. Nine to ten (9–10) s.h. in one of the following categories

Under special circumstances and with the permission of the Committee, some substitutions for required courses may be made. Appropriate internships completed during a semester/year abroad may serve as approved electives.

Marketing

1.

MKT 426 International Marketing

2. **Two (2) courses chosen from:**

MKT 326 Introduction to Retailing
MKT 327 Selling and Sales Management
MKT 421 Promotion Management
MKT 422 Fundamentals of Marketing Research
MKT 424 Consumer Behavior
MKT 429 Advanced Marketing Management
MKT 493 Honors Work
or other approved elective

Economics

1.

ECO 360 International Monetary Economics I

ECO 365 or
The Economics of European
Integration

2. Two (2) ECO courses above the 300 level
or other approved elective

Finance

FIN 330 Financial Institutions and Markets
FIN 442 Investments
FIN 410 Business Finance II
or other approved elective

Accounting

1.
ACC 218 Financial Statement Preparation and
Disclosures
ACC 318 Intermediate Accounting I
2. Two (2) courses above the following level:
ACC 318 Intermediate Accounting I
or other approved elective

Human Resource Management

1.
MGT 313 Human Resource Management
2. Two (2) courses chosen from:
MGT Industrial and Organizational
314/PSY 314 Psychology
MGT 315 Selection and Compensation
MGT 317 Training and Development in
Organizations
MGT 475 Employment and Human Resource
Law
MGT 493 Honors Work
or other approved elective

Management

Three courses chosen from:
BUS Entrepreneurial/Small Business
470/ENT 470 Management
MGT 332 Legal Aspects of Management
MGT 354 Managing Diversity in Organizations
MGT 375 Management Process Skills
MGT 493 Honors Work
or other approved elective

Supply Chain Management

1.
SCM 306 Logistics and Transportation
Management
2. Two (2) courses chosen from:
SCM 402 Logistics and Supply Chain
Management
MGT 302 International Business: Operations and
Environments in Foreign Jurisdictions
MKT Entrepreneurial Marketing
403/ENT 403
MKT 426 International Marketing
GEO 306 World Economic Geography

or other approved elective

4. One additional GEC Reasoning and Discourse (GRD) course (3 s.h.)

CST 105 Introduction to Communication
Studies

IV Major and Related Area Requirements

Common Business Core

ECO 300 The International Economy
FIN 315 Business Finance I
MGT 301 Introduction to International Business
MGT 312 Human Behavior in Business
Organizations
MGT 330 The Legal Environment of Business
MGT 491 Business Policy and Strategy
MKT 309 Business Communications
MKT 320 Principles of Marketing

PHI 361 Ethical Issues in Business
or
PHI 362/ENT Ethical Issues in Entrepreneurship
362

SCM 302 Operations Management

V Electives

Electives sufficient to complete the 122 semester hours required for the degree.

BUSINESS ADMINISTRATION COURSES (BUS)

BUS 100 Global Business, Markets, and Society (3:3)

Introductory exploration of the role of business in a free market society. Introduction to basic business terminology. Examination of current business issues facing actual companies.

Notes: Open to freshmen and sophomores.

BUS 105 Introduction to Business Skills Development (2:2)

Development of business skills determined by employers as critical for success. Fosters development of skills early in a student's academic career to promote success in both college and work.

*Notes: Open to first and second semester freshmen.
Formerly BUS 105A.*

BUS 105B Career Planning and Business Skills Assessment (1:1)

Introduction to career planning and development of business skills. Course includes exam to assess business skills development in the pre- and co-requisite courses.

Prerequisite: Sophomore standing. Pr. or Coreq. ACC 201, ACC 202; ECO 201, ECO 202, ECO 250; ISM

110, ISM 280; ENG 101, ENG 102; CST 105; MAT 115, MAT 120

Notes: Grade: Pass/Not Pass (P/NP). Course may not be repeated.

BUS 110 Exploring Business Basics (6:3:9)

Planned experiences and instruction to acquire skills and knowledge in regard to values, needs, and wants as well as customer service, self-assessment, problem-solving, and career planning.

Prerequisite: Admission to an approved program

Offered: Fall & Spring

BUS 130 Entrepreneurship in a Sustainable Global Environment (3:3)

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.

Cross Listed: Same as ENT 130.

BUS 201 Creativity, Innovation, and Vision (3:3)

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.

Offered: Fall & Spring

Distribution: GE Core: GSB

Cross Listed: Same as ENT 201.

BUS 204 Experimental Course: Entrepreneurial Bootcamp (3:3)

Provides students, in an intensive environment, with an assessment of their entrepreneurial potential and an introduction to the business discipline needed to convert potential into a sustainable endeavor.

Offered: Offered summer '07 and summer '08

Cross Listed: Same as ENT 204.

BUS 206 Campus Entrepreneurs (3:3)

Students learn the basics of establishing a new business from idea to inception through the finalized business plan. Students may have the opportunity to establish a viable business on campus.

Notes: Formerly BUS 306.

Cross Listed: Same as ENT 206.

BUS 220 Field Experience in Business (3)

Provides students with an early business experience. Requirements consist of a minimum of 300 hours of employment and completion of designated educational activities.

Prerequisite: Admission to an approved program

BUS 230 Applied Business Concepts (6:3:15–30)

Extension of business knowledge through on-site study of a business or organization. Includes 45 hours of classroom and professional development activities. Written assignments, reports, and/or papers required.

Prerequisite: Admission to an approved program

BUS 240 Introduction to the Entrepreneurial Experience (3:3)

Introduction to the entrepreneurial experience including historical perspectives, the role of entrepreneurs in supporting the economy, the entrepreneurial process, venture creation, and innovation.

Notes: Formerly MGT 240.

Cross Listed: Same as ENT 240.

BUS 300 Ideas to Opportunities: Feasibility Analysis (3:3)

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.

Prerequisite: ENT/FIN 200 or ACC 201; or permission of instructor

Offered: Fall & Spring

Cross Listed: Same as ENT 300.

BUS 305 Introduction to the Business of Health-Care Management (3:3)

Influence of health-care services/systems on business organizations. Issues of health-care organizations, professions, ethics, and assessment. Organizational patterns for health-care delivery and issues in financing health care.

Prerequisite: Sophomore standing

BUS 328 Organizational Leadership (3:3)

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.

Prerequisite: Sophomore standing

BUS 336 Opportunities to Action: Business Plan (3:3)

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.

Prerequisite: BUS 300 or ENT 300

Offered: Fall & Spring

Cross Listed: Same as ENT 336.

BUS 337 Family Business (3:3)

Overview of family business, including what is required for family harmony and business continuity.

Offered: Fall

Cross Listed: Same as ENT 337.

BUS 338 Franchising (3:3)

This course introduces the student to opportunities in franchising including becoming a franchisee or franchisor.

Offered: Fall

Cross Listed: Same as ENT 338.

BUS 339 Entrepreneurial Leadership (3:3)

Leadership theories, skills, and practices necessary for effectiveness in varied entrepreneurial settings, including private businesses, corporations, not-for-profit organizations, and social movements.

Offered: Summer

Cross Listed: Same as ENT 339.

BUS 340 Social Entrepreneurship (3:3)

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.

Offered: Fall & Spring

Notes: Formerly MGT 340.

Cross Listed: Same as ENT 340.

BUS 342 International Entrepreneurship (3:3)

Creation and management of business ventures with international dimensions are examined, and economic and formal/informal institutions affecting entrepreneurship are discussed.

Cross Listed: Same as ENT 342.

BUS 413 Special Problems in Business and Marketing Education (1–3)

Opportunity for students to work individually on a problem of special interest. Student should secure recommendation from an instructor and consult with the Division Director before registering for the course.

Prerequisite: Junior standing; admission to an approved program

BUS 450 Directed Business Practice (1–4:1:3–12)

Planned work experience approved in advance by instructor. Regularly scheduled class attendance as well as reading, writing, and skill practice assignments are required.

Prerequisite: Junior standing; permission of instructor

Notes: Open to all majors.

Cross Listed: 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.

Prerequisite: Junior standing

BUS 463 Business/Marketing Education Instructional Materials and Methods (3:3)

Analysis, planning, and evaluation of instructions in business education and marketing education, including attention to special needs groups.

Prerequisite: 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.

Prerequisite: BUS 463; ELC 381, TED 450, TED 470

BUS 469 Business/Marketing Education Programs: Development, Organization, and Operation (3:3)

Emphasizes historical development and present organizational structure of business education and marketing education at the district, regional, and state levels.

Prerequisite: Senior standing

BUS 470 Entrepreneurial/Small Business Management (3:3)

Application of management principles to small business organizations. How to start a new enterprise. Requirements for successful operation of a small business.

Prerequisite: Junior or senior standing or permission of instructor

Offered: Fall

Cross Listed: 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 (3:3)

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.

Prerequisite: Junior standing and permission of director

BUS 498 Curriculum and Classroom Organization of Business and Marketing Programs (3:3)

Designed for pre-service and in-service teachers of business and marketing programs. Emphasis on curriculum development, teaching techniques, resources, facilities, and evaluation.

Prerequisite: 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.

Prerequisite: Junior standing; permission of instructor

Notes: May be repeated for credit if the topic of study changes.

Cross Listed: Same as ENT 499.

BUS 540 Social Entrepreneurship: Justice and a Green Environment (3:3)

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.

Prerequisite: Upper-division undergraduate or graduate student status

Cross Listed: Same as CPS 540, CST 540, ENT 540, SWK 540, WGS 540.

BUS 589 Experimental Course

This number reserved for experimental courses. Refer to the Course Schedule for current offerings.

MASTER OF BUSINESS ADMINISTRATION COURSES (MBA)

MBA 595 Selected Topics in Business Administration (2–3)

Opportunity for advanced students of Business Administration to study in depth a topic or issue of special interest.

Prerequisite: Permission of instructor

Offered: All

Notes: May be repeated when topic varies.

MANAGEMENT COURSES (MGT)

MGT 300 Management of Organizations (3:3)

An introduction to how managers coordinate human and material resources to achieve organizational goals. Effective management practices that can be applied to business organizations.

Prerequisite: Sophomore standing and a 2.0 GPA

MGT 301 Introduction to International Business (3:3)

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.

Prerequisite: Major in ACCT, BADM, CARS, ENTR, FINC, INTB, ISOM, MKTG, or STHP

Distribution: GE Marker: GL

MGT 302 International Business: Operations and Environments in Foreign Jurisdictions (3:3)

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.

Prerequisite: Admission to an approved program

Offered: Summer

MGT 303 Experience Business Abroad (2:2–6:6)

Practices and principles for conducting business in foreign countries. Experiential learning in management and organizational leadership skills. Lectures/seminars by academicians and business people. Creating, organizing presenting seminars, symposia.

Prerequisite: Admission to an approved program

Offered: Fall or Spring or Summer

Notes: May be repeated for credit if course is taken in different country.

MGT 304 Current Issues in International Business (3:3)

Selected topics in international business presented by visiting faculty. Topics are related to the expertise of the instructor.

Prerequisite: Major in ACCT, BADM, CARS, ENTR, FINC, INTB, ISOM, MKTG, or STHP

Offered: Fall or Spring or Summer

MGT 312 Human Behavior in Business Organizations (3:3)

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.

Prerequisite: Sophomore standing

MGT 313 Human Resource Management (3:3)

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.

Prerequisite: Major in ACCT, BADM, CARS, ENTR, FINC, INTB, ISOM, MKTG, or STHP

MGT 314 Industrial and Organizational Psychology (3:3)

Introduction to industrial and organizational psychology with special emphasis on employee motivation, selection, training, and organizational determinants of employee behavior.

Prerequisite: Major in ACCT, BADM, CARS, ENTR, FINC, INTB, ISOM, MKTG, or STHP

Offered: Fall

Cross Listed: Same as PSY 314.

MGT 315 Selection and Compensation (3:3)

Selection theory and the uses of assessment devices. Principles of compensation and job evaluation. Market surveys and their effects on pay structure.

Prerequisite: Major in ACCT, BADM, CARS, ENTR, FINC, INTB, ISOM, MKTG, or STHP

Offered: Spring

MGT 317 Training and Development in Organizations (3:3)

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.

Prerequisite: Major in ACCT, BADM, CARS, ENTR, FINC, INTB, ISOM, MKTG, or STHP

MGT 318 Organizational Change and Development (3:3)

Introduction to the professional practice of OCD. Topics include overcoming resistance to change, the consultant/client relationship, diagnosis of organizational problems, and interventions

Prerequisite: Junior standing; major in ACCT, BADM, CARS, ENTR, FINC, INTB, ISOM, MKTG, or STHP

MGT 330 The Legal Environment of Business (3:3)

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.

MGT 331 Legal Aspects of Business Transactions (3:3)

Subjects covered include court systems, contract and sales law, professional ethics, business political activities, Antitrust laws, international laws, and other matters of public policy.

Prerequisite: Admission to B.S. Accounting program

MGT 332 Legal Aspects of Management (3:3)

Securities regulations, negotiable instruments law, and debtor and creditor rights included. Also covered are legal relationships-partnerships, corporations, and principal-agency.

Prerequisite: MGT 330 or MGT 331; admission to an approved program

MGT 354 Managing Diversity in Organizations (3:3)

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.

Prerequisite: Junior standing

MGT 375 Management Process Skills (3:3)

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.

Prerequisite: Admission to approved program

MGT 400 Experimental Course: Cybersecurity Management (3:3)

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.

Offered: Offered fall '13

MGT 409 Advanced Business Communication (3:3)

Study of advanced business communication situations, including persuasive messages, crisis management, cross-cultural business communication, effective work team interaction, effective virtual communication. Attention to the technology that supports business communication.

Academic Departments, Programs, and Courses

Prerequisite: MKT 309 and admission to an approved program

MGT 414 Human Resource Information Systems (3:3)

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.

Prerequisite: MGT 313 or ISM 301; major in ACCT, BADM, CARS, ENTR, FINC, INTB, ISOM, MKTG, or STHP

MGT 475 Employment and Human Resource Law (3:3)

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.

Prerequisite: Junior standing; MGT 330; admission to approved program

Offered: Spring

MGT 491 Business Policy and Strategy (3:3)

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.

Prerequisite: MGT 301, MGT 312; MKT 309, MKT 320; FIN 315; ISM 280; senior standing; major in ACCT, BADM, CARS, ENTR, FINC, INTB, ISOM, 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 (3:3)

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.

Prerequisite: Senior majors; permission of instructor

Notes: May be repeated for credit with approval of department head.

MGT 589 Experimental Course: Business Strategies for Building a Healthy Environment: Competitive Advantage, Sustainability, and Beyond (3:3)

Business leaders must consider social/environmental context of practices they employ. Principles of sustainable development will include how human and materials

resources are needed for managing a business in today's world.

Offered: Offered spring '11

Disciplinary Honors in Management

Refer to Honors Programs 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 following:

6–9 s.h. of Honors course work in the major

0–3 s.h. of other Honors course work

BUS 493 Honors Work

or

HSS 493 Honors Work

or

MGT 493 Honors Work

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 Web site 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 Web site. 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.

Department of Marketing, Entrepreneurship, and Hospitality & Tourism Management

Bryan School of Business & Economics
441 Bryan Building
336/334-3797
www.uncg.edu/bae

Faculty

Sevil Sonmez, Professor and Head of Department

Professor Welsh (Hayes Distinguished Professor of Entrepreneurship)

Associate Professors Brown, Byrd, Canziani, Hsieh, Roehm, Williamson

Assistant Professors Griffiths, Memili

Lecturers Garrett, James, Mackowski

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 Statement

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 UNCG, 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

Entrepreneurship is defined as the process of creating new enterprises that are sustainable and build value, whether

they be for-profit or not-for-profit, economic, social, artistic, cultural, educational, or intellectual.

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. All students complete a business minor.

Entrepreneurship Major (ENTR)—B.S.

Degree: Bachelor of Science

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

AOS Code: U718

Bryan School Requirements

Students are normally expected to complete these courses during freshman and sophomore years:

| | |
|---------|---|
| ACC 201 | Financial Accounting or |
| ACC 218 | Financial Statement Preparation and Disclosures |
| ACC 202 | Managerial Accounting |
| BUS 105 | Introduction to Business Skills Development |
| CST 105 | Introduction to Communication Studies |
| ECO 201 | Principles of Microeconomics |
| ECO 202 | Principles of Macroeconomics |
| ECO 250 | Economic and Business Statistics I |
| ISM 110 | Business Computing I |
| ISM 280 | Business Processes and Information Technology |
| MAT 120 | Calculus for Business and the Social Sciences or |
| MAT 191 | Calculus I |

Global Sustainability Elective

| | |
|---------|---|
| ECO 100 | Economics of a Global Sustainable Society or |
|---------|---|

| | |
|-----------------|--|
| BUS 130/ENT 130 | Entrepreneurship in a Sustainable Global Environment |
| or | |
| LLC 120 | Global Crossings: Topics in Images, Media, and Texts |
| | or other approved Global Sustainability Elective |

General Program Requirements

1. Successful completion of all major and related area requirements listed below

2. Good academic standing

3. A cumulative GPA of at least 2.0

4. 122 s.h.

5. At least 50 percent of the business semester hours required for the degree must be earned at UNCG

6. Grades of C (2.0) or better in course work used to meet major requirements

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (3 s.h.)

Student selects 3 s.h. from GLT list.

GFA—Fine Arts (3 s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

| | |
|-----------------|------------------------------------|
| PHI 361 | Ethical Issues in Business |
| or | |
| PHI 362/ENT 362 | Ethical Issues in Entrepreneurship |

Humanities and Fine Arts (3 s.h.)

Student selects additional 3 s.h. from GLT, GFA, or GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (6–7 s.h.)

Student selects 6–7 s.h. from GNS list. One must include a laboratory course. Each must have a different course prefix.

GMT—Mathematics (3 s.h.)

| | |
|---------|---|
| MAT 120 | Calculus for Business and the Social Sciences |
| or | |
| MAT 191 | Calculus I |

GRD—Reasoning and Discourse (6 s.h.)

| | |
|---------|-------------------|
| ENG 101 | College Writing I |
| or | |

| | |
|---------|---|
| FMS 115 | Freshman Seminar in Reasoning and Discourse I |
| or | |
| RCO 101 | College Writing I |

| | |
|---------|---------------------------------------|
| CST 105 | Introduction to Communication Studies |
|---------|---------------------------------------|

GSB—Social and Behavioral Sciences (6 s.h.)

| | |
|---------|------------------------------|
| ECO 201 | Principles of Microeconomics |
| ECO 202 | Principles of Macroeconomics |

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers, one of which must carry the GN marker

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major Requirements

1. Entrepreneurship Core

| | |
|-----------------|--|
| BUS 201/ENT 201 | Creativity, Innovation, and Vision |
| BUS 300/ENT 300 | Ideas to Opportunities: Feasibility Analysis |
| BUS 336/ENT 336 | Opportunities to Action: Business Plan |
| BUS 450/ENT 450 | Directed Business Practice |
| FIN 335/ENT 335 | Entrepreneurial Finance |
| MKT 427/ENT 427 | Personal Selling Internship |

2. Entrepreneurship Profile Requirements

Choose one of the Profiles below. To qualify for a specific Profile, the student must complete a minimum of one 3 s.h. course in the Profile, plus a minimum of one 3 s.h. course from the approved Entrepreneurship electives listed below.

Academic Departments, Programs, and Courses

Creative Industries

| | |
|-----------------|--|
| ART 276/ENT 276 | Creative Space: The Meeting of Art and Entrepreneurship |
| ART 394/ENT 394 | Advanced Studio Practicum: Art and Entrepreneurship |
| CRS 421/ENT 421 | Entrepreneurship Practicum in Apparel and Consumer Retailing: Store Operations |
| CRS 431 | Entrepreneurship in Apparel Retailing and Design |
| DCE 455/ENT 455 | Entrepreneurial Career Strategies for Dance and Performing Artists |
| ENG 535/ENT 535 | Entrepreneurship and Independent Press Publishing |
| IAR 321/ENT 321 | Creativity, Design, and Entrepreneurship |
| MST 524 | Media Financing and Distribution |
| MST 525 | Media Organization and Management |
| MUP 402/ENT 402 | Entrepreneurship in Music |
| THR 584 | Theatre Management |

Family Business

| | |
|-----------------|------------------------------|
| BUS 337/ENT 337 | Family Business |
| STH 354/ENT 354 | Hospitality Entrepreneurship |

Franchising

| | |
|-----------------|-------------|
| BUS 338/ENT 338 | Franchising |
|-----------------|-------------|

Health Care

| | |
|-----------------|--|
| BUS 305 | Introduction to the Business of Health-Care Management |
| ISM 291/ENT 291 | Entrepreneurship and Technology in Health Care |

International

| | |
|-----------------|--|
| BUS 130/ENT 130 | Entrepreneurship in a Sustainable Global Environment |
| BUS 342/ENT 342 | International Entrepreneurship |

Social

| | |
|-----------------|---|
| BUS 340/ENT 340 | Social Entrepreneurship |
| BUS 540/CPS | Social Entrepreneurship: Justice and a Green Environment |
| 540/CST | |
| 540/ENT | |
| 540/SWK | |
| 540/WGS | |
| 540 | |
| MST 320/ENT 320 | Multimedia for Social Entrepreneurship and Civic Engagement |

Technology, Innovation, and Sciences

| | |
|-----------------|-----------------------------------|
| ECO 215/ENT 215 | The Economics of Entrepreneurship |
|-----------------|-----------------------------------|

| | |
|-----------------|--|
| ECO 312/ENT 312 | Economics of Technology |
| ISM 290/ENT 290 | Entrepreneurship and the Internet |
| ISM 291/ENT 291 | Entrepreneurship and Technology in Health Care |
| ISM 292/ENT 292 | IT Entrepreneurship |

IV Related Area Requirements

Common Business Core

| | |
|-----------------|--|
| ECO 300 | The International Economy |
| FIN 315 | Business Finance I |
| MGT 301 | Introduction to International Business |
| MGT 312 | Human Behavior in Business Organizations |
| MGT 330 | The Legal Environment of Business |
| MGT 491 | Business Policy and Strategy |
| MKT 309 | Business Communications |
| MKT 320 | Principles of Marketing |
| PHI 361 | Ethical Issues in Business or |
| PHI 362/ENT 362 | Ethical Issues in Entrepreneurship |
| SCM 302 | Operations Management |

IV Direct Electives

In addition to the core courses and three s.h. in the chosen profile, students must complete at least three s.h. from the list of approved direct electives.

Course may not be repeated for elective credit if chosen as profile course.

Courses

| | |
|-----------------|---|
| ART 276/ENT 276 | Creative Space: The Meeting of Art and Entrepreneurship |
| ART 394/ENT 394 | Advanced Studio Practicum: Art and Entrepreneurship |
| BUS 130/ENT 130 | Entrepreneurship in a Sustainable Global Environment |
| BUS 206/ENT 206 | Campus Entrepreneurs |
| BUS 240/ENT 240 | Introduction to the Entrepreneurial Experience |
| BUS 305 | Introduction to the Business of Health-Care Management |
| BUS 337/ENT 337 | Family Business |
| BUS 338/ENT 338 | Franchising |
| BUS 339/ENT 339 | Entrepreneurial Leadership |
| BUS 342/ENT 342 | International Entrepreneurship |

| | |
|---|--|
| BUS 450/ENT 450 | Directed Business Practice |
| BUS 470/ENT 470 | Entrepreneurial/Small Business Management |
| BUS 499/ENT 499 | Selected Topics in Entrepreneurship |
| BUS 540/CPS 540/CST 540/ENT 540/SWK 540/WGS 540 | Social Entrepreneurship: Justice and a Green Environment |
| CRS 421/ENT 421 | Entrepreneurship Practicum in Apparel and Consumer Retailing: Store Operations |
| CRS 431 | Entrepreneurship in Apparel Retailing and Design |
| DCE 455/ENT 455 | Entrepreneurial Career Strategies for Dance and Performing Artists |
| ECO 215/ENT 215 | The Economics of Entrepreneurship |
| ECO 312/ENT 312 | Economics of Technology |
| ENT 493 | Honors Work in Entrepreneurship |
| ISM 290/ENT 290 | Entrepreneurship and the Internet |
| ISM 291/ENT 291 | Entrepreneurship and Technology in Health Care |
| ISM 292/ENT 292 | IT Entrepreneurship |
| MKT 403/ENT 403 | Entrepreneurial Marketing |
| MKT 427/ENT 427 | Personal Selling Internship |
| MST 524 | Media Financing and Distribution |
| MST 525 | Media Organization and Management |
| MUP 402/ENT 402 | Entrepreneurship in Music |
| PSC 540 | Nonprofit Management and Leadership |
| STH 354/ENT 354 | Hospitality Entrepreneurship |
| THR 584 | Theatre Management |

Approved sections of:

PSC 511 Topics in Public Affairs

Marketing Major (MKTG)—B.S.

Degree: Bachelor of Science

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

AOS Code: U327

Bryan School Requirements

Students are normally expected to complete these courses during freshman and sophomore years:

| | |
|---------|---|
| ACC 201 | Financial Accounting |
| | or |
| ACC 218 | Financial Statement Preparation and Disclosures |
| ACC 202 | Managerial Accounting |
| BUS 105 | Introduction to Business Skills Development |
| CST 105 | Introduction to Communication Studies |
| ECO 201 | Principles of Microeconomics |
| ECO 202 | Principles of Macroeconomics |
| ECO 250 | Economic and Business Statistics I |
| ISM 110 | Business Computing I |
| ISM 280 | Business Processes and Information Technology |
| MAT 120 | Calculus for Business and the Social Sciences |
| | or |
| MAT 191 | Calculus I |

Global Sustainability Elective

| | |
|-----------------|--|
| BUS 130/ENT 130 | Entrepreneurship in a Sustainable Global Environment |
| | or |
| ECO 100 | Economics of a Global Sustainable Society |
| | or |
| LLC 120 | Global Crossings: Topics in Images, Media, and Texts |
| | or other approved Global Sustainability Elective |

General Program Requirements

1. A cumulative GPA of at least 2.0

2. Grades of C or better in courses used to meet major requirements

3. 122 s.h.

4. At least 50 percent of the business semester hours required for the degree must be earned at UNCG.

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (3 s.h.)

Student selects 3 s.h. from GLT list.

GFA—Fine Arts (3s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

| | |
|-----------------|------------------------------------|
| PHI 361 | Ethical Issues in Business or |
| PHI 362/ENT 362 | Ethical Issues in Entrepreneurship |

Humanities and Fine Arts (3 s.h.)

Student selects additional 3 s.h. from GLT, GFA, or GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (6–7 s.h.)

Student selects 6–7 s.h. from GNS list. One must include a laboratory course. Each must have a different course prefix.

GMT—Mathematics (3 s.h.)

| | |
|---------|---|
| MAT 120 | Calculus for Business and the Social Sciences or |
| MAT 191 | Calculus I |

GRD—Reasoning and Discourse (6 s.h.)

| | |
|---------|---|
| ENG 101 | College Writing I or |
| FMS 115 | Freshman Seminar in Reasoning and Discourse I or |
| RCO 101 | College Writing I |
| CST 105 | Introduction to Communication Studies |

GSB—Social and Behavioral Sciences (6 s.h.)

| | |
|---------|------------------------------|
| ECO 201 | Principles of Microeconomics |
| ECO 202 | Principles of Macroeconomics |

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers, one of which must carry the GN marker

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major Requirements

1.

| | |
|---------|------------------------------------|
| MKT 422 | Fundamentals of Marketing Research |
| MKT 424 | Consumer Behavior |
| MKT 426 | International Marketing |
| MKT 429 | Advanced Marketing Management |

2. Any two (2) of the following:

| | |
|-----------------|------------------------------|
| MKT 325 | E-commerce in Marketing |
| MKT 326 | Introduction to Retailing |
| MKT 327 | Selling and Sales Management |
| MKT 403/ENT 403 | Entrepreneurial Marketing |
| MKT 421 | Promotion Management |
| MKT 493 | Honors Work |

Of the following internship courses, only one may count as a MKTG elective:

| | |
|-----------------|-----------------------------|
| BUS 450/ENT 450 | Directed Business Practice |
| MKT 427/ENT 427 | Personal Selling Internship |
| MKT 450 | Marketing Internship |

IV Related Area Requirements

Common Business Core

| | |
|---------|--|
| ECO 300 | The International Economy |
| FIN 315 | Business Finance I |
| MGT 301 | Introduction to International Business |
| MGT 312 | Human Behavior in Business Organizations |
| MGT 330 | The Legal Environment of Business |
| MGT 491 | Business Policy and Strategy |
| MKT 309 | Business Communications |

| | |
|-----------------|------------------------------------|
| PHI 361 | Ethical Issues in Business or |
| PHI 362/ENT 362 | Ethical Issues in Entrepreneurship |

| | |
|---------|-----------------------|
| SCM 302 | Operations Management |
|---------|-----------------------|

All students pursuing the MKTG major must receive a C (2.0) or better in:

| | |
|---------|-------------------------|
| MKT 320 | Principles of Marketing |
|---------|-------------------------|

V Electives

Electives sufficient to complete 122 total semester hours required for the degree.

Sustainable Tourism and Hospitality Major (STHP)—B.A.

Degree: Bachelor of Arts

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

AOS Code: U457

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (3 s.h.)

Student selects 3 s.h. from GLT list.

GFA—Fine Arts (3.s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

Humanities and Fine Arts (3 s.h.)

Student selects additional 3 s.h. from GLT, GFA, or GPR list.

GNS—Natural Sciences (6–7 s.h.)

Student selects 6–7 s.h. from GNS list. One must include a laboratory course. Each must have a different course prefix.

GMT—Mathematics (3 s.h.)

MAT 115 College Algebra

MAT courses numbered higher than the specified course are also accepted.

GRD—Reasoning and Discourse (6 s.h.)

ENG 101 College Writing I
or

FMS 115 Freshman Seminar in Reasoning and Discourse I
or

RCO 101 College Writing I

CST 105 Introduction to Communication Studies

GSB—Social and Behavioral Sciences (6 s.h.)

ECO 201 Principles of Microeconomics

ECO 202 Principles of Macroeconomics

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core

requirements or courses required by the major/concentration.

GL/GN—Global/Global Non-Western Perspectives

four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One SI (Speaking Intensive) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One WI (Writing Intensive) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major and Related Area Requirements (66 s.h.)

1. Major

| | |
|-----------------|---|
| STH 101 | Introduction to Sustainable Development |
| STH 102 | Introduction to Tourism and Hospitality |
| STH 201 | Corporate Social Responsibility and Change Management |
| STH 211 | Sustainable Hotel Operations |
| STH 231 | Tourism, Cultures, and Places |
| STH 232 | Tourism Impacts and Alternatives |
| STH 311 | Sustainable Food and Beverage |
| STH 312 | Greening Hotel Facilities |
| STH 313 | Sustainable Revenue Management |
| STH 331/GEO 331 | Sustainable Tourism and Transportation |
| STH 332 | Sustainable Destination Planning and Management |
| STH 333 | Research Methods and Decision Analysis in Tourism and Hospitality |
| STH 401 | Hotel and Travel Services Marketing |
| STH 402 | Responsible Human Resource Management in Tourism and Hospitality |
| STH 433 | Business Tourism |
| STH 491 | Tourism and Hospitality Strategic Management |

2. Related Area

| | |
|---------|---------------------------------------|
| CST 105 | Introduction to Communication Studies |
| ECO 201 | Principles of Microeconomics |
| ECO 202 | Principles of Macroeconomics |
| MKT 309 | Business Communications |

Academic Departments, Programs, and Courses

| | |
|---------|--|
| MAT 115 | College Algebra or |
| STA 108 | Elementary Introduction to Probability and Statistics |

3. Foreign Language

Demonstrate intermediate level proficiency in one language (as demonstrated by placement test or completion of coursework through course level 204).

4. Practice

STHP majors are required to work a total of 600 hours, paid or unpaid, in the tourism or hospitality industries. See departmental Web site regarding practice credit requirement.

IV Additional Related Area Requirements (12 s.h.)

Students must select one of the following sequences:

A. Operational Emphasis

| | |
|-----------------|---|
| ACC 201 | Financial Accounting |
| ENT 200/FIN 200 | Introduction to Entrepreneurial Finance |
| MGT 330 | The Legal Environment of Business |
| SCM 304 | Managing and Organizing Projects |

B. World Literacy Emphasis

| | |
|--------------------|---|
| GEO 121 | Introduction to Geographic Information Science or |
| ENG 219 | Journalism I: Fundamentals of News Writing |
| GEO 301 GEO 303 | Urban Geography: Global Patterns World Population Problems |
| GEO 333 or | Geography of Europe |
| GEO 340 or | Geography of East Asia |
| GEO 344 | Geography of the United States and Canada |

V Electives

Electives sufficient to complete the 122 semester hours required for degree.

Entrepreneurship Minor

Required: minimum of 15 semester hours

AOS Code: U832

The Entrepreneurship minor, consisting of 15 s.h., 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:

I 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:

a. Apply for the entrepreneurship minor in the Bryan School Student Services Office

Room 301 Bryan Building

b.

| | |
|-----------------|---|
| FIN 200/ENT 200 | Introduction to Entrepreneurial Finance |
|-----------------|---|

c.

| | |
|-----------------|--|
| BUS 300/ENT 300 | Ideas to Opportunities: Feasibility Analysis |
|-----------------|--|

d.

| | |
|-----------------|--|
| BUS 336/ENT 336 | Opportunities to Action: Business Plan |
|-----------------|--|

e. Consult with an advisor in the Bryan School Student Services Office

Select one of the seven profiles offered:
Creative Industries; Family Business;
Franchising; Health Care; International; Social;
or Technology, Innovation, and Sciences

f. Once admitted to minor, student takes at least three (3) s.h. within the selected profile.

g. At least three (3) s.h. from approved electives to meet minimum of required 15 s.h.

h. B.A. in Economics students should follow the non-business track.

Students in the B.S. in Economics should follow the Bryan School track.

II Bryan School Majors

The minor is intended to bring an entrepreneurial perspective to all majors in the Bryan School. To earn an entrepreneurship minor, a student must meet the following requirements in the order listed:

a. Apply for the entrepreneurship minor in the Bryan School Student Services Office

Room 301 Bryan Building

b.

| | |
|-----------------|--|
| BUS 300/ENT 300 | Ideas to Opportunities: Feasibility Analysis |
|-----------------|--|

c.

| | |
|-----------------|--|
| BUS 336/ENT 336 | Opportunities to Action: Business Plan |
|-----------------|--|

d. Consult with an advisor in the Bryan School Student Services Office

Select one of the seven profiles offered:
Creative Industries; Family Business;
Franchising; Health Care; International; Social;
or Technology, Innovation, and Sciences

e. Once admitted to minor, student takes at least three credits within the selected profile.

f. At least six (6) s.h. from approved electives to meet minimum of required 15 s.h.

g. B.A. in Economics students should follow the non-business track.

Students in the B.S. in Economics should follow the Bryan School track.

III Profiles

Three (3) semester hours from one of the following:

a. Creative Industries

| | |
|-----------------|--|
| ART 276/ENT 276 | Creative Space: The Meeting of Art and Entrepreneurship |
| ART 394/ENT 394 | Advanced Studio Practicum: Art and Entrepreneurship |
| CRS 421/ENT 421 | Entrepreneurship Practicum in Apparel and Consumer Retailing: Store Operations |
| CRS 431 | Entrepreneurship in Apparel Retailing and Design |
| DCE 455/ENT 455 | Entrepreneurial Career Strategies for Dance and Performing Artists |
| ENG 535/ENT 535 | Entrepreneurship and Independent Press Publishing |
| IAR 321/ENT 321 | Creativity, Design, and Entrepreneurship |
| MST 524 | Media Financing and Distribution |
| MST 525 | Media Organization and Management |
| MUP 402/ENT 402 | Entrepreneurship in Music |
| THR 584 | Theatre Management |

b. Family Business

| | |
|-----------------|------------------------------|
| BUS 337/ENT 337 | Family Business |
| STH 354/ENT 354 | Hospitality Entrepreneurship |

c. Franchising

| | |
|-----------------|-------------|
| BUS 338/ENT 338 | Franchising |
|-----------------|-------------|

d. Health Care

| | |
|-----------------|--|
| BUS 305 | Introduction to the Business of Health-Care Management |
| ISM 291/ENT 291 | Entrepreneurship and Technology in Health Care |

e. International

| | |
|-----------------|--|
| BUS 130/ENT 130 | Entrepreneurship in a Sustainable Global Environment |
|-----------------|--|

| | |
|-----------------|--------------------------------|
| BUS 342/ENT 342 | International Entrepreneurship |
|-----------------|--------------------------------|

f. Social

| | |
|-----------------|---|
| BUS 340/ENT 340 | Social Entrepreneurship |
| BUS 540/CPS | Social Entrepreneurship: Justice and a Green Environment |
| 540/CST | |
| 540/ENT | |
| 540/SWK | |
| 540/WGS | |
| 540 | |
| MST 320/ENT 320 | Multimedia for Social Entrepreneurship and Civic Engagement |

g. Technology, Innovation, and Sciences

One chosen from:

| | |
|-----------------|--|
| ECO 215/ENT 215 | The Economics of Entrepreneurship |
| ECO 312/ENT 312 | Economics of Technology |
| ISM 290/ENT 290 | Entrepreneurship and the Internet |
| ISM 291/ENT 291 | Entrepreneurship and Technology in Health Care |
| ISM 292/ENT 292 | IT Entrepreneurship |

IV 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.

| | |
|-----------------|---|
| ART 276/ENT 276 | Creative Space: The Meeting of Art and Entrepreneurship |
| ART 394/ENT 394 | Advanced Studio Practicum: Art and Entrepreneurship |
| BUS 130/ENT 130 | Entrepreneurship in a Sustainable Global Environment |
| BUS 201/ENT 201 | Creativity, Innovation, and Vision |
| BUS 206/ENT 206 | Campus Entrepreneurs |
| BUS 240/ENT 240 | Introduction to the Entrepreneurial Experience |
| BUS 305 | Introduction to the Business of Health-Care Management |
| BUS 337/ENT 337 | Family Business |
| BUS 338/ENT 338 | Franchising |
| BUS 339/ENT 339 | Entrepreneurial Leadership |
| BUS 340/ENT 340 | Social Entrepreneurship |

Academic Departments, Programs, and Courses

| | |
|---|--|
| BUS 342/ENT 342 | International Entrepreneurship |
| BUS 450/ENT 450 | Directed Business Practice |
| BUS 470/ENT 470 | Entrepreneurial/Small Business Management |
| BUS 499/ENT 499 | Selected Topics in Entrepreneurship |
| BUS 540/CPS 540/CST 540/ENT 540/SWK 540/WGS 540 | Social Entrepreneurship: Justice and a Green Environment |
| CRS 431 | Entrepreneurship in Apparel Retailing and Design |
| DCE 455/ENT 455 | Entrepreneurial Career Strategies for Dance and Performing Artists |
| ECO 215/ENT 215 | The Economics of Entrepreneurship |
| ECO 312/ENT 312 | Economics of Technology |
| ENT 493 | Honors Work in Entrepreneurship |
| FIN 335/ENT 335 | Entrepreneurial Finance |
| ISM 290/ENT 290 | Entrepreneurship and the Internet |
| ISM 291/ENT 291 | Entrepreneurship and Technology in Health Care |
| ISM 292/ENT 292 | IT Entrepreneurship |
| MKT 403/ENT 403 | Entrepreneurial Marketing |
| MKT 427/ENT 427 | Personal Selling Internship |
| MST 524 | Media Financing and Distribution |
| MST 525 | Media Organization and Management |
| MUP 402/ENT 402 | Entrepreneurship in Music |
| PSC 540 | Nonprofit Management and Leadership |
| STH 354/ENT 354 | Hospitality Entrepreneurship |
| THR 584 | Theatre Management |

Approved sections of:

| | |
|---------|--------------------------|
| PSC 511 | Topics in Public Affairs |
|---------|--------------------------|

ENTREPRENEURSHIP COURSES (ENT)

ENT 130 Entrepreneurship in a Sustainable Global Environment (3:3)

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.

Cross Listed: Same as BUS 130.

ENT 200 Introduction to Entrepreneurial Finance (3:3)

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.

Offered: Summer

Notes: Students may not receive credit for both ENT 200 and FIN 315.

Cross Listed: Same as FIN 200.

ENT 201 Creativity, Innovation, and Vision (3:3)

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.

Offered: Fall & Spring

Distribution: GE Core: GSB

Cross Listed: Same as BUS 201.

ENT 204 Experimental Course: Entrepreneurial Bootcamp (3:3)

Provides students, in an intensive environment, with an assessment of their entrepreneurial potential and an introduction to the business discipline needed to convert potential into a sustainable endeavor.

Offered: Offered summer '08

Cross Listed: Same as BUS 204.

ENT 206 Campus Entrepreneurs (3:3)

Students learn the basics of establishing a new business from idea to inception through the finalized business plan. Students may have the opportunity to establish a viable business on campus.

Notes: Formerly ENT 306.

Cross Listed: Same as BUS 206.

ENT 215 The Economics of Entrepreneurship (3:3)

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.

Prerequisite: ECO 101 or ECO 201

Offered: Spring

Cross Listed: Same as ECO 215.

ENT 240 Introduction to the Entrepreneurial Experience (3:3)

Introduction to the entrepreneurial experience including historical perspectives, the role of entrepreneurs in supporting the economy, the entrepreneurial process, venture creation, and innovation.

Cross Listed: Same as BUS 240.

ENT 276 Creative Space: The Meeting of Art and Entrepreneurship (3:3)

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.

Prerequisite: ART or ENTR major

Notes: Offered as experimental course spring 2013; becomes a standard course spring 2014.

Cross Listed: Same as ART 276.

ENT 290 Entrepreneurship and the Internet (3:3)

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.

Cross Listed: Same as ISM 290.

ENT 291 Entrepreneurship and Technology in Health Care (3:3)

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.

Prerequisite: Junior standing

Cross Listed: Same as ISM 291.

ENT 292 IT Entrepreneurship (3:3)

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.

Cross Listed: Same as ISM 292.

ENT 300 Ideas to Opportunities: Feasibility Analysis (3:3)

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.

Prerequisite: ENT 200 or FIN 200 or ACC 201 or permission of instructor

Offered: Fall & Spring

Cross Listed: Same as BUS 300.

ENT 312 Economics of Technology (3:3)

Economic analysis of technological change. Topics include sources of productivity, inventive activity, entrepreneurship, innovation strategy, RD management, patenting, and technology assessment.

Prerequisite: ECO 101 or ECO 201

Offered: Fall

Cross Listed: Same as ECO 312.

ENT 315

ENT 320 Multimedia for Social Entrepreneurship and Civic Engagement (3:3)

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.

Offered: Fall or Spring

Cross Listed: Same as MST 320.

ENT 321 Creativity, Design, and Entrepreneurship (3:3)

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.

Offered: Fall

Distribution: GE Marker: GL

Cross Listed: Same as IAR 321.

ENT 335 Entrepreneurial Finance (3:3)

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.

Prerequisite: FIN 315

Cross Listed: Same as FIN 335.

ENT 336 Opportunities to Action: Business Plan (3:3)

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.

Prerequisite: BUS 300 or ENT 300

Offered: Fall & Spring

Cross Listed: Same as BUS 336.

ENT 337 Family Business (3:3)

Overview of family business, including what is required for family harmony and business continuity.

Offered: Fall

Cross Listed: Same as BUS 337.

ENT 338 Franchising (3:3)

This course introduces the student to opportunities in franchising including becoming a franchisee or franchisor.

Offered: Fall

Cross Listed: Same as BUS 338.

ENT 339 Entrepreneurial Leadership (3:3)

Leadership theories, skills, and practices necessary for effectiveness in varied entrepreneurial settings, including private businesses, corporations, not-for-profit organizations, and social movements.

Offered: Summer

Cross Listed: Same as BUS 339.

ENT 340 Social Entrepreneurship (3:3)

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.

Offered: Fall & Spring

Cross Listed: Same as BUS 340.

ENT 342 International Entrepreneurship (3:3)

Creation and management of business ventures with international dimensions are examined, and economic and formal/informal institutions affecting entrepreneurship are discussed.

Cross Listed: Same as BUS 342.

ENT 354 Hospitality Entrepreneurship (3:3)

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.

Prerequisite: Junior or senior standing

Cross Listed: Same as STH 354.

ENT 362 Ethical Issues in Entrepreneurship (3:3)

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.

Distribution: GE Core: GPR, GE Marker: GN

Notes: Students may not receive credit for both PHI 361 and PHI 362.

Cross Listed: Same as PHI 362.

ENT 394 Advanced Studio Practicum: Art and Entrepreneurship (3:3:9)

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.

Prerequisite: Junior or senior standing

Notes: Grade: Pass/Not Pass (P/NP). May be repeated once.

Cross Listed: Same as ART 394.

ENT 402 Entrepreneurship in Music (3:3)

Focus on entrepreneurship knowledge, skills and career development in music.

Prerequisite: Junior or senior standing

Offered: Fall & Spring

Notes: Taught as Writing Intensive (WI) and Speaking Intensive (SI).

Cross Listed: Same as MUP 402.

ENT 403 Entrepreneurial Marketing (3:3)

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.

Offered: Spring

Cross Listed: Same as MKT 403.

ENT 421 Entrepreneurship Practicum in Apparel and Consumer Retailing: Store Operations (3:1:6)

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.

Prerequisite: Completion of 30 semester hours at UNCG

Cross Listed: Same as CRS 421.

ENT 427 Personal Selling Internship (3:0:9)

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.

Notes: Grade: Pass/Not Pass (P/NP).

Cross Listed: Same as MKT 427.

ENT 450 Directed Business Practice (1–4:1:3–12)

Planned work experience approved in advance by instructor. Regularly scheduled class attendance as well as

reading, writing, and skill practice assignments are required.

Prerequisite: Junior standing and permission of instructor

Notes: Open to all majors.

Cross Listed: Same as BUS 450.

ENT 455 Entrepreneurial Career Strategies for Dance and Performing Artists (3:3)

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.

Prerequisite: DANC, DRAM, MEDU, MUSI, or PRFM major; or permission of instructor

Offered: Spring

Cross Listed: Same as DCE 455.

ENT 470 Entrepreneurial/Small Business Management (3:3)

Application of management principles to small business organizations. How to start a new enterprise. Requirements for successful operation of a small business.

Prerequisite: Junior or senior standing, or permission of instructor

Offered: Fall

Cross Listed: Same as BUS 470.

ENT 493 Honors Work in Entrepreneurship (3:3)

Paper or project in one of the seven profiles in Entrepreneurship; may be in conjunction with the North Carolina Entrepreneurship Center.

Prerequisite: Permission of instructor, 3.30 GPA in the major, 12 s.h. in the major

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.

Prerequisite: Junior standing; permission of instructor

Notes: May be repeated for credit if the topic of study changes.

Cross Listed: Same as BUS 499.

ENT 535 Entrepreneurship and Independent Press Publishing (3:3)

Exploration, analysis, and participation in independent press publishing from inception to final product while practicing the entrepreneurial strategies needed to begin a successful venture.

Prerequisite: Permission of instructor

Offered: Spring

Cross Listed: Same as ENG 535.

ENT 540 Social Entrepreneurship: Justice and a Green Environment (3:3)

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.

Prerequisite: Upper-division undergraduate or graduate student status

Cross Listed: Same as BUS 540, CPS 540, CST 540, SWK 540, WGS 540.

ENT 589 Experimental Course: Theatre Entrepreneurship (3:3)

Entrepreneurial concepts applied to the formation and management of a new theatre/performing arts company.

Offered: Offered fall '08

MARKETING COURSES (MKT)

MKT 309 Business Communications (3:3)

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.

Prerequisite: Junior standing; major in ACCT, BADM, CARS, ENTR, FINC, INTB, ISOM, MKTG, or STHP; or permission of instructor

Notes: Taught as Writing Intensive (WI) and Speaking Intensive (SI)

MKT 320 Principles of Marketing (3:3)

Introduction to marketing with an emphasis on market segmentation, targeting, and positioning for consumer and business markets in domestic and international economics.

Prerequisite: 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; or major in ACCT, BADM, CARS, ENTR, FINC, INTB, ISOM, MKTG, or STHP

MKT 325 E-commerce in Marketing (3:3)

Introduction to e-commerce. Online and offline assignments, lectures, in-class group projects, case analyses, discussions and presentations.

Prerequisite: Grade of C or better in MKT 320; major in ACCT, BADM, CARS, ENTR, FINC, INTB, ISOM, MKTG, or STHP

MKT 326 Introduction to Retailing (3:3)

Introductory course in the fundamentals of store organization, management, and merchandising.

Prerequisite: Grade of C or better in MKT 320; junior standing; major in ACCT, BADM, CARS, ENTR, FINC, INTB, ISOM, MKTG, or STHP

MKT 327 Selling and Sales Management (3:3)

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.

Prerequisite: Grade of C or better in MKT 320; junior standing; major in ACCT, BADM, CARS, ENTR, FINC, INTB, ISOM, MKTG, or STHP

MKT 403 Entrepreneurial Marketing (3:3)

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.

Offered: Spring

Cross Listed: Same as ENT 403.

MKT 408 Operating Problems in Retailing (3:3)

Examination and evaluation of politics and practices in retailing, with emphasis on advertising and its economic significance.

Prerequisite: MKT 326 and MKT 327; junior standing; major in ACCT, BADM, CARS, ENTR, FINC, INTB, ISOM, MKTG, or STHP

MKT 418 Advanced Merchandising (3:3)

Merchandising policies, buying, stock planning and control, and merchandise pricing in modern retail stores.

Prerequisite: MKT 326 and MKT 327; junior standing; major in ACCT, BADM, CARS, ENTR, FINC, INTB, ISOM, MKTG, or STHP

MKT 421 Promotion Management (3:3)

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.

Prerequisite: Grade of C or better in MKT 320; major in ACCT, BADM, CARS, ENTR, FINC, INTB, ISOM, MKTG, or STHP

MKT 422 Fundamentals of Marketing Research (3:3)

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.

Prerequisite: ECO 250, grade of C or better in MKT 320; major in ACCT, BADM, CARS, ENTR, FINC, INTB, ISOM, MKTG, or STHP

MKT 424 Consumer Behavior (3:3)

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.

Prerequisite: Grade of C or better in MKT 320; junior standing; major in ACCT, BADM, CARS, ENTR, FINC, INTB, ISOM, MKTG, or STHP

MKT 426 International Marketing (3:3)

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.

Prerequisite: Grade of C or better in MKT 320; major in ACCT, BADM, CARS, ENTR, FINC, INTB, ISOM, MKTG, or STHP

MKT 427 Personal Selling Internship (3:0:9)

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.

Notes: Grade: Pass/Not Pass (P/NP).

Cross Listed: Same as ENT 427.

MKT 429 Advanced Marketing Management (3:3)

Advanced analysis and decision-making techniques in marketing. Emphasis on strategic view. Major group project involves working with organizations to develop and present an actual marketing plan.

Prerequisite: MKT 422 and MKT 424; major in ACCT, BADM, CARS, ENTR, FINC, INTB, ISOM, MKTG, or STHP

Notes: Formerly MKT 321.

MKT 450 Marketing Internship (3:0:9)

Planned work experience in a marketing firm or the marketing department of a business/organization. Instructor must approve internship in advance.

Prerequisite: 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.

SUSTAINABLE TOURISM AND HOSPITALITY COURSES (STH)

STH 101 Introduction to Sustainable Development (3:3)

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 102 Introduction to Tourism and Hospitality (3:3)

Overview of the products and services provided by the tourism and hospitality industries. Introduction to the roles of industry managers at all organizational levels.

Offered: Fall & Spring

Notes: Formerly HTM 151; formerly HMT 211.

STH 201 Corporate Social Responsibility and Change Management (3:3)

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 211 Sustainable Hotel Operations (3:3)

Exploration of hotel management from a sustainability perspective. Topics include revenue-management, forecasting, budgeting, measuring operational and employee performance, ethics, and property management technology.

Prerequisite: ACC 201, STH 101, and STH 102

Offered: Fall

Notes: Formerly HTM 351; formerly HMT 341.

STH 231 Tourism, Cultures, and Places (3:3)

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.

Distribution: GE Marker: GN

STH 232 Tourism Impacts and Alternatives (3:3)

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.

Prerequisite: STH 102

STH 245 Cross-Cultural Study Tour in Sustainable Tourism and Hospitality (6:1:20)

Cross-cultural study tour examining leadership styles, business strategies, cultural and hospitality traditions internationally; emphasis on global perspectives in sustainability and business decisions.

Prerequisite: Minimum 2.0 UNCG GPA

Offered: Summer

Distribution: GE Marker: GN

Notes: May be repeated once for a total of 12 s.h. Formerly HTM 245.

STH 251 Multicultural Issues in Hospitality and Tourism (3:3)

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.

Offered: Fall or Spring or Summer

Distribution: GE Marker: GL

Notes: Formerly HTM 251.

STH 311 Sustainable Food and Beverage (3:3)

Explores the evolution of food and beverage as a commodity; ethical issues of industrializing and globalizing foodservice systems; strategies for successfully incorporating sustainability and ecogastronomy into commercial food and beverage operations.

STH 312 Greening Hotel Facilities (3:3)

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.

Prerequisite: STH 101 and STH 102

Offered: Spring

STH 313 Sustainable Revenue Management (3:3)

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.

Prerequisite: Pr. ECO 201, MAT 115

STH 320 Tourism Planning and Development (3:3)

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: Formerly HTM 320.

Cross Listed: Same as CTR 320, GEO 320.

STH 331 Sustainable Tourism and Transportation (3:3)

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.

Prerequisite: STH 102

Cross Listed: Same as GEO 331.

STH 332 Sustainable Destination Planning and Management (3:3)

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.

Prerequisite: STH 231

Offered: Spring

STH 333 Research Methods and Decision Analysis in Tourism and Hospitality (3:3)

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.

Prerequisite: ECO 250, STA 108, or STH 102

STH 354 Hospitality Entrepreneurship (3:3)

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.

Prerequisite: Junior or senior standing

Notes: Formerly HTM 354.

Cross Listed: Same as ENT 354.

STH 401 Hotel and Travel Services Marketing (3:3)

Explores marketing of tourism and hospitality services with an emphasis on matching tourism and hospitality products to visitor demand, while achieving organizational sustainability objectives.

STH 402 Responsible Human Resource Management in Tourism and Hospitality (3:3)

Introduces students to responsible, legal, and ethical management of human resources in the tourism and hospitality sectors.

Prerequisite: STH 201; STHP major

STH 417 Internship in Hospitality and Tourism Management (12:0:36)

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.

Prerequisite: STHP major

Offered: Summer

Notes: Formerly HTM 417; formerly HMT 451; formerly HTM 455.

STH 433 Business Tourism (3:3)

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 (6:3:9)

Theory and practical applications of tourism planning, which includes market analysis, infrastructure proposal and development, and implementation strategies. International travel required.

Prerequisite: Minimum 2.0 GPA

Offered: Summer

Notes: May be repeated once for credit. Formerly HTM 445.

STH 450 Service Management (3:3)

Integration of service systems management, human behavior, and marketing in the creation, delivery, and assurance of service quality and customer satisfaction.

Offered: Fall or Spring or Summer

Notes: Formerly HTM 450; formerly HMT 412.

Cross Listed: Same as CTR 450.

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.

Prerequisite: STHP major and department approval

Offered: Fall & Spring

Notes: May be repeated once for a total of six (6) semester hours. Formerly HTM 459; formerly HMT 462.

STH 473 Wine Appreciation for the Hospitality Professional (3:3)

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. Formerly HTM 473.

STH 491 Tourism and Hospitality Strategic Management (3:3)

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.

Prerequisite: STH 312 and STH 332; STHP major; senior standing

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 Adviser 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 semester hours in some combination of the following:

1. Nine hours of Business Administration contract courses

2.

HSS 310 Honors Abroad

3. "Disciplinary Honors Section" of ENT

including:

ENT Introduction to the Entrepreneurial
240/BUS 240 Experience

4. Departmental Honors Work in one of the independent study courses:

BUS 493 Honors Work
ENT 493 Honors Work in Entrepreneurship
MGT 493 Honors Work
MKT 493 Honors Work

Instructions for establishing a contract honors course can be found this Web site:

<http://honorscollege.uncg.edu/current/course-types.htm>.

Three semester hours in completing a Senior Honors Project.

A departmental Honors Work course is preferred or HSS 490. 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 Web site: <http://www.uncg.edu/hss/academics/hcourses/seniorproject.html>.

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.

Department of Mathematics and Statistics

College of Arts & Sciences
116 Petty Building
336/334-5836
www.uncg.edu/mat

Faculty

Ratnasingham Shivaji, Professor and Head of Department

Professors Chhetri, Duvall, Fabiano, Gupta, Vaughan

Associate Professors Bell, Erovenko, Gao, Pauli, Richter, Rychtar, Saidak, Seaman, Tangedal, Zhang

Assistant Professors Fernos, Lewis, Rowell, Ryang, Smyth, Yasaki

Academic Professional Howell

Lecturers Butler, Shim, Weigel

The Department of Mathematics and Statistics offers undergraduate programs leading to the B.A. and B.S. degrees in Mathematics with concentrations in mathematics and statistics as well as a minor in mathematics and a minor in statistics. The Department also offers a graduate program leading to the M.A. degree in Mathematics (with concentrations available in mathematics or applied statistics) and to the Ph.D. degree in Computational Mathematics.

Mathematics is an excellent major for the student whose immediate objective is to acquire a strong liberal arts education. 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 elect either of the above concentrations or seek secondary teacher licensure. Students seeking secondary teacher licensure should see Teacher Education Programs.

There are many opportunities for the undergraduate majors in the mathematical sciences in industry, government, business, and secondary school teaching. An undergraduate major in the mathematical sciences also provides excellent preparation for graduate studies in many areas, including actuarial sciences, computer science, economics, engineering, law, mathematics, operations research, and statistics. The majors can be specialized to allow preparation for any of these goals.

The department offices, classrooms, and study areas are located in the Petty Building. Students have access to computing facilities including personal computer laboratories and workstations. The campus is fully

networked locally. The University is an Internet node, and students and faculty have access to the Internet's many features.

Mathematics Major (MATH)—B.A. or B.S.

Degree: Bachelor of Arts

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

AOS Code for the B.A. degree: U179

Degree: Bachelor of Science

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

Concentrations and AOS Codes for the B.S. degree:

Mathematics, U181

Statistics, U184

Licensure Codes and Requirements

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (3 s.h.)

Student selects 3 s.h. from GLT list.

GFA—Fine Arts (3 s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

Humanities and Fine Arts (3 s.h.)

Student selects additional 3 s.h. from GLT, GFA, or GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (6–7 s.h.)

Student selects 6–7 s.h. from GNS list. One must include a laboratory course. Each must have a different course prefix.

GMT—Mathematics (3 s.h.)

MAT 191 Calculus I

Student selects 3 s.h. from GMT list.

GRD—Reasoning and Discourse (6 s.h.)

ENG 101 College Writing I

or

FMS 115 Freshman Seminar in Reasoning and Discourse I

or

RCO 101 College Writing I

Student selects additional 3 s.h. from GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

Student selects 6 s.h. from GSB list.

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See requirements and approved courses.

Historical Perspectives on Western Culture

GHP/GPM course

or

GMO course

Natural Sciences

one additional GNS/GLS or GPS course

Social and Behavioral Sciences (GSB)

one additional GSB course

Foreign Language (GFL)

intermediate-level proficiency in one language

demonstrated by placement test, or completion of course work through course number 204

Writing Intensive Courses (WI)

a total of four WI courses

See Writing Intensive Courses under College of Arts and Sciences Additional Requirements (CAR)

IV Major Requirements

The mathematics major must complete courses as specified below, and must have a minimum grade point average of 2.0 in MAT/STA courses required for the major and completed at UNCG.

It is strongly recommended that students planning to pursue graduate study in Mathematics include at least two courses from:

MAT 591 Advanced Abstract Algebra

MAT 592 Advanced Abstract Algebra

MAT 595 Mathematical Analysis

MAT 596 Mathematical Analysis

and two other courses from:

MAT 514 Theory of Numbers

MAT 515 Mathematical Logic

MAT 516 Intermediate Abstract Algebra

MAT 517 Theory of Groups

MAT 518 Set Theory and Transfinite Arithmetic

MAT 522 Introductory Functional Analysis

MAT 531 Combinatorial Analysis

MAT 532 Introductory Graph Theory

MAT 540 Introductory Complex Analysis

MAT 541 Stochastic Processes

MAT 542 Stochastic Processes

MAT 545 Differential Equations and Orthogonal Systems

MAT 546 Partial Differential Equations with Applications

MAT 549 Topics in Applied Mathematics

MAT 556 Topics in Discrete Mathematics

MAT 591 Advanced Abstract Algebra

MAT 592 Advanced Abstract Algebra

MAT 595 Mathematical Analysis

MAT 596 Mathematical Analysis

Mathematics Major Core

Every mathematics major, with the exception of the Statistics concentration in the B.S. degree, must complete the following core courses:

MAT 191 Calculus I

MAT 253 Discrete Mathematical Structures

MAT 292 Calculus II

MAT 293 Calculus III

MAT 310 Elementary Linear Algebra

MAT 311 Introduction to Abstract Algebra

MAT 390 Ordinary Differential Equations

MAT 394 Calculus IV

MAT 395 Introduction to Mathematical Analysis

STA 290 Introduction to Probability and Statistical Inference

MAT 191 satisfies GMT.

Requirements for the Bachelor of Arts

1. Mathematics Major Core (30 s.h.)

2. One 500-level MAT course (3 s.h.)

excluding:

| | |
|---------|---|
| 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 |

Requirements for the Bachelor of Science

Mathematics Concentration

1. Mathematics Major Core (30 s.h.)

2. One (1) course chosen from the following (3 s.h.):

| | |
|---------|------------------------------------|
| MAT 522 | Introductory Functional Analysis |
| MAT 525 | Intermediate Mathematical Analysis |
| MAT 540 | Introductory Complex Analysis |

3. One (1) course chosen from following (3 s.h.):

| | |
|---------|--------------------------------|
| MAT 514 | Theory of Numbers |
| MAT 516 | Intermediate Abstract Algebra |
| MAT 519 | Intuitive Concepts in Topology |

4. Three (3) additional courses chosen from the following (9 s.h.):

| | |
|---------|---|
| | any MAT course 200-level or above |
| CSC 523 | Numerical Analysis and Computing |
| CSC 524 | Numerical Analysis and Computing |
| CSC 553 | Theory of Computation |
| CSC 555 | Algorithm Analysis and Design |
| STA 351 | Probability |
| STA 352 | Statistical Inference |
| STA 551 | Introduction to Probability |
| STA 552 | Introduction to Mathematical Statistics |
| STA 573 | Theory of Linear Regression |
| STA 574 | Theory of the Analysis of Variance |
| STA 575 | Nonparametric Statistics |

Any MAT course: (excluding MAT 220, 303, 304, 503, 504, 505, 513);

5.

| | |
|---------|----------------------------------|
| PHY 291 | General Physics I with Calculus |
| PHY 292 | General Physics II with Calculus |
| | or |
| CHE 111 | General Chemistry I |
| CHE 112 | General Chemistry I Laboratory |
| CHE 114 | General Chemistry II |
| CHE 115 | General Chemistry II Laboratory |
| | Or |
| BIO 111 | Principles of Biology I |
| BIO 112 | Principles of Biology II |

Statistics Concentration

1. Required Core Courses (19 s.h.):

| | |
|---------|---|
| MAT 191 | Calculus I |
| MAT 292 | Calculus II |
| MAT 293 | Calculus III |
| MAT 310 | Elementary Linear Algebra |
| MAT 394 | Calculus IV |
| MAT 490 | Senior Seminar in Mathematics |
| CSC 130 | Introduction to Computer Science |
| | or |
| CSC 230 | Elementary Data Structures and Algorithms |
| | Or |
| CSC 231 | |

MAT 191 fulfills GMT

2. Required Statistics Courses (9 s.h.):

| | |
|---------|---|
| STA 290 | Introduction to Probability and Statistical Inference |
| STA 291 | Statistical Methods |
| STA 352 | Statistical Inference |

3. Three additional STA courses 300 level or above (9 s.h.)

One of which must be at the 500 level.

4. Two additional courses chosen from the following (6 s.h.):

| | |
|---------|--------------------------------------|
| | Any STA course 300 level or above |
| MAT 353 | Introduction to Discrete Mathematics |
| MAT 531 | Combinatorial Analysis |
| MAT 541 | Stochastic Processes |
| MAT 542 | Stochastic Processes |
| CSC 523 | Numerical Analysis and Computing |
| CSC 524 | Numerical Analysis and Computing |
| CSC 526 | Bioinformatics |

Any STA course: (except STA 571)

5. Recommended

| | |
|---------|----------------------------|
| ISM 218 | Database Systems |
| ENG 327 | Writing in the Professions |

and course work beyond the GEC requirements in an area of application (e.g., BIO, PSY, etc.)

Mathematics as a Second Academic Concentration for Elementary Education Majors and Special Education Majors

Required: minimum of 18 semester hours

Requirements

1. Core Courses:

| | |
|---------|------------------------------------|
| MAT 191 | Calculus I |
| MAT 292 | Calculus II |
| STA 271 | Fundamental Concepts of Statistics |

and one MAT course from:

| | |
|---------|-----------------------------------|
| MAT 220 | Plane and Solid Analytic Geometry |
|---------|-----------------------------------|

| | |
|---------|----------------------------------|
| MAT 253 | Discrete Mathematical Structures |
| MAT 293 | Calculus III |
| MAT 310 | Elementary Linear Algebra |

2. Six (6) additional s.h. of electives from:

| | |
|---------|---------------------------------------|
| 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 |

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 Major with High School Teaching Licensure

Degree: Bachelor of Arts

Required: 124 semester hours, to include at least 36 hours at or above the 300 course level

AOS Code: U183

Requirements

Students must satisfy the requirements for the B.A. degree, and must complete the courses below.

Additional Requirements

| | |
|---------|--|
| MAT 330 | Axiomatic Foundations of Geometry |
| MAT 405 | Foundations of Mathematics for Teaching I |
| MAT 406 | Foundations of Mathematics for Teaching II |

Please see teacher licensure requirements in School of Education Licensure Programs.

Mathematics Accelerated Master's Program

Interested students should see Accelerated Master's Programs for Undergraduates for details about the B.A. or B.S. in Mathematics/M.A. in Mathematics program requirements.

Mathematics Minor

Required: minimum of 15 semester hours (minimum of 9 semester hours in residence at UNCG)

AOS Code: U179

Requirements

The minor in mathematics consists of at least 15 semester hours of work, chosen as follows:

- | | |
|---------|-------------|
| MAT 191 | Calculus I |
| MAT 292 | Calculus II |
- | | |
|---------|--------------------------------------|
| MAT 310 | Elementary Linear Algebra |
| or | |
| MAT 353 | Introduction to Discrete Mathematics |

3. Six additional s.h. at the 200 level or above

Consisting of any MAT, CSC, or STA courses that count toward the mathematics major

NOTE: All minor programs must be approved by the Department of Mathematical Sciences.

Statistics Minor

Required: minimum of 15 semester hours

AOS Code: U192

Requirements

The minor in statistics consists of at least 15 hours of work, chosen as follows:

- | | |
|---------|---|
| STA 290 | Introduction to Probability and Statistical Inference |
| STA 291 | Statistical Methods |

(6 s.h.)

2. Three additional STA courses at the 300 level or above

Except:

| | |
|---------|------------------------------------|
| STA 571 | Statistical Methods for Research I |
|---------|------------------------------------|

(9 s.h.)

NOTE: All minor programs must be approved by the Department of Mathematical Sciences.

MATHEMATICS COURSES (MAT)**MAT 100 Intermediate Algebra (3:3)**

Real numbers and their properties, linear equations, systems of equations, polynomials and functions, fractional expressions, exponents and roots, quadratic equations, graphing, inequalities.

Offered: Summer

Notes: Credit does not apply toward graduation nor count in the student's GPA.

MAT 112 Contemporary Topics in Mathematics (3:3)

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.

Offered: Fall & Spring

Distribution: GE Core: GMT

Notes: Students may not receive credit for both MAT 112 and RCO 112.

MAT 115 College Algebra (3:3)

Algebraic expressions, exponents, radicals, factoring, solving equations and inequalities, graphing, polynomial and rational functions.

Offered: Fall & Spring

Distribution: GE Core: GMT

Notes: Credit can be earned for only one of MAT 115 or MAT 150.

MAT 120 Calculus for Business and the Social Sciences (3:3)

Limits and introductory differential calculus of the algebraic, exponential, and logarithmic functions of one variable.

Prerequisite: An acceptable score on the mathematics placement test or a grade of at least C in MAT 115 or MAT 150

Offered: Fall & Spring

Distribution: GE Core: GMT

Notes: Credit cannot be earned for both this course and MAT 191. This course does not serve as a prerequisite for MAT 292 (Calculus II).

MAT 150 Precalculus I (3:3)

Review of elementary algebra, equations, inequalities, relations, functions, transformations, graphing, complex numbers, polynomial and rational functions.

Offered: Fall & Spring

Distribution: GE Core: GMT

Notes: Credit can be earned for only one of MAT 115 or MAT 150. Formerly MAT 119.

MAT 151 Precalculus II (3:3)

Review of relations, trigonometric (circular) functions and identities, exponential and logarithmic functions, solutions of triangles, equations of second degree and their graphs.

Prerequisite: An acceptable score on the mathematics placement test or a grade of at least C in MAT 150

Offered: (Fall & Spring)

Distribution: GE Core: GMT

MAT 190 Experimental Course: Precalculus (3:3)

The course covers essential prerequisites for calculus. Topics include basic algebra, functions and their graphs, solving algebraic equations, factoring and simplifying, trigonometric and inverse trigonometric functions, exponential and logarithmic functions.

Prerequisite: Mathematics, Physics, Computer Science, or Chemistry major, or permission of instructor

Offered: (Offered fall '12)

MAT 191 Calculus I (3:3)

Limits and introductory differential calculus of the algebraic and transcendental functions of one variable.

Prerequisite: An acceptable score on the mathematics placement test, or a grade of at least C in MAT 151

Offered: (Fall & Spring)

Distribution: GE Core: GMT

Notes: Credit cannot be received for both this course and MAT 120.

MAT 220 Plane and Solid Analytic Geometry (3:3)

Study of conic sections (including rotation of axes), graphing with polar coordinates, quadric surfaces, and vectors.

Prerequisite: Grade of at least C in MAT 151 or equivalent

Offered: Spring

Notes: Hours count toward teacher licensure but do not count toward degree requirements for a mathematics major.

MAT 253 Discrete Mathematical Structures (3:3)

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.

Prerequisite: Grade of at least C in MAT 151 or an acceptable score on the mathematics placement test

Offered: (Fall & Spring)

Notes: Only one of MAT 253 or MAT 295 can count toward degree requirements for a mathematics major.

MAT 292 Calculus II (3:3)

Introductory integral calculus of the algebraic and transcendental functions of one variable, techniques of integration.

Prerequisite: A grade of at least C in MAT 191

Offered: (Fall & Spring)

MAT 293 Calculus III (3:3)

Infinite sequences and series, conic sections, polar coordinates, vectors in dimensions two and three.

Prerequisite: Grade of at least C in MAT 292

Offered: (Fall & Spring)

MAT 295 Proofs and Mathematical Structures (3:3)

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.

Prerequisite: Grade of at least C in MAT 292

Notes: At most one of MAT 253 or MAT 295 can count toward degree requirements for a mathematics major.

MAT 303 Topics in Mathematics (3:3)

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 count toward teacher licensure but do not count toward degree requirements for a mathematics major.

MAT 304 Introduction to the Foundations of Geometry (3:3)

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 (3:3)

Linear systems, matrices, determinants, eigenvalues and eigenvectors, finite-dimensional vector spaces, linear transformations.

Prerequisite: Grade of at least C in MAT 292

Offered: (Fall & Spring)

MAT 311 Introduction to Abstract Algebra (3:3)

Sets and mappings, equivalence relations, mathematical induction, introduction to theory of groups, rings, and fields.

Prerequisite: Grade of at least C in MAT 310

Offered: (Fall & Spring)

MAT 320 Introduction to Topology (3:3)

Metric spaces, continuity, equivalence of various types of definitions of continuity, convergence, compactness, connectedness, topological spaces.

Prerequisite: Grade of at least C in MAT 293

Offered: (Fall)

MAT 322 Linear Programming (3:3)

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.

Prerequisite: Grade of at least C in MAT 310

MAT 330 Axiomatic Foundations of Geometry (3:3)

Axiomatic systems, logic and proof, incidence geometries, absolute geometries, Euclidean geometry, and an introduction to non-Euclidean geometries and transformational geometry.

Prerequisite: Grade of at least C in MAT 292

Notes: Required for students seeking secondary licensure in mathematics.

MAT 345 Vector and Tensor Analysis (3:3)

Vectors, scalar fields, vector fields. Dot and cross product. Vector differentiation and integration. Gradient, divergence and curl. Green's theorem, divergence theorem, Stokes' theorem. Curvilinear coordinates. Tensor Analysis: Physical laws. Coordinate transformations. Contravariant and covariant vectors. Contravariant, covariant, and mixed tensors. Tensor fields. Symmetric and skew-symmetric tensors. Conjugate or reciprocal tensors. Associated tensors. Transformation laws of Christoffel's symbols. Tensor form of gradient, divergence, and curl.

Prerequisite: Grade of at least C in MAT 293 and MAT 390

MAT 353 Introduction to Discrete Mathematics (3:3)

Elementary graph theory, combinatorics, partially ordered sets.

Prerequisite: Grade of at least C in MAT 253

Offered: (Fall & Spring)

MAT 390 Ordinary Differential Equations (3:3)

First order differential equations and linear equations of finite order, Laplace transforms, undetermined coefficients, variation of parameters, applications, numerical methods.

Prerequisite: Grade of at least C in MAT 292

Offered: (Spring)

MAT 394 Calculus IV (3:3)

Vector-valued functions, partial differentiation, multiple integrals, vector calculus.

Prerequisite: Grade of at least C in MAT 293

Offered: (Fall & Spring)

MAT 395 Introduction to Mathematical Analysis (3:3)

Properties of real numbers, sequences, limits of sequences and functions, continuity, differentiation, Riemann integral.

Prerequisite: Grade of at least C in MAT 310

Offered: (Fall)

MAT 405 Foundations of Mathematics for Teaching I (3:3)

Capstone survey of properties and algebra of real numbers and complex numbers; properties and representations of polynomial, rational, exponential, logarithmic, trigonometric functions; concepts of calculus including limits, derivatives, integrals.

Prerequisite: Grade of at least C in MAT 310

MAT 406 Foundations of Mathematics for Teaching II (3:3)

Capstone survey of Euclidean and non-Euclidean geometries, including analytic geometry; concepts and applications of probability and data analysis; concepts and applications of discrete mathematics, including number theory.

Prerequisite: Grade of at least C in MAT 311 or MAT 395

MAT 490 Senior Seminar in Mathematics (1:1)

Oral presentations on topics in mathematics, including current mathematics literature.

Prerequisite: Senior standing and mathematics major, or permission of instructor

Offered: (Fall & Spring)

MAT 491 Introduction to Mathematical Models in Biology (3:3)

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.

Prerequisite: B- or higher in BIO 112 and either MAT 191 or STA 271; or instructor's permission

Cross Listed: Same as BIO 491.

MAT 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.

MAT 503 Problem Solving in Mathematics (3:3)

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. This course cannot be applied toward the requirements for the M.A. degree in Mathematics.

Prerequisite: Grade of at least C in MAT 191 and MAT 303 or permission of instructor

Notes: Hours count toward teacher licensure but do not count toward degree requirements for a mathematics major.

MAT 504 Foundations of Geometry for Teachers (3:3)

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. This course cannot be applied toward the requirements for the M.A. degree in Mathematics.

Prerequisite: Grade of at least C in MAT 292 or permission of instructor

Offered: (Fall)

Notes: Hours count toward teacher licensure but do not count toward degree requirements for a mathematics major.

MAT 505 Foundations of Mathematics for Teachers (3:3)

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. This course cannot be applied toward the requirements for the M.A. degree in Mathematics.

Prerequisite: Grade of at least C in MAT 292 or MAT 303 or permission of instructor

Offered: (Spring)

Notes: Hours count toward teacher licensure but do not count toward degree requirements for a mathematics major.

MAT 513 Historical Development of Mathematics (3:3)

Study of the historical development of mathematics, not a history of persons involved in development. This course cannot be applied toward the requirements for the M.A. degree in Mathematics.

Prerequisite: Grade of at least C in MAT 292

Offered: (Fall)

MAT 514 Theory of Numbers (3:3)

An introductory course to both multiplicative and additive number theory. Divisibility, prime numbers, congruencies, linear and nonlinear Diophantine equations (including Pell's equation), quadratic residues, number-theoretic functions, and other topics.

Prerequisite: Grade of at least C in MAT 311

MAT 515 Mathematical Logic (3:3)

Formal languages, recursion, compactness, and effectiveness. First-order languages, truth, and models. Soundness and completeness theorems. Models of theories.

Prerequisite: Grade of at least C in MAT 311 or MAT 353

MAT 516 Intermediate Abstract Algebra (3:3)

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.

Prerequisite: Grade of at least C in MAT 311

MAT 517 Theory of Groups (3:3)

Elementary properties of groups and homomorphisms, quotients and products of groups, the Sylow theorems, structure theory for finitely generated Abelian groups.

Prerequisite: Grade of at least C in MAT 311

MAT 518 Set Theory and Transfinite Arithmetic (3:3)

The axioms of set theory, operations on sets, relations and function, ordinal and cardinal numbers.

Prerequisite: Grade of at least C in MAT 311 or MAT 395

MAT 519 Intuitive Concepts in Topology (3:3)

Basic concepts, vector fields, the Jordan curve theorem, surfaces, homology of complexes, continuity.

Prerequisite: Grade of at least C in MAT 311 or MAT 395

MAT 520 Non-Euclidean Geometry (3:3)

Fifth postulate, hyperbolic geometries, elliptic geometries, consistency of non-Euclidean geometries, models for geometries, elements of inversion.

Prerequisite: Grade of at least C in MAT 311 or MAT 395

MAT 521 Projective Geometry (3:3)

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, ideal and imaginary elements, models, and Euclidean specializations.

Prerequisite: Permission of instructor

MAT 522 Introductory Functional Analysis (3:3)

Basic concepts in Banach spaces, Hilbert spaces, linear operators, and their applications.

Prerequisite: Grade of at least C in MAT 395

MAT 525 Intermediate Mathematical Analysis (3:3)

Integration, infinite series, sequences and series of functions.

Prerequisite: Grade of at least C in MAT 395

MAT 531 Combinatorial Analysis (3:3)

The pigeon-hole principle, permutations, combinations, generating functions, principle of inclusion and exclusion, distributions, partitions, recurrence relations.

Prerequisite: Grade of at least C in MAT 253 or MAT 295 or MAT 311 or MAT 395, or permission of instructor

MAT 532 Introductory Graph Theory (3:3)

Basic concepts, graph coloring, trees, planar graphs, networks.

Prerequisite: Grade of at least C in MAT 310 and any one of the courses MAT 253, MAT 295, MAT 311, MAT 395, MAT 531

MAT 540 Introductory Complex Analysis (3:3)

The complex number system, holomorphic functions, power series, complex integration, representation theorems, the calculus of residues.

Prerequisite: Grade of at least C in MAT 394; grade of at least C in MAT 395 for Mathematics majors

MAT 541 Stochastic Processes (3:3)

Markov processes, Markov reward processes, queuing, decision making, graphs, and networks. Applications to performance, reliability, and availability modeling.

Prerequisite: Grade of at least C in MAT 394 and either MAT 353 or STA 351, or equivalents

MAT 542 Stochastic Processes (3:3)

Markov processes, Markov reward processes, queuing, decision making, graphs, and networks. Applications to performance, reliability, and availability modeling.

Prerequisite: Grade of at least C in MAT 394 and either MAT 353 or STA 351, or equivalents

MAT 545 Differential Equations and Orthogonal Systems (3:3)

An introduction to Fourier series and orthogonal sets of functions, with applications to boundary value problems.

Prerequisite: Grade of at least C in MAT 293 and MAT 390 or permission of instructor

MAT 546 Partial Differential Equations with Applications (3:3)

Fourier integrals, Bessel functions, Legendre polynomials and their applications. Existence and uniqueness of solutions to boundary value problems.

Prerequisite: Grade of at least C in MAT 545

MAT 549 Topics in Applied Mathematics (3:3)

Selected topics of current interest in applied mathematics.

Prerequisite: Grade of at least C in MAT 293 and MAT 390 or permission of instructor

Notes: May be repeated for credit with approval of the Department Head.

MAT 556 Topics in Discrete Mathematics (3:3)

Selected topics of current interest in discrete mathematics.

Prerequisite: Grade of at least C in MAT 353

MAT 589 Experimental Course

This number reserved for experimental courses. Refer to the Course Schedule for current offerings.

MAT 591 Advanced Abstract Algebra (3:3)

Groups: homomorphisms, quotient groups, products of groups, Sylow theorems, finitely generated abelian groups. Rings: homomorphisms, ideals, quotient rings, integral domains, Euclidean domains, factorization. Fields: algebraic extensions of fields, Galois theory.

Prerequisite: Grade of at least C in MAT 516

MAT 592 Advanced Abstract Algebra (3:3)

Groups: homomorphisms, quotient groups, products of groups, Sylow theorems, finitely generated abelian groups. Rings: homomorphisms, ideals, quotient rings, integral domains, Euclidean domains, factorization. Fields: algebraic extensions of fields, Galois theory.

Prerequisite: Grade of at least C in MAT 516

MAT 593 Directed Study in Mathematics (1–3)

Offered: (Fall & Spring)

MAT 594 Directed Study in Mathematics (1–3)

Offered: (Fall & Spring)

MAT 595 Mathematical Analysis (3:3)

Real number axioms, metric spaces, sequences, series, continuity, differentiation, the Reimann-Stieltjes integral.

Prerequisite: MAT 395 or permission of instructor

MAT 596 Mathematical Analysis (3:3)

Real number axioms, metric spaces, sequences, series, continuity, differentiation, the Reimann-Stieltjes integral.

Prerequisite: MAT 395 or permission of instructor

STATISTICS COURSES (STA)

STA 108 Elementary Introduction to Probability and Statistics (3:3)

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.

Offered: (Fall & Spring)

Distribution: 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 (3:3)

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.

Prerequisite: Grade of at least C in MAT 150 or STA 108 or permission of department

Offered: (Fall & Spring)

STA 290 Introduction to Probability and Statistical Inference (3:3)

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.

Prerequisite: MAT 292 or permission of instructor

Offered: (Fall or Spring)

STA 291 Statistical Methods (3:3)

Two-group comparisons, simple and multiple regression, one and two factor ANOVA, categorical data analysis, nonparametric methods.

Prerequisite: STA 271 or STA 290 or permission of instructor

Offered: (Spring)

STA 351 Probability (3:3)

Basic probability theory; combinatorial probability, conditional probability and independent events; univariate and multivariate probability distribution functions and their properties.

Prerequisite: Grade of at least C in MAT 292

Offered: (Fall)

STA 352 Statistical Inference (3:3)

Descriptive and inferential statistics. Emphasis on sampling distributions; theory of estimation and tests of hypotheses, linear hypothesis theory, regression, correlation and analysis of variance.

Prerequisite: Grade of at least C in STA 290 or permission of instructor

Offered: (Spring)

STA 375 Statistical Data Mining (3:3)

Introduction to statistical methods for data mining; classification and prediction methods using regression and discrimination techniques; clustering methods using distance, linkage, hierarchical methods. Using statistical software to perform data mining.

Prerequisite: Grade of at least C in STA 291

STA 382 Introduction to Sampling Methods (3:3)

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.

Prerequisite: STA 291 or permission of instructor

Offered: (Alt)

STA 383 Introduction to Nonparametric Methods (3:3)

One and two sample permutation and rank tests, k -sample tests, tests of association, contingency table analysis, nonparametric bootstrapping.

Prerequisite: STA 291 or permission of instructor

Offered: (Alt)

STA 481 Introduction to Design of Experiments (3:3)

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.

Prerequisite: STA 291 or permission of instructor

Offered: (Alt Years)

STA 482 Introduction to Time Series Models (3:3)

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.

Prerequisite: STA 352 or permission of instructor

Offered: (Alt Years)

STA 551 Introduction to Probability (3:3)

Events and probabilities (sample spaces), dependent and independent events, random variables and probability distribution, expectation, moment generating functions, multivariate normal distribution, sampling distributions.

Prerequisite: Grade of at least C in STA 290 and MAT 293 or permission of instructor

Offered: (Fall)

STA 552 Introduction to Mathematical Statistics (3:3)

Point estimation, hypothesis testing, confidence intervals, correlation and regression, small sample distributions.

Prerequisite: Grade of at least C in STA 551 or permission of instructor

Offered: (Spring)

STA 562 Statistical Computing (3:3)

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.

Prerequisite: STA 291 or STA 580 and knowledge of a scientific programming language

Offered: (Alt Fall)

STA 565 Analysis of Survival Data (3:3)

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.

Prerequisite: STA 291 or STA 352 or permission of instructor

Offered: (Alt)

STA 571 Statistical Methods for Research I (3:3)

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.

Corequisite: STA 571L

Offered: (Fall)

Notes: Hours do not count toward degree requirements for a mathematics major.

STA 571L Statistical Methods Laboratory I (1:0:2)

Using statistical software packages for data analysis. Problems parallel assignments in STA 571.

Corequisite: STA 571

Offered: Fall

Notes: Hours do not count toward degree requirements for a MATH major.

STA 572 Statistical Methods for Research II (3:3)

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.

Prerequisite: STA 571 and STA 571L or permission of instructor

Corequisite: STA 572L

Offered: (Spring)

STA 572L Statistical Methods Laboratory II (1:0:2)

Using statistical software packages for data analysis. Problems parallel assignments in 572.

Prerequisite: STA 571 and STA 571L or permission of instructor

Corequisite: STA 572

Offered: (Spring)

STA 573 Theory of Linear Regression (3:3)

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.

Prerequisite: Grade of at least C in STA 352 and MAT 310, or STA 662, or permission of instructor

Offered: (Fall)

STA 574 Theory of the Analysis of Variance (3:3)

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.

Prerequisite: Grade of at least C in STA 573 or permission of instructor

Offered: (Spring)

STA 575 Nonparametric Statistics (3:3)

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.

Prerequisite: Grade of at least C in STA 352 or STA 572 or STA 662, or permission of instructor

Offered: (Fall)

STA 580 Biostatistical Methods (3:3)

Statistical methods for biological research including: descriptive statistics; probability distributions; parametric and nonparametric tests; ANOVA; regression; correlation; contingency table analysis.

Prerequisite: Grade of at least C in STA 271 or STA 290 or permission of instructor

Offered: (Fall)

STA 581 SAS System for Statistical Analysis (1:1)

Creating, importing, and working with SAS data sets. Using SAS procedures for elementary statistical analysis, graphical displays, and report generation.

Prerequisite: STA 271, STA 290, or similar introductory statistics course

Offered: (Fall & Spring)

STA 589 Experimental Course

This number reserved for experimental courses. Refer to the Course Schedule for current offerings.

STA 593 Directed Study in Statistics (1–3)

Offered: (Fall & Spring)

STA 594 Directed Study in Statistics (1–3)

Offered: (Fall & Spring)

Mathematics Honors

Requirements

Twelve semester hours to consist of:

Two contract Honors courses from:

| | |
|---------|---------------------------------------|
| MAT 310 | Elementary Linear Algebra |
| MAT 311 | Introduction to Abstract Algebra |
| MAT 390 | Ordinary Differential Equations |
| MAT 395 | Introduction to Mathematical Analysis |

for 6 s.h.

Also required:

| | |
|---------|-----------------------|
| MAT 493 | Honors Work |
| HSS 490 | Senior Honors Project |

for 6 s.h.

Note: MAT 493 must be completed before HSS 490.

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.

Department of Media Studies

College of Arts & Sciences
210 Brown Building
336/334-5360
www.uncg.edu/mst

Faculty

Geoffrey D. Baym, Associate Professor and Head of Department

Professors Barr, Cook, Edwards, Fragola, Frierson

Associate Professors Adams, Ingram, Podlas

Assistant Professor Lee

Lecturers Donaldson, Terres

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, social advocacy and interdisciplinary media productions, fictional and nonfictional television, and video journalism. Students can craft their own program of study, drawing from courses on every aspect of film, video, and digital media production; media and screenwriting; media theory, history, and criticism; and news reporting and analysis. Students seeking vocational specializations should pursue relevant post-baccalaureate studies.

The Department offers two minors: a nonproduction Media Studies minor and a Radio minor, each requiring 18 semester hours of courses.

The Department's rich and varied curriculum is matched by an extensive cocurricular program that includes opportunities to participate in on-campus media productions, the student-run campus radio station WUAG, the UNCG Carolina Film and Video Festival (CFVF), and a strong local and national internship program. The CFVF is an annual, international competitive showcase for student and independent media producers. The Department hosts the Festival screenings and workshops each spring.

The Department is housed in the Brown Building and in the Carmichael Radio and Television Center. The Carmichael Center was originally constructed as a television and radio facility as part of The University of North Carolina public broadcasting system. The Department's faculty is composed of talented artists and scholars with excellent reputations as teachers. Students are encouraged to collaborate with faculty and graduate students in the Department's Master of Fine Arts in Film and Video program as a means of enriching their course of study.

Media Studies Major (MDST)—B.A.

Degree: Bachelor of Arts

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

AOS Code: U134

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.

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (6 s.h.)

Student selects 6 s.h. from GLT list.

GFA—Fine Arts (3 s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (6–7 s.h.)

Student selects 6–7 s.h. from GNS list. One must include a laboratory course. Each must have a different course prefix.

GMT—Mathematics (3 s.h.)

Student selects 3 s.h. from GMT list.

GRD—Reasoning and Discourse (6 s.h.)

- | | |
|---------|---|
| ENG 101 | College Writing I |
| | or |
| FMS 115 | Freshman Seminar in Reasoning and Discourse I |
| | or |
| RCO 101 | College Writing I |

Student selects additional 3 s.h. from GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

Student selects 6 s.h. from GSB list.

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

GL/GN—Global/Global Non-Western Perspectives

four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One SI (Speaking Intensive) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One WI (Writing Intensive) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See requirements and approved courses.

GMO/GPM—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GPM or GMO list.

GLS/GPS—Natural Sciences (3–4 s.h.)

Student selects 3–4 s.h. from GLS or GPS list.

GSB—Social and Behavioral Sciences (3 s.h.)

Student selects 3 s.h. from GSB list.

GFL—Foreign Language (0–12 s.h.)

intermediate-level proficiency in one language, demonstrated by placement test, or completion of course work through course number 204

WI—Writing Intensive Courses

a total of four WI courses

IV Major Requirements

Minimum 42 semester hours in Media Studies (all levels).

Students must take the core requirements (24 hours) and six additional courses (18 hours), no more than four (4) of which may be production courses, to complete the minimum requirements for the Media Studies major.

Core Requirements (24 semester hours)

| | |
|---------|-----------------------------------|
| MST 101 | Media History to 1940 |
| MST 102 | Media History 1941 to the Present |
| MST 204 | Media Writing |
| MST 205 | Media Literacy |

MST 271 Introduction to Image and Sound Acquisition

MST 272 Introduction to Image and Sound Postproduction

MST 301 Media Theory

MST 407 Media Law and Ethics

Additional Courses (18 semester hours) from the following:

MST 252 Creative Process in Film and Video

MST 305 Digital Media

MST 320/ENT 320 Multimedia for Social Entrepreneurship and Civic Engagement

MST 321 Topics in Media and Popular Culture

MST 322 Media Programming

MST 323 Radio and Media Culture

MST 325 Gender and Media Culture

MST 326 News Analysis

MST 327 Non-Western Film: Asian

MST 330 Cult Films

MST 335 Critiquing Popular Media

MST 341 Broadcast Newswriting

MST 343 Creative Copywriting

MST 350 Writing for the Screen

MST 423 Movies that Matter

MST 440 Online Journalism

MST 441 Video Journalism

MST 442 Advanced Broadcast Journalism

MST 524 Media Financing and Distribution

MST 525 Media Organization and Management

MST 551 Writing the Feature Film I

MST 552 Writing the Feature Film II

MST 553 Advanced Media Writing

MST 559/HIS 559 Doing Visual History

No more than four (4) of the following production courses may count toward the major requirements:

MST 361 Radio and Television Announcing

MST 370 Single Camera Production I

MST 371 Field and Studio Production

MST 373 TV and Film Lighting

MST 380 Studio News Production

MST 468 Sportscasting

MST 470 Single Camera Production II

MST 471 Editing

MST 473 Media Sound Production

MST 580 Directing for Television

MST 581 Dance on Video

581/DCE 581

MST 585 Advanced Media Production

MST 587 Animation Production

MST 588 Documentary Production

One (1) course must be chosen from among the following:

MST 515 Film Theory

MST 520 History of Film to 1938

Academic Departments, Programs, and Courses

| | |
|---------|------------------------------|
| MST 521 | History of Film since 1938 |
| MST 550 | Feature Film Script Analysis |

May be taken more than once if different topics:

| | |
|---------|-----------------|
| MST 528 | Topics in Media |
|---------|-----------------|

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.

1. Practicums

Practicum registrations are for individual or group work conducted under the supervision of a teaching assistant or a faculty member.

| | |
|---------|--------------------------------------|
| MST 190 | WUAG Workshop |
| MST 191 | CFVF Workshop |
| MST 195 | Spartan Television Workshop |
| MST 197 | Media Production Practicum |
| MST 399 | Independent Study |
| MST 490 | Advanced WUAG Workshop |
| MST 491 | Advanced CFVF Workshop |
| MST 495 | Advanced Spartan Television Workshop |
| MST 497 | Advanced Media Production Practicum |

2. Internship

| | |
|---------|------------------|
| MST 492 | Media Internship |
|---------|------------------|

3. Honors Work

| | |
|---------|-------------|
| MST 493 | Honors Work |
|---------|-------------|

4. Senior Portfolio

| | |
|---------|------------------|
| MST 499 | Senior Portfolio |
|---------|------------------|

V Electives

Electives sufficient to complete the 122 hours required for the degree.

Media Studies Minor

Required: minimum of 18 semester hours
AOS Code: U849

Subject to space availability.

Requirements

a. Required course (3 s.h.)

| | |
|---------|-----------------------------------|
| MST 101 | Media History to 1940 |
| | or |
| MST 102 | Media History 1941 to the Present |

b. Other courses (minimum 15 s.h.) from those listed below.

| | |
|-----------------|---|
| MST 205 | Media Literacy |
| MST 225 | Film Appreciation |
| MST 226 | Television Appreciation |
| MST 301 | Media Theory |
| MST 305 | Digital Media |
| MST 320/ENT 320 | Multimedia for Social Entrepreneurship and Civic Engagement |
| MST 321 | Topics in Media and Popular Culture |
| MST 322 | Media Programming |
| MST 323 | Radio and Media Culture |
| MST 325 | Gender and Media Culture |
| MST 326 | News Analysis |
| MST 327 | Non-Western Film: Asian |
| MST 330 | Cult Films |
| MST 335 | Critiquing Popular Media |
| MST 423 | Movies that Matter |
| MST 515 | Film Theory |
| MST 520 | History of Film to 1938 |
| MST 521 | History of Film since 1938 |
| MST 525 | Media Organization and Management |
| MST 528 | Topics in Media |

If not chosen for item A above:

| | |
|---------|-----------------------------------|
| MST 101 | Media History to 1940 |
| MST 102 | Media History 1941 to the Present |

Radio Minor

Required: minimum of 18 semester hours
AOS Code: U848

Subject to space availability.

Requirements

a. Required course (3 s.h.)

| | |
|---------|-----------------------------------|
| MST 101 | Media History to 1940 |
| | or |
| MST 102 | Media History 1941 to the Present |

b. Other courses (minimum 15 s.h.) from those listed below.

| | |
|---------|-------------------------------------|
| MST 190 | WUAG Workshop |
| MST 205 | Media Literacy |
| MST 301 | Media Theory |
| MST 305 | Digital Media |
| MST 321 | Topics in Media and Popular Culture |
| MST 322 | Media Programming |
| MST 323 | Radio and Media Culture |
| MST 326 | News Analysis |
| MST 341 | Broadcast Newswriting |
| MST 343 | Creative Copywriting |
| MST 361 | Radio and Television Announcing |
| MST 399 | Independent Study |
| MST 468 | Sportscasting |
| MST 473 | Media Sound Production |
| MST 490 | Advanced WUAG Workshop |

If not chosen for item A above:

| | |
|---------|-----------------------------------|
| MST 101 | Media History to 1940 |
| MST 102 | Media History 1941 to the Present |

MEDIA STUDIES COURSES (MST)

MST 101 Media History to 1940 (3:2:3)

Survey of the development of motion pictures and electronic media in the nineteenth century and up to just prior to World War II.

Offered: Fall

Notes: Formerly BCN 101.

MST 102 Media History 1941 to the Present (3:2:3)

Survey of motion pictures and electronic media from World War II through the appearance of the Internet in their political, economic, and industrial contexts.

Offered: Spring

Notes: Formerly BCN 102.

MST 190 WUAG Workshop (1–2)

Supervised participation in radio broadcasting or program production at the campus radio station WUAG.

Notes: May be repeated for credit for a maximum of three (3) semester hours. Formerly BCN 190.

MST 191 CFVF Workshop (1–2)

Supervised participation in the preparation for and implementation of the UNCG Carolina Film and Video Festival.

Notes: May be repeated for credit for a maximum of three (3) semester hours. Formerly BCN 191.

MST 195 Spartan Television Workshop (1–2)

Supervised participation in the production of television programming and promotion of Spartan Television.

Notes: May be repeated for credit for a maximum of three (3) semester hours.

MST 197 Media Production Practicum (1–3:0:3–9)

In-depth, hands-on exposure to the many aspects of the production and postproduction process of film and electronic visualization.

Notes: May be repeated for a total of three (3) semester hours. Formerly BCN 197.

MST 204 Media Writing (3:3)

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.

Prerequisite: Media Studies major or permission of instructor

Offered: Fall & Spring

Notes: Formerly BCN 204.

MST 205 Media Literacy (3:3)

Introduction to critical awareness of media as a primary influence on individuals and society. Emphasizes tools for living in a media-saturated world, focusing on media audiences, industries, and content.

Offered: Fall & Spring

Notes: Formerly BCN 205.

MST 225 Film Appreciation (3:2:3)

Analysis of selected, significant motion pictures of the world's cinema, from the silent period to the present.

Distribution: GE Core: GFA

Notes: Formerly BCN 225.

MST 226 Television Appreciation (3:3)

Analysis of the cultural and artistic significance of selected television programs.

Distribution: GE Core: GFA

Notes: Formerly BCN 226.

MST 252 Creative Process in Film and Video (3:3)

Various approaches for the enhancement of the visual imagination, emphasizing the origination of ideas and their development into scripts for film and video.

Notes: Formerly BCN 252.

MST 270 Introduction to Media Production for Non-majors (3:3)

Introduction to the basic aesthetic and technical concepts in media production and postproduction editing.

MST 271 Introduction to Image and Sound Acquisition (3:2:3)

Theory and practice of single camera moving image and sound acquisition.

Prerequisite: Media Studies major or permission of instructor

Corequisite: MST 272 must be taken simultaneously with this course.

Offered: Fall & Spring

Notes: Formerly BCN 271.

MST 272 Introduction to Image and Sound Postproduction (3:2:3)

Introduction to digital editing technology and basic aesthetic considerations of video editing.

Prerequisite: Media Studies major or permission of instructor

Corequisite: MST 271 must be taken simultaneously with this course.

Offered: Fall & Spring

Notes: Formerly BCN 272.

MST 301 Media Theory (3:3)

Examination of media texts, contexts, influence, and effects from a variety of theoretical perspectives.

Offered: Fall & Spring

Notes: May be repeated for credit. Formerly BCN 301.

MST 305 Digital Media (3:3)

Introduction to the history, development, culture, law, ethics, impact, and use of global digital media with international perspectives and with hands-on practice.

Notes: Formerly BCN 305.

MST 320 Multimedia for Social Entrepreneurship and Civic Engagement (3:3)

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: Formerly MST 340.

Cross Listed: Same as ENT 320.

MST 321 Topics in Media and Popular Culture (3:3)

Pop culture's creation, consumption, and influence on politics, justice, identities, and social relationships.

Notes: May be repeated for credit when topic changes. Formerly BCN 222; MST 222.

MST 322 Media Programming (3:3)

Analysis of program sources for radio, television, cable, and the Internet.

Notes: Formerly BCN 322.

MST 323 Radio and Media Culture (3:3)

Study of significant developments in the history of the radio industry and its usage by and effect on society.

Notes: Formerly BCN 323.

MST 325 Gender and Media Culture (3:3)

Examination of the nature of media contents and production processes as they influence the construction of feminine and masculine identities.

Distribution: GE Core: GSB

Notes: Formerly BCN 325.

MST 326 News Analysis (3:3)

Analysis of news practices and presentation across multiple media and formats from a variety of theoretical, philosophical, and historical perspectives.

Notes: Formerly BCN 326.

MST 327 Non-Western Film: Asian (3:2:3)

Study of films from Southeast Asia: Mainland China, Taiwan, Hong Kong, Japan, and Korea.

Distribution: GE Marker: GN

MST 330 Cult Films (3:2:3)

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 333 Experimental Course: Popular Music in Film (3:3)

Overview of how popular music has enhanced the mood, emotions, and narrative structure of films throughout history.

Offered: Offered fall '10

MST 335 Critiquing Popular Media (3:3)

Critical analysis of popular media with emphasis on writing critical reviews and essays.

MST 341 Broadcast Newswriting (3:3)

Writing and planning newscasts for broadcast media.

Notes: Formerly BCN 341.

MST 343 Creative Copywriting (3:3)

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.

Notes: Formerly BCN 343.

MST 350 Writing for the Screen (3:3)

Study of techniques of script writing, both adaptations and original material.

Prerequisite: Media Studies major or permission of instructor

Notes: Formerly BCN 350.

MST 361 Radio and Television Announcing (3:3)

Theory and practice of announcing skills and techniques in radio and television broadcasting.

Notes: Formerly BCN 361.

MST 370 Single Camera Production I (3:3)

Introduction to narrative filmmaking, using moving images and sound to convey stories and ideas. Emphasis is given to narrative conceptualization and technical skills.

Prerequisite: MST 271 and MST 272

Notes: Formerly BCN 370.

MST 371 Field and Studio Production (3:2:3)

Intermediate principles of field and television studio video production.

Prerequisite: MST 271 and MST 272

Notes: Formerly BCN 371.

MST 373 TV and Film Lighting (3:2:3)

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.

Notes: Formerly BCN 373.

MST 380 Studio News Production (3:2:3)

Principles and techniques for production of studio-based television newscasts.

Notes: Formerly BCN 380.

MST 395 Special Problems (1–3)

Guided individual study in an area of special interest to the student.

Prerequisite: Permission of faculty supervisor is required prior to registration.

Notes: May be repeated for credit. Formerly BCN 395.

MST 399 Independent Study (3:0:9)

Guided practice in a creative area of media.

Prerequisite: Permission of faculty supervisor required prior to registration.

Notes: May be repeated for credit. Formerly BCN 399.

MST 407 Media Law and Ethics (3:3)

Study of media law and questions of ethics as they apply to the mass media.

Offered: Fall & Spring

Notes: Formerly BCN 407.

MST 423 Movies that Matter (3:2:3)

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.

Prerequisite: Junior or senior standing

MST 433 Experimental Course: Violence in the Movies (3:2:3)

Examines the increasing levels of violence in cinema. Recognizing the sophistication of digital effects and the interconnections with video games, we will contextualize the rampant portrayal of violence.

Prerequisite: Junior or senior standing

Offered: Offered spring '11

MST 440 Online Journalism (3:3)

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.

Notes: Formerly BCN 440.

MST 441 Video Journalism (3:3)

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.

Prerequisite: MST 271, MST 272, MST 341

Notes: Formerly BCN 441.

MST 442 Advanced Broadcast Journalism (3:2:3)

Weekly television newscast production. Emphasis on developing reporting, producing, and presentational skills.

Prerequisite: MST 441

Notes: Formerly BCN 442.

MST 468 Sportscasting (3:3)

Development of announcing skills and knowledge of sports necessary for sports broadcasting including play-by-play.

Prerequisite: Media Studies major, Radio minor, or permission of instructor

Notes: Formerly BCN 468.

MST 470 Single Camera Production II (3:3)

Further study and practice of narrative filmmaking using moving images and sound. Emphasis is given to collaboration on more advanced projects.

Prerequisite: MST 370 or permission of instructor

Notes: Formerly BCN 470.

MST 471 Editing (3:3)

Survey of the history, aesthetics, and techniques in sequencing moving images. Laboratory experience, including digital editing.

Prerequisite: MST 271 and MST 272, or permission of instructor

Notes: Formerly BCN 471.

MST 473 Media Sound Production (3:3)

Techniques and aesthetics of digital sound design for the moving image.

Notes: Formerly BCN 413 and 473.

MST 490 Advanced WUAG Workshop (1–2)

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 maximum of three (3) semester hours. Formerly BCN 490.

MST 491 Advanced CFVF Workshop (1–2)

Supervised participation at an advanced level in the preparation for and implementation of the UNCG Carolina Film and Video Festival.

Notes: May be repeated for credit for maximum of three (3) semester hours. Formerly BCN 491.

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.

Prerequisite: Restricted to Media Studies majors and permission of the Director of Internships.

Notes: May be repeated for credit for total of six (6) semester hours. Formerly BCN 492.

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. Formerly BCN 493.

MST 495 Advanced Spartan Television Workshop (1–2)

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 three (3) semester hours.

MST 497 Advanced Media Production Practicum (1–3:0:3–9)

Advanced, in-depth, hands-on exposure to the many aspects of the production and postproduction process of film and electronic visualization.

Notes: May be repeated for a total of three (3) semester hours. Formerly BCN 497.

MST 498 Experimental Course: Legal and Ethical Issues in Campus Media Workshop (1:1)

Addresses contemporary legal and ethical issues confronting campus print and electronic media, employing a problem-based learning format and focusing on issues generated by the students enrolled.

Offered: Offered spring '10

MST 499 Senior Portfolio (1:1)

Preparation of a professional portfolio, reel, or resume tape. Includes assistance in writing resumes, interviewing, and career networking.

Prerequisite: Restricted to Media Studies majors.

Notes: To be taken in student's last semester at UNCG prior to graduation. Formerly BCN 499.

MST 515 Film Theory (3:3)

Study of the principal theories of film through the writings of critics, theorists, and directors.

Prerequisite: Junior, senior, or graduate standing, or permission of instructor

Notes: Formerly BCN 515.

MST 520 History of Film to 1938 (3:2:3)

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.

Prerequisite: Junior, senior, or graduate standing, or permission of instructor

Offered: Fall

Notes: Formerly BCN 520.

MST 521 History of Film since 1938 (3:2:3)

Advanced study of world cinema from the beginning of World War II in Europe through the present, emphasizing significant movements, genres, and filmmakers.

Prerequisite: Junior, senior, or graduate standing, or permission of instructor

Offered: Spring

Notes: Formerly BCN 521.

MST 524 Media Financing and Distribution (3:3)

The processes of raising and budgeting funds and distributing film and videos for theatrical release, direct DVD/video release, or television broadcast.

Prerequisite: Junior, senior, or graduate standing, or permission of instructor

Notes: Formerly BCN 524.

MST 525 Media Organization and Management (3:3)

Principles and practices of the organization and management of electronic media and motion pictures.

Prerequisite: MST 101 (or MST 102), MST 205, and MST 301; junior, senior, or graduate standing; or permission of instructor

Notes: Formerly BCN 525.

MST 528 Topics in Media (3:2:3)

Study of selected topics in fictive or nonfictive media, including genres, works of an individual director, or other emphasis.

Notes: May be repeated for credit when topic changes. Formerly BCN 528.

MST 550 Feature Film Script Analysis (3:3)

Analysis of the key structural and thematic elements of feature screenplays.

Prerequisite: Junior, senior, or graduate standing, or permission of instructor

Notes: Formerly BCN 550.

MST 551 Writing the Feature Film I (3:3)

Advanced study of screenwriting with emphasis on the creation of a step outline for a feature length screenplay.

Prerequisite: Pr. MST 350, or graduate standing, or permission of instructor

Offered: Fall

Notes: Formerly BCN 551.

MST 552 Writing the Feature Film II (3:3)

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.

Prerequisite: MST 551

Offered: Spring

Notes: Formerly BCN 552.

MST 553 Advanced Media Writing (3:3)

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.

Prerequisite: Junior, senior, or graduate standing, or permission of instructor

Notes: Formerly BCN 553.

MST 559 Doing Visual History (3:3)

Explores the interstices of history, documentary production, and personal narratives.

Notes: Formerly BCN 559.

Cross Listed: Same as HIS 559.

MST 580 Directing for Television (3:2:3)

Fundamental principles of directing for television. Laboratory directing experience.

Prerequisite: Junior, senior, or graduate standing, or permission of instructor

Notes: Formerly BCN 580.

MST 581 Dance on Video (3:3)

Introduction to working with dance and video, including composing for the camera, recording dancers in action, and editing footage to create original work.

Prerequisite: MST 271 and MST 272; or graduate standing; or permission of instructor

Notes: Formerly BCN 581.

Cross Listed: Same as DCE 581.

MST 585 Advanced Media Production (3:2:3)

Advanced application of principles and techniques of media production.

Prerequisite: Junior, senior, or graduate standing, or permission of instructor

Notes: Formerly BCN 585.

MST 587 Animation Production (3:3)

Study and practice of techniques of animation.

Prerequisite: MST 271 and MST 272, or graduate standing, or permission of instructor

Notes: Formerly BCN 587.

MST 588 Documentary Production (3:2:3)

Documentary construction, research, planning, and production techniques. Further development of video production skills in supervised laboratory project.

Prerequisite: MST 271 and MST 272, or graduate standing, or permission of instructor

Notes: Formerly BCN 588.

MST 589 Experimental Course

This number reserved for experimental courses. Refer to the Schedule of Courses for current offerings.

Music Education

School of Music, Theatre, and Dance
220 Music Building
336/334-5789
<http://performingarts.uncg.edu>

Faculty

David Teachout, Associate Professor and Head of Department

Professors Deal, Gray, Hodges

Associate Professors MacLeod, McKoy, Nolker, Sink, Walter

UNCG has long been recognized as one of the top music institutions in the United States and has been fully accredited by the National Association of Schools of Music since 1938. The Department of Music Education offers the only comprehensive music education program from undergraduate through doctoral study in the State of North Carolina. UNCG also offers degrees in music performance and music studies. Our outstanding facilities, world-class faculty, and numerous ensemble experiences provide an environment for artistic and academic success.

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 21st century.

Located in artistically-thriving Greensboro, Winston-Salem, and High Point, the Triad area provides a wealth of cultural and academic opportunities for our students. 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.

We welcome students who will strive for excellence, will contribute to the inclusiveness and diversity of our mission, and wish to make our warm and friendly school their musical home.

Performance Studies

Throughout the four years of undergraduate enrollment, Music Education 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 and some group instruction.

Ensemble Requirements

Music Education students enrolled for two or more semester hours of music performance studies must audition for and perform in an ensemble each semester. 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 Mile Davis Jazz Program, in consultation with the performance teachers and appropriate area conductor. 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 Department 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.

Music Education Major, K-12 Licensure (MEDU)—B.M.

Degree: Bachelor of Music

Required: 125 semester hours, to include at least 36 hours at or above the 300 course level; 2.50 GPA.

MUE 090 (7 semesters)

MUP 091 (7 semesters)

Available Concentrations & AOS Codes:

Choral/General Music Education, U626

Instrumental/General Music Education, U629

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.

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (3 s.h.)

Student selects 3 s.h. from GLT list.

GFA—Fine Arts (6 s.h.)

MUS 332 History of Western Music II

Student selects additional 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (7 s.h.)

Student selects 6–7 s.h. from GNS list. One must include a laboratory course. Each must have a different course prefix.

GMT—Mathematics (3 s.h.)

Student selects 3 s.h. from GMT list.

GRD—Reasoning and Discourse (6 s.h.)

ENG 101 College Writing I

or

FMS 115 Freshman Seminar in Reasoning and Discourse I

or

RCO 101 College Writing I

Student selects additional 3 s.h. from GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

HEA 201 Personal Health

Student selects additional 3 s.h. from GSB list.

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Department specifies courses for:

Four (4) Global/Global Non-Western Perspectives (GL/GN)

required for all concentrations:

MUS 135 Introduction to Musicology
 MUS 332 History of Western Music II
 MUS 333 History of Western Music III
 MUE 468 Teaching Music in a Multicultural Population

MUS 135, MUE 468: GN

MUS 332, MUS 333: GL

additional requirement for Choral/General Music

Education concentration:

FRE 101 Beginning French I

or

GER 101 Beginning German I

Students may select courses for:

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major Requirements

Core Courses

1. Theory:

MUS 101 Music Theory I
 MUS 102 Music Theory II
 MUS 105 Ear-Training I
 MUS 106 Ear-Training II
 MUS 201 Music Theory III Musical Structure
 MUS 202 Music Theory IV Musical Structure
 MUS 205 Ear-Training III
 MUS 206 Ear-Training IV

2. Musicology:

MUS 135 Introduction to Musicology
 MUS 332 History of Western Music II
 MUS 333 History of Western Music III

and one of the following:

MUS 431 Selected Topics in Ethnomusicology
 MUS 334 American Music
 MUS 511 History of Opera
 MUS 530 Music from 1600 to 1800
 MUS 485 Music of the Nineteenth Century
 MUS 486 Music of the Twentieth Century

3. Performance Studies:

12 s.h. culminating in a half recital (MUP 300) during a semester enrolled at the 352 level. Keyboard students may fulfill the recital requirements by accompanying a full recital or chamber recital.

4. Technology:

MUS 107 Technology for Musicians I
 MUS 108 Technology for Musicians II

Choral/General Music Education Concentration

Keyboard Students:

1.

| | |
|---------|---|
| MUE 110 | Foundational Orientation to Music Education |
| MUE 111 | Foundational Teaching Techniques in Music |
| MUE 208 | Introduction to Teaching Instrumental Music |
| MUE 261 | Foundations of Teaching for Musical Understanding |
| MUE 356 | Foundations of Teaching Vocal Music |
| MUE 419 | Choral Conducting II |
| MUE 462 | Singing Voice in Classrooms and Ensembles |
| MUE 461 | General Music in Elementary Schools or |
| MUE 464 | Choral Music in the Schools |
| MUP 170 | Italian and Latin Diction for Singers |
| MUP 171 | English Diction for Singers |
| MUP 319 | Choral Conducting I |

2. Class Voice 2 s.h.

3. Secondary Voice 3 s.h.

4. Ensemble 7 s.h. from:

| | |
|---------|--------------------|
| MUP 380 | Schola Cantorum |
| MUP 379 | Men's Glee Club |
| MUP 381 | Women's Glee Club |
| MUP 382 | University Chorale |
| MUP 388 | Chamber Singers |

Voice Students:

1.

| | |
|---------|---|
| MUE 110 | Foundational Orientation to Music Education |
| MUE 111 | Foundational Teaching Techniques in Music |
| MUE 208 | Introduction to Teaching Instrumental Music |
| MUE 261 | Foundations of Teaching for Musical Understanding |
| MUE 356 | Foundations of Teaching Vocal Music |
| MUE 419 | Choral Conducting II |
| MUE 461 | General Music in Elementary Schools or |
| MUE 464 | Choral Music in the Schools |
| MUE 462 | Singing Voice in Classrooms and Ensembles |
| MUP 170 | Italian and Latin Diction for Singers |
| MUP 171 | English Diction for Singers |
| MUP 319 | Choral Conducting I |

2. Class Piano: 2 s.h. through:

| | |
|---------|----------------------------|
| MUP 134 | Class Piano or proficiency |
|---------|----------------------------|

3. Secondary Piano: 3 s.h.:

| | |
|---------|-------------------------|
| MUP 153 | Performance Studies |
| MUP 253 | Performance Studies and |
| MUP 353 | Performance Studies |

4.

| | |
|---------|-----------------------|
| FRE 101 | Beginning French I or |
| GER 101 | Beginning German I |

5. Ensemble: 7 s.h. from:

| | |
|---------|--------------------|
| MUP 380 | Schola Cantorum |
| MUP 379 | Men's Glee Club |
| MUP 381 | Women's Glee Club |
| MUP 382 | University Chorale |
| MUP 388 | Chamber Singers |

Instrumental/General Music Education Concentration:

1.

| | |
|---------|---|
| MUE 110 | Foundational Orientation to Music Education |
| MUE 111 | Foundational Teaching Techniques in Music |
| MUE 209 | Introduction to Teaching Choral Music |
| MUE 261 | Foundations of Teaching for Musical Understanding |
| MUE 357 | Marching Band Techniques or |
| MUE 463 | Advanced String Methods |
| MUE 363 | Teaching Strings Laboratory |
| MUE 364 | Teaching Brass Laboratory |
| MUE 365 | Teaching Woodwinds Laboratory |
| MUE 366 | Teaching Percussion Laboratory |
| MUE 367 | Foundations of Teaching Instrumental Music |
| MUE 368 | Instrument Repair |
| MUE 461 | General Music in Elementary Schools Or |
| MUE 467 | Instrumental Music in the Schools |
| MUE 472 | Instrumental Conducting II |
| MUP 372 | Instrumental Conducting I |

a. Wind, Percussion, or Bowed String Instrumental students:

Class Piano: 2 s.h. through:

| | |
|---------|----------------------------|
| MUP 134 | Class Piano or proficiency |
|---------|----------------------------|

b. Keyboard students:

Secondary study of Wind, Percussion, or Bowed String Instrument: 2 s.h.

2. Large Ensemble: 7 s.h. from:

| | |
|---------|-------------------------------|
| MUP 391 | University Symphony Orchestra |
| MUP 393 | University Wind Ensemble |
| MUP 394 | Symphonic Band |
| MUP 392 | University Band |

MUP 395 Jazz Ensemble I

MUP 395: up to 2 s.h. by audition and with permission of the performance studies teacher.

IV Teacher Licensure Requirements

Contact School of Education Office of Student Services at 336/334-3410 for more information.

1.
HEA 201 Personal Health
2.
ELC 401 Schooling in a Democratic Society
3.
ERM 403 Assessment III: Classroom Assessment
4.
TED 401 Child and Adolescent Development and Learning
5.
TED 402 Student Engagement in the Classroom
6.
TED 403 Teaching English Learners with Diverse Abilities
7.
SES 401 Understanding and Teaching Students with Disabilities in Inclusive Settings
8.
MUE 465 Student Teaching in Music
9.
MUE 466 Student Teaching Seminar

V Electives

Electives sufficient to complete the 125 semester hours required for the degree.

Music as a Second Academic Concentration for Elementary Education Majors

Required: minimum of 18 semester hours

An 18–20 hour course of study for students majoring in Elementary Education who need a second academic concentration in a basic academic discipline. The following courses are required:

Requirements

1. Theory and Ear Training: 6 s.h.

- | | |
|---------|-----------------|
| MUS 101 | Music Theory I |
| MUS 102 | Music Theory II |
| MUS 105 | Ear-Training I |
| MUS 106 | Ear-Training II |

2. Music History: 3 s.h.

- | | |
|---------|-----------------------------|
| MUS 135 | Introduction to Musicology |
| | or |
| MUS 343 | Music Cultures of the World |

3. Large Ensemble: 2 s.h.

Choose from:

- | | |
|---------|-------------------------------|
| MUP 380 | Schola Cantorum |
| MUP 379 | Men's Glee Club |
| MUP 381 | Women's Glee Club |
| MUP 382 | University Chorale |
| MUP 388 | Chamber Singers |
| MUP 391 | University Symphony Orchestra |
| MUP 393 | University Wind Ensemble |
| MUP 394 | Symphonic Band |
| MUP 392 | University Band |

4. Performance Studies 2 s.h.

- | | |
|---------|---------------------|
| MUP 151 | Performance Studies |
| MUP 152 | Performance Studies |
| MUP 153 | Performance Studies |
| | or |
| MUP 253 | Performance Studies |

Piano majors may take a combination of class and private piano with at least 1 semester of 151/153. Voice majors may take up to 2 s.h. of MUS 125.

5. Music Electives: 3 s.h.

See department for list of approved courses.

6. Additional Requirements:

Keyboard Students

Two (2) semester hours in voice.

- | | |
|---------|---------------------|
| MUP 151 | Performance Studies |
| MUP 152 | Performance Studies |
| | |
| MUP 153 | Performance Studies |
| | or |
| MUP 253 | Performance Studies |

Voice Students 2 s.h.

- | | |
|---------|-------------|
| MUP 131 | Class Piano |
| MUP 132 | Class Piano |
| MUP 133 | Class Piano |
| | or |
| MUP 134 | Class Piano |

All other instruments

Voice lessons (2 s.h.)

- | | |
|---------|---------------------|
| MUP 153 | Performance Studies |
|---------|---------------------|

Piano lessons: 2 s.h.

choose from:

- | | |
|---------|-------------|
| MUP 131 | Class Piano |
| MUP 132 | Class Piano |
| MUP 133 | Class Piano |
| MUP 134 | Class Piano |

Music Minor

See Music Studies.

MUSIC EDUCATION COURSES (MUE)

Music courses are listed under the following headings:
Music Education • Music Performance • Music Studies
• Music, Theatre and Dance

Some of the following courses may not be available every year.

Inquire at the School of Music, Theatre and Dance for schedule.

MUE 090 Music Education Convocation (0:1)

Monthly presentations by music education students, faculty, and guests. See Music Student Information Manual.

Offered: Fall & Spring

Notes: Grade: Pass/Not Pass (P/NP). Formerly MTD 090; formerly MUS 090.

MUE 110 Foundational Orientation to Music Education (1:1:1)

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.

Prerequisite: Admission to Music Education major (MEDU)

Offered: Fall

Notes: Formerly MUS 110.

MUE 111 Foundational Teaching Techniques in Music (2:2:1)

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.

Prerequisite: MUE 110

Offered: Spring

Notes: Formerly MUS 111.

MUE 208 Introduction to Teaching Instrumental Music (2:2:1)

Introduction to the fundamentals of teaching instrumental music in the public schools. Includes pedagogical and performance skills in a laboratory setting.

Prerequisite: MEDU major with Choral/General Music Education concentration, and MUE 111; or permission of instructor

Offered: Spring

Notes: Required: MEDU major with Choral/General Music Education concentration. Formerly MUS 208.

MUE 209 Introduction to Teaching Choral Music (2:2:1)

Introduction to choral methods at the secondary level. Includes vocal laboratory.

Prerequisite: MEDU major with Instrumental/General Music Education concentration; passed Praxis I or > 1100 combined math and verbal SAT score; passed sophomore Dispositions assessment; passed piano proficiency; junior standing or permission of instructor

Offered: Spring

Notes: Required: MEDU major with Instrumental/General Music Education concentration. Formerly MUS 209.

MUE 261 Foundations of Teaching for Musical Understanding (2:2:1)

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.

Prerequisite: MUE 111 or permission of instructor

Offered: Fall & Spring

Notes: Formerly MUS 261.

MUE 335 Music for the Preschool Child (2:2:1)

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.

Prerequisite: Junior standing or permission of instructor

Offered: Fall

Notes: Formerly MUS 335.

MUE 356 Foundations of Teaching Vocal Music (3:2:3)

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.

Prerequisite: Passed Praxis I or > 1100 combined math and verbal SAT score; passed sophomore Dispositions assessment; passed piano proficiency; junior standing or permission of instructor

Offered: Spring

Notes: Formerly MUS 356.

MUE 357 Marching Band Techniques (3:3)

Study of marching band techniques, including drill design, auxiliary units, personnel and equipment management.

Prerequisite: Passed Praxis I or > 1100 combined math and verbal SAT score; passed sophomore Dispositions assessment; passed piano proficiency; junior standing or permission of instructor

Offered: Fall

Notes: Formerly MUS 357.

MUE 361 Music for Preschool and Elementary Teachers 3:3:1

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.

Prerequisite: Junior standing or permission of instructor

Offered: Fall & Spring & Summer

Notes: Formerly MUS 361.

MUE 363 Teaching Strings Laboratory (2:1:3)

Class instruction in orchestral bowed string instruments. Covers performance, pedagogy, and literature for teaching at elementary/intermediate level. Required: instrumental music education majors.

Prerequisite: MEDU major or permission of instructor

Offered: Fall & Spring

Notes: Formerly MUS 363.

MUE 364 Teaching Brass Laboratory (2:1:3)

Class instruction in brass instruments. Covers performance, pedagogy, and literature for teaching at elementary level. Required: instrumental music education majors.

Prerequisite: MEDU major or permission of instructor

Offered: Fall & Spring

Notes: Formerly MUS 364.

MUE 365 Teaching Woodwinds Laboratory (2:1:3)

Class instruction in woodwind instruments. Covers performance, pedagogy, and literature for teaching at elementary/intermediate level. Required: instrumental music education majors.

Prerequisite: MEDU major or permission of instructor

Offered: Fall & Spring

Notes: Formerly MUS 365.

MUE 366 Teaching Percussion Laboratory (2:1:3)

Class instruction in orchestral basic percussion instruments. Covers performance, pedagogy, and literature for teaching at elementary level. Required: instrumental music education majors.

Prerequisite: MEDU major or permission of instructor

Offered: Fall & Spring

Notes: Formerly MUS 366.

MUE 367 Foundations of Teaching Instrumental Music (3:3:1)

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.

Prerequisite: MUE 363, MUE 364, MUE 365, and MUE 366; passed Praxis I or > 1100 combined math and verbal SAT score; passed sophomore Dispositions assessment; passed piano proficiency; junior standing or permission of instructor

Offered: Spring

Notes: Formerly MUS 367.

MUE 367A General Music in the Elementary School (3:3:1)

An overview of music curriculum (K–5) with emphasis on theories of learning and development in relation to music; teaching strategies and materials; includes supervised teaching practicum.

Prerequisite: Passed Praxis I or \geq 1100 combined math and verbal SAT score, and junior standing or permission of instructor

Offered: Fall

Notes: Formerly MUS 367A.

MUE 368 Instrument Repair (1:0:3)

Mechanics of brass, woodwind, percussion, and stringed instruments, plus laboratory time to develop skills in repairing instruments.

Prerequisite: MUE 363, MUE 364, MUE 365, and MUE 366; or permission of instructor

Offered: Fall & Spring

Notes: Formerly MUS 368.

MUE 419 Choral Conducting II (2:1:2)

Supervised practice in conducting choral rehearsals; comparative study of rehearsal procedures and of choral objectives; continued study of choral repertory.

Prerequisite: MUP 319 or permission of instructor

Offered: Fall

Notes: Formerly MUS 419.

MUE 461 General Music in Elementary Schools (3:2:3)

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.

Prerequisite: MUE 261; passed Praxis I or > 1100 combined math and verbal SAT score; passed junior Dispositions assessment; senior standing or permission of instructor; admission to the Teacher Education Program

Offered: Fall

Notes: Formerly MUS 461.

MUE 462 Singing Voice in Classrooms and Ensembles (2:2)

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.

Prerequisite: MUE 261

Offered: Fall & Spring

Notes: Formerly MUS 462.

MUE 463 Advanced String Methods (3:3:1)

Overview of classroom methods teaching for teaching strings with an emphasis on advanced skills on secondary string instruments.

Prerequisite: Passed Praxis I or > 1100 combined math and verbal SAT score; passed sophomore Dispositions assessment; passed piano proficiency; junior standing or permission of instructor

Offered: Fall

Notes: Formerly MUS 463.

MUE 464 Choral Music in the Schools (3:3:1)

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 learner will be explored in detail.

Prerequisite: MUE 356; passed Praxis I or > 1100 combined math and verbal SAT score; passed junior Dispositions assessment; senior standing or permission of instructor; admission to the Teacher Education Program

Offered: Fall

Notes: Formerly MUS 464.

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.

Prerequisite: 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

Corequisite: MUE 466

Offered: Fall & Spring

Notes: Formerly MUS 465.

MUE 466 Student Teaching Seminar (2:2)

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.

Prerequisite: 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

Corequisite: MUE 465

Offered: Fall & Spring

Notes: Formerly MUS 466.

MUE 467 Instrumental Music in the Schools (3:2:2)

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.

Prerequisite: MUE 363, MUE 364, MUE 365, MUE 366, and MUE 367; passed Praxis I or > 1100 combined math and verbal SAT score; passed junior Dispositions assessment; senior standing or permission of instructor; admission to Teacher Education Program

Offered: Fall

Notes: Formerly MUS 467.

MUE 468 Teaching Music in a Multicultural Population (1:1)

Seminar for prospective music teachers to develop understanding and teaching strategies for students in a broad spectrum of ethnic groups.

Corequisite: Concurrent enrollment in MUE 465, MUE 466, and MUE 469; or permission of instructor

Offered: Fall & Spring

Distribution: GE Marker: GN

Notes: Formerly MUS 468.

MUE 469 Teaching Music to the Exceptional Child (1:1:1)

Seminar for beginning music educators to develop skills and acquire knowledge necessary to plan for and teach exceptional students in mainstreamed and self-contained music teaching and learning environments.

Corequisite: Concurrent enrollment in MUE 465, MUE 466, and MUE 468; or permission of instructor

Offered: Fall & Spring

Notes: Formerly MUS 469.

MUE 472 Instrumental Conducting II (2:1:2)

Advanced conducting techniques, with emphasis on instrumental conducting.

Offered: Spring

Notes: Formerly MUS 472.

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.

Prerequisite: 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. Formerly MUS 479.

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, Theatre and Dance.

Prerequisite: Permission of supervising professor and Dean of School of Music, Theatre and Dance

Offered: Fall & Spring & Summer

Notes: May be repeated for credit if topic varies. Formerly MUS 497.

MUE 589 Experimental Course

This number reserved for experimental courses. Refer to the Course Schedule for current offerings.

Music Education Honors

Requirements

Nine semester hours to consist of:

- | | |
|---------|------------------------------|
| HSS 490 | Senior Honors Project |
| MUS 333 | History of Western Music III |

- | | |
|---------|--|
| MUS 301 | Theory V, Musical Structure in the Late Nineteenth and Twentieth Centuries |
|---------|--|

MUS 301: Under certain circumstances, the Music Honors Panel may permit a 500-level course to be taken in place of the listed required courses.

Three semester hours to consist of:

- | | |
|---------|--|
| | Any 500-level course in Music |
| | Any Contract Honors course in Music |
| MTD 493 | Honors Work |
| ENG 494 | Honors Seminar |
| | Any Honors course, whether or not in Music |

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

See Music office for further information and guidance about Honors in Music.

Music Performance

School of Music, Theatre and Dance
220 Music Building
336/334-5789
<http://performingarts.uncg.edu>

Faculty

Dennis Askew, Professor, Interim Head of Department
Mary Barret, Professor, Associate Head of Department
Professors Bracey, Burke, Burns, Di Piazza, Hartmann,
Holley, Kohlenberg, Locke, Salmon, P. Stewart, Willis
Associate Professors Bagley, Clodfelter, Douglass, Eby,
Egekvist, Engebretson, Ezerman, Gerald, Haines,
LeFevre, Lopez, O'Brien, Pack, Rawls, Rutt, Stusek,
A. Taylor, Walker, Wells, Young
Assistant Professors Keeton, Lee, Ott
Adjunct Professors Brown, Lash
Visiting Distinguished Professor Sitkovetsky
Lecturers T. Taylor, Tobin-Scott, Zandman
Adjunct Lecturers Bartlet, Hyslop, Meechum

UNCG has long been recognized as one of the top music institutions in the United States and has been fully accredited by the National Association of Schools of Music since 1938. The Department of Music Performance (including composition and jazz) offers the only comprehensive music program from undergraduate through doctoral study in the State of North Carolina. UNCG also offers degrees in music education and music studies. Our outstanding facilities, world-class faculty, and numerous ensemble experiences provide an environment for artistic and academic success.

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.

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, will contribute to the inclusiveness and diversity of our mission, and wish to make our warm and friendly school their musical home.

Performance Studies

Throughout the four years of undergraduate enrollment, music students will study in one or more performance studies areas: keyboard, voice, strings, woodwinds, brass, percussion, composition, or jazz. This study will include private instruction in the major or principal performance area and some group instruction.

Ensemble Requirements

Performance majors will participate in one or more ensembles each semester according to concentration requirements. All students enrolled for two or more credits semester hours of music performance studies must audition for and perform in an ensemble each semester. 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 performances of opera and musical theatre, which the Departments of Music present in cooperation with the Department 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.

PERFORMANCE MAJOR (PRFM)—B.M.

Degree: Bachelor of Music

Required: 123–125 semester hours

Available Concentrations & AOS Codes:

Brass and Percussion, U637

Composition, U607

Jazz, U618

Keyboard, U636

Strings, U638

Voice, U635

Woodwinds, U639

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.

Brass and Percussion Concentration**U637**

(123 semester hours)

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (3 s.h.)

Student selects 3 s.h. from GLT list.

GFA—Fine Arts (3.s.h.)

MUS 332 History of Western Music II

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

MUS 135 Introduction to Musicology

Humanities and Fine Arts (3 s.h.)

Student selects additional 3 s.h. from GLT, GFA, or GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

MUS 334 American Music

GNS—Natural Sciences (7 s.h.)

Student selects 7 s.h. from GNS list. One must include a laboratory course. Each must have a different course prefix.

GMT—Mathematics (3 s.h.)

Student selects 3 s.h. from GMT list.

GRD—Reasoning and Discourse (6 s.h.)

Student selects 6 s.h. from GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

Student selects 6 s.h. from GSB list.

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major Concentration Requirements (72 semester hours)**1. Principal Performance Area (22 s.h.)**

| | |
|---------|---------------------|
| MUP 151 | Performance Studies |
| MUP 152 | Performance Studies |
| MUP 252 | Performance Studies |
| MUP 351 | Performance Studies |
| MUP 352 | Performance Studies |
| MUP 451 | Performance Studies |
| MUP 452 | Performance Studies |

2. Ensemble (8 s.h.)

Placement by audition.

3. Chamber Music

Select 8 s.h. from the following:

| | |
|---------|-------------------------|
| MUP 347 | Casella Sinfonietta |
| MUP 348 | Chamber Music |
| MUP 366 | Trumpet Ensemble |
| MUP 367 | Horn Ensemble |
| MUP 369 | Tuba/Euphonium Ensemble |

- MUP 370 Percussion Ensemble
 MUP 376 Period Music Ensembles
 MUP 377 World Music Ensembles
 MUP 385 (pending verification)

4. Recitals (1 s.h.)

- MUP 300 Recital
 MUP 400 Recital

5. Musicianship Skills and Analysis (12 s.h.)

- MUS 101 Music Theory I
 MUS 105 Ear-Training I
 MUS 102 Music Theory II
 MUS 106 Ear-Training II
 MUS 201 Music Theory III Musical Structure
 MUS 202 Music Theory IV Musical Structure
 MUS 205 Ear-Training III
 MUS 206 Ear-Training IV

6. History and Repertory (3 s.h. in concentration, 9 s.h. toward GEC)

- MUS 135 Introduction to Musicology
 MUS 332 History of Western Music II
 MUS 333 History of Western Music III
 MUS 334 American Music

7. Music Support Courses (9 s.h.)

May not be Performance or Ensemble.

8. Music Technology (1 s.h.)

- MUS 107 Technology for Musicians I

9. Keyboard (4 s.h.)

Course work through the following level or proficiency:

- MUP 134 Class Piano

10. Conducting (1 s.h.)

11. Entrepreneurship (3 s.h.)

- MUP Entrepreneurship in Music
 402/ENT 402

12. Repertoire Class (0 s.h.)

Taken for eight (8) semesters.

- MUP 301 Repertoire Class

IV Electives

Electives sufficient to complete the 123 semester hours required for the degree.

Composition Concentration

U607

(123 semester hours)

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (3 s.h.)

Student selects 3 s.h. from GLT list.

GFA—Fine Arts (3.s.h.)

- MUS 332 History of Western Music II

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

- MUS 135 Introduction to Musicology

Humanities and Fine Arts (3 s.h.)

Student selects additional 3 s.h. from GLT, GFA, or GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

- MUS 334 American Music

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (7 s.h.)

Student selects 7 s.h. from GNS list. One must include a laboratory course. Each must have a different course prefix.

GMT—Mathematics (3 s.h.)

Student selects 3 s.h. from GMT list.

GRD—Reasoning and Discourse (6 s.h.)

Student selects 6 s.h. from GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

Student selects 6 s.h. from GSB list.

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker.

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major Concentration Requirements (79 semester hours)

1. Composition Study (24 s.h.)

a. Two (2) semesters of:

MUP 115 Composition Skills

b. One (1) semester each of:

MUP 205 Composition Studies

MUP 206 Composition Studies

MUP 305 Composition Studies

MUP 306 Composition Studies

MUP 405 Composition Studies

MUP 406 Composition Studies

2. Principal Performance Area (8 s.h.)

3. Ensemble (8 s.h.)

4. Electronic Composition

MUP 344 Electronic Music Composition I
or

MUP 345 Electronic Music Composition II

5. Recitals (1 s.h.)

MUP 300 Recital

MUP 400 Recital

6. Musicianship Skills and Analysis (12 s.h.)

MUS 101 Music Theory I

MUS 102 Music Theory II

MUS 105 Ear-Training I

MUS 106 Ear-Training II

MUS 201 Music Theory III Musical Structure

MUS 202 Music Theory IV Musical Structure

MUS 205 Ear-Training III

MUS 206 Ear-Training IV

7. History and Repertory (3 s.h. in concentration, 9 s.h. toward GEC)

MUS 135 Introduction to Musicology

MUS 332 History of Western Music II

MUS 333 History of Western Music III

MUS 334 American Music

8. Keyboard (4 s.h.)

Course work through the following level or proficiency:

MUP 134 Class Piano

Not required of keyboard principals.

9. Orchestration (3 s.h.)

MUP 455 Orchestration

10. Entrepreneurship (3 s.h.)

MUP Entrepreneurship in Music
402/ENT 402

11. Conducting (1 s.h.)

MUP 372 Instrumental Conducting I
or

MUP 319 Choral Conducting I

12. Composition Seminar (0 s.h.)

Taken for eight (8) semesters.

MUP 304 Jazz Ear Training

13. Music Support Courses (9 s.h.)

May not be Performance or Ensemble.

Usually comprised of:

MUS 486 Music of the Twentieth Century

MUS 508 Tonal Counterpoint

One additional course in Music Theory at 300-level or above.

IV Electives

1. Music Electives (6 s.h.)

One additional course in Music Theory at 400 or 500 level in addition to the Music Theory Support Course listed above is recommended.

2. Non-Restricted Electives sufficient to complete the 123 semester hours required for the degree.

Jazz Concentration

U618

(123 semester hours)

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (3 s.h.)

Student selects 3 s.h. from GLT list.

GFA—Fine Arts (3 s.h.)

MUS 332 History of Western Music II

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

MUS 135 Introduction to Musicology

Humanities and Fine Arts (3 s.h.)

Student selects additional 3 s.h. from GLT, GFA, or GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

MUS 334 American Music

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (7 s.h.)

Student selects 7 s.h. from GNS list. One must include a laboratory course. Each must have a different course prefix.

GMT—Mathematics (3 s.h.)

Student selects 3 s.h. from GMT list.

GRD—Reasoning and Discourse (6 s.h.)

Student selects 6 s.h. from GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

Student selects 6 s.h. from GSB list.

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major Concentration Requirements (72 semester hours)

1. Principal Performance Area (22 s.h.)

| | |
|---------|---------------------|
| 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 |

2. Ensemble (6 s.h.)

Placement by audition.

3. Chamber Music (6 s.h.)

| | |
|---------|---------------|
| MUP 348 | Chamber Music |
|---------|---------------|

4. Jazz Pedagogy (2 s.h.)

| | |
|---------|---------------|
| MUP 409 | Jazz Pedagogy |
|---------|---------------|

5. Recitals (1 s.h.)

One is a 0 s.h. course.

| | |
|---------|---------|
| MUP 300 | Recital |
| MUP 400 | Recital |

6. Musicianship Skills and Analysis (12 s.h.)

| | |
|---------|------------------------------------|
| MUS 101 | Music Theory I |
| MUS 105 | Ear-Training I |
| MUS 102 | Music Theory II |
| MUS 106 | Ear-Training II |
| MUS 201 | Music Theory III Musical Structure |
| MUS 205 | Ear-Training III |

| | |
|---------|-----------------------------------|
| MUS 202 | Music Theory IV Musical Structure |
| MUS 206 | Ear-Training IV |

7. History and Repertory (3 s.h. in concentration, 9 s.h. toward GEC)

| | |
|---------|------------------------------|
| MUS 135 | Introduction to Musicology |
| MUS 332 | History of Western Music II |
| MUS 333 | History of Western Music III |
| MUS 334 | American Music |

8. Jazz Listening (2 s.h.)

| | |
|---------|--------------------------------|
| MUP 104 | Introduction to Jazz Listening |
|---------|--------------------------------|

9. Conducting (1 s.h.)

| | |
|---------|---------------------------|
| MUP 372 | Instrumental Conducting I |
|---------|---------------------------|

10. Jazz Theory (2 s.h.)

| | |
|---------|---------------------------|
| MUP 204 | Principles of Jazz Theory |
|---------|---------------------------|

11. Jazz Improvisation (4 s.h.)

| | |
|---------|-----------------------|
| MUP 321 | Jazz Improvisation I |
| MUP 322 | Jazz Improvisation II |

14. Jazz Arranging (4 s.h.)

| | |
|---------|-------------------|
| MUP 423 | Jazz Arranging I |
| MUP 424 | Jazz Arranging II |

15. Jazz History (3 s.h.)

| | |
|---------|-----------------|
| MUP 460 | History of Jazz |
|---------|-----------------|

14. Entrepreneurship (3 s.h.)

| | |
|-------------|---------------------------|
| MUP | Entrepreneurship in Music |
| 402/ENT 402 | |

15. Music Technology (1 s.h.)

| | |
|---------|----------------------------|
| MUS 107 | Technology for Musicians I |
|---------|----------------------------|

16. Repertoire Class (0 s.h.)

Taken for eight (8) semesters.

| | |
|---------|------------------|
| MUP 301 | Repertoire Class |
|---------|------------------|

IV Electives

Electives sufficient to complete the 123 semester hours required for the degree.

Keyboard Concentration

U636

(123 semester hours)

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (3 s.h.)

Student selects 3 s.h. from GLT list.

GFA—Fine Arts (3 s.h.)

| | |
|---------|-----------------------------|
| MUS 332 | History of Western Music II |
|---------|-----------------------------|

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

MUS 135 Introduction to Musicology

Humanities and Fine Arts (3 s.h.)

Student selects additional 3 s.h. from GLT, GFA, or GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

MUS 334 American Music

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (7 s.h.)

Student selects 7 s.h. from GNS list. One must include a laboratory course. Each must have a different course prefix.

GMT—Mathematics (3 s.h.)

Student selects 3 s.h. from GMT list.

GRD—Reasoning and Discourse (6 s.h.)

Student selects 6 s.h. from GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

Student selects 6 s.h. from GSB list.

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major Concentration Requirements (76 semester hours)**1. Principal Performance Area (22 s.h.)**

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

2. Ensemble (4 s.h.)

MUP 384 Keyboard Accompanying
or placement by audition

3. Chamber Music (4 s.h.)

Select from the following:

MUP 347 Casella Sinfonietta
MUP 348 Chamber Music
MUP 376 Period Music Ensembles
MUP 377 World Music Ensembles
MUP 396 Studio Ensemble

4. Accompanying (6 s.h.)

MUP 284 Fundamentals of Keyboard
Accompanying I
MUP 285 Fundamentals of Keyboard
Accompanying II
MUP 384 Keyboard Accompanying

5. Pedagogy (3 s.h.)

MUP 412 Piano Pedagogy I
or
MUP 425 Organ Pedagogy

6. Recitals (1 s.h.)

MUP 300 Recital
MUP 400 Recital

7. Musicianship Skills and Analysis (12 s.h.)

MUS 101 Music Theory I
MUS 102 Music Theory II
MUS 105 Ear-Training I
MUS 106 Ear-Training II
MUS 201 Music Theory III Musical Structure
MUS 202 Music Theory IV Musical Structure
MUS 205 Ear-Training III
MUS 206 Ear-Training IV

8. History and Repertory (3 s.h. in concentration, 9 s.h. toward GEC)

MUS 135 Introduction to Musicology
MUS 332 History of Western Music II
MUS 333 History of Western Music III
MUS 334 American Music

9. Music Support Courses (9 s.h.)

May not be Performance or Ensemble.

10. Conducting (1 s.h.)

MUP 319 Choral Conducting I
or
MUP 372 Instrumental Conducting I

11. Piano Literature (3 s.h.)

MUP 413 Piano Literature I
or
MUP 414 Piano Literature II

12. Keyboard Harmony (2 s.h.)

MUP 302 Keyboard Harmony I

MUP 303 Keyboard Harmony II

13. Orchestration/Counterpoint (3 s.h.)

MUP 455 Orchestration
or

MUS 508 Tonal Counterpoint

14. Entrepreneurship (3 s.h.)

MUP Entrepreneurship in Music
402/ENT 402

15. Recital Attendance (0 s.h.)

Taken for eight (8) semesters.

MUP 091 Recital Attendance

IV Electives

Electives sufficient to complete the 123 semester hours required for the degree.

Strings Concentration

U638

(123 semester hours)

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (3 s.h.)

Student selects 3 s.h. from GLT list.

GFA—Fine Arts (3 s.h.)

MUS 332 History of Western Music II

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

MUS 135 Introduction to Musicology

Humanities and Fine Arts (3 s.h.)

Student selects additional 3 s.h. from GLT, GFA, or GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

MUS 334 American Music

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (6–7 s.h.)

Student selects 7 s.h. from GNS list. One must include a laboratory course. Each must have a different course prefix.

GMT—Mathematics (3 s.h.)

Student selects 3 s.h. from GMT list.

GRD—Reasoning and Discourse (6 s.h.)

Student selects 6 s.h. from GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

Student selects 6 s.h. from GSB list.

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major Concentration Requirements (70 semester hours)

1. Principal Performance Area (22 s.h.)

| | |
|---------|---------------------|
| 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 |

2. Ensemble (8 s.h.)

Placement by audition.

3. Chamber Music (6 s.h.)

Chosen from the following:

| | |
|---------|------------------------|
| MUP 347 | Casella Sinfonietta |
| MUP 348 | Chamber Music |
| MUP 360 | Violin Ensemble |
| MUP 362 | Viola Ensemble |
| MUP 371 | Camerata Ensemble |
| MUP 376 | Period Music Ensembles |
| MUP 377 | World Music Ensembles |
| MUP 329 | (pending verification) |
| MUP 330 | (pending verification) |

4. Recitals (1 s.h.)

One is a 0 s.h. course.

| | |
|---------|---------|
| MUP 300 | Recital |
| MUP 400 | Recital |

5. Musicianship Skills and Analysis (12 s.h.)

| | |
|---------|------------------------------------|
| MUS 101 | Music Theory I |
| MUS 105 | Ear-Training I |
| MUS 102 | Music Theory II |
| MUS 106 | Ear-Training II |
| MUS 201 | Music Theory III Musical Structure |
| MUS 205 | Ear-Training III |
| MUS 202 | Music Theory IV Musical Structure |
| MUS 206 | Ear-Training IV |

6. History and Repertory (3 s.h. in concentration, 9 s.h. toward GEC)

| | |
|---------|------------------------------|
| MUS 135 | Introduction to Musicology |
| MUS 332 | History of Western Music II |
| MUS 333 | History of Western Music III |
| MUS 334 | American Music |

7. Music Support Courses (9 s.h.)

May not be Performance or Ensemble.

8. Keyboard (4 s.h.)

Through below or proficiency.

| | |
|---------|-------------|
| MUP 134 | Class Piano |
|---------|-------------|

9. Conducting (1 s.h.)

| | |
|---------|---------------------------|
| MUP 372 | Instrumental Conducting I |
|---------|---------------------------|

10. Entrepreneurship (3 s.h.)

| | |
|-------------|---------------------------|
| MUP | Entrepreneurship in Music |
| 402/ENT 402 | |

11. Music Technology (1 s.h.)

| | |
|---------|----------------------------|
| MUS 107 | Technology for Musicians I |
|---------|----------------------------|

12. Repertoire Class (0 s.h.)

Taken for eight (8) semesters.

| | |
|---------|------------------|
| MUP 301 | Repertoire Class |
|---------|------------------|

IV Electives

Electives sufficient to complete the 123 semester hours required for the degree.

Voice Concentration

U635

(125 semester hours)

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (3 s.h.)

Student selects 3 s.h. from GLT list.

GFA—Fine Arts (3 s.h.)

| | |
|---------|-----------------------------|
| MUS 332 | History of Western Music II |
|---------|-----------------------------|

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

| | |
|---------|----------------------------|
| MUS 135 | Introduction to Musicology |
|---------|----------------------------|

Humanities and Fine Arts (3 s.h.)

Student selects additional 3 s.h. from GLT, GFA, or GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

| | |
|---------|----------------|
| MUS 334 | American Music |
|---------|----------------|

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (7 s.h.)

Student selects 7 s.h. from GNS list. One must include a laboratory course. Each must have a different course prefix.

GMT—Mathematics (3 s.h.)

Student selects 3 s.h. from GMT list.

GRD—Reasoning and Discourse (6 s.h.)

Student selects 6 s.h. from GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

Student selects 6 s.h. from GSB list.

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major Concentration Requirements (88 semester hours)

1. Principal Performance Area (22 s.h.)

| | |
|---------|---------------------|
| 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 |

2. Ensemble (8 s.h.)

Placement by audition.

3. Diction (4 s.h.)

| | |
|---------|---------------------------------------|
| MUP 170 | Italian and Latin Diction for Singers |
| MUP 171 | English Diction for Singers |
| MUP 270 | French Diction for Singers |
| MUP 271 | German Diction for Singers |

4. Voice Pedagogy (3 s.h.)

MUP 428 (pending verification)

5. Recitals (1 s.h.)

| | |
|---------|---------|
| MUP 300 | Recital |
| MUP 400 | Recital |

6. Languages (18 s.h.)

| | |
|---------|----------------------|
| ITA 101 | Beginning Italian I |
| ITA 102 | Beginning Italian II |
| FRE 101 | Beginning French I |
| FRE 102 | Beginning French II |
| GER 101 | Beginning German I |
| GER 102 | Beginning German II |

7. Musicianship Skills and Analysis (12 s.h.)

| | |
|---------|------------------------------------|
| MUS 101 | Music Theory I |
| MUS 102 | Music Theory II |
| MUS 105 | Ear-Training I |
| MUS 106 | Ear-Training II |
| MUS 201 | Music Theory III Musical Structure |
| MUS 202 | Music Theory IV Musical Structure |
| MUS 205 | Ear-Training III |
| MUS 206 | Ear-Training IV |

8. History and Repertory (3 s.h. in concentration, 9 s.h. toward GEC)

| | |
|---------|------------------------------|
| MUS 135 | Introduction to Musicology |
| MUS 332 | History of Western Music II |
| MUS 333 | History of Western Music III |
| MUS 334 | American Music |

9. Opera Techniques (2 s.h.)

| | |
|---------|------------------------------|
| MUP 375 | Opera Performance Techniques |
|---------|------------------------------|

10. Song Literature (3 s.h.)

MUP 426 (pending verification)
MUP 427 (pending verification)

11. Keyboard (8 s.h.)

a. Course work through the following level or proficiency:

| | |
|---------|-------------|
| MUP 134 | Class Piano |
|---------|-------------|

b.

| | |
|---------|---------------------|
| MUP 253 | Performance Studies |
|---------|---------------------|

12. Conducting (1 s.h.)

| | |
|---------|---------------------|
| MUP 319 | Choral Conducting I |
|---------|---------------------|

13. Entrepreneurship (3 s.h.)

| | |
|-------------|---------------------------|
| MUP | Entrepreneurship in Music |
| 402/ENT 402 | |

14. Music Technology (1 s.h.)

| | |
|---------|----------------------------|
| MUS 107 | Technology for Musicians I |
|---------|----------------------------|

15. Music Performance Elective (1 s.h.)

16. Repertoire Class (0 s.h.)

Taken for eight (8) semesters.

| | |
|---------|------------------|
| MUP 301 | Repertoire Class |
|---------|------------------|

Woodwinds Concentration

U639

(123 semester hours)

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (3 s.h.)

Student selects 3 s.h. from GLT list.

GFA—Fine Arts (3 s.h.)

| | |
|---------|-----------------------------|
| MUS 332 | History of Western Music II |
|---------|-----------------------------|

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

| | |
|---------|----------------------------|
| MUS 135 | Introduction to Musicology |
|---------|----------------------------|

Humanities and Fine Arts (3 s.h.)

Student selects additional 3 s.h. from GLT, GFA, or GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

| | |
|---------|----------------|
| MUS 334 | American Music |
|---------|----------------|

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (7 s.h.)

Student selects 7 s.h. from GNS list. One must include a laboratory course. Each must have a different course prefix.

GMT—Mathematics (3 s.h.)

Student selects 3 s.h. from GMT list.

GRD—Reasoning and Discourse (6 s.h.)

Student selects 6 s.h. from GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

Student selects 6 s.h. from GSB list.

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core

requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major Concentration Requirements (70 semester hours)

1. Principal Performance Area (22 s.h.)

| | |
|---------|---------------------|
| 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 |

2. Ensemble (8 s.h.)

Placement by audition.

3. Chamber Music (6 s.h.)

Student selects six (6) s.h. from the following:

| | |
|---------|------------------------|
| MUP 347 | Casella Sinfonietta |
| MUP 348 | Chamber Music |
| MUP 354 | Flute Ensemble |
| MUP 356 | Oboe Ensemble |
| MUP 357 | Clarinet Ensemble |
| MUP 358 | Bassoon Ensemble |
| MUP 359 | Saxophone Ensemble |
| MUP 376 | Period Music Ensembles |
| MUP 377 | World Music Ensembles |

4. Recitals (1 s.h.)

| | |
|---------|---------|
| MUP 300 | Recital |
| MUP 400 | Recital |

5. Musicianship Skills and Analysis (12 s.h.)

| | |
|---------|------------------------------------|
| MUS 101 | Music Theory I |
| MUS 102 | Music Theory II |
| MUS 105 | Ear-Training I |
| MUS 106 | Ear-Training II |
| MUS 201 | Music Theory III Musical Structure |
| MUS 202 | Music Theory IV Musical Structure |
| MUS 205 | Ear-Training III |

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| MUS 206 | Ear-Training IV |
|---------|-----------------|

6. History and Repertory (3 s.h. in concentration, 9 s.h. toward GEC)

| | |
|---------|------------------------------|
| MUS 135 | Introduction to Musicology |
| MUS 332 | History of Western Music II |
| MUS 333 | History of Western Music III |
| MUS 334 | American Music |

7. Music Support Courses (9 s.h.)

May not be Performance or Ensemble.

8. Keyboard (4 s.h.)

Course work through the following level or proficiency:

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|---------|-------------|
| MUP 134 | Class Piano |
|---------|-------------|

9. Conducting (1 s.h.)

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| MUP 372 | Instrumental Conducting I |
|---------|---------------------------|

10. Entrepreneurship (3 s.h.)

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|-----------------|---------------------------|
| MUP 402/ENT 402 | Entrepreneurship in Music |
|-----------------|---------------------------|

11. Music Technology (1 s.h.)

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|---------|----------------------------|
| MUS 107 | Technology for Musicians I |
|---------|----------------------------|

12. Repertoire Class (0 s.h.)

Taken for eight (8) semesters.

| | |
|---------|------------------|
| MUP 301 | Repertoire Class |
|---------|------------------|

IV Electives

Electives sufficient to complete the 123 semester hours required for the degree.

Music Minor

See Music Studies.

MUSIC, THEATRE AND DANCE COURSES (MTD)

Music courses are listed under the following headings: Music Education • Music Performance • Music Studies • Music, Theatre and Dance

Some of the following courses may not be available every year.

Inquire at the School of Music, Theatre and Dance for schedule.

All MTD courses are open to all university students.

MTD 125 Class Voice (1:0:2)

Study of basic principles of vocal production, to include acquaintance with a variety of solo literature and the development of poise and stage deportment.

Offered: Fall & Spring

Notes: May be repeated for credit. Formerly MUS 125; formerly MUP 125.

MTD 180 Beginning Guitar (2:2)

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.

MTD 182 Beginning Piano (2:2)

Beginning piano performance and music fundamentals for the student with little or no previous music study.

Prerequisite: Non-Music majors only.

Offered: Fall & Spring

MTD 183 Experimental Course: Beginning Piano 2 (2:2)

Intended for the non-music student as a continuation of MTD 182 (or its equivalent). This course further develops fundamental piano playing through the study of music fundamentals and repertoire.

Prerequisite: MTD 182

Offered: Offered spring '13

MTD 210 Body Mapping: What Every Performer Needs to Know About the Body (2:1:1)

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.

Prerequisite: Freshman, sophomore, or junior standing

MTD 211 Topics in Pop Music (3:3)

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.

Distribution: GE Core: GFA

MTD 214 Jazz Appreciation (3:3)

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.

Offered: Fall & Spring & Summer

Distribution: GE Core: GFA

Notes: Formerly MUS 214.

MTD 220 Making Music with Computers (3:3)

Hands-on introduction to using computers to create music. Topics include sequencing, editing, sampling, and looping. Software includes Garage Band, Logic Express, Reason, Audacity.

Offered: Fall & Spring

Distribution: GE Core: GFA

Notes: Formerly MUS 320; formerly MUS 220.

MTD 223 Music and Environment (3:3)

Consideration of creative works and traditions relating human sound (music, noise, etc.) and the natural environment from artistic, humanistic, and scientific perspectives.

Offered: Fall or Spring or Summer

Distribution: GE Core: GFA

MTD 231 First Nights: Five Performance Premieres (3:3)

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.

Offered: Spring

Distribution: GE Core: GFA, GE Marker: GL

Notes: Formerly MUS 231.

MTD 241 Music Appreciation (3:3)

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.

Offered: Fall & Spring & Summer

Distribution: GE Core: GFA, GE Marker: GL

Notes: Not open to music majors. Formerly MUS 241.

MTD 242 Music for Film (3:3)

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.

Distribution: GE Core: GFA, GE Marker: GL

Notes: Formerly MUS 242.

MTD 329 History of Rock Music (3:3)

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.

Offered: Fall & Spring

Distribution: GE Core: GFA

Notes: Formerly MUS 329.

MTD 338 Exploring Musical Cultures (1–3)

Course is used for music-study trips. Offered only when a course accompanies a specific trip.

Prerequisite: To be determined by needs of specific trip

Notes: Formerly MUS 338.

MTD 389 Experimental Course: Somatic Praxis: Iyengar Yoga (1:1)

Study of Somatic (body/mind) practices as articulated in Iyengar Yoga, which focuses on body alignment, precise sequencing of asanas (poses) and yoga philosophy.

Offered: Offered spring '12

MTD 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. Formerly MUS 493.

MTD 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, Theatre and Dance.

Prerequisite: Permission of supervising professor and Dean of School of Music, Theatre and Dance

Offered: Fall & Spring & Summer

Notes: May be repeated for credit if topic varies. Formerly MUS 497.

MTD 555 The Alexander Technique for Performers (3:3)

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.

Prerequisite: Pr. junior, senior, or graduate standing

MTD 589 Experimental Course

This number reserved for experimental courses. Refer to the Course Schedule for current offerings.

MUSIC PERFORMANCE COURSES (MUP)

Music courses are listed under the following headings: Music Education • Music Performance • Music Studies • Music, Theatre and Dance

Some of the following courses may not be available every year.

Inquire at the School of Music, Theatre and Dance for schedule.

MUP 091 Recital Attendance 0

Music Majors are required to attend an approved number of performances each semester. See Student Information Manual.

Offered: Fall & Spring

Notes: Grade: Pass/Not Pass (P/NP). Formerly MTD 091; formerly MUS 091.

MUP 104 Introduction to Jazz Listening (2:2)

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.

Prerequisite: Music major

Offered: Fall

Notes: Formerly MUS 104.

MUP 115 Composition Skills (3:2:3)

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.

Prerequisite: Music major or permission of the instructor

Offered: Fall & Spring

Notes: May be repeated for credit. Formerly MUS 115.

MUP 131 Class Piano (1:0:2)

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.

Prerequisite: MEDU, PRFM, or MUSI major; or permission of instructor

Offered: Fall & Spring

Notes: Formerly MUS 131.

MUP 132 Class Piano (1:0:2)

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.

Prerequisite: MEDU, PRFM, or MUSI major; or permission of instructor

Offered: Fall & Spring

Notes: Formerly MUS 132.

MUP 133 Class Piano (1:0:2)

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.

Prerequisite: MEDU, PRFM, or MUSI major; or permission of instructor

Offered: Fall & Spring

Notes: Formerly MUS 133.

MUP 134 Class Piano (1:0:2)

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.

Prerequisite: MEDU, PRFM, or MUSI major; or permission of instructor

Offered: Fall & Spring

Notes: Formerly MUS 134.

MUP 152 Performance Studies (1–3)

Instruction on principal instrument or in voice.

Prerequisite: Audition required.

Offered: Fall & Spring & Summer

Notes: May be repeated for credit if different instrument or with approval of Department Chair. Enrollment for 2–3 credits requires coregistration in an ensemble. Formerly MUS 152.

MUP 153 Performance Studies (1–3)

Performance studies instruction for non-majors or majors on secondary instrument/voice.

Prerequisite: Admission as a Music major or special permission of Department; enrollment in two (2) or more s.h. requires coregistration in an ensemble.

Offered: Fall & Spring & Summer

Notes: May be repeated for credit if different instrument. Formerly MUS 153.

MUP 170 Italian and Latin Diction for Singers (1:1:1)

Study of International Phonetic Alphabet and its application to the pronunciation of Italian and ecclesiastical Latin and special problems involved in singing these languages.

Offered: Fall & Spring

Notes: Formerly MUS 170.

MUP 171 English Diction for Singers (1:1:1)

Study of the International Phonetic Alphabet and its application to the pronunciation of English and special problems involved in singing in English.

Prerequisite: MUP 170, or permission of instructor

Offered: Spring

Notes: Formerly MUS 171.

MUP 204 Principles of Jazz Theory (2:2:1)

Foundational knowledge for the study of jazz improvisation, composition, and arranging; stressing jazz nomenclature, basic chord substitution, voice leading, and jazz keyboard skills.

Prerequisite: MUP 104 or permission of instructor

Offered: Spring

MUP 205 Composition Studies (3:0:1)

Applied instruction in music composition.

Prerequisite: MUP 115 or permission of instructor; PRFM major, composition concentration

Offered: Fall & Spring & Summer

MUP 206 Composition Studies (3:0:1)

Applied instruction in music composition.

Prerequisite: MUP 115 or permission of instructor; PRFM major, composition concentration

Offered: Fall & Spring & Summer

MUP 251 Performance Studies (1–6)

Instruction on principal instrument or in voice.

Prerequisite: Audition required.

Offered: Fall & Spring & Summer

Notes: May be repeated for credit with approval of Department Chair. Enrollment in 2 or more credits requires coregistration in an ensemble. Formerly MUS 251.

MUP 252 Performance Studies (1–6)

Instruction on principal instrument or in voice.

Prerequisite: Audition required.

Offered: Fall & Spring & Summer

Notes: May be repeated for credit with approval of Department Chair. Enrollment in 2 or more credits requires coregistration in an ensemble. Formerly MUS 252.

MUP 253 Performance Studies (1–3)

Performance studies instruction for non-majors or majors on secondary instrument/voice.

Prerequisite: Admission as a Music major or special permission of Department; enrollment in two (2) or more s.h. requires coregistration in an ensemble.

Offered: Fall & Spring & Summer

Notes: May be repeated for credit if different instrument. Formerly MUS 253.

MUP 270 French Diction for Singers (1:1:1)

Phonetic alphabet as it relates to French language and special problems involved in singing this language.

Prerequisite: MUP 170, or permission of instructor

Offered: Fall & Spring

Notes: Formerly MUS 270.

MUP 271 German Diction for Singers (1:1:1)

Phonetic alphabet as it relates to German language and special problems involved in singing this language.

Prerequisite: MUP 170, or permission of instructor

Offered: Fall & Spring

Notes: Formerly MUS 271.

MUP 284 Fundamentals of Keyboard Accompanying I (1:1:1)

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.

Prerequisite: MUS 106, or permission of instructor

Offered: Fall

Notes: Formerly MUS 284.

MUP 285 Fundamentals of Keyboard Accompanying II (1:1:1)

Class discussion, study, and performance of literature for voice and/or instruments with keyboard accompaniment. Special attention given to ensemble playing, the style of French melodie and German opera reductions.

Prerequisite: MUP 284, or permission of instructor

Offered: Spring

Notes: Formerly MUS 285.

MUP 300 Recital (0)

Presentation of a varied program of music.

Offered: Fall & Spring & Summer

Notes: Formerly MUS 300.

MUP 301 Repertoire Class (0–1:0:1)

A workshop class where pedagogy of the performance medium is discussed and works of musical literature are performed, coached, and discussed.

Corequisite: 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 (1:0:2)

A keyboard approach to the study of harmony, emphasizing extemporaneous keyboard harmonization, harmonization of melodies, and figured bass realization.

Prerequisite: MUP 251 level in keyboard, or permission of instructor

Offered: Odd Fall

Notes: Formerly MUS 302.

MUP 303 Keyboard Harmony II (1:0:2)

A continuation of MUP 302; a keyboard approach to the study of harmony, emphasizing extemporaneous keyboard harmonization, harmonization of melodies, and figured bass realization.

Prerequisite: MUP 302, or permission of instructor

Offered: Even Spring

Notes: Formerly MUS 303.

MUP 304 Jazz Ear Training (1:1)

This course will prepare students to recognize jazz constructs by ear and will teach the skills necessary to transcribe improvised jazz solos.

Prerequisite: MUP 204

Offered: Spring

Notes: Formerly MUS 304.

MUP 305 Composition Studies (3:0:1)

Applied instruction in music composition.

Prerequisite: MUP 115 or permission of instructor; PRFM major, composition concentration

Offered: Fall & Spring & Summer

MUP 306 Composition Studies (3:0:1)

Applied instruction in music composition.

Prerequisite: MUP 115 or permission of instructor; PRFM major, composition concentration

Offered: Fall & Spring & Summer

MUP 307 Composition Seminar (0–1:0:1)

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.

Corequisite: MUP 115 or MUP 205 or MUP 206 or MUP 305 or MUP 306 or MUP 405 or MUP 406

MUP 318 Opera Chorus (1:0:6)

Performance of literature from all eras, including contemporary works for this medium.

Prerequisite: PRFM, MEDU, or MUSI major; or permission of instructor

Offered: Fall & Spring

Notes: May be repeated every semester.

MUP 319 Choral Conducting I (1:1:1)

Conducting techniques, especially as related to choral conducting; rehearsal procedures, study of choral repertory.

Offered: Spring

Notes: Formerly MUS 319.

MUP 321 Jazz Improvisation I (2:2:1)

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.

Prerequisite: MUP 204

Offered: Even Fall

Notes: Formerly MUS 321.

MUP 322 Jazz Improvisation II (2:2:1)

Continued development of knowledge and skills present in MUP 321 with emphasis on increased fluency and mastery.

Prerequisite: MUP 321 or permission of instructor

Offered: Odd Spring

Notes: Formerly MUS 322.

MUP 344 Electronic Music Composition I (3:2:2)

Introductory course in electronic composition. Lecture and laboratory experience. Projects involving analog synthesis, tape techniques, computer and MIDI control of electronic instruments.

Prerequisite: Junior standing or permission of instructor

Offered: Fall

Notes: Open to all university students. Formerly MUP 350; formerly MUS 350.

MUP 345 Electronic Music Composition II (3:3:3)

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.

Prerequisite: MUP 344, or permission of instructor

Offered: Spring

Notes: Formerly MUP 450; formerly MUS 450.

MUP 347 Casella Sinfonietta (1:0:1–2)

Performance of conducted chamber literature for winds, strings, and percussion from all areas, including contemporary works for this medium.

Prerequisite: Permission of instructor

Corequisite: MUP 393 or MUP 391

Offered: All

Notes: May be repeated every semester provided different repertoire is selected. Formerly MUS 347.

MUP 348 Chamber Music (1:0:1)

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.

Prerequisite: Permission of instructor

Offered: All

Notes: May be repeated every semester provided different repertoire is selected. Formerly MUS 348.

MUP 351 Performance Studies (1–6)

Instruction on principal instrument or in voice.

Prerequisite: Audition required.

Offered: Fall & Spring & Summer

Notes: May be repeated for credit with approval of Department Chair. Enrollment in 2 or more credits requires coregistration in an ensemble. Formerly MUS 351.

MUP 352 Performance Studies (1–6)

Instruction on principal instrument or in voice.

Prerequisite: Audition required.

Offered: Fall & Spring & Summer

Notes: May be repeated for credit with approval of Department Chair. Enrollment in 2 or more credits requires coregistration in a large ensemble. Formerly MUS 352.

MUP 353 Performance Studies (1–3)

Performance studies instruction for non-majors or majors on secondary instrument/voice.

Prerequisite: Admission as a Music major or special permission of Department; enrollment in two (2) or more s.h. requires coregistration in an ensemble.

Offered: Fall & Spring & Summer

Notes: May be repeated for credit if different instrument. Formerly MUS 353.

MUP 354 Flute Ensemble (1:0:2)

Performance of literature from all eras, including contemporary works for this medium.

Prerequisite: PRFM, MEDU, or MUSI major; or permission of instructor

Offered: Fall & Spring

Notes: May be repeated every semester.

MUP 356 Oboe Ensemble (1:0:2)

Performance of literature from all eras, including contemporary works for this medium.

Prerequisite: PRFM, MEDU, or MUSI major; or permission of instructor

Offered: Fall & Spring

Notes: May be repeated every semester.

MUP 357 Clarinet Ensemble (1:0:2)

Performance of literature from all eras, including contemporary works for this medium.

Prerequisite: PRFM, MEDU, or MUSI major; or permission of instructor

Offered: Fall & Spring

Notes: May be repeated every semester.

MUP 358 Bassoon Ensemble (1:0:2)

Performance of literature from all eras, including contemporary works for this medium.

Prerequisite: PRFM, MEDU, or MUSI major; or permission of instructor

Offered: Fall & Spring

Notes: May be repeated every semester.

MUP 359 Saxophone Ensemble (1:0:2)

Performance of literature from all eras, including contemporary works for this medium.

Prerequisite: PRFM, MEDU, or MUSI major; or permission of instructor

Offered: Fall & Spring

Notes: May be repeated every semester.

MUP 360 Violin Ensemble (1:0:2)

Performance of literature from all eras, including contemporary works for this medium.

Prerequisite: PRFM, MEDU, or MUSI major; or permission of instructor

Offered: Fall & Spring

Notes: May be repeated every semester.

MUP 362 Viola Ensemble (1:0:2)

Performance of literature from all eras, including contemporary works for this medium.

Prerequisite: PRFM, MEDU, or MUSI major; or permission of instructor

Offered: Fall & Spring

Notes: May be repeated every semester.

MUP 363 Cello Ensemble (1:0:2)

Performance of literature from all eras, including contemporary works for this medium.

Prerequisite: PRFM, MEDU, or MUSI major; or permission of instructor

Offered: Fall & Spring

Notes: May be repeated every semester.

MUP 365 Bass Ensemble (1:0:2)

Performance of literature from all eras, including contemporary works for this medium.

Prerequisite: PRFM, MEDU, or MUSI major; or permission of instructor

Offered: Fall & Spring

Notes: May be repeated every semester.

MUP 366 Trumpet Ensemble (1:0:2)

Performance of literature from all eras, including contemporary works for this medium.

Prerequisite: PRFM, MEDU, or MUSI major; or permission of instructor

Offered: Fall & Spring

Notes: May be repeated every semester.

MUP 367 Horn Ensemble (1:0:2)

Performance of literature from all eras, including contemporary works for this medium.

Prerequisite: PRFM, MEDU, or MUSI major; or permission of instructor

Offered: Fall & Spring

Notes: May be repeated every semester.

MUP 368 Trombone Ensemble (1:0:2)

Performance of literature from all eras, including contemporary works for this medium.

Prerequisite: PRFM, MEDU, or MUSI major; or permission of instructor

Offered: Fall & Spring

Notes: May be repeated every semester.

MUP 369 Tuba/Euphonium Ensemble (1:0:2)

Performance of literature from all eras, including contemporary works for this medium.

Prerequisite: PRFM, MEDU, or MUSI major; or permission of instructor

Offered: Fall & Spring

Notes: May be repeated every semester.

MUP 370 Percussion Ensemble (1:0:2)

Performance of literature from all eras, including contemporary works for this medium.

Prerequisite: PRFM, MEDU, or MUSI major; or permission of instructor

Offered: Fall & Spring

Notes: May be repeated every semester.

MUP 371 Camerata Ensemble (1:0:2)

Performance of literature from all eras, including contemporary works for this medium.

Prerequisite: PRFM, MEDU, or MUSI major; or permission of instructor

Offered: Fall & Spring

Notes: May be repeated every semester.

MUP 372 Instrumental Conducting I (1:0:2)

Introductory course in instrumental conducting. Emphasis on baton technique and non-verbal communication.

Offered: Fall

Notes: Formerly MUS 372.

MUP 373 Touring Opera (1:0:6)

Performance of literature from all eras, including contemporary works for this medium.

Prerequisite: PRFM, MEDU, or MUSI major; or permission of instructor

Offered: Fall & Spring

Notes: May be repeated every semester.

MUP 374 Opera Role (1–2:0:9)

Performance of literature from all eras, including contemporary works for this medium.

Prerequisite: PRFM, MEDU, or MUSI major; or permission of instructor

Offered: Fall & Spring

Notes: May be repeated every semester.

MUP 375 Opera Performance Techniques (2:2:2)

Techniques for the singer-actor; study of the materials and nature of music theatre; development of basic skills required in opera/music theatre.

Prerequisite: Permission of instructor

Offered: Fall

Distribution: GE Marker: GL

Notes: May be repeated for credit. Formerly MUS 375.

MUP 376 Period Music Ensembles (1–2:0:2)

Performance of conducted and nonconducted period (Renaissance through Contemporary) literature.

Prerequisite: Permission of instructor

Offered: Fall & Spring

Notes: Open to all university students. May be repeated provided different repertoire is selected. Formerly MUS 376.

MUP 377 World Music Ensembles (1–2:0:2)

Performance of conducted and nonconducted world music literature.

Prerequisite: Permission of instructor

Offered: Fall & Spring

Notes: Open to all university students. May be repeated provided different repertoire is selected. Formerly MUS 377.

MUP 378 Jazz Ensemble II (1:0:3)

Performance of literature encompassing all of the jazz idioms with emphasis on contemporary composition.

Prerequisite: Membership by audition.

Offered: Fall & Spring

Notes: May be repeated for credit. Formerly MUP 395B.

MUP 379 Men's Glee Club (1:0:3)

Choral organization for graduate and undergraduate men's voices.

Prerequisite: Membership by audition.

Offered: Fall & Spring

Notes: Open to all university students. May be repeated for credit. Formerly MUP 381A; formerly MUS 381A.

MUP 380 Schola Cantorum (1:0:3)

Choral organization for graduate and undergraduate mixed voices.

Prerequisite: Membership by audition.

Offered: Fall & Spring

Notes: May be repeated for credit. Formerly MUS 380.

MUP 381 Women's Glee Club (1:0:3)

Choral organization for graduate and undergraduate women's voices.

Prerequisite: Membership by audition.

Offered: Fall & Spring

Notes: Open to all university students. May be repeated for credit. Formerly MUP 381B; formerly MUS 381B.

MUP 382 University Chorale (1:0:3)

Mixed choral organization of approximately 50 graduate and undergraduate singers.

Prerequisite: Membership by audition.

Offered: Fall & Spring

Notes: Open to all university students. May be repeated for credit. Formerly MUS 382.

MUP 384 Keyboard Accompanying (1:0:3)

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.

Prerequisite: MUP 284/MUP 285 or permission of instructor

Offered: Fall & Spring

Notes: May be repeated for a total of 5 semester hours. Formerly MUS 384.

MUP 388 Chamber Singers (1:0:3)

Select mixed vocal ensemble of 16 graduate and advanced undergraduate singers.

Offered: Fall & Spring

Notes: May be repeated for credit. Formerly MUS 388.

MUP 389 Pep Band (1:0:2)

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.

MUP 390 Sinfonia (1:0:4)

String orchestra, performance of important works from symphonic repertoire of eighteenth, nineteenth, and twentieth centuries.

Notes: May be repeated every semester.

MUP 391 University Symphony Orchestra (1:0:4)

Full symphony orchestra, performance of important works from symphonic repertoire of eighteenth, nineteenth, and twentieth centuries.

Offered: Fall & Spring

Notes: Open to all university students. May be repeated for credit. Formerly MUS 391.

MUP 392 University Band (1:0:3)

Performance of literature from all eras, including contemporary works for this medium.

Offered: Fall & Spring

Notes: Open to all university students. May be repeated for credit. Formerly MUP 394B; formerly MUS 394B.

MUP 393 University Wind Ensemble (1:0:4)

Wind ensemble for advanced students. Performance of appropriate wind ensemble works from all eras.

Offered: Fall & Spring

Notes: Open to all university students. May be repeated for credit. Formerly MUS 393.

MUP 394 Symphonic Band (1:0:4)

Performance of literature from all eras, including contemporary works for this medium.

Offered: Fall & Spring

Notes: Open to all university students. May be repeated for credit. Formerly MUP 394A; formerly MUS 394A.

MUP 395 Jazz Ensemble I (1:0:4)

Performance of literature encompassing all of the jazz idioms with emphasis on contemporary composition.

Prerequisite: Membership by audition.

Offered: Fall & Spring

Notes: May be repeated for credit. Formerly MUP 395A.

MUP 396 Studio Ensemble (1:0:2 or 1:0:3)

Participation by audition in conducted studio ensembles appropriate to the individual's performance area. Contact the Music Office for a list of studio ensembles and specific audition requirements.

Prerequisite: Membership by audition.

Offered: Fall & Spring

Notes: May be repeated for credit. Formerly MUS 396.

MUP 400 Recital (1:0:3)

Performance of a faculty approved repertoire selection of approximately 50 minutes of music.

Prerequisite: Senior status in Performance Studies

Offered: Fall & Spring & Summer

Notes: Formerly MUS 400.

MUP 402 Entrepreneurship in Music (3:3)

Focus on entrepreneurship knowledge, skills and career development in music.

Prerequisite: Junior or senior standing

Offered: Fall & Spring

Notes: Taught as Writing Intensive (WI) and Speaking Intensive (SI). Formerly MUS 402.

Cross Listed: Same as ENT 402.

MUP 405 Composition Studies (3:0:1)

Applied instruction in music composition.

Prerequisite: MUP 115 or permission of instructor; PRFM major with a composition concentration

MUP 406 Composition Studies (3:0:1)

Applied instruction in music composition.

Prerequisite: MUP 115 or permission of instructor; PRFM major with a composition concentration

MUP 409 Jazz Pedagogy (2:2)

Principles of jazz interpretation, improvisation, and arranging. Procedures of organizing and administering jazz programs. Survey of jazz study materials.

Prerequisite: MUP 204

Offered: Even Fall

Notes: Formerly MUS 409.

MUP 411 Composition Workshop (3:3)

Students will compose pieces and perform their compositions.

Prerequisite: MUP 352 or permission of the instructor

Offered: Occ

MUP 412 Piano Pedagogy I (3:3)

Survey of current piano teaching philosophies, methods, and materials and their application for private and group instruction. Supervised teaching of beginning piano students.

Prerequisite: Keyboard principal or major or permission of instructor

Offered: Even Fall

Notes: Formerly MUS 412.

MUP 413 Piano Literature I (3:3)

Survey of piano literature from ca. 1760–1825, with a preliminary investigation of music for other keyboard instruments from earliest extant sources.

Prerequisite: Junior or senior standing or permission of instructor

Offered: Odd Fall

Notes: Formerly MUS 413.

MUP 414 Piano Literature II (3:3)

Survey of piano literature from ca. 1825 to present.

Prerequisite: Junior or senior standing or permission of instructor

Offered: Even Spring

Notes: Formerly MUS 414.

MUP 415 Organ Literature (3:3)

Survey of organ literature from sixteenth century to present.

Offered: Occ

Notes: Formerly MUS 415.

MUP 417 Piano Pedagogy II (3:3)

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.

Prerequisite: Keyboard principal or major or permission of instructor

Offered: Occ

Notes: Formerly MUS 417.

MUP 423 Jazz Arranging I (2:2)

Beginning study of language and techniques employed in arranging music for various jazz ensembles.

Prerequisite: MUP 204

Offered: Odd Fall

Notes: Formerly MUS 423.

MUP 424 Jazz Arranging II (2:2)

Advanced study of techniques and disciplines employed in arranging for jazz ensembles.

Prerequisite: MUP 423

Offered: Even Spring

Notes: Formerly MUS 424.

MUP 425 Organ Pedagogy (3:3)

A study and evaluation of procedures used in the teaching of organ. Emphasis on skills and techniques through exercises and literature.

Prerequisite: Junior or senior keyboard major or principal

Offered: Occ

Notes: Formerly MUP 500; formerly MUS 500.

MUP 426 Song Literature I (3:3)

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.

Offered: Spring

Notes: Formerly MUP 521; formerly MUS 521.

MUP 427 Song Literature II (3:3)

Survey of non-operatic solo vocal repertoire: Italian (Romantic and 20th Century), French, British, 20th-Century American. Brief historical study of major composers, poets, compositional style, and historical periods.

Offered: Fall

Notes: Formerly MUP 522; formerly MUS 522.

MUP 428 Principles of Vocal Pedagogy (3:3)

Teaching process as applied to singing. Includes historical development and an examination and comparison of concepts and approaches past and present.

Prerequisite: Senior standing as a voice major or principal or permission of instructor

Offered: Fall

Notes: Formerly MUP 541; formerly MUS 541.

MUP 436 Band Literature (3:3)

Band literature and origins of the band emphasizing its import and expanded cultivation during past century in United States and Europe.

Offered: Odd Spring

Notes: Formerly MUS 436.

MUP 437 String and Keyboard Chamber Literature (3:3)

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.

Prerequisite: Junior or senior standing or permission of instructor

Offered: Odd Fall

Notes: Formerly MUS 437.

MUP 447 Vocal Coaching (1:1)

Facilitation of progressive development of voice students through advanced and comprehensive study of repertoire and performance practice, focusing primarily on diction, style, and interpretation.

Prerequisite: Voice Performance majors, junior or senior standing, and permission of coordinator of vocal area

Corequisite: 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 (3:3)

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.

Prerequisite: MUS 332 or permission of instructor

Offered: Fall & Spring

Notes: May be repeated when topic varies. Formerly MUS 449.

MUP 451 Performance Studies (1–6)

Instruction on principal instrument or in voice.

Prerequisite: Audition required.

Offered: Fall & Spring & Summer

Notes: May be repeated for credit with approval of Department Chair. Enrollment in 2 or more credits requires coregistration in an ensemble. Formerly MUS 451.

MUP 452 Performance Studies (1–6)

Instruction on principal instrument or in voice.

Prerequisite: Audition required.

Offered: Fall & Spring & Summer

Notes: May be repeated for credit with approval of Department Chair. Enrollment in 2 or more credits requires coregistration in an ensemble. Formerly MUS 452.

MUP 453 Performance Studies (1–3)

Performance studies instruction for non-majors or majors on secondary instrument/voice.

Prerequisite: Admission as a Music major or special permission of Department; enrollment in two (2) or more s.h. requires coregistration in a large ensemble.

Offered: Fall & Spring & Summer

Academic Departments, Programs, and Courses

Notes: May be repeated for credit if different instrument. Formerly MUS 453.

MUP 455 Orchestration (3:3)

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 (3:3)

Chronological survey of jazz music and jazz history. Introduction to standard reference works and investigation of socio-cultural aspects.

Prerequisite: MUP 204; junior standing

Offered: Even Spring

Notes: Formerly MUS 460.

MUP 484 Performance of Art Song Repertoire (1:0:2)

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.

Prerequisite: Permission of instructor

Notes: May be repeated for credit if topic varies. Formerly MUP 513; formerly MUS 513.

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.

Prerequisite: Permission of supervising professor and Department Head of Music Performance

Offered: Fall & Spring & Summer

Notes: May be repeated for credit if topic varies.

MUP 589 Experimental Course: Composition Workshop (3:2:3)

Class participants will compose original music and perform music written by students in the class. For graduate students and advanced undergraduates.

Prerequisite: Permission of instructor

Offered: Offered spring '12

MUS 301 Theory V, Musical Structure in the Late Nineteenth and Twentieth Centuries

Under certain circumstances, the Music Honors Panel may permit a 500-level course to be taken in place of the listed required courses.

Three (3) semester hours chosen from:

Any Contract Honors course in Music

Any Honors courses, whether or not in Music

MTD 493 Honors Work

ENG 494 Honors Seminar

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

See Music office for further information and guidance about Honors in Music.

Honors in Music

Requirements

1. Nine (9) semester hours to consist of:

HSS 490 Senior Honors Project
MUS 333 History of Western Music III

Music Studies

School of Music, Theatre, and Dance

220 Music Building
336/334-5789
<http://performingarts.uncg.edu>

Faculty

Gavin Douglas, Associate Professor and Head of Department

Professor Nelson

Associate Professors Capuzzo, G. Carroll, Keathley, Priore, Ricci

Assistant Professors Allen, Carr, Rubinoff, Titus

Lecturer White

UNCG has long been recognized as one of the top music institutions in the United States and has been fully accredited by the National Association of Schools of Music since 1938. The Department of Music Studies offers the Bachelor of Arts degree in Music, the Master of Music in Music Theory, as well as post-baccalaureate and post-masters certificate programs in music theory, historical musicology, and ethnomusicology. UNCG also offers degrees in music education and performance (including composition, jazz, and conducting). Our outstanding facilities, world-class faculty, and numerous ensemble experiences provide an environment for artistic and academic success.

Undergraduate B.A. students pursue professional training in music along with a broad liberal arts education. They may elect courses from a wide range of academic areas or concentrate their studies in a musical discipline, such as theory, historical musicology, or ethnomusicology.

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. They may also attend lectures, conferences, and symposia at UNCG and other universities in the Triad or Triangle areas.

We welcome students who will strive for excellence, will contribute to the inclusiveness and diversity of our mission, and wish to make our warm and friendly school their musical home.

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 and some group instruction.

Ensemble Requirements

Bachelor of Arts students enrolled for two or more semester hours of music performance studies must audition for and perform in an ensemble each semester. 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 Mile Davis Jazz Program, in consultation with the performance teachers and appropriate area conductor. 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 Department of Theatre.

Phi Beta Kappa

Students are reminded that they will be eligible for election to the UNCG chapter of Phi Beta Kappa only if they have completed the equivalent of six semester hours of foreign language study, excluding American Sign Language, at the intermediate (203–204) college level.

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.

Music in General Studies

Courses in music appreciation, world-music cultures, jazz appreciation, and introductory music theory are designed for the non-music major. Such courses may be taken either to satisfy degree requirements or as electives.

Music Major (MUSI)—B.A.

Degree: Bachelor of Arts

Required: 123 semester hours, to include at least 36 hours at or above the 300 course level

MUE 090 (4 semesters)

MUP 091 (7 semesters)

AOS Code: General Music, U602

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.

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (3 s.h.)

Student selects 3 s.h. from GLT list.

GFA—Fine Arts (3 s.h.)

Student selects 3 s.h. from GFA list with a course prefix other than MUS.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list with a course prefix other than MUS.

Humanities and Fine Arts (3 s.h.)

Student selects additional 3 s.h. from GLT, GFA, or GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list with a course prefix other than MUS.

GNS—Natural Sciences (7 s.h.)

Student selects 7 s.h. from GNS list. One must include a laboratory course. Each must have a different course prefix.

GMT—Mathematics (3 s.h.)

Student selects 3 s.h. from GMT list.

GRD—Reasoning and Discourse (6 s.h.)

| | |
|---------|---|
| ENG 101 | College Writing I |
| | or |
| FMS 115 | Freshman Seminar in Reasoning and Discourse I |
| | or |
| RCO 101 | College Writing I |

Student selects additional 3 s.h. from GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

Student selects 6 s.h. from GSB list.

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Department specifies courses for:

Four (4) Global/Global Non-Western Perspectives (GL/GN)

| | |
|---------|-------------------------------------|
| MUS 135 | Introduction to Musicology |
| MUS 333 | History of Western Music III |
| | 6 s.h. of the same foreign language |

MUS 135: (GN)

MUS 133: (GL)

or the equivalent of:

| | |
|---------|-----------------|
| MUS 101 | Music Theory I |
| | and |
| MUS 102 | Music Theory II |

Students may select courses for:

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major Requirements

1. Theory:

| | |
|---------|------------------------------------|
| MUS 101 | Music Theory I |
| MUS 102 | Music Theory II |
| MUS 105 | Ear-Training I |
| MUS 106 | Ear-Training II |
| MUS 201 | Music Theory III Musical Structure |
| MUS 202 | Music Theory IV Musical Structure |
| MUS 205 | Ear-Training III |
| MUS 206 | Ear-Training IV |

2. Musicology:

| | |
|---------|------------------------------|
| MUS 135 | Introduction to Musicology |
| MUS 332 | History of Western Music II |
| MUS 333 | History of Western Music III |

and one of the following:

| | |
|---------|------------------------------------|
| MUS 334 | American Music |
| MUS 431 | Selected Topics in Ethnomusicology |

3.
MUP Entrepreneurship in Music
402/ENT 402

MUP 402: (SI & WI)

4. Performance Studies (8 s.h.)

Select option A or B below:

Option A

- MUP 151 Performance Studies
MUP 251 Performance Studies
MUP 351 Performance Studies
MUP 451 Performance Studies

Option B

- MUP 152 Performance Studies
MUP 252 Performance Studies
MUP 352 Performance Studies
MUP 452 Performance Studies

5. Class Piano:

4 s.h. through:

- MUP 134 Class Piano

or proficiency—not required of keyboard principals.

6. Technology:

- MUS 107 Technology for Musicians I

General Music Concentration

1. Ensemble: 4 s.h.

Voice:

Choose from:

- MUP 380 Schola Cantorum
MUP 379 Men's Glee Club
MUP 381 Women's Glee Club
MUP 382 University Chorale
MUP 388 Chamber Singers

Guitar:

Choose from:

- MUP 380 Schola Cantorum
MUP 379 Men's Glee Club
MUP 381 Women's Glee Club
MUP 382 University Chorale
MUP 388 Chamber Singers
MUP 391 University Symphony Orchestra
MUP 393 University Wind Ensemble
MUP 394 Symphonic Band
MUP 392 University Band
MUP 396 Studio Ensemble

up to 2 s.h. of:

- MUP 395 Jazz Ensemble I

by audition and with permission of the performance studies teacher.

Keyboard:

Choose from:

- MUP 380 Schola Cantorum
MUP 379 Men's Glee Club
MUP 381 Women's Glee Club
MUP 382 University Chorale
MUP 388 Chamber Singers
MUP 391 University Symphony Orchestra
MUP 393 University Wind Ensemble
MUP 394 Symphonic Band
MUP 392 University Band

up to 2 s.h. of:

- MUP 395 Jazz Ensemble I

by audition and with permission of the performance studies teacher.

String Instruments:

- MUP 391 University Symphony Orchestra

Other Instruments:

Choose from :

- MUP 391 University Symphony Orchestra
MUP 393 University Wind Ensemble
MUP 394 Symphonic Band
MUP 392 University Band

up to 2 s.h. of:

- MUP 395 Jazz Ensemble I

by audition and with permission of the performance studies teacher.

2. One 400–500 level music elective in history/literature, theory, or pedagogy from:

- MUP 409 Jazz Pedagogy
MUP 412 Piano Pedagogy I
MUP 413 Piano Literature I
MUP 414 Piano Literature II
MUP 415 Organ Literature
MUP 417 Piano Pedagogy II
MUP 423 Jazz Arranging I
MUP 424 Jazz Arranging II
MUP 436 Band Literature
MUP 437 String and Keyboard Chamber Literature
MUP 460 History of Jazz
MUP 425 Organ Pedagogy
MUP 426 Song Literature I
MUP 428 Principles of Vocal Pedagogy
MUS 334 American Music
MUS 431 Selected Topics in Ethnomusicology
MUS 508 Tonal Counterpoint
MUS 510 Advanced Tonal Analysis
MUS 455 The Symphonic Tradition

3.

- MUS 492 Capstone Seminar in Music Studies
or
HSS 490 Senior Honors Project

IV Electives

Electives sufficient to complete the 123 semester hours required for the degree.

Music as a Second Academic Concentration for Elementary Education Majors

Required: minimum of 18 semester hours

An 18–20 hour course of study for students majoring in Elementary Education who need a second academic concentration in a basic academic discipline. The following courses are required:

Requirements

1. Theory and Ear Training: 6 s.h.

| | |
|---------|-----------------|
| MUS 101 | Music Theory I |
| MUS 102 | Music Theory II |
| MUS 105 | Ear-Training I |
| MUS 106 | Ear-Training II |

2. Music History: 3 s.h.

| | |
|---------|-----------------------------|
| MUS 135 | Introduction to Musicology |
| | or |
| MUS 343 | Music Cultures of the World |

3. Large Ensemble (2 s.h.)

Choose from:

| | |
|---------|-------------------------------|
| MUP 380 | Schola Cantorum |
| MUP 379 | Men's Glee Club |
| MUP 381 | Women's Glee Club |
| MUP 382 | University Chorale |
| MUP 388 | Chamber Singers |
| MUP 391 | University Symphony Orchestra |
| MUP 392 | University Band |
| MUP 393 | University Wind Ensemble |
| MUP 394 | Symphonic Band |

4. Performance Studies (2 s.h.)

Choose one of the following:

| | |
|---------|---------------------|
| MUP 151 | Performance Studies |
| MUP 152 | Performance Studies |
| MUP 153 | Performance Studies |
| MUP 253 | Performance Studies |

Keyboard (Piano) Concentration PRFM Majors

Students studying piano may take a combination of class and private piano with at least one (1) semester of either of the following:

| | |
|---------|---------------------|
| MUP 151 | Performance Studies |
| | or |
| MUP 153 | Performance Studies |

Voice Concentration PRFM Majors

Students studying voice may take up to 2 s.h. of the following:

| | |
|---------|-------------|
| MTD 125 | Class Voice |
|---------|-------------|

5. Music Electives: 3 s.h.

See department for list of approved courses.

6. Additional Requirements:

Keyboard Students: 2 s.h.

Choose one:

| | |
|---------|---------------------|
| MTD 125 | Class Voice |
| | or |
| MUP 151 | Performance Studies |
| MUP 152 | Performance Studies |
| MUP 153 | Performance Studies |
| | or |
| MUP 253 | Performance Studies |

in voice

Voice Students: 2 s.h.

Choose one:

| | |
|---------|-------------|
| MUP 131 | Class Piano |
| MUP 132 | Class Piano |
| MUP 133 | Class Piano |
| MUP 134 | Class Piano |

All other instruments

Voice lessons: 2 s.h.

choose from:

| | |
|---------|---------------------|
| MTD 125 | Class Voice |
| | or |
| MUP 153 | Performance Studies |

Piano lessons: 2 s.h.

choose from:

| | |
|---------|-------------|
| MUP 131 | Class Piano |
| MUP 132 | Class Piano |
| MUP 133 | Class Piano |
| | or |
| MUP 134 | Class Piano |

Music Minor

Required: minimum of 21 semester hours

AOS Code: U429

Requirements

1. Theory:

| | |
|---------|-----------------|
| MUS 101 | Music Theory I |
| MUS 102 | Music Theory II |
| MUS 105 | Ear-Training I |
| MUS 106 | Ear-Training II |

2. History:

| | |
|---------|----------------------------|
| MUS 135 | Introduction to Musicology |
|---------|----------------------------|

3. Performance Studies (4 s.h.)

Must include at least 1 s.h. of the following:

| | |
|---------|---------------------|
| MUP 252 | Performance Studies |
|---------|---------------------|

4. Large Ensemble: 4 s.h.

5. Music Electives: 4 s.h.

(may not use MUS 241)

MUSIC COURSES (MUS)

Music courses are listed under the following headings:
Music Education • Music Performance • Music Studies •
Music, Theatre and Dance

Some of the following courses may not be available every year.

Inquire at the School of Music, Theatre and Dance for schedule.

MUS 100 Fundamentals of Music (2:3)

Fundamentals of Western music theory, staves, clefs, rhythm, meter, key signatures, scales, and intervals.

Offered: Fall

Notes: For non-music majors and music majors and minors who did not pass the fundamentals exam.

MUS 101 Music Theory I (2:3)

Basic principles of the Western musical language. Rhythm and meter, scales, triads, and seventh chords; fundamentals of part-writing and harmonic progression.

Prerequisite: 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

Offered: Fall & Spring

MUS 102 Music Theory II (2:3)

Continued study of harmony within the diatonic major-minor system; exercises in part-writing and analysis.

Prerequisite: MUS 101 and MUS 105; or permission of theory coordinator

Offered: Spring & Summer

MUS 105 Ear-Training I (1:2)

Music reading and dictation. Performance, aural recognition, and notation of melody, triads, and two-voice counterpoint.

Prerequisite: 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

Offered: Fall & Spring

MUS 106 Ear-Training II (1:2)

Continuation of music reading and dictation. Performance, aural recognition, and notation of melody, rhythm, harmony, and two-voice counterpoint.

Prerequisite: MUS 101 and MUS 105; or permission of theory coordinator

Offered: Spring & Summer

MUS 107 Technology for Musicians I (1:0:2)

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.

Prerequisite: Music major

Offered: Fall

Notes: Formerly MTD 107.

MUS 108 Technology for Musicians II (1:0:2)

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.

Prerequisite: MUS 107 and music major

Offered: Spring

Notes: Formerly MTD 108.

MUS 135 Introduction to Musicology (3:3)

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 musics.

Offered: Spring

Distribution: GE Core: GPR, GE Marker: GN

Notes: Open to all University students.

MUS 201 Music Theory III Musical Structure (2:3)

More advanced study of harmony and musical form within the diatonic major-minor system, with emphasis on modulation and chromatic harmony. Exercises in part-writing and analysis.

Prerequisite: MUS 102 and MUS 106; or permission of theory coordinator

Offered: Fall & Spring

MUS 202 Music Theory IV Musical Structure (2:3)

Basic forms and formal processes of Western music, including binary and ternary forms, theme and variations, fugue, sonata form, and rondo. Exercises in analysis.

Prerequisite: MUS 201 and MUS 205; or permission of theory coordinator

Offered: Spring & Summer

MUS 205 Ear-Training III (1:2)

More advanced music reading and dictation. Performance, aural recognition, and notation of diatonic and chromatic melody, harmony, and two-voice counterpoint.

Prerequisite: MUS 102 and MUS 106; or permission of theory coordinator

Offered: Fall & Spring

MUS 206 Ear-Training IV (1:2)

Continuation of more advanced music reading and dictation. Performance, aural recognition, and notation of melody, harmony, and two-voice counterpoint.

Prerequisite: MUS 201 and MUS 205; or permission of theory coordinator

Offered: Spring & Summer

MUS 301 Theory V, Musical Structure in the Late Nineteenth and Twentieth Centuries (3:3)

Techniques of pitch and temporal organization in music of the 20th century. Analysis of relevant works and composition exercises based on models.

Prerequisite: MUS 202 and MUS 206; or permission of instructor

Offered: Fall & Spring

MUS 331 History of Western Music I (3:3)

Music history of the Western tradition from its beginnings to about 1600.

Prerequisite: MUS 333 or permission of instructor

Offered: Fall

Distribution: GE Core: GHP, CAR: GPM

MUS 332 History of Western Music II (3:3)

History of Western art music traditions from the early Christian era to about 1750.

Prerequisite: MUS 135

Offered: Fall

Distribution: GE Core: GFA, GE Marker: GL

Notes: Open to all university students.

MUS 333 History of Western Music III (3:3)

History of Western art music traditions from about 1750 to the present.

Prerequisite: MUS 332 or permission of instructor

Offered: Spring

Distribution: GE Marker: GL

Notes: Taught as WI (Writing Intensive).

MUS 334 American Music (3:3)

History of music in America. Psalmody, ballads, spirituals, gospel, blues, jazz, bluegrass, musical theater, rhythm and blues, rock and roll, and Native American music.

Prerequisite: MUS 101 and MUS 105; or permission of instructor

Offered: Spring

Distribution: GE Core: GHP, CAR: GMO

Notes: Open to all university students. Formerly MUS 434.

MUS 343 Music Cultures of the World (3:3)

Survey of major world music cultures moving from Africa through the Middle East, Iran, India, Indonesia, Japan, China, and America.

Offered: Fall & Spring & Summer

Distribution: GE Core: GPR, GE Marker: GN

Notes: Open to all university students.

MUS 354 Modern Asia Through Its Music (3:3)

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.

Offered: Alt Spring

Distribution: GE Core: GPR, GE Marker: GN

MUS 355 Experimental Course: Topics in Music Technology (1:1)

Topics to include music notation, recording techniques, Web design in the Performing Arts, technology for music education, mobile technology, and more.

Prerequisite: MUS 107

Offered: Offered fall '12

MUS 411 Experimental Course: Neotonal Music of the 20th Century (3:3)

Using relevant techniques of music analysis, this course will engage master works of 20th-century art music composed in the neotonal idiom.

Prerequisite: MUS 202, MUS 206, and MUS 333

Offered: Offered fall '12

MUS 420 Keyboard Skills for Music Theory (1:0:1)

Instruction and practice leading to the development of functional keyboard skills essential for teaching and advanced study in music theory.

Prerequisite: MUSI major, MUS 202, MUS 206, and MUP 134 (or proficiency); or permission of instructor

Offered: Fall & Spring

Notes: May be taken four (4) times for a total of 4 s.h.

MUS 425 Music of Sub-Saharan Africa (3:3)

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.

Distribution: GE Marker: GN

Notes: Open to all university students.

MUS 426 Experimental Course: Introduction to BioMusic (3:3)

BioMusic is an interdisciplinary field that explores the origins of music-making in animals, including humans. Music and natural sounds are examined in contexts of biodiversity, cultural diversity, and complex communication systems.

Prerequisite: Familiarity with musical notation or permission of instructor

Offered: Offered spring '10

MUS 431 Selected Topics in Ethnomusicology (3:3)

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 455 The Symphonic Tradition (3:3)

Advanced study of symphonic styles and techniques from Baroque era to present.

Prerequisite: MUS 333 or permission of instructor

Notes: Formerly MUS 538.

MUS 485 Music of the Nineteenth Century (3:3)

Examines musical traditions ca. 1789–1914 beyond the survey level. Topics may include gender/sexuality, institutions, nationalism, nature, performance practice, and/or religion.

Prerequisite: MUS 333 or permission of instructor

Notes: Formerly MUS 532.

MUS 486 Music of the Twentieth Century (3:3)

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.

Prerequisite: MUS 333 or permission of instructor

Notes: Formerly MUS 533.

MUS 492 Capstone Seminar in Music Studies (3:3)

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.

Prerequisite: MUS 332 or 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, Theatre and Dance.

Prerequisite: Permission of supervising professor and dean of the School of Music, Theatre and Dance

Offered: Fall & Spring & Summer

Notes: May be repeated for credit if topic varies.

MUS 508 Tonal Counterpoint (3:3)

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.

Prerequisite: MUS 202 and MUS 206; or permission of instructor

Offered: Fall

MUS 510 Advanced Tonal Analysis (3:3)

Analysis of selected major compositions in the tonal repertoire. Reading and discussion of literature on theoretical concepts and on analysis and interpretation.

Prerequisite: MUS 202 and MUS 206; or graduate standing

Offered: Spring

MUS 511 History of Opera (3:3)

Principal opera composers and styles from Monteverdi to the present; analytical study of selected major works.

Prerequisite: MUS 333 or permission of instructor

Offered: Odd Spring

MUS 529 Music before 1600 (3:3)

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.

Prerequisite: MUS 332 or permission of instructor

MUS 530 Music from 1600 to 1800 (3:3)

Examines musical traditions ca. 1600–1800 beyond the survey level. Topics include performance practice,

Academic Departments, Programs, and Courses

nationalism, gender and sexuality, religion, orality/notation, organology, and iconography.

Prerequisite: MUS 332 or permission of instructor

MUS 589 Experimental Course

This number reserved for experimental courses. Refer to the Course Schedule for current offerings.

Music Studies Honors

Requirements

Nine semester hours to consist of:

| | |
|---------|--|
| HSS 490 | Senior Honors Project |
| MUS 333 | History of Western Music III |
| MUS 301 | Theory V, Musical Structure in the Late Nineteenth and Twentieth Centuries |

3 s.h. each

MUS 333, MUS 301: Under certain circumstances, the Music Honors Panel may permit a 500-level course to be taken in place of the listed required courses.

Three semester hours to consist of:

| | |
|---------|--|
| | Any 500-level course in Music |
| | Any Contract Honors course in Music |
| MTD 493 | Honors Work |
| ENG 494 | Honors Seminar |
| | Any Honors course, whether or not in Music |

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

See Music office for further information and guidance about Honors in Music.

School of Nursing

112 Moore Nursing Building
336/334-5010
www.uncg.edu/nur

Faculty

Robin Remsburg, Professor and Dean

Anita S. Tesh, Professor and Associate Dean

Eileen M. Kohlenberg, Professor and Associate Dean

Debra Wallace, Professor and Associate Dean for Research

Professors Barba, Cote-Arsenault, Crane, Ivanov, Kennedy-Malone, Letvak, Lewallen, Rasch

Associate Professors Bartlett, Hu, Kautz, Krowchuk, Rossen, Van Horn

Clinical Professors Cowen, DeBrew, Lehman, Lutz, McNeal, Sandoval

Clinical Associate Professors Collins, Hancock, VonCannon

Assistant Professors Amirehsani, Davis, Hensley-Hannah, Jenkins, Newman, Wall

Clinical Assistant Professors Kordsmeier, Leiper, Mullins, Rankin, Stanford

Clinical Instructors Granger, Lamberson, Lavoie-Vaughan, McAlhany

Visiting Associate Professors Courts, Karb

Visiting Assistant Professors Maree, Rieker

Lecturers Bethel, Callicutt, Christman, Dodson, Gustaveson, Hicks, McCoy, Mumford, Smith

Adjunct Faculty

Adjunct Professor Cowling

Adjunct Associate Professor Shattell, Woodard

Adjunct Assistant Professors Beard, Gonzales, Kring, Liner, Ouellette, Stintich

Adjunct Instructors Bigelow, Brodrick, Clapp, Clegg, Harrelson, Hausner, Hicks, Johnson, Kearney, Lackey, Lewter, Mack, McIver, Murphy, Patton, Pedaline, Rhew, Shedlick, Stone, Summerall, Tyndall

Mission Statement

The mission of the UNCG School of Nursing is to make a difference in the lives of nursing students and the communities it serves by being inclusive, collaborative, and responsive. The School of Nursing is a:

- *Learner-centered community preparing nursing generalists, specialists, and researchers.*
- *Scholarly community advancing knowledge through collaborative research that will enhance the discipline of nursing and health of persons across the lifespan.*
- *Diverse school integrating intercultural and international perspectives into learning, inquiry, and service.*

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, humanities, and basic nursing. 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, administration, and clinical practice. This program has a strong research emphasis and is founded on specialization in clinical practice. 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 Ph.D. in Nursing to prepare nurses as scientists in academia and industry.

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. The B.S.N. program is accredited by the Accreditation Commission for Education in Nursing (ACEN). For information, contact the ACEN at 3343 Peachtree Road NE, Suite 850, Atlanta, Georgia 30326, or on the Web at www.nlnac.org.

The B.S.N. program is accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120, 202/887-6791.

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. 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 dysfunctions. 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 advanced practice registered nurses, administrators, and educators. At the doctoral level, nurses are prepared as scientists to practice in academia and industry and as advanced practice registered nurses for delivery of healthcare.

Admission & 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 advanced 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 Undergraduate 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 development of a health history, identifying problems, explaining alternative solutions; teaching, directing, and counseling during treatment and post-treatment
- Sufficient skills to communicate in ways that are safe and not unduly alarming to patients, family members, and other members of the health care team

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 timely requests a reasonable accommodation, an interactive process involving the student, Associate Dean for Undergraduate Programs in the School of Nursing, relevant faculty members and the Office of Disability Services will be commenced to determine what, if any, accommodations will be provided to the student.

In all cases where a student has timely requested an accommodation, the student must cooperate with the Associate Dean for Undergraduate Programs in the School of Nursing and Office of Disability 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 Disability 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: 1) an SAT Critical Reading score of at least 500 and an SAT Mathematics score of at least 500 or 2) 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 fifteen (15) semester 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:

1. Overall grade point average of 3.0 or higher

2. A grade of B- (2.70) or higher in:

| | |
|---------|---|
| NUR 210 | Concepts in Nursing and |
| NUR 220 | Nursing Assessment of Well Individuals |

3. A grade of C (2.0) or better in each of the following courses:

| | |
|---------|------------------|
| BIO 271 | Human Anatomy |
| BIO 277 | Human Physiology |

| | |
|---------|--|
| BIO 280 | Fundamentals of Microbiology |
| HDF 211 | Human Development Across the Life Span |
| PSY 121 | General Psychology |
| CHE 104 | General Descriptive Chemistry II |
| SOC 101 | Introduction to Sociology |
| | or |
| SOC 202 | Social Problems in Global Context |
| | Or |
| ATY 100 | Contemporary Non-Western Cultures |

4. 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.

Students may not enroll in nursing courses beyond the foundation level courses cited above 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.

Priority Admissions

Priority in admission (subject to space availability) will be granted to students who meet the following criteria:

- a. Enter UNCG as new, first-time freshmen**
- b. Earn a cumulative GPA of 3.50 by the end of the third semester**
- c. Complete all but one of the required science courses by the end of the third semester**

(courses must be completed at UNCG) with a 3.0 (B) or better in each course

| | |
|---------|----------------------------------|
| CHE 104 | General Descriptive Chemistry II |
| BIO 271 | Human Anatomy |
| BIO 277 | Human Physiology |
| BIO 280 | Fundamentals of Microbiology |

d. Complete three (3) semesters at UNCG (minimum of 45 semester hours)

e. Receive a positive evaluation from the faculty member in:

| | |
|---------|---------------------|
| NUR 210 | Concepts in Nursing |
|---------|---------------------|

f. Meet all other admission requirements for the upper division nursing major.

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 following:

- a. Cumulative GPA for all college-level courses completed**
- b. Grades earned in the required science, social science, and English courses**
- c. Grade improvement over time**
- d. Probability of completing all required courses in the next four semesters**
- e. Nursing 210 reference form or equivalent**
- f. 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 semester hours required for graduation. The registered nurse who has completed the prerequisite academic work and is ready to enter the professional major may earn up to 30 hours of credit for selected courses by special examination. Students must pass the Special Examinations before registering for NUR 370. Applications for special examinations are available in the Advising Center of the School of Nursing. Registered nurse students must make a C (2.0) or better in NUR 370 and NUR 371 to be admitted into the 400-level nursing 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. The length of time required to complete the program varies with each individual.

Criteria for Progression in the Major

- Students must earn a grade of C (2.0) or better in all required 300- and 400-level nursing courses in order to progress and graduate. An overall grade point average of 2.0 or better is required to graduate.
- Failure to earn a grade of C (2.0) or better will result in immediate dismissal from the School of Nursing.
- 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 300- and 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 Admission, Progression, and 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 (undergraduates) or the Director of Graduate Studies (graduate students). The Student Appeal Request form may be printed from the School of Nursing Web site, www.uncg.edu/nur.

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 BIO 111 which is prerequisite for BIO 271, BIO 277, and BIO 280.
4. The pre-licensure B.S.N. program is designed to be completed in eight (8) semesters [four (4) academic years] of full-time study. Some students may wish to spread the requirements over 10 semesters, or to attend summer school. Depending on the number of transfer hours a student brings to UNCG, registered nurses may be able to complete the program in three (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 www.uncg.edu/nur.
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 Web page for the N.C. Board of Nursing for questions.

Clinical Information

1. Nursing majors are required to purchase uniforms—estimated cost is \$180. Uniforms are required for clinical activities in the 300- and 400-level nursing courses. Students usually purchase uniforms in the second semester of the sophomore year.
2. Students will be charged for costs associated with course activities, including the cost of liability (malpractice) insurance (required for students in any clinical course), end of program diagnostic or assessment tests, and junior level lab kits.
3. Students enrolled in 300- and 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.
4. 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
 - 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 titre
 - 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 in 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.

- 5. 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.
- 6. Students are responsible for all costs associated with their own health care. On-campus students taking six (6) or more credit hours are required to have health insurance. Other students are encouraged to have health insurance, and to be familiar with its provisions.
- 7. 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 NUR 474 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 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 Associate Dean for Undergraduate Programs 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 Associate Dean's 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 Associate Dean's 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 #6).

- 8. 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 (cocaine), THC (marijuana), MTD (methadone), mAMP (methamphetamine), MDMA (ecstasy), OPI (opiate), PCP (Phencyclidine), PPX (propoxyphene), 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 PrimeCare 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 PrimeCare are available in the Associate Dean's Office.
- 9. 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 screen testing, 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.

I. 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.

II. Definition

An unsafe practice is defined as:

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.

III. 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 Department Chair within the School of Nursing.

The Course Chair and/or Department Chair 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 Department Chair may require remedial work or instruction for the student.

If the incident is major, the Course Chair or Department Chair, 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 Student Admission, Progression and Appeals Committee. The Department Chair 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.

IV. Hearing Process

The Chair of the School of Nursing Student Admission, Progression, and Appeals Committee will thereafter notify the student, the faculty member, Course Chair, and Department Chair 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 Department Chair 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.

V. Post-Hearing Process

The Dean may accept or reject 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. The application will be reviewed by the School of Nursing Student Admission, Progression and Appeals Committee.

Graduate students in the School of Nursing should refer to the current *Graduate School Bulletin* for the "Policy on Unsafe Practice" for graduate students.

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.

I. 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 Department Chair within the School of Nursing. Upon determination by the faculty, Course Chair, and Department Chair, 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 Student Admission, Progression and 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 working days of written notification of the decision from the Dean.

II. Hearing Process

The Chair of the School of Nursing Student Admission, Progression, and Appeals Committee will thereafter notify the student, the faculty member, the Course Chair, and Department Chair 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 working days at which time the faculty member, Course Chair, and Department Chair 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.

III. 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 under the provisions published in the Undergraduate Bulletin. Graduate students in the School of Nursing should refer to the current edition of *The Graduate School Bulletin* for the "Policy on Dismissal of Students Who Present Physical and/or Emotional Problems that do not respond to Treatment" for graduate students.

Nursing Major (NURS)—B.S.N.

Degree: Bachelor of Science in Nursing (B.S.N.)

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

AOS Codes:

Nursing, U701

Nursing/RN to B.S.N., U702

Nursing/RN 2Plus Program, U710

Nursing/RN ROTC 2Plus Program, U770

Outreach Programs:

Nursing/RN to B.S.N., U702

Nursing/RN 2Plus Program, U710

Student Learning Goals

The baccalaureate program of the School of Nursing prepares graduates to:

1. Practice professional nursing based on inquiry, caring, and standards of practice.
2. Function independently and collaboratively within the health care system to deliver evidence-based nursing care to individuals, families, groups, and communities.

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (3 s.h.)

Student selects 3 s.h. from GLT list.

GFA—Fine Arts (3 s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

- | | |
|---------|-----------------------------------|
| PHI 121 | Contemporary Moral Problems or |
| PHI 220 | Medical Ethics |

Humanities and Fine Arts (3 s.h.)

Student selects additional 3 s.h. from GLT, GFA, or GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (7 s.h.)

- | | |
|---------|-----------------------------------|
| CHE 104 | General Descriptive Chemistry II |
| CHE 110 | Introductory Chemistry Laboratory |
| NTR 213 | Introductory Nutrition |

GMT—Mathematics (3 s.h.)

- | | |
|---------|--|
| STA 108 | Elementary Introduction to Probability and Statistics |
|---------|--|

GRD—Reasoning and Discourse (6 s.h.)

- | | |
|---------|--|
| ENG 101 | College Writing I or |
| FMS 115 | Freshman Seminar in Reasoning and Discourse I or |
| RCO 101 | College Writing I |

Student selects additional 3 s.h. from GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

- | | |
|---------|---|
| ATY 100 | Contemporary Non-Western Cultures or |
| SOC 101 | Introduction to Sociology or |
| SOC 202 | Social Problems in Global Context |

- | | |
|---------|--------------------|
| PSY 121 | General Psychology |
|---------|--------------------|

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

Note: ATY 100 carries the GN marker; SOC 202 carries the GL marker.

One Speaking Intensive (SI) Course

In addition to the SI Marker requirement indicated above, **students must also complete a second SI course within the major.**

required:

- | | |
|---------|----------------------|
| NUR 440 | Nursing Practicum II |
|---------|----------------------|

One Writing Intensive (WI) Course

In addition to the WI Marker requirement indicated above, **students must also complete a second WI course within the major.**

required:

- | | |
|---------|---------------------|
| NUR 425 | Nursing Practicum I |
|---------|---------------------|

III Major and Related Area Requirements**1.**

- | | |
|---------|---|
| NUR 210 | Concepts in Nursing |
| NUR 220 | Nursing Assessment of Well Individuals |
| NUR 310 | Nursing Care of Individuals with Psychosocial Problems |
| NUR 320 | Nursing Care of Adults: Common Physiological Problems |
| NUR 340 | Nursing Care of the Developing Family |
| NUR 350 | Nursing Research and Evidence-Based Practice |
| NUR 360 | Nursing Care of the Emerging Family |
| NUR 380 | Nursing Skills |
| NUR 410 | Nursing Care of the Community of Older Adults |
| NUR 415 | Nursing Leadership and Management |
| NUR 420 | Nursing Care in the Community |
| NUR 425 | Nursing Practicum I |
| NUR 430 | Care of Individuals with Complex Illness |
| NUR 435 | National Council Licensure Examination Review for Registered Nurses |
| NUR 440 | Nursing Practicum II |

NUR 210, NUR 220: Students must have a 3.0 GPA or higher to enroll in NUR 210 and 220. Through August 2004, NUR 210 met the requirement of one Writing Intensive course in the major.

2.

- | | |
|---------|---|
| BIO 271 | Human Anatomy |
| BIO 277 | Human Physiology |
| BIO 280 | Fundamentals of Microbiology |
| CHE 104 | General Descriptive Chemistry II and |
| CHE 110 | Introductory Chemistry Laboratory |
| HDF 211 | Human Development Across the Life Span |
| NTR 213 | Introductory Nutrition |

| | |
|---------|---|
| PHI 121 | Contemporary Moral Problems |
| | or |
| PHI 220 | Medical Ethics |
| PSY 121 | General Psychology |
| SOC 101 | Introduction to Sociology |
| | or |
| SOC 202 | Social Problems in Global Context |
| | or |
| ATY 100 | Contemporary Non-Western Cultures |
| STA 108 | Elementary Introduction to Probability and Statistics |

Completion of both courses in a two-course sequence of Anatomy & Physiology I and II can be used to substitute for Human Anatomy and Human Physiology courses. Completion of one of the two courses can be used to substitute for the 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.

IV Electives

Electives must be sufficient to complete 122 total semester hours required for degree.

NOTE: Requirements listed above in item 2, with the exceptions of:

| | |
|---------|---|
| PHI 121 | Contemporary Moral Problems |
| | or |
| PHI 220 | Medical Ethics |
| STA 108 | Elementary Introduction to Probability and Statistics |
| NTR 213 | Introductory Nutrition and Electives |

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.

Registered Nurse Program

(U702, U710, U770)

(including 2Plus Students)

NOTE: Students who graduate from associate degree nursing programs with which UNCG has a 2+ articulation agreement are not required to meet the UNCG General Education Requirements (GEC) in the categories of Social and Behavioral Sciences (GSB), Natural Sciences (GNS), or Reasoning and Discourse (GRD). Students who graduate from diploma nursing programs or associate degree nursing programs with which UNCG does not have an 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.

I General Education Core Requirements (GEC): for 2Plus Students (U710, U770)

See complete GEC requirements and approved course listings for all categories.

Two courses from any of the following three categories (6 s.h.):

Literature (GLT)
Fine Arts (GFA)
Philosophical/Religious/Ethical (GPR)

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GMT—Mathematics (3 s.h.)

STA 108 Elementary Introduction to Probability and Statistics

Student selects 3 s.h. from GMT list.

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)

two courses carrying GL/GN markers, one of which must carry the GN marker

Department specifies courses for:

Speaking Intensive (SI)

one course carrying the Speaking Intensive (SI) marker.

required:

NUR 472 Nursing Leadership and Management

Writing Intensive (WI)

one course carrying the Writing Intensive (WI) marker.

required:

NUR 370 Concepts of Professional Nursing

III Major and Related Area Requirements for all Registered Nurses**1. Completion of Courses or Credit by Examination**

NUR 210 Concepts in Nursing
 NUR 220 Nursing Assessment of Well Individuals
 NUR 310 Nursing Care of Individuals with Psychosocial Problems
 NUR 320 Nursing Care of Adults: Common Physiological Problems
 NUR 340 Nursing Care of the Developing Family
 NUR 360 Nursing Care of the Emerging Family
 NUR 380 Nursing Skills

2. Completion of Courses

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
 NUR 474 Nursing Practicum, RN to B.S.N.

Three (3) s.h. of an additional NUR elective.

3.

STA 108 Elementary Introduction to Probability and Statistics

(satisfies the GMT requirement)

IV Electives

Electives must be sufficient to complete 122 total semester hours required for degree.

Course Requirements for Special Student Populations**Licensed Practical Nurse Students seeking a B.S.N. (U701):**

Same as for the B.S.N. program, with the following exceptions:

1. LPN students must hold a current, active unrestricted LPN license in North Carolina, or in a state covered by the multi-state Nurse Licensure Compact.

For questions see the NC Board of Nursing Web site.

2. May earn credit (4 s.h.) for the following course by examination:

NUR 210 Concepts in Nursing

Students pursuing the B.S.N. as a second degree (U701):

1. Prerequisite courses include, prior to entering the upper division major:

Anatomy
 Physiology
 Microbiology
 NUR 210 Concepts in Nursing
 NUR 220 Nursing Assessment of Well Individuals

Required pre- or corequisite for NUR 350:

STA 108 Elementary Introduction to Probability and Statistics

The same Minimum Criteria for Admission apply.

2. Second degree students must also apply for admission to the upper division major.

3. Completion of other University requirements for the degree.

4. Satisfactory completion of the required 300- and 400-level courses

NUR 310 Nursing Care of Individuals with Psychosocial Problems
 NUR 320 Nursing Care of Adults: Common Physiological Problems
 NUR 340 Nursing Care of the Developing Family
 NUR 350 Nursing Research and Evidence-Based Practice
 NUR 360 Nursing Care of the Emerging Family
 NUR 380 Nursing Skills
 NUR 410 Nursing Care of the Community of Older Adults
 NUR 415 Nursing Leadership and Management
 NUR 420 Nursing Care in the Community
 NUR 425 Nursing Practicum I
 NUR 430 Care of Individuals with Complex Illness
 NUR 435 National Council Licensure Examination Review for Registered Nurses
 NUR 440 Nursing Practicum II

Registered Nurse Students seeking a B.S.N.

(U702, U710, U770):

1. Satisfactory completion of:

NUR 370 Concepts of Professional Nursing
 NUR 371 Nursing Health Assessment

2. May earn credit (30 s.h.) for the following courses by examination:

NUR 210 Concepts in Nursing
 NUR 220 Nursing Assessment of Well Individuals
 NUR 310 Nursing Care of Individuals with Psychosocial Problems

| | |
|---------|---|
| NUR 320 | Nursing Care of Adults: Common Physiological Problems |
| NUR 340 | Nursing Care of the Developing Family |
| NUR 360 | Nursing Care of the Emerging Family |
| NUR 380 | Nursing Skills |

The cost of taking the exams one time is approximately \$180. There is an additional charge to the student for posting credit to the transcript.

3. Satisfactory completion of:

| | |
|---------|--|
| 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 |
| NUR 474 | Nursing Practicum, RN to B.S.N. and one NUR elective |

Example nursing electives include:

| | |
|---------|---|
| NUR 330 | Women's Health Across the Life Span |
| NUR 345 | Basic Health Management of Children |
| NUR 405 | Pharmacology in Nursing and 500-level nursing courses |

4. Completion of the GEC requirements

(See complete GEC requirements and approved course listings)

5. Students must also meet the Residency Requirement of 31 s.h. of course work earned at UNCG.

Credit for the Special Examinations does not apply toward the Residency Requirement.

6. Completion of sufficient electives to earn a minimum of 122 s.h.

7. Completion of other University requirements for the degree.

8. 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 Web site.

Nursing Honors

For information on Latin Honors, see Graduation with Latin 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. For information about these options, see Honors Programs.

Requirements

UNCG GPA of 3.30 or higher at graduation

At least 12 s.h. of Honors course work with grades of at least B (3.0) as follows:

6–9 hours of Honors course work in the major

| | |
|---------|---|
| NUR 493 | contract courses in Nursing Honors Work or any 500-level NUR courses and/or |
|---------|---|

1–3 s.h. of other Honors course work, and

3 s.h. in the form of:

| | |
|---------|-----------------------|
| HSS 490 | Senior Honors Project |
|---------|-----------------------|

Contract courses in Nursing include the following:

Pre-licensure program:

| | |
|---------|--|
| NUR 310 | Nursing Care of Individuals with Psychosocial Problems |
| NUR 320 | Nursing Care of Adults: Common Physiological Problems |
| NUR 330 | Women's Health Across the Life Span |
| NUR 340 | Nursing Care of the Developing Family |
| NUR 345 | Basic Health Management of Children |
| NUR 350 | Nursing Research and Evidence-Based Practice |
| NUR 360 | Nursing Care of the Emerging Family |
| NUR 390 | Culture and Health Care |
| NUR 405 | Pharmacology in Nursing |
| NUR 410 | Nursing Care of the Community of Older Adults |
| NUR 415 | Nursing Leadership and Management |
| NUR 420 | Nursing Care in the Community |
| NUR 430 | Care of Individuals with Complex Illness |
| NUR 496 | Nutrition as a Nursing Intervention |

RN to B.S.N. program:

| | |
|---------|--|
| NUR 330 | Women's Health Across the Life Span |
| NUR 345 | Basic Health Management of Children |
| NUR 370 | Concepts of Professional Nursing |
| NUR 371 | Nursing Health Assessment |
| NUR 390 | Culture and Health Care |
| NUR 405 | Pharmacology in Nursing |
| 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 |
| NUR 496 | Nutrition as a Nursing Intervention |

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

See Debra Stanford, Moore Nursing Building, for advisement regarding Honors in Nursing.

NURSING COURSES (NUR)

NUR 110 Introduction to Nursing: Academic Preparation and Professional Practice (2:2)

Introduction to professional nursing practice with development of academic skills and knowledge of university resources related to the nursing major.

Prerequisite: Freshman pre-nursing major or permission of course faculty

Offered: (Fall & Spring)

NUR 210 Concepts in Nursing (4:3:3)

Introduction to basic concepts in nursing. Laboratory activities encourage self-awareness and include exercises in values clarification and communication patterns, with practice of basic nursing skills.

Prerequisite: Sophomore standing; overall GPA 3.0 or higher at the end of the preceding spring semester, and completion of BIO 271 or BIO 277 with a grade of C or better

Corequisite: Concurrent enrollment in BIO 271, BIO 277, or BIO 280, if not already completed

Offered: (Fall)

Notes: Students must receive a grade of B- or higher in NUR 210 for acceptance into the Nursing Major.

NUR 220 Nursing Assessment of Well Individuals (4:3:3)

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.

Prerequisite: Sophomore standing; overall GPA 3.0 or higher; completion of NUR 210 with a grade of B- or higher; completion of at least two (2) of the following with grades of C or higher: BIO 271, BIO 277, BIO 280

Offered: (Spring)

Notes: Students must receive a grade of B- or higher in NUR 220 for acceptance into the Nursing Major.

NUR 310 Nursing Care of Individuals with Psychosocial Problems (5:3:6)

Nursing care of individuals who have mental health or psychosocial problems. Clinical activities in selected mental health settings.

Prerequisite: NUR 210, NUR 220; admission to NURS major; overall minimum GPA of C (2.0)

Offered: (Fall & Spring)

Notes: Students must provide own transportation to practicum experiences.

NUR 320 Nursing Care of Adults: Common Physiological Problems (5:3:6)

Nursing care of adults who have common physiological problems. Clinical activities in medical or surgical units within acute care settings.

Prerequisite: NUR 210, NUR 220; admission to NURS major; overall minimum GPA of C (2.0)

Offered: (Fall & Spring)

Notes: Students must provide own transportation to practicum experiences.

NUR 330 Women's Health Across the Life Span (3:3)

Women and their health. Incorporating selected health issues, physical and developmental changes in the life cycle, health maintenance, and health problems.

Offered: Occ

Notes: Taken as elective credit for nursing majors.

NUR 340 Nursing Care of the Developing Family (5:3:6)

Nursing care of growing children in maturing family. Wellness emphasized, with the study of illness, disease, or dysfunction. Clinical activities in agencies where care is provided for children.

Prerequisite: NUR 210, NUR 220; admission to NURS major; overall minimum GPA of C (2.0)

Offered: (Fall & Spring)

Notes: Students must provide own transportation to practicum experiences.

NUR 345 Basic Health Management of Children (3:3)

Health appraisal and recognition of symptoms of illness in children. Emphasizes needs of children in group settings from infancy through elementary school age.

Prerequisite: HDF 211

Offered: (Spring)

NUR 350 Nursing Research and Evidence-Based Practice (3:3)

Introduction to the professional nurse's roles in research and evidence-based practice.

Prerequisite: Admission to NURS major, overall minimum GPA of C (2.0)

Corequisite: Pr. or Coreq. STA 108 or equivalent, NUR 310, NUR 320, NUR 340, NUR 360, NUR 380

NUR 360 Nursing Care of the Emerging Family (5:3:6)

Nursing care of families experiencing birth of an infant. Wellness emphasized, with the study of illness, disease, or dysfunction. Clinical activities in agencies where care is provided for parents and newborns.

Prerequisite: NUR 210, NUR 220; admission to NURS major; overall minimum GPA of C (2.0)

Offered: (Fall & Spring)

Notes: Students must provide own transportation to practicum experiences.

NUR 370 Concepts of Professional Nursing (3:3)

Study of basic concepts in professional nursing.

Prerequisite: Must be licensed Registered Nurse; successful completion of the NLN ACE II Examinations or equivalent; overall minimum GPA of C (2.0); STA 108; satisfaction of general education requirements for GHP, GNS, GSB, GRD & GRD1

Offered: (Fall & Spring)

Notes: Taught as Writing Intensive (WI).

NUR 371 Nursing Health Assessment (3:2:3)

Study of the health assessment of individuals over the life span. Laboratory activities promote the development of assessment skills.

Prerequisite: Must be licensed Registered Nurse; overall minimum GPA of C (2.0)

Offered: (Fall & Spring)

NUR 380 Nursing Skills (2:1:3)

Introduction and practice of nursing skills necessary for care of clients in clinical settings.

Prerequisite: NUR 210 and NUR 220; admission to NURS major; overall minimum GPA of C (2.0)

Offered: (Fall)

NUR 390 Culture and Health Care (3:3)

Role of culture in structure and delivery of health care in Asia, Africa, Latin America, Eastern Europe, and with selected indigenous peoples.

Offered: (Occ)

Distribution: GE Marker: GN

Notes: Open to both non-Nursing and Nursing majors.

NUR 405 Pharmacology in Nursing (3:3)

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.

Prerequisite: Admission to the School of Nursing or permission of instructor

Offered: (Spring)

NUR 410 Nursing Care of the Community of Older Adults (3:3)

Nursing care of older adults: theories of aging, physiological/psychological functioning, impact of developmental changes, illness, and dysfunction.

Prerequisite: NUR 310, NUR 320, NUR 340, NUR 360, or equivalent; admission to NURS major; overall minimum GPA of C (2.0)

Offered: (Fall)

NUR 415 Nursing Leadership and Management (3:3)

Introduction to the leadership and management roles of the professional nurse in health care organizations.

Prerequisite: NUR 310, NUR 320, NUR 340, NUR 350, NUR 360, NUR 380, or equivalent; admission to NURS major; overall minimum GPA of C (2.0)

Offered: (Fall)

NUR 420 Nursing Care in the Community (3:3)

Nursing care of individuals, families, and groups within the community setting. Exploration of environmental characteristics and resources.

Prerequisite: NUR 310, NUR 320, NUR 340, NUR 360, or equivalent; admission to NURS major; overall minimum GPA of C (2.0)

Offered: (Fall)

NUR 425 Nursing Practicum I (4:0:12)

Clinical application of theories, concepts, and research in gerontological and community nursing. Emphasis on the leadership/ management roles of the professional nurse.

Corequisite: NUR 410, NUR 415, and NUR 420; admission to NURS major; overall minimum GPA of C (2.0)

Offered: (Fall)

Notes: Grade: Pass/Not Pass (P/NP). Taught as Writing Intensive. Students must provide own transportation to practicum experiences.

NUR 430 Care of Individuals with Complex Illness (5:3:6)

Nursing care of individuals/families with complex, multi-system illness. A case study approach to plan, manage, and evaluate patient care outcomes.

Prerequisite: NUR 410, NUR 415, NUR 420, and NUR 425; admission to NURS major; overall minimum GPA of C (2.0)

Offered: (Spring)

Notes: Students must provide own transportation to practicum experiences.

NUR 435 National Council Licensure Examination Review for Registered Nurses (2:1:3)

Preparatory review for the National Council Licensure Examination for Registered Nurses.

Prerequisite: NUR 410, NUR 415, NUR 420, and NUR 425; admission to NURS major; overall minimum GPA of C (2.0)

Corequisite: NUR 430

Offered: (Spring)

Notes: Grade: Pass/Not Pass (P/NP).

NUR 440 Nursing Practicum II (6:1:15)

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.

Prerequisite: NUR 430; admission to NURS major; overall minimum GPA of C (2.0)

Corequisite: NUR 435

Offered: Spring

Notes: Taught as Speaking Intensive (SI). 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 460 Nursing Care of Vulnerable Adult Populations (3:1:6)

Community health nursing clinical elective for the registered nurse with an emphasis on vulnerable adults.

Prerequisite: Current unrestricted N.C. RN license or unrestricted RN license in a state covered by the multistate Nurse Licensure Compact; students must provide own transportation.

Offered: Summer

Notes: Grade: Pass/Not Pass (P/NP).

NUR 470 Community Health Nursing Concepts and Care (3:3)

Nursing concepts and care of individuals, families, and groups within community settings.

Prerequisite: Completion of NUR 370 and NUR 371, and successful completion of the NLN ACE II Examinations or equivalent; overall minimum GPA of C (2.0)

Offered: (Fall)

Notes: 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 (3:3)

Nursing concepts and care of older adults: theories of aging, physiological/psychological functioning, impact of developmental changes, illness, and chronic dysfunction.

Prerequisite: Completion of NUR 370 and NUR 371, and successful completion of the NLN ACE II Examinations or equivalent; overall minimum GPA of C (2.0)

Offered: (Spring)

Notes: 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 (3:3)

The professional nurse's role in applying principles of leadership and management in health care organizations across the continuum of care.

Prerequisite: Completion of NUR 370 and NUR 371, and successful completion of the NLN ACE II Examinations or equivalent; overall minimum GPA of C (2.0)

Offered: Fall

Notes: Current unrestricted North Carolina RN license or unrestricted RN license in a state covered by the multi-state Nurse Licensure Compact. Taught as SI(Speaking Intensive).

NUR 473 Nursing Research (3:3)

Introduction to nursing research and the professional nurse's role in research.

Prerequisite: Completion of NUR 370 and NUR 371, and successful completion of the NLN ACE II Examinations or equivalent; overall minimum GPA of C (2.0).

Offered: (Spring)

Notes: 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. (4:1:9)

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.

Prerequisite: Pr. or Coreq. NUR 470, NUR 471, NUR 472, NUR 473; satisfaction of all general education requirements; overall minimum GPA of C (2.0)

Offered: (Fall or Spring)

Notes: Grade: Pass/Not Pass (P/NP). Requires current unrestricted North Carolina RN license or unrestricted RN license in a state covered by the multi-state Nurse Licensure Compact. Students must provide own transportation to practicum experiences.

NUR 492 Independent Study (1–3:1–3)

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.

Prerequisite: Approval must be granted by a nursing faculty member prior to registration.

Offered: (Fall or Spring)

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 (3:3)

Nursing implications of nutrition for management of selected conditions and disease states.

Offered: (Occ)

NUR 505 Computer Applications in Nursing (3:2:3)

An introduction to computer applications in nursing. Practical experience with microcomputers and generic software applicable to patient care and nursing management. Lab assignments will vary to meet specific learning needs.

Prerequisite: Basic understanding of microcomputers or permission of instructor

Offered: (Occ)

Notes: Not recommended for Nursing Administration majors.

NUR 540 Budget Development and Analysis of Nursing Services (3:3)

An introduction to the principles of fiscal management, health care agency accounting practices, and nurse manager's role in the budgeting process.

Offered: (Spring)

NUR 541 Nursing Case Management: Coordinating Systems of Care (4:2:6)

Theory and practice of nursing case management for diverse populations across the health care continuum.

Prerequisite: Licensure as a Registered Nurse

Offered: (Fall)

NUR 550 Pathophysiology for Advanced Nursing (3:3)

The physiological changes across the life span and common pathophysiological mechanisms.

Offered: (Fall & Spring)

NUR 551 Instructional Technologies in Nursing and Patient Education (3:3)

Selection, development, use, and evaluation of instructional media and technologies for diverse populations in nursing practice and education settings.

Offered: (Fall)

NUR 561 Scope of Gerontological Healthcare (3:3)

Aging theories and concepts; demographics, health problems, treatments, supports, and the role of the gerontological healthcare professional.

Offered: (Occ)

NUR 580 Psychoneuroimmunology and Holistic Care (3:3)

Mind-brain-body interactions and holistic views of health. Relation of traditional, integrative, alternative and complementary therapies to holistic care.

Offered: (Occ)

NUR 581 End-of-Life Care (3:3)

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.

Offered: (Occ)

NUR 589 Experimental Course

This number reserved for experimental courses. Refer to the Course Schedule for current offerings.

Department of Nutrition

School of Health and Human Sciences
318 Stone Building
336/334-5313
<http://hhs.uncg.edu/wordpress/ntr>

Faculty

J. Lee Beverly, Professor and Chair of Department

Professors Kipp, Loo, Lovelady, McIntosh, Zhou

Associate Professors Erikson, Haldeman, Morrison

Assistant Professors Brown, Dharod, Shriver

AP Assistant Professor Strickland

AP Instructors Hawkins, Ross

Adjunct Professors Dillard, Gruchow

Adjunct Associate Professors Bell, Katula, Raner

Nutrition Major (NUTR)—B.S.

Degree: Bachelor of Science

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

Available Concentrations and AOS Codes:

Human Nutrition and Dietetics, U552 (AND
Didactic Program in Dietetics)

Nutrition Science, U550

Nutrition and Wellness, U533

The Department of Nutrition offers course instruction, research experience, and fieldwork opportunities. The curriculum is designed to train students in the following three areas of focus:

1. **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 of 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), 120 S. Riverside Plaza, Suite 2000, Chicago, IL 60606, 312/899-0040.

2. **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.
3. **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.

Criteria for Progression in the Major

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 for NTR 531, NTR 560, and NTR 573 to enroll in these 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-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 (semester hours), depending upon their study habits, learning abilities, and course work requirements.

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (3 s.h.)

Student selects 3 s.h. from GLT list.

GFA—Fine Arts (3 s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

Humanities and Fine Arts (3 s.h.)

Student selects additional 3 s.h. from GLT, GFA, or GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (7 s.h.)

Nutrition Science Concentration

BIO 111 Principles of Biology I

CHE 111 General Chemistry I

Human Nutrition & Dietetics and Nutrition & Wellness Concentrations

BIO 111 Principles of Biology I

CHE 103 General Descriptive Chemistry I

GMT—Mathematics (3 s.h.)

MAT 115 College Algebra

or

STA 108 Elementary Introduction to Probability and Statistics

GRD—Reasoning and Discourse (6 s.h.)

ENG 101 College Writing I

or

FMS 115 Freshman Seminar in Reasoning and Discourse I

or

RCO 101 College Writing I

Student selects additional 3 s.h. from GRD list.

Required for Nutrition and Wellness Concentration

CST 105 Introduction to Communication Studies

GSB—Social and Behavioral Sciences (6 s.h.)

Student selects 6 s.h. from GSB list.

Required for Human Nutrition & Dietetics and Nutrition & Wellness Concentrations

PSY 121 General Psychology

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major and Related Area Requirements

Students must earn grades of C (2.0) or better in **all** major and related area required courses.

Human Nutrition and Dietetics Concentration

1.

| | |
|-----------------|---|
| NTR 103 | Food Selection and Preparation |
| NTR 203 | Basic Quantitative Principles in Food and Nutrition |
| NTR 213 | Introductory Nutrition |
| NTR 282 | Introduction to Dietetics |
| NTR 302 | Nutrition Education and Application Processes |
| NTR 309 | Quantity Food Procurement and Production |
| NTR 313 | Nutrition Throughout the Life Cycle |
| NTR 403 | Food Science and Technology |
| NTR 413 | Intermediate Nutrition |
| NTR 421 | International Nutrition and Cultural Foods |
| NTR 423 | Community Nutrition |
| NTR 426 | Management Practices for Dietetics |
| NTR 482 | Professionalism in Dietetics |
| NTR 531 | Nutrition and Human Metabolism |
| NTR 550 | Nutrition Assessment |
| NTR 560 | Advanced Nutrition |
| NTR 573 | Medical Nutrition Therapy |
| NTR 576/KIN 576 | Nutrition and Physical Fitness |
| | or |
| KIN 375 | Physiology of Sport and Physical Activity |

2. Related areas:

| | |
|---------|-----------------------------------|
| 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 |

*STA 108 satisfies GMT; BIO 111 and CHE 103 satisfy GNS requirement; MAT 115 satisfies GMT; PSY 121 satisfies one GSB requirement.

Nutrition Science Concentration

1.

| | |
|---------|---|
| NTR 213 | Introductory Nutrition |
| NTR 302 | Nutrition Education and Application Processes |
| NTR 313 | Nutrition Throughout the Life Cycle |
| NTR 413 | Intermediate Nutrition |
| NTR 531 | Nutrition and Human Metabolism |
| NTR 550 | Nutrition Assessment |
| NTR 560 | Advanced Nutrition |
| NTR 573 | Medical Nutrition Therapy |

2. Related areas:

| | |
|---------|---|
| BIO 111 | Principles of Biology I |
| BIO 112 | Principles of Biology II |
| BIO 277 | Human Physiology |
| BIO 355 | Cell Biology |
| BIO 356 | Cell Biology Laboratory |
| BIO 481 | General Microbiology |
| 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 |

*MAT 115 satisfies GMT; BIO 111 and CHE 111 satisfy GNS.

Nutrition and Wellness Concentration

1.

| | |
|---------|---|
| NTR 103 | Food Selection and Preparation |
| NTR 203 | Basic Quantitative Principles in Food and Nutrition |
| NTR 213 | Introductory Nutrition |
| NTR 302 | Nutrition Education and Application Processes |
| NTR 313 | Nutrition Throughout the Life Cycle |
| NTR 403 | Food Science and Technology |

| | |
|-----------------|--|
| NTR 413 | Intermediate Nutrition |
| NTR 421 | International Nutrition and Cultural Foods |
| NTR 423 | Community Nutrition |
| NTR 550 | Nutrition Assessment |
| NTR 576/KIN 576 | Nutrition and Physical Fitness |

2. Public Health Education course:

| | |
|---------|-----------------|
| HEA 201 | Personal Health |
|---------|-----------------|

3. Kinesiology courses:

| | |
|---------|---|
| KIN 220 | Physical Fitness for Life |
| KIN 375 | Physiology of Sport and Physical Activity |
| KIN 376 | Biomechanics of Sport and Physical Activity |

4. Natural Sciences courses:

| | |
|---------|-----------------------------------|
| BIO 271 | Human Anatomy |
| BIO 277 | Human Physiology |
| CHE 104 | General Descriptive Chemistry II |
| CHE 110 | Introductory Chemistry Laboratory |

5. Counseling and Education course:

| | |
|---------|----------------|
| CED 310 | Helping Skills |
|---------|----------------|

6. Mathematics course:

| | |
|---------|-----------------|
| MAT 115 | College Algebra |
|---------|-----------------|

or pass placement exam

7. Selected Electives

Four (4) of the following; two (2) must have an HEA prefix.

| | |
|---------|--|
| CTR 102 | Creating a Meaningful Life |
| CTR 201 | Introduction to Community Leadership |
| HEA 207 | International Health |
| HEA 308 | Introduction to Public Health |
| HEA 310 | Emotional Health |
| HEA 314 | Public Health Diseases |
| HEA 315 | Epidemiology |
| HEA 316 | Environmental Health |
| HEA 333 | Health of Women |
| HEA 334 | Community Health |
| HEA 347 | Health Problems of Lower Income Groups |
| HEA 450 | Current Health Problems |
| HEA 470 | Adolescent Health |
| HEA 471 | Immigrant and Refugee Health |
| HDF 211 | Human Development Across the Life Span |
| KIN 230 | Psychological Skills for Optimal Performance |
| KIN 520 | Physical Activity Programs for Underserved Youth |
| SOC 361 | Health and Society |

8. Additional requirements:

| | |
|---------|---------------------------------|
| BIO 111 | Principles of Biology I |
| CHE 103 | General Descriptive Chemistry I |

| | |
|---------|---|
| CST 105 | Introduction to Communication Studies |
| ENG 101 | College Writing I |
| ISM 110 | Business Computing I |
| PSY 121 | General Psychology |
| STA 108 | Elementary Introduction to Probability and Statistics |

IV Electives

Electives sufficient to complete total semester hours required for degree.

Nutrition Minor

Required: minimum of 15 semester hours

AOS Code: U553

Requirements

A student must earn a grade of C (2.0) or better in all required courses:

| | |
|---------|--------------------------------|
| NTR 103 | Food Selection and Preparation |
| NTR 213 | Introductory Nutrition |

and three (3) of the following:

| | |
|-----------------|--|
| NTR 313 | Nutrition Throughout the Life Cycle |
| NTR 413 | Intermediate Nutrition |
| NTR 421 | International Nutrition and Cultural Foods |
| NTR 423 | Community Nutrition |
| NTR 531 | Nutrition and Human Metabolism |
| NTR 543 | Maternal and Infant Nutrition |
| NTR 550 | Nutrition Assessment |
| NTR 560 | Advanced Nutrition |
| NTR 573 | Medical Nutrition Therapy |
| NTR 576/KIN 576 | Nutrition and Physical Fitness |

Nutrition Disciplinary Honors

Requirements

Twelve semester hours to consist of:

Fall semester of senior year:

| | |
|------------|-------------|
| 3 s.h. of: | |
| NTR 493 | Honors Work |

Spring semester of senior year:

| | |
|------------|-------------|
| 3 s.h. of: | |
| NTR 493 | Honors Work |

6 s.h. of any 500-level NTR course

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 3.30 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 COURSES (NTR)

NTR 103 Food Selection and Preparation (3:3)

Basic scientific principles of food preparation with emphasis on standards of selection, purchasing, preparation, storage, and preservation.

Offered: Fall & Spring

NTR 203 Basic Quantitative Principles in Food and Nutrition (1:0:3)

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.

Prerequisite: Grade of C (2.0) or better in MAT 115; NUTR major or minor

Corequisite: Pr. or Coreq. NTR 103

Offered: Fall & Spring

NTR 213 Introductory Nutrition (3:3)

Basic principles of human nutrition with emphasis on the nutrients and factors which affect their utilization in the human body.

Offered: Fall & Spring

Distribution: GE Core: GNS, CAR: GLS

NTR 282 Introduction to Dietetics (1:1)

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.

Prerequisite: NUTR major; sophomore, junior, or senior standing

NTR 302 Nutrition Education and Application Processes (3:3)

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.

Prerequisite: Grade of C (2.0) or better in NTR 213, ENG 101, and ISM 110, or permission of instructor

Offered: Fall & Spring

NTR 309 Quantity Food Procurement and Production (3:2:3)

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.

Prerequisite: Grade of C (2.0) or better in NTR 203

Offered: Fall & Spring

NTR 313 Nutrition Throughout the Life Cycle (3:3)

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.

Prerequisite: Grade of C (2.0) or better in NTR 213 or permission of instructor

Offered: Spring

NTR 401 Special Problems in Nutrition (1–4)

Individual study. Conference hours to be arranged.

NTR 403 Food Science and Technology (2:2)

Lecture covering experimental study of factors regulating the preparation of standard food products and review of current developments in food technology.

Prerequisite: 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

Corequisite: NTR 403L

Offered: Fall & Spring

NTR 403L Food Science and Technology Laboratory (1:0:3)

Laboratory covering experimental study of factors regulating the preparation of standard food products and review of current developments in food technology.

Prerequisite: Pr. 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

Corequisite: Coreq. NTR 403

Offered: Fall & Spring

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 (3:3)

Digestion, absorption, transport, metabolism, and function of macro- and micronutrients and phytochemicals, with emphasis on their roles in health promotion and disease prevention.

Prerequisite: Grade of C (2.0) or better in NTR 213, BIO 111, BIO 277, CHE 103, CHE 104

Offered: Fall

NTR 421 International Nutrition and Cultural Foods (3:2:2)

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.

Prerequisite: NUTR major or minor; grade of C (2.0) or better in NTR 213 and NTR 313

Offered: Spring

NTR 423 Community Nutrition (3:2:3)

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.

Prerequisite: NUTR major or minor; grade of C (2.0) or better in NTR 213, NTR 302, and NTR 313; or permission of instructor

Offered: Spring

NTR 426 Management Practices for Dietetics (3:2:3)

Management practices and administration within foodservice and clinical dietetics settings. Operational assessment, evaluation, and cost control related to foodservice systems in commercial and noncommercial settings.

Prerequisite: Grade of C (2.0) or better in NTR 309

Offered: Spring

NTR 427 Undergraduate Research (2–6)

Individual study.

Prerequisite: 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 469 Internship in Nutrition Management (9:0:25)

Internship experience in selected foodservice operations to enhance the educational experience. 400 hours on site plus written and oral final presentation required.

Prerequisite: NTR 303 (last offered spring '09; removed from curriculum effective fall '09), NTR 309, or equivalent, and permission of instructor

NTR 482 Professionalism in Dietetics (1:0:2)

Capstone course in dietetics covering professional practice guidelines, public policy, healthcare systems/policies, reimbursement, and a review of the five subject areas of the Academy of Nutrition and Dietetics and registration exam.

Prerequisite: Minimum grade of C in BIO 277, NTR 313, NTR 413, NTR 531, NTR 550, and NTR 560

Corequisite: NTR 573

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 500 Supervised Professional Experience (1–4:0:3–12)

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 531 Nutrition and Human Metabolism (4:4)

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.

Prerequisite: Grade of C or better in BIO 277, 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

Offered: Spring

NTR 534 Nutrition and Human Metabolism Laboratory (2:1:3)

Analytical procedures, their rationale and interpretations, applicable to the study of human metabolism.

Prerequisite: General chemistry and organic chemistry with labs; NTR 531 (may be taken concurrently)

NTR 543 Maternal and Infant Nutrition (3:3)

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.

Prerequisite: Grade of C (2.0) or better in NTR 213 (or equivalent) and BIO 277 (or equivalent)

NTR 550 Nutrition Assessment (3:2:3)

Assessment of nutritional status of healthy and ill persons before initiation of medical nutrition therapy.

Prerequisite: Pr. grade of C (2.0) or better in BIO 277; NTR 213, NTR 313, NTR 413

Offered: Fall

NTR 553 Child and Adolescent Nutrition (3:3)

Nutritional needs of children and adolescents; methods of evaluating nutritional status of these groups; effects of nutrition on development.

Prerequisite: Grade of C (2.0) or better in NTR 213 or equivalent, and BIO 277 or equivalent

NTR 560 Advanced Nutrition (4:4)

Biochemical and physiological aspects of nutrient metabolism and utilization. Nutrient requirements for maintenance, growth, pregnancy, lactation, work, and aging.

Prerequisite: Grade of C or better in NTR 313, NTR 413, NTR 531, and BIO 277, or equivalents as determined by the instructor

Offered: Fall

NTR 573 Medical Nutrition Therapy (4:3:2)

Clinical aspects of nutrition. Development and use of therapeutic diets to combat nutritional diseases and physiological disorders.

Prerequisite: Grade of C or better in NTR 313, NTR 413, NTR 531, NTR 550, NTR 560, and BIO 277

Offered: Spring

NTR 576 Nutrition and Physical Fitness (3:3)

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.

Prerequisite: Grade of C (2.0) or better in BIO 277, NTR 213, and NTR 413 or equivalent required. KIN 375 recommended.

Offered: Fall

Cross Listed: Same as KIN 576.

NTR 589 Experimental Course

This number reserved for experimental courses. Refer to the Course Schedule for current offerings.

Department of Peace and Conflict Studies

School of Health and Human Sciences

127 McIver Street

336/334-4781

<http://hhs.uncg.edu/wordpress/cps>

Faculty

Cathryne L. Schmitz, Director

Tom Matyok, Assistant Director

Conflict and Peace Studies Major (CNPS)—B.A.

Degree: Bachelor of Arts

AOS Code: U560

Effective fall 2013, the Department of Peace and Conflict Studies will begin accepting students into the Conflict and Peace Studies major. This is a new and exciting major addressing current and significant issues at both the local and global levels. Contact the department for more information.

Conflict and Peace Studies Online Major (OCNP)—B.A.

Degree: Bachelor of Arts

AOS Code: U562

Effective fall 2013, the Department of Peace and Conflict Studies will begin accepting students into the Online Conflict and Peace Studies major. This is a new and exciting major addressing current and significant issues at both the local and global levels. Contact the department for more information.

CONFLICT AND PEACE STUDIES COURSES (CPS)

Please refer to *The Graduate School Bulletin* for graduate-level courses.

CPS 205 Peace and Violence in the Modern World (3:3)

This course is designed to provide a cross-disciplinary examination of violence and peace. Students will be engaged in a lively exploration of world issues and their impact on their neighborhood.

Offered: Fall

CPS 212 Introduction to Peace and Conflict Studies (3:3)

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.

Offered: Spring

CPS 305 Foundations of Peace and Conflict Studies (3:3)

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.

Prerequisite: Junior or senior standing

Offered: Fall

CPS 308 Negotiation (3:3)

The basic strategies, tactics, and styles of negotiation are introduced, explored, and applied. The skills and techniques for practice with individuals and groups will be developed.

Prerequisite: Junior or senior standing

Offered: Fall

CPS 309 Conflict and Culture (3:3)

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.

Prerequisite: Junior or senior standing

Offered: Fall

CPS 312 Conflict Systems and Analysis (3:3)

This course examines the practical and theoretical approaches to evaluating and remediating organizational conflict. Organizational analysis techniques and internal dispute resolution system are explored.

Prerequisite: Junior standing

Offered: Spring

CPS 315 Conflict Transformation (3:3)

Students will explore the field of conflict transformation and will compare/contrast the conceptual models behind conflict resolution, conflict management, and conflict transformation. They will then examine models of conflict transformation in more depth, investigating the implications at the local and global levels.

Prerequisite: Junior standing

Offered: Spring

CPS 318 Facilitation and Mediation (3:3)

Through the study and application of multiple theories, principles, and skills of facilitation, students will learn about consensus building and group facilitation in multiple contexts.

Prerequisite: Junior standing

Offered: Spring

CPS 405 Localizing Peace (3:3)

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.

Prerequisite: Senior standing

Offered: Fall

CPS 409 Conflict Research (3:3)

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.

Prerequisite: Senior standing

Offered: Fall

CPS 415 Interdisciplinary Practice in a Global Space (3:3)

This course explores the complexity of engaging local and global practice that enhances the building and nurturing of civic society in the 21st century. Critically analyze theories of peace and conflict.

Prerequisite: Senior standing

Offered: Spring

CPS 416 Practicum I (3:2:3)

This course is educationally directed learning experienced by performing a range of activities related to entry level practice or engage research. Critical review and analysis of application to the practice or research context.

Prerequisite: CPS 305, CPS 308, CPS 309, CPS 312, CPS 315, CPS 318; Peace and Conflict Studies major; senior standing

Corequisite: CPS 405, CPS 409

Offered: Fall

CPS 417 Practicum II (3:2:3)

Emphasis is placed upon extended application and evaluation in the practice or research environment. Continues critical review and analysis of setting for engagement.

Prerequisite: CPS 416; Conflict and Peace Studies major; senior standing

Offered: Spring

CPS 420 Senior Seminar (3:3)

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.

Prerequisite: CPS 305, CPS 308, CPS 309, CPS 312, CPS 315, CPS 318, CPS 409, and CPS 416; Conflict and Peace Studies major; senior standing

Corequisite: CPS 417

Offered: Spring

CPS 540 Social Entrepreneurship: Justice and a Green Environment (3:3)

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.

Prerequisite: Upper-division undergraduate or graduate student status

Cross Listed: Same as BUS 540, CST 540, ENT 540, SWK 540, WGS 540.

CPS 589 Experimental Course: Sports, Conflict, and Peace: Global Issues with Local Solutions (3:3)

Explores the role that sports play in reflecting political, religious, and social class conflicts. Examines the possibilities for using sports to teach peaceful conflict resolution skills.

Offered: Offered summer '11

Notes: Grade: Pass/Not Pass (P/NP).

CPS 589B Experimental Course: War, Morality, and Justice (3:3)

Events and perspectives of war and morality within various historical and theoretical frameworks from peace and conflicts studies.

Offered: Offered spring '12

CPS 589C Experimental Course: Environmental Justice: Interdisciplinary Response for Sustainability (3:3)

Interdisciplinary exploration of models that address social, economic, and environmental justice concerns and their impact on community, economic, and environmental sustainability.

Offered: Offered fall '13

Cross Listed: Same as SWK 589C.

Department of Philosophy

College of Arts & Sciences
239 Curry Building
336/334-5059
www.uncg.edu/phi

Faculty

Gary Rosenkrantz, Professor and Head of Department

Professors Hoffman, Leplin, McConnell, Zimmerman

Associate Professors Gert, Jones

Assistant Professor van der Vossen

Senior Lecturers Gallimore, Maki

Lecturers Matteson, Metivier

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.

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 other 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 UNCG 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.

There is a chapter of the national philosophy honor society, Phi Sigma Tau, at UNCG. 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.

Philosophy Major (PHIL)—B.A.

Degree: Bachelor of Arts

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

Available Concentrations and AOS Codes:

Philosophy, U189

Philosophy Prelaw, U190

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.

Philosophy Course Groups

A. Ethics and Theory

| | |
|---------|---------------------------------|
| PHI 119 | Introduction to Ethics |
| PHI 121 | Contemporary Moral Problems |
| PHI 220 | Medical Ethics |
| PHI 321 | Ethical Theory |
| PHI 322 | Philosophy of the Arts |
| PHI 331 | Social and Political Philosophy |
| PHI 335 | Philosophy of Law |
| PHI 361 | Ethical Issues in Business |
| PHI 545 | Social Philosophy |

B. Logic Epistemology and Philosophy of Science

| | |
|---------|---|
| PHI 115 | Practical Reasoning |
| PHI 310 | Introduction to Formal Logic |
| PHI 311 | Intermediate Formal Logic |
| PHI 319 | Knowledge, Truth, and Belief |
| PHI 325 | Introduction to the Philosophy of Science |
| PHI 523 | Philosophy of Social and Behavioral Science |
| PHI 525 | Philosophy of Physical Science |
| PHI 527 | Philosophy of Biological Science |
| PHI 555 | Epistemology |
| PHI 575 | Advanced Logic |

C. History of Philosophy

| | |
|---------|-------------------------------|
| PHI 251 | History of Ancient Philosophy |
| PHI 252 | History of Modern Philosophy |
| PHI 351 | Major Philosophers |
| PHI 353 | Major Philosophies |

D. Metaphysics

| | |
|---------|------------------------|
| PHI 359 | Philosophy of Religion |
|---------|------------------------|

| | |
|---------|------------------------|
| PHI 357 | Metaphysics |
| PHI 559 | Philosophy of Mind |
| PHI 565 | Philosophy of Language |

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (3 s.h.)

Student selects 3 s.h. from GLT list.

GFA—Fine Arts (3 s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

Humanities and Fine Arts (3 s.h.)

Student selects additional 3 s.h. from GLT, GFA, or GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

| | |
|---------|-------------------------------|
| PHI 251 | History of Ancient Philosophy |
|---------|-------------------------------|

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (6–7 s.h.)

Student selects 6–7 s.h. from GNS list. One must include a laboratory course. Each must have a different course prefix.

GMT—Mathematics (3 s.h.)

Student selects 3 s.h. from GMT list.

GRD—Reasoning and Discourse (6 s.h.)

| | |
|---------|---|
| ENG 101 | College Writing I |
| | or |
| FMS 115 | Freshman Seminar in Reasoning and Discourse I |
| | or |
| RCO 101 | College Writing I |

| | |
|---------|------------------------------|
| PHI 310 | Introduction to Formal Logic |
|---------|------------------------------|

GSB—Social and Behavioral Sciences (6 s.h.)

Student selects 6 s.h. from GSB list.

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See requirements and approved courses.

Historical Perspectives on Western Culture

one GMO course:

| | |
|---------|------------------------------|
| PHI 252 | History of Modern Philosophy |
|---------|------------------------------|

Natural Sciences

any GLS or GPS course

Social and Behavioral Sciences (GSB)

any additional GSB course with a different departmental prefix

Foreign Language (GFL)

intermediate-level proficiency in one language

demonstrated by placement test, or completion of course work through course number 204.

Writing Intensive Courses (WI)

a total of four WI courses

See Writing Intensive Courses under College of Arts and Sciences Additional Requirements (CAR)

IV Major Requirements

Minimum of 27 semester hours in philosophy courses, including at least 24 hours above the 100 level and at least 18 hours above the 200 level.

1.

| | |
|---------|------------------------------|
| PHI 310 | Introduction to Formal Logic |
|---------|------------------------------|

PHI 310 satisfies 3 s.h. of GRD.

2.

| | |
|---------|-------------------------------|
| PHI 251 | History of Ancient Philosophy |
| PHI 252 | History of Modern Philosophy |

PHI 251 satisfies GHP and CAR GPM; PHI 252 satisfies CAR GMO.

3.

| | |
|---------|------------------------|
| PHI 494 | Senior Capstone Course |
|---------|------------------------|

Prelaw Concentration

In addition to the major requirements, the Prelaw concentration requires the following:

- a.**
 PHI 115 Practical Reasoning
- b. either:**
 PHI 319 Knowledge, Truth, and Belief
 or
 PHI 325 Introduction to the Philosophy of Science
 Or
 PHI 555 Epistemology and
- c. either:**
 PHI 119 Introduction to Ethics
 or
 PHI 121 Contemporary Moral Problems
 Or
 PHI 220 Medical Ethics
 Or
 PHI 321 Ethical Theory
- d. either:**
 PHI 331 Social and Political Philosophy
 or
 PHI 545 Social Philosophy
- e.**
 PHI 335 Philosophy of Law

Note that if a student uses a 100-level course to satisfy (c) of the Prelaw Concentration requirements, the minimum number of hours in Philosophy needed to complete the Prelaw Concentration increases from 27 to 30 hours.

V Related Area Requirements

Related courses to be determined by department advisor where necessary.

VI Electives

Electives sufficient to complete the 122 semester 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

Required: minimum of 18 semester hours

Requirements

1. Core courses:

- PHI 251 History of Ancient Philosophy
 PHI 252 History of Modern Philosophy
 PHI 310 Introduction to Formal Logic

2. Nine (9) s.h. from PHI courses above the 200 level

Philosophy Minor

Required: minimum of 18 semester hours

AOS Code: U189

Requirements

The Philosophy Minor requires a minimum of 18 semester hours

including:

- PHI 251 History of Ancient Philosophy
 PHI 252 History of Modern Philosophy

Philosophical Ethics Minor

Required: minimum of 18 semester hours

AOS Code: U194

Requirements

The Minor in Philosophical Ethics requires a minimum of 18 semester hours in philosophy including PHI 321 and three (3) additional courses from those listed below, with at least one of the three coming from each of the two categories:

1. 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

2. 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

The following courses 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.

(but may not be substituted for PHI 321):

- PHI 301 Topics in Philosophy
 PHI 351 Major Philosophers
 PHI 353 Major Philosophies
 PHI 402 Independent Study
 PHI 494 Senior Capstone Course

Students should be aware that permission will be granted only when the course focuses primarily on ethics.

PHILOSOPHY COURSES (PHI)

PHI 111 Introduction to Philosophy (3:3)

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.

Distribution: GE Core: GPR

PHI 115 Practical Reasoning (3:3)

Introduction to basic principles of reasoning and argumentation. Topics taken from syllogistic reasoning, probability, informal fallacies, the structural analysis of statements, and scientific methods.

Distribution: GE Core: GRD

PHI 119 Introduction to Ethics (3:3)

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.

Distribution: GE Core: GPR

PHI 121 Contemporary Moral Problems (3:3)

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.

Distribution: GE Core: GPR

PHI 220 Medical Ethics (3:3)

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.

Distribution: GE Core: GPR

PHI 222 Ethics in the Computer Age (3:3)

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.

Offered: Fall or Spring or Summer

Distribution: GE Core: GPR

PHI 251 History of Ancient Philosophy (3:3)

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.

Offered: Fall

Distribution: GE Core: GHP, GE Marker: GL, CAR: GPM

PHI 252 History of Modern Philosophy (3:3)

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.

Offered: Spring

Distribution: GE Core: GHP, GE Marker: GL, CAR: GMO

PHI 267 Existentialism (3:3)

Introduction to the fundamental ideas of existentialism. Readings from Kierkegaard, Heidegger, Sartre.

PHI 301 Topics in Philosophy (3:3)

Variable content.

Notes: May be repeated for credit when topic varies.

PHI 310 Introduction to Formal Logic (3:3)

Validity, consistency, implication, and the formal analysis of language. Propositional logic and quantification theory.

Distribution: GE Core: GRD

PHI 311 Intermediate Formal Logic (3:3)

Quantification theory with completeness results, identity, functions, decidability, and axiomatic methods.

Prerequisite: PHI 310 or permission of instructor

PHI 319 Knowledge, Truth, and Belief (3:3)

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.

Prerequisite: PHI 310

PHI 321 Ethical Theory (3:3)

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.

Prerequisite: One course in Philosophy

PHI 322 Philosophy of the Arts (3:3)

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 325 Introduction to the Philosophy of Science (3:3)

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 (3:3)

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 (3:3)

Major writings on social freedom or liberty, coercion, human rights, justice, and the basis of political authority.

Distribution: GE Core: GPR

PHI 335 Philosophy of Law (3:3)

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 (3:3)

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.

Offered: Spring

Distribution: GE Core: GPR

PHI 338 Ethics and International Affairs (3:3)

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.

Offered: Fall or Spring

Distribution: GE Core: GPR

PHI 348 Existentialism, Phenomenology, and Structuralism (3:3)

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 (3:3)

Systematic examination of the works of a major philosopher.

Notes: May be repeated for credit when topic varies.

PHI 353 Major Philosophies (3:3)

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 (3:3)

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.

Prerequisite: PHI 111 or PHI 251 or PHI 252

PHI 359 Philosophy of Religion (3:3)

Arguments concerning God's existence, the problem of evil, God's foreknowledge and human freedom, the analysis of divine attributes, immortality, and the soul.

Distribution: GE Core: GPR

PHI 361 Ethical Issues in Business (3:3)

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.

Distribution: 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 (3:3)

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.

Distribution: GE Core: GPR, GE Marker: GN

Notes: Students may not receive credit for both PHI 361 and PHI 362.

Cross Listed: Same as ENT 362.

PHI 363 Environmental Ethics (3:3)

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.

Offered: Fall or Spring

PHI 401 Reading Course for Seniors (1–3)

Supervised reading and research for philosophy majors.

Prerequisite: 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 (3:3)

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.

Prerequisite: PHI 251, PHI 252, PHI 310; Philosophy major; senior standing

Offered: Spring

PHI 520 Advanced Topics in Biomedical Ethics (3:3)

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.

Prerequisite: PHI 220

PHI 523 Philosophy of Social and Behavioral Science (3:3)

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.

Prerequisite: Permission of instructor

PHI 525 Philosophy of Physical Science (3:3)

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.

Prerequisite: PHI 325

PHI 527 Philosophy of Biological Science (3:3)

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.

Prerequisite: PHI 325

Notes: One course in biology recommended.

PHI 545 Social Philosophy (3:3)

Topics from social, political, and legal philosophy, such as property, justice, punishment, liberalism, conservatism, and a study of such major figures as Hobbes, Rousseau, Locke, Mill, and Rawls.

Prerequisite: PHI 321 or PHI 331 or PHI 335

PHI 555 Epistemology (3:3)

Skepticism, the analysis of knowledge, confirmation and induction, apriori knowledge, naturalized epistemology.

Prerequisite: PHI 319 or permission of instructor

PHI 559 Philosophy of Mind (3:3)

The mind-body problem, identity theories, functionalism, reductive and eliminative materialism, behavioral and causal theories of mind.

Prerequisite: PHI 111 or PHI 251 or PHI 252

PHI 565 Philosophy of Language (3:3)

Theories of truth, meaning, and reference. Origin and nature of human language and its relations to animal and machine language.

Prerequisite: PHI 111 or PHI 251 or PHI 252

PHI 575 Advanced Logic (3:3)

Axiomatic first order quantification theory with completeness theorems. Numbers and sets. Paradoxes and type theory. Introduction to modal logic.

Prerequisite: PHI 311 or permission of instructor

PHI 589 Experimental Course

This number reserved for experimental courses. Refer to the Course Schedule for current offerings.

PHI 590 Aesthetics (3:3)

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.

Prerequisite: PHI 322 or permission of instructor

Department of Physics and Astronomy

College of Arts & Sciences

321 Petty Building

336/334-5844

www.uncg.edu/phy

Faculty

Promod Pratap, Associate Professor and Head of Department

Professor Gerace, Helena Gabriel Houston Distinguished Professor for Science Education

Associate Professors Danford, Hellen, Miroshnichenko

Assistant Professor Beatty

Adjunct Associate Professor Purdom

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 (AST 203, AST 209, AST 235, PHY 205, PHY 333).

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.

Physics Major (PHYS)—B.A.

Degree: Bachelor of Arts

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

AOS Code: U191

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 PHY 291, PHY 292 or PHY 211, PHY 212, and MAT 293 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.

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (6 s.h.)

Student selects 6 s.h. from GLT list.

GFA—Fine Arts (3.s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (7 s.h.)

CHE 111 General Chemistry I

PHY 211 General Physics I

or

PHY 291 General Physics I with Calculus

GMT—Mathematics (3 s.h.)

MAT 191 Calculus I

Student selects 3 s.h. from GMT list.

GRD—Reasoning and Discourse (6 s.h.)

ENG 101 College Writing I

or

FMS 115 Freshman Seminar in Reasoning and Discourse I

or

RCO 101 College Writing I

Student selects additional 3 s.h. from GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

Student selects 6 s.h. from GSB list.

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See requirements and approved courses.

Historical Perspectives on Western Culture

one GPM Premodern course
or
one GMO Modern course

depending on category used to satisfy GHP requirement

Natural Sciences

any GLS course

Social and Behavioral Sciences (GSB)

any additional GSB course with a different departmental prefix

Foreign Language (GFL)

intermediate-level proficiency in one language

demonstrated by placement test, or completion of course work through course number 204.

Writing Intensive Courses (WI)

a total of four WI courses

See Writing Intensive Courses under College of Arts and Sciences Additional Requirements (CAR)

IV Major Requirements

(minimum of 27 semester hours 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.

Core Courses

1.

| | |
|---------|--------------------------------|
| PHY 321 | Introduction to Modern Physics |
| PHY 323 | Mechanics |
| PHY 325 | Electricity and Magnetism I |
| PHY 401 | Physics Senior Seminar |

Choose one of the following two sequences:

| | |
|---------|----------------------------------|
| PHY 291 | General Physics I with Calculus |
| PHY 292 | General Physics II with Calculus |

Or

| | |
|---------|--------------------|
| PHY 211 | General Physics I |
| PHY 212 | General Physics II |

PHY 291 and PHY 291L or PHY 211 and PHY 211L, and CHE 111 satisfy GNS.

2. At least two from:

| | |
|---------|--|
| PHY 327 | Thermal Physics |
| PHY 412 | Electronics for Scientists |
| PHY 413 | Microcomputer Interfacing for Scientists |

3. At least three from:

| | |
|----------|--|
| 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 |

V Related Area Requirements

Courses

| | |
|---------|----------------------------------|
| 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 |

MAT 191 satisfies GMT.

VI Electives

Electives sufficient to complete the 122 semester hours required for degree.

Physics Major with Comprehensive Science High School Teaching Licensure (PHYS)—B.A.

Degree: Bachelor of Arts

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level; note that licensure programs may require hours beyond the minimum listed

AOS Code: U195

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.

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (6 s.h.)

Student selects 6 s.h. from GLT list.

GFA—Fine Arts (3 s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS (Natural Sciences) 7 s.h.

CHE 111 General Chemistry I

PHY 211 General Physics I

or

PHY 291 General Physics I with Calculus

GMT—Mathematics (3 s.h.)

MAT 191 Calculus I

GRD—Reasoning and Discourse (6 s.h.)

ENG 101 College Writing I

or

FMS 115 Freshman Seminar in Reasoning and Discourse I

or

RCO 101 College Writing I

Student selects additional 3 s.h. from GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

Student selects 6 s.h. from GSB list.

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.**

All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See requirements and approved courses.

Historical Perspectives on Western Culture 3 s.h.

Choose one:

one GPM Premodern course

or

GMO Modern course

depending on category used to satisfy GHP requirement

Natural Sciences 3-4 s.h.

any GLS course

Social and Behavioral Sciences (GSB)

any additional GSB course with a different departmental prefix

Foreign Language (GFL)

intermediate-level proficiency in one language

demonstrated by placement test, or completion of course work through course number 204

Writing Intensive Courses (WI)

a total of four WI courses

See Writing Intensive Courses under College of Arts and Sciences Additional Requirements (CAR)

IV Major Requirements

(minimum of 27 semester hours 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.

Core Courses

1.

| | |
|---------|--------------------------------|
| PHY 321 | Introduction to Modern Physics |
| PHY 323 | Mechanics |
| PHY 325 | Electricity and Magnetism I |
| PHY 401 | Physics Senior Seminar |

Choose one of the following two sequences

| | |
|---------|----------------------------------|
| PHY 291 | General Physics I with Calculus |
| PHY 292 | General Physics II with Calculus |

Or

| | |
|---------|--------------------|
| PHY 211 | General Physics I |
| PHY 212 | General Physics II |

2. At least two from:

| | |
|---------|----------------------------|
| PHY 327 | Thermal Physics |
| PHY 412 | Electronics for Scientists |

| | |
|--------------------------------|--|
| PHY 413 | Microcomputer Interfacing for Scientists |
| TED 559 | Teaching Practices and Curriculum in Science |
| 3. At least three from: | |
| 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 |

V Related Area Requirements

Courses

| | |
|---------|----------------------------------|
| 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 |

VI Additional Requirements for Teacher Licensure

Courses

| | |
|---------|-------------------------------|
| BIO 111 | Principles of Biology I |
| BIO 112 | Principles of Biology II |
| GEO 103 | Introduction to Earth Science |

and one or more of:

| | |
|---------|---|
| GEO 111 | Physical Geology |
| GEO 205 | Environmental Change: Its Nature and Impact |
| GEO 311 | Weather and Climate |
| GEO 314 | Physical Geography: Landscape Processes |

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.

1.
TED 535 Literacy in the Content Area
2.
ERM 401 Assessment I: Accountability in Our Nation's Schools
ERM 402 Assessment II: Standardized Tests
ERM 403 Assessment III: Classroom Assessment
3.
TED 401 Child and Adolescent Development and Learning
SES 401 Understanding and Teaching Students with Disabilities in Inclusive Settings

| | |
|---------|--|
| TED 403 | Teaching English Learners with Diverse Abilities |
|---------|--|

4.
TED 545 Diverse Learners
5.
TED 559 Teaching Practices and Curriculum in Science
6.
TED 465 Student Teaching and Seminar: Secondary School

LIS 120 is strongly recommended.

Physics Major (PHYS)—B.S.

Degree: Bachelor of Science

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

AOS Code: U193

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 PHY 291, PHY 292 or PHY 211, PHY 212, and MAT 293 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.

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (6 s.h.)

Student selects 6 s.h. from GLT list.

GFA—Fine Arts (3.s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS (Natural Sciences) 7 s.h.

| | |
|---------|---------------------------------|
| CHE 111 | General Chemistry I |
| PHY 211 | General Physics I |
| | or |
| PHY 291 | General Physics I with Calculus |

GMT—Mathematics (3 s.h.)

| | |
|---------|------------|
| MAT 191 | Calculus I |
|---------|------------|

GRD—Reasoning and Discourse (6 s.h.)

| | |
|---------|---|
| ENG 101 | College Writing I |
| | or |
| FMS 115 | Freshman Seminar in Reasoning and Discourse I |
| | or |
| RCO 101 | College Writing I |

Student selects additional 3 s.h. from GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

Student selects 6 s.h. from GSB list.

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See requirements and approved courses.

Historical Perspectives on Western Culture 3 s.h.

one GPM Premodern course
or
GMO Modern course

depending on category used to satisfy GHP requirement

Natural Sciences 3-4 s.h.

any GLS course

Social and Behavioral Sciences (GSB) 3 s.h.

any additional GSB course with a different departmental prefix

Foreign Language (GFL) 0-12 s.h.

intermediate-level proficiency in one language

demonstrated by placement test, or completion of course work through course number 204

Writing Intensive Courses (WI)

a total of four WI courses

See Writing Intensive Courses under College of Arts and Sciences Additional Requirements (CAR)

IV Major Requirements

(minimum of 37 semester hours in physics courses above the 100 level)

Core Courses**1.**

| | |
|---------|--------------------------------|
| PHY 321 | Introduction to Modern Physics |
| PHY 323 | Mechanics |
| PHY 325 | Electricity and Magnetism I |
| PHY 401 | Physics Senior Seminar |

Choose one of the following two sequences:

| | |
|---------|----------------------------------|
| PHY 291 | General Physics I with Calculus |
| PHY 292 | General Physics II with Calculus |

Or

| | |
|---------|--------------------|
| PHY 211 | General Physics I |
| PHY 212 | General Physics II |

2. At least two from:

| | |
|---------|--|
| PHY 327 | Thermal Physics |
| PHY 412 | Electronics for Scientists |
| PHY 413 | Microcomputer Interfacing for Scientists |

3. At least three from:

| | |
|----------|--|
| 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 |

4. At least three from:

| | |
|-----------------|---------------------------------------|
| PHY 330 | Astrophysics |
| PHY 421 | Modern Physics with Quantum Mechanics |
| PHY 423 | Analytical Mechanics |
| PHY 426 | Electricity and Magnetism II |
| PHY 543/BIO 543 | Biophysics |

5. One additional course from:

| | |
|----------|--|
| 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 |

Students must have at least a 2.0 grade point average for the required physics and mathematics courses.

V Related Area Requirements**Courses**

| | |
|---------|---------------------|
| 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 |

VI Electives

Electives sufficient to complete the 122 semester hours required for degree.

Physics Major with Comprehensive Science High School Teaching Licensure (PHYS)—B.S.

Degree: Bachelor of Science

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level; note that licensure programs may require hours beyond the minimum listed

AOS Code: U196

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.

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (6 s.h.)

Student selects 6 s.h. from GLT list.

GFA—Fine Arts (3.s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS (Natural Sciences) 7 s.h.

| | |
|---------|---------------------------------|
| CHE 111 | General Chemistry I |
| PHY 211 | General Physics I |
| | or |
| PHY 291 | General Physics I with Calculus |

GMT—Mathematics (3 s.h.)

| | |
|---------|------------|
| MAT 191 | Calculus I |
|---------|------------|

GRD—Reasoning and Discourse (6 s.h.)

| | |
|---------|---|
| ENG 101 | College Writing I |
| | or |
| FMS 115 | Freshman Seminar in Reasoning and Discourse I |
| | or |
| RCO 101 | College Writing I |

Student selects additional 3 s.h. from GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

Student selects 6 s.h. from GSB list.

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See requirements and approved courses.

Historical Perspectives on Western Culture 3 s.h.

one GPM Premodern course
or
GMO Modern course

depending on category used to satisfy GHP requirement
Natural Sciences

Natural Sciences 3-4 s.h.

any GLS course

Social and Behavioral Sciences (GSB) 3 s.h.

any additional GSB course with a different departmental prefix

Foreign Language (GFL)

intermediate-level proficiency in one language

demonstrated by placement test, or completion of course work through course number 204

Writing Intensive Courses (WI)

a total of four WI courses

See Writing Intensive Courses under College of Arts and Sciences Additional Requirements (CAR)

IV Major Requirements

(37 semester hours in Physics courses above the 100 level)

Core Courses

1.

| | |
|---------|--------------------------------|
| PHY 321 | Introduction to Modern Physics |
| PHY 323 | Mechanics |
| PHY 325 | Electricity and Magnetism I |
| PHY 401 | Physics Senior Seminar |

Choose one of the following two sequences:

| | |
|---------|----------------------------------|
| PHY 291 | General Physics I with Calculus |
| PHY 292 | General Physics II with Calculus |

Or

| | |
|---------|--------------------|
| PHY 211 | General Physics I |
| PHY 212 | General Physics II |

2. At least two from:

| | |
|---------|--|
| PHY 327 | Thermal Physics |
| PHY 412 | Electronics for Scientists |
| PHY 413 | Microcomputer Interfacing for Scientists |
| TED 559 | Teaching Practices and Curriculum in Science |

3. At least three from:

| | |
|----------|--|
| 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 |

4. At least three from:

| | |
|-----------------|---------------------------------------|
| PHY 330 | Astrophysics |
| PHY 421 | Modern Physics with Quantum Mechanics |
| PHY 423 | Analytical Mechanics |
| PHY 426 | Electricity and Magnetism II |
| PHY 543/BIO 543 | Biophysics |

5. One additional course from:

| | |
|----------|--|
| 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 |

Students must have at least a 2.0 grade point average for the required physics and mathematics courses.

V Related Area Requirements

Courses

| | |
|---------|----------------------------------|
| 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 |

Students must have at least a 2.0 grade point average for the required physics and mathematics courses.

VI Additional Requirements for Teacher Licensure

Courses

| | |
|---------|-------------------------------|
| BIO 111 | Principles of Biology I |
| BIO 112 | Principles of Biology II |
| GEO 103 | Introduction to Earth Science |

and one or more of:

| | |
|---------|---|
| GEO 111 | Physical Geology |
| GEO 205 | Environmental Change: Its Nature and Impact |
| GEO 311 | Weather and Climate |
| GEO 314 | Physical Geography: Landscape Processes |

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.

1.

| | |
|---------|------------------------------|
| TED 535 | Literacy in the Content Area |
|---------|------------------------------|

2.

| | |
|---------|--|
| ERM 401 | Assessment I: Accountability in Our Nation's Schools |
| ERM 402 | Assessment II: Standardized Tests |
| ERM 403 | Assessment III: Classroom Assessment |

3.

| | |
|---------|---|
| TED 401 | Child and Adolescent Development and Learning |
| SES 401 | Understanding and Teaching Students with Disabilities in Inclusive Settings |
| TED 403 | Teaching English Learners with Diverse Abilities |

4.

| | |
|---------|------------------|
| TED 545 | Diverse Learners |
|---------|------------------|

5.

| | |
|---------|--|
| TED 559 | Teaching Practices and Curriculum in Science |
|---------|--|

6.
TED 465 Student Teaching and Seminar:
Secondary School

LIS 120 is strongly recommended.

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 and Astronomy as a Second Academic Concentration for Elementary Education and Special Education Majors

Required: minimum of 18 semester hours

Requirements

Core courses

| | |
|---------|-------------------------------|
| PHY 205 | Conceptual Physics |
| AST 209 | Astronomy: The Solar System |
| AST 235 | Astronomy: Stars and Galaxies |

Also required

| | |
|----------|--------------------------|
| PHY 211 | General Physics I or |
| PHY 211A | General Physics I and |
| PHY 212 | General Physics II Or |
| PHY 212A | General Physics II |

Physics Minor

Required: minimum of 15 semester hours

AOS Code: U191

A minimum of 15 semester hours in physics courses is required for the minor in Physics, to be planned in consultation with a physics faculty member.

Requirements

The usual physics minor program will consist of:

Choose one of the two following sequences:

| | |
|---------|----------------------------------|
| PHY 291 | General Physics I with Calculus |
| PHY 292 | General Physics II with Calculus |
| | or |
| PHY 211 | General Physics I |
| PHY 212 | General Physics II |

and at least 7 hours of additional courses

excluding:

| | |
|---------|-------------------------------|
| AST 203 | Conceptual Astronomy |
| AST 209 | Astronomy: The Solar System |
| AST 235 | Astronomy: Stars and Galaxies |
| PHY 205 | Conceptual Physics |
| PHY 333 | Selected Topics |

Other quite different programs may be fitted to the individual student's interests and objectives.

ASTRONOMY COURSES (AST)

AST 203 Conceptual Astronomy (3:3)

Introductory study of astronomy including planets, the Sun, stars, galaxies, and cosmology.

Offered: Fall & Spring

Distribution: GE Core: GNS, CAR: GPS

Notes: No student may receive credit for both this course and either AST 209 or AST 235.

AST 209 Astronomy: The Solar System (3:3)

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.

Offered: Fall & Spring

Distribution: GE Core: GNS, CAR: GPS

Notes: No student may receive credit for both this course and AST 203.

AST 235 Astronomy: Stars and Galaxies (3:3)

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.

Offered: Fall & Spring

Distribution: GE Core: GNS, CAR: GPS

Notes: No student may receive credit for both this course and AST 203.

PHYSICS COURSES (PHY)

PHY 101 Methods, Skills, and Strategies for Physics (3:3)

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.

Offered: Fall

PHY 101L Methods, Skills, and Strategies for Physics Lab (1:0:3)

Modeling many of the concepts and techniques from the lecture portion of the course using basic computer applications, such as Excel.

Offered: Fall

PHY 205 Conceptual Physics (3:3)

Introduction to basic laws of physics made by extensive use of demonstrations. Concepts emphasized and mathematical manipulations held to a minimum.

Offered: Fall & Spring

Distribution: GE Core: GNS, CAR: 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 (1:0:3)

The discovery approach will be used to conduct experiments in mechanics, fluids, heat, electricity and magnetism, optics and modern physics.

Corequisite: PHY 205

Offered: Fall & Spring

Distribution: GE Core: GNS, CAR: GPS

PHY 211 General Physics I (4:3:3)

Introduction of laws and properties of matter, sound, heat, optics, electricity, and magnetism. Algebra and trigonometry used in development of this material.

Prerequisite: MAT 151, or permission of instructor

Offered: Spring & Summer

Distribution: GE Core: GNS, CAR: GPS

Notes: Note: Laboratory is included in PHY 211, 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 (4:3:3)

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.

Prerequisite: MAT 150 or permission of instructor

Offered: Fall

Distribution: GE Core: GNS, CAR: GPS

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 212 General Physics II (4:3:3)

Introduction of laws and properties of matter, sound, heat, optics, electricity, and magnetism. Algebra and trigonometry used in development of this material.

Prerequisite: PHY 211

Offered: Fall & Summer

Distribution: GE Core: GNS, CAR: GPS

Notes: 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. Note: Laboratory is included in PHY 211, PHY 212.

PHY 212A General Physics II (4:3:3)

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.

Prerequisite: PHY 211A

Offered: Spring

Distribution: GE Core: GNS, CAR: GPS

Notes: Note: 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 291 General Physics I with Calculus (4:3:3)

Introduction to law and properties of mechanics, sound, heat, optics, electricity, magnetism, and modern physics using calculus. PHY 291 and PHY 292 together constitute a one-year university physics course.

Prerequisite: grade of C or better in MAT 191, or permission of instructor

Offered: Spring

Distribution: GE Core: GNS, CAR: GPS

Notes: No student may receive credit for this course if credit has previously been earned for PHY 211A or PHY 212A or PHY 211 or PHY 212. Laboratory is included in PHY 291 and PHY 292.

PHY 292 General Physics II with Calculus (4:3:3)

Introduction to law and properties of mechanics, sound, heat, optics, electricity, magnetism, and modern physics using calculus. PHY 291 and 292 together constitute a one-year university physics course.

Prerequisite: Grade of C or better in PHY 291, or permission of instructor

Offered: Fall

Distribution: GE Core: GNS, CAR: GPS

Notes: No student may receive credit for this course if credit has previously been earned for PHY 211A or

PHY 212A or PHY 211 or PHY 212. Note: Laboratory is included in PHY 291 and PHY 292.

PHY 294 Introduction to Computational Physics Laboratory (1:0:3)

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.

Prerequisite: Pr. or Coreq: PHY 292

PHY 321 Introduction to Modern Physics (3:3)

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.

Prerequisite: PHY 292 (or PHY 211, PHY 212 with permission of instructor)

Offered: Spring

PHY 321L Modern Physics Laboratory (1:0:3)

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.

Prerequisite: PHY 292 (or PHY 211, PHY 212 with permission of instructor)

Offered: Spring

PHY 323 Mechanics (3:3)

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.

Prerequisite: PHY 212 or PHY 292. Pr. or Coreq. MAT 390 and MAT 394

Corequisite: Pr. or Coreq. MAT 390 and MAT 394

Offered: Fall

PHY 323L Classical Physics Laboratory (1:0:3)

Performance of experiments emphasizing concepts of classical physics. Topics include force, energy, resonance, and relaxation.

Prerequisite: Pr. PHY 292 (or PHY 211 and PHY 212 with permission of instructor)

Offered: Fall

PHY 325 Electricity and Magnetism I (3:3)

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.

Prerequisite: PHY 292 and MAT 394

Offered: Fall

PHY 325L Electricity and Magnetism Laboratory (1:0:3)

Performance of electricity and magnetism and electronic experiments with analysis of these basic phenomena as applied to research laboratory.

Prerequisite: MAT 390

Offered: Fall

PHY 327 Thermal Physics (3:3)

Properties of matter developed by combining thermodynamic reasoning with molecular theory.

Prerequisite: PHY 292 and MAT 394

Offered: Alt Fall

PHY 330 Astrophysics (3:3)

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.

Prerequisite: PHY 291 and PHY 292

Offered: Alt Spring

Notes: Formerly PHY 530.

PHY 331 Experimental Physics (1:0:3)

Advanced courses in laboratory techniques as involved in special laboratory problems.

Prerequisite: Two advanced courses in physics taken concurrently or completed

PHY 332 Experimental Physics (1:0:3)

Advanced courses in laboratory techniques as involved in special laboratory problems.

Prerequisite: Two advanced courses in physics taken concurrently or completed

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 (3:3)

20th-century developments in description of physical universe, including small (quantum mechanics), fast (Einstein's relativity), energetic (nuclear). Emphasize understanding, societal impact, minimal mathematics.

Prerequisite: Junior, senior standing, or permission of instructor

PHY 395 Computational Physics Laboratory II (1:0:3)

Advanced computational techniques for the physics laboratory. Solutions of differential and integral equations, data fitting, Monte Carlo techniques applied to physical situations. Nonlinear biophysical problems.

Prerequisite: MAT 390; grade of C or better in PHY 292

PHY 400 Seminar (1–3)

Selected topics of current interest in physics are studied.

Notes: Formerly PHY 500.

PHY 401 Physics Senior Seminar (1:1)

Topics from current physics literature, and presentations by students, faculty and guest lecturers. Oral reports on research topics. Attendance at weekly seminars required.

Prerequisite: PHYS major; senior standing

Offered: Spring

Notes: Grade: Pass/Not Pass (P/NP). Required of all Physics majors.

PHY 412 Electronics for Scientists (3:2:3)

Electronic circuits useful for measurement, signal processing, and control. This course is especially designed to meet needs of experimental scientist.

Prerequisite: PHY 212 or PHY 292, or permission of instructor

Offered: Alt Spring

Notes: Formerly PHY 512.

PHY 413 Microcomputer Interfacing for Scientists (3:2:3)

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.

Prerequisite: PHY 212 or PHY 292, or permission of instructor

Offered: Alt Spring

Notes: Formerly PHY 513.

PHY 419 Advanced Laboratory (1–3:0:3–9)

Principles of design and execution of laboratory experiments are introduced, with emphasis on developing the capability to do independent experimentation.

Prerequisite: PHY 321L

Notes: Formerly PHY 519.

PHY 420 Selected Topics in Physics (3:3)

A topic of special interest is studied in depth.

Prerequisite: Permission of instructor

Notes: May be repeated for a total of 6 hours credit. Formerly PHY 520.

PHY 421 Modern Physics with Quantum Mechanics (3:3)

Modern theories of matter are studied by applying quantum mechanics to atomic, molecular, nuclear, and solid state systems.

Prerequisite: PHY 321 and PHY 325

Offered: Alt Spring

Notes: Formerly PHY 521.

PHY 423 Analytical Mechanics (3:3)

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.

Prerequisite: PHY 323 and MAT 390

Notes: Formerly PHY 523.

PHY 425 Optics (3:3)

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).

Prerequisite: PHY 325 or permission of instructor

Offered: Spring

PHY 425L Optics Laboratory (1:0:3)

Performance of geometrical and physical optics experiments with both microwaves and visible light.

Prerequisite: PHY 321L or PHY 325L or permission of instructor

Offered: Spring

PHY 426 Electricity and Magnetism II (3:3)

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.

Academic Departments, Programs, and Courses

Results are applied to alternating current circuit theory, electromagnetic waves, and radiation.

Prerequisite: PHY 325

Offered: Spring

Notes: Formerly PHY 525.

PHY 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.

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.

Prerequisite: Two courses from the major sequence beyond PHY 291 with PHY 292 or PHY 211 with PHY 212; permission of instructor; approval of department head

Offered: Fall & Spring & Summer

Notes: May be repeated for up to six (6) s.h. with permission of department.

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.

Prerequisite: Permission of instructor

Notes: Formerly PHY 595.

PHY 501 Conceptual Physics for Teachers (3:3)

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 502 Conceptual Physics for Teachers (3:3)

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 (3:3)

Introduction to cellular biophysics, with emphasis on the physical properties of membranes, including membrane transport mechanisms and electrical properties of membranes.

Prerequisite: BIO 355; CHE 111 and CHE 114; MAT 191; PHY 211 and PHY 212 (or PHY 291 and PHY 292); or permission of instructor

Offered: Alt Fall

Cross Listed: Same as BIO 543.

PHY 589 Experimental Course: Physical Science for Teachers (3:3)

Physical science content knowledge, and methods that can be used to present this content in the classroom; for high school and middle school teachers. (Offered summer '07)

Prerequisite: One year of physics, one year of chemistry, one year of teaching experience

Department of Political Science

College of Arts & Sciences
324 Curry Building
336/334-5989
www.uncg.edu/psc

Faculty

William Crowther, Professor and Head of Department
Professors Brady, Clotfelter, DeHoog, Prysby, Pubantz
Associate Professors Buck, Griffiths, Holian, Johnson,
Klase, Lehoucq, McAvoy, Showden
Assistant Professors Bramwell, Onishi

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.

Political Science Major (PSCI)—B.A.

Degree: Bachelor of Arts

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

AOS Codes:

Political Science, U197

Prelaw, U198

Political Science, with Social Studies High School Teaching Licensure, U199

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.

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.

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (6 s.h.)

Student selects 6 s.h. from GLT list.

GFA—Fine Arts (3 s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (6–7 s.h.)

Student selects 6–7 s.h. from GNS list. One must include a laboratory course. Each must have a different course prefix.

GMT—Mathematics (3 s.h.)

Student selects 3 s.h. from GMT list.

GRD—Reasoning and Discourse (6 s.h.)

| | |
|---------|---|
| ENG 101 | College Writing I |
| | or |
| FMS 115 | Freshman Seminar in Reasoning and Discourse I |
| | or |
| RCO 101 | College Writing I |

Student selects additional 3 s.h. from GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

| | |
|---------|--------------------------|
| PSC 100 | American Politics |
| PSC 240 | The International System |

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core

requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See requirements and approved courses.

Historical Perspectives on Western Culture

one GPM Premodern course
or
GMO Modern course

depending on category used to satisfy GHP requirement

Natural Sciences

any GLS or GPS course

Social and Behavioral Sciences (GSB)

any additional GSB course with a departmental prefix other than PSC

Foreign Language (GFL)

intermediate-level proficiency in one language

demonstrated by placement test, or completion of course work through course number 204

Writing Intensive Courses (WI)

a total of four WI courses

See Writing Intensive Courses under College of Arts and Sciences Additional Requirements (CAR)

IV Major Requirements

Every political science major must complete the following requirements:

A minimum of 30 semester hours in political science, which includes:

| | |
|---------|---------------------------------------|
| PSC 100 | American Politics |
| PSC 240 | The International System |
| PSC 260 | Introduction to Comparative Politics |
| PSC 301 | Research Methods in Political Science |

fifteen additional hours in political science at the 300 level or higher
three (3) additional hours in political science at the 200 level or higher

PSC 100 and PSC 240 satisfy GSB.

Prelaw Concentration

In partial fulfillment of the major requirement of 18 semester hours at the 300 level or higher, the Prelaw concentration requires:

1.

PSC 316 Judicial Process

2.

Nine (9) s.h. from the following:

| | |
|-----------------|----------------------------------|
| PSC 280 | Introduction to Law |
| PSC 300 | Special Topics |
| PSC 312/ENV 312 | Environmental Law and Policy |
| PSC 313/ENV 313 | Natural Resources Law and Policy |
| PSC 314/ENV 314 | Wildlife Law and Policy |
| PSC 318 | Constitutional Law |
| PSC 320 | Civil Liberties |
| PSC 326 | Elections, Law, and the Courts |
| PSC 336 | Women and the Law |
| PSC 341 | International Law |
| PSC 399 | Public Affairs Internship |
| PSC 516 | Administrative Law |

PSC 300, PSC 399: when approved by the department as an appropriate prelaw-related course

V Related Area Requirements

No specific courses required.

VI Electives

Courses in other social sciences and in history are recommended. Electives sufficient to complete the 122 semester hours required for the degree must be taken.

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

Required: minimum of 18 semester hours

Requirements

Core courses:

PSC 100 American Politics

| | |
|---------|--|
| PSC 105 | Controversies in Contemporary Politics |
| PSC 210 | Introduction to Public Policy |
| PSC 240 | The International System |
| PSC 260 | Introduction to Comparative Politics |
| PSC 270 | Introduction to Political Theory |

Political Science Minor

Required: minimum of 15 semester hours

AOS Code: U197

A student may minor in political science by taking PSC 100 and at least 12 hours of 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.

Political Science Major with Social Studies High School Teaching Licensure

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.

Political Science Disciplinary Honors

Requirements

Twelve semester hours of Political Science Honors work to include the following:

1. 3 s.h. at the 200 level or above
2. at least 3 s.h. at the 300 level or above
3.

| | |
|---------|-------------|
| PSC 493 | Honors Work |
|---------|-------------|
4.

| | |
|---------|-----------------------|
| HSS 490 | Senior Honors Project |
|---------|-----------------------|

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 Accelerated Master's Program

Interested students should see Accelerated Master's Programs for Undergraduates for details about the following program requirements: B.A. in Political Science/M.A. in Economics; B.A. in Political Science/M.P.A. in Public Affairs.

POLITICAL SCIENCE COURSES (PSC)

PSC 100 American Politics (3:3)

Organization and behavior of the institutions, groups, and persons in American national government and politics. Introductory level course.

Distribution: GE Core: GSB

PSC 105 Controversies in Contemporary Politics (3:3)

Introduction to the main intellectual traditions of political science. Discusses basic problems, political ideologies, and competing theories of politics.

Distribution: GE Core: GPR

PSC 210 Introduction to Public Policy (3:3)

Problems of public policy and administration with emphasis on analysis of decision-making in governmental organizations.

Distribution: GE Core: GSB

PSC 240 The International System (3:3)

Introduction to international politics focusing upon major changes in the international system since 1945.

Distribution: GE Core: GSB, GE Marker: GL

PSC 250 Model United Nations (1:1)

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.

Offered: Fall

Notes: May be repeated for credit.

PSC 260 Introduction to Comparative Politics (3:3)

Basic concepts and methods of comparative political analysis. Introduction to political institutions, processes, and problems of democratic, non-democratic, and transitional political systems.

Distribution: GE Core: GSB, GE Marker: GL

PSC 270 Introduction to Political Theory (3:3)

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.

Distribution: GE Core: GPR

PSC 280 Introduction to Law (3:3)

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 (3:3)

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.

Distribution: GE Marker: GN

PSC 300 Special Topics (3:3)

Study of an issue in political science.

Notes: May be repeated for credit when topic varies.

PSC 301 Research Methods in Political Science (3:3)

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.

Prerequisite: Majors only

PSC 302 Applied Policy Evaluation (3:3)

Methods and strategies to gauge the effectiveness of government programs through quantitative and qualitative studies of program implementation and outcomes.
McAvoy

Prerequisite: PSC 301 or permission of instructor

Offered: Spring

PSC 305 Individual in Politics (3:3)

Introduction to development of individual political attitudes and their relationship to political behavior. Topics include the psychology of political leaders, the belief systems of mass publics, and the development of distinct political cultures. Emphasis on the range of political participation, from voting behavior to extremism and violence.

PSC 310 Public Administration (3:3)

Major concepts in administration of public bureaucracies, including comparative administration, organization theory, budgeting, public personnel, and decision-making.

PSC 312 Environmental Law and Policy (3:3)

Study of federal and international environmental law and policy: topics include air and water pollution, hazardous and toxic substances, climate change, atmospheric pollutions, and related issues. Buck

Cross Listed: Same as ENV 312.

PSC 313 Natural Resources Law and Policy (3:3)

Study of state, federal, and international natural resources law and policy: topics include acquisition and management of public lands, wildlife, biodiversity, resource conservation. Buck

Cross Listed: Same as ENV 313.

PSC 314 Wildlife Law and Policy (3:3)

Evolution of American wildlife law with focus on private property, federal-state relations, and federal protection of species, habitat, and biodiversity. Buck

Cross Listed: Same as ENV 314.

PSC 316 Judicial Process (3:3)

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.
Johnson

PSC 318 Constitutional Law (3:3)

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. Johnson

PSC 320 Civil Liberties (3:3)

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. Johnson

PSC 322 American State Politics (3:3)

Comparison of political behavior and institutions among the 50 American states.

PSC 323 Urban Politics (3:3)

Examination of political behavior, processes, and institutions in city as a special focus for study of politics and government in United States. Discussion and readings directed to current development in American cities.

PSC 324 Urban Administration (3:3)

Special characteristics and problems of implementing urban policies and managing municipalities and other local governments and non-profit service agencies. Role of the city manager and other professional administrators.

PSC 326 Elections, Law, and the Courts (3:3)

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. Prysby

PSC 327 American Political Parties (3:3)

Analysis of the role of political parties in the American political process, with emphasis on recent elections and campaigns. Prysby

PSC 328 North Carolina and Southern Politics (3:3)

Examination of contemporary political and governmental developments in the American South. Particular attention to North Carolina politics and government. Prysby

PSC 329 American Interest Group Politics (3:3)

Emphasis on interest groups' ideologies, tactics, and effect on public policy. McAvoy

PSC 330 Internship in Campaigns and Elections (3:2:6)

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.

Prerequisite: PSC 100 or its equivalent and at least Junior standing

Notes: PSC 327 or PSC 328 recommended.

PSC 331 Internship in Campaigns and Elections (3:2:6)

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.

Prerequisite: PSC 100 or its equivalent and at least Junior standing

Notes: PSC 327 or PSC 328 recommended.

PSC 332 Elections and Voting (3:3)

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. Prysby

PSC 333 The U.S. Congress (3:3)

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. Holian

PSC 334 The American Presidency (3:3)

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. Holian

PSC 335 Women in Politics (3:3)

Relationship of women to political process with particular emphasis on women's political socialization, patterns of political participation, and leadership selection. Showden

PSC 336 Women and the Law (3:3)

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 (3:3)

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. Holian

Offered: Fall

PSC 340 International Political Economy (3:3)

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.

Prerequisite: PSC 240 or permission of instructor

PSC 341 International Law (3:3)

Introduction and analysis of the fundamentals of international law and its role in the contemporary international system. Griffiths

Prerequisite: PSC 240 or permission of instructor

PSC 342 American Foreign Policy (3:3)

Analysis of the decision-making process concerning formulation and execution of American foreign policy. Pubantz

Prerequisite: PSC 240, its equivalent, or permission of instructor

PSC 344 Politics of Globalization (3:3)

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.

Distribution: GE Marker: GL

PSC 345 National Security Policy (3:3)

Development of national security policy and the role of military forces in the United States. Emphasis on the changing nature of security challenges.

Prerequisite: PSC 240 or permission of instructor

PSC 347 International Security (3:3)

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.

Prerequisite: PSC 240 or permission of instructor

Offered: Alt Fall

PSC 348 International Organization (3:3)

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. Pubantz

Prerequisite: Any international relations course or permission of instructor

Offered: Spring

PSC 350 Democratic Political Systems (3:3)

Comparative examination of political institutions and behavior in selected industrialized and non-industrialized countries. Crowther

PSC 352 Nationalism and Ethnic Politics (3:3)

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. Crowther

Prerequisite: PSC 260 or permission of instructor

PSC 354 Post-Conflict Politics (3:3)

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.

Prerequisite: PSC 240 or PSC 260 or PSC 290

PSC 355 Selected Topics in Comparative Politics (3:3)

Cross-national examination of specific topic in political organization and behavior. PSC 355A—Political Violence; PSC 355B—Political Parties; PSC 355C—Politics of Development; PSC 355D—Politics of Industrial Societies; PSC 355E—Comparative Legislative Process; PSC 355G—Political Ideologies; PSC 355J—Middle East Politics (*GE Marker: GN*); PSC 355K—Russian Politics; PSC 355M—Political Economy; PSC 355N—European Union; PSC 355P—Politics of Latin America.

Notes: May be repeated for credit when topic varies.

PSC 355A Selected Topics in Comparative Politics: Political Violence (3:3)

See PSC 355.

PSC 355B Selected Topics in Comparative Politics: Political Parties (3:3)

See PSC 355.

PSC 355C Selected Topics in Comparative Politics: Politics of Development (3:3)

See PSC 355.

PSC 355D Selected Topics in Comparative Politics: Politics of Industrial Societies (3:3)

See PSC 355.

PSC 355E Selected Topics in Comparative Politics: Comparative Legislative Process (3:3)

See PSC 355.

PSC 355G Selected Topics in Comparative Politics: Political Ideologies (3:3)

See PSC 355.

PSC 355J Selected Topics in Comparative Politics: Middle East Politics (3:3)

See PSC 355.

Distribution: GE Marker: GN

PSC 355K Selected Topics in Comparative Politics: Russian Politics (3:3)

See PSC 355.

PSC 355M Selected Topics in Comparative Politics: Political Economy (3:3)

See PSC 355.

PSC 355N Selected Topics in Comparative Politics: European Union (3:3)

See PSC 355.

PSC 355P Selected Topics in Comparative Politics: Politics of Latin America (3:3)

See PSC 355.

PSC 361 Central and East European Politics (3:3)

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. Crowther

PSC 371 American Political Thought (3:3)

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 391 African Political Systems (3:3)

Survey and analysis of the institutions and current problems of African states. Emphasis on Sub-Saharan Africa. Griffiths

Prerequisite: PSC 240 or PSC 290 or permission of instructor

Distribution: GE Marker: GN

PSC 392 The Politics of South Africa Through Film and Literature (3:3)

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. Griffiths

Offered: Alt Spring

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.

Prerequisite: Permission of instructor

PSC 401 Individual Study (1–3)

Reading or research. Available to qualified students upon recommendation of an instructor.

Prerequisite: Departmental permission

PSC 402 Individual Study (1–3)

Reading or research. Available to qualified students upon recommendation of an instructor.

Prerequisite: 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.

Prerequisite: Major in political science or permission of instructor

Notes: May be repeated for credit when topics vary.

PSC 503 Survey Methods for Policy Research (3:3)

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 (3:3)

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 (3:3)

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 (1–3)

Intensive analysis of a major area of public policy. Examination of sources of policymaking, the policymaking process, and the impact of policy. PSC 510A—Politics of Education; PSC 510B—Criminal Justice; PSC 510C—Labor Relations; PSC 510D—Foreign and Defense Policy; PSC 510E—Environmental Policy; PSC 510F—Urban Development Policy; PSC 510G—Health Strategies; PSC 510H—Global Challenges; PSC 510I—Press and Politics; PSC 510J—Politics of Industrial Policy; PSC 510K—Ethics in Public Policy.

Notes: May be repeated for credit when topic varies.

PSC 510A Topics in Public Policy: Politics of Education (1-3)

See PSC 510.

PSC 510B Topics in Public Policy: Criminal Justice (1-3)

See PSC 510.

PSC 510C Topics in Public Policy: Labor Relations (1-3)

See PSC 510.

PSC 510D Topics in Public Policy: Foreign and Defense Policy (1-3)

See PSC 510.

PSC 510E Topics in Public Policy: Environmental Policy (1-3)

See PSC 510.

PSC 510F Topics in Public Policy: Urban Development Policy (1-3)

See PSC 510.

PSC 510G Topics in Public Policy: Health Strategies (1-3)

See PSC 510.

PSC 510H Topics in Public Policy: Global Challenges (1-3)

See PSC 510.

PSC 510I Topics in Public Policy: Press and Politics (1-3)

See PSC 510.

PSC 510J Topics in Public Policy: Politics of Industrial Policy (1-3)

See PSC 510.

PSC 510K Topics in Public Policy: Ethics in Public Policy (1-3)

See PSC 510.

PSC 511 Topics in Public Affairs (1)

Intensive examination of important current problems related to the management of public institutions. PSC 511A—Oral Communication Skills; PSC 511B—Marketing for Public and Nonprofit Agencies; PSC 511C—Information Technology and Management; PSC 511D—Strategic Planning; PSC 511E—Legislative Relations; PSC 511F—Financial Management; PSC 511G—Grant Writing; PSC 511J—Legal Issues in Public Administration; PSC 511K—Legal Issues in Local Government; PSC 511M—Media Relations; PSC 511N—Nonprofit Law; PSC 511P—Group Facilitation; PSC 511R—Diversity and Culture; PSC 511S—Social Entrepreneurship in Nonprofits; PSC 511V—Volunteer Management.

Notes: May be repeated when topics vary up to a limit of six (6) semester hours.

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 511F Topics in Public Affairs: Financial Management (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 Topics in Public Affairs: Group Facilitation (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 (3:3)

Focuses on changing relationships of local-state-federal agencies, expanding role of regional cooperation, and recent developments in sub-national governments.

Prerequisite: Graduate standing or permission of instructor

PSC 516 Administrative Law (3:3)

The law, practice, and procedure in federal administrative agencies: agency rulemaking; administrative adjudication; judicial review; informal process and administrative discretion. Buck

PSC 520 Urban Political System (3:3)

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.

Offered: Fall

PSC 530 Administrative and Elected Leadership (3:3)

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 (3:3)

Political participation and citizen involvement in governmental policy-making. 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 (3:3)

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.

Prerequisite: 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.

Prerequisite: Permission of M.P.A. Program Director or instructor

Offered: Fall or Spring or Summer

PSC 589 Experimental Course

This number reserved for experimental courses. Refer to the Course Schedule for current offerings.

Preprofessional Programs

UNCG'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 themselves but programs of study. Students following one of these programs must select another 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.

Please note: preprofessional programs are not primary majors. Students following one of the following preprofessional curricula must select another area of study as their primary major.

Pre Dentistry (PRED), Pre Medicine (PREM), and Pre Veterinary Medicine (PVET)

Health Careers Advisory Committee

*Robert E. Cannon, Committee Chair, Professor,
Department of Biology*

*Caitlin Saraphis, College of Arts and Sciences Advising
Center*

*Ed Hellen, Associate Professor, Department of Physics
and Astronomy*

George Michel, Professor, Department of Psychology

*Ron Morrison, Associate Professor, Department of
Nutrition*

*Jason Reddick, Associate Professor, Department of
Chemistry and Biochemistry*

*Kathleen Williams, Professor, School of Health and
Human Sciences*

Patrick Madsen, Director, Career Services Center

Students should contact a member of this committee for assistance in planning their program of study.

The admission requirements vary slightly among the various schools and programs. For specific information students should review the Web sites 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.

Medical schools generally require:

2 semesters of English

2 semesters of general biology

BIO 111 Principles of Biology I
BIO 112 Principles of Biology II

2 semesters of general chemistry with laboratory

CHE 111 General Chemistry I
CHE 112 General Chemistry I Laboratory
CHE 114 General Chemistry II
CHE 115 General Chemistry II Laboratory

2 semesters of organic chemistry with laboratory

CHE 351 Organic Chemistry I
CHE 352 Organic Chemistry II
CHE 354 Organic Chemistry Laboratory

2 semesters of physics

PHY 211 General Physics I
PHY 212 General Physics II
or
PHY 291 General Physics I with Calculus
PHY 292 General Physics II with Calculus

A few schools (e.g., Duke) also require mathematics through Calculus:

MAT 191 Calculus I

Other courses that are often recommended include:

Human Physiology

BIO 277 Human Physiology

Biochemistry

CHE 420 Chemical Principles of Biochemistry
or
CHE 556 Biochemistry I

Genetics

BIO 355 Cell Biology
BIO 392 Genetics

Functional Microscopic Anatomy

BIO 472 Histology

Dental school preparatory course requirements are usually much like those for medical school.

Many schools do, however, require Anatomy and Biochemistry:

BIO 271 Human Anatomy
CHE 420 Chemical Principles of Biochemistry

The list of required courses for veterinary schools is considerably more extensive than that for medical or dental schools.

In addition to specifying more courses in mathematics, chemistry, and biology, these programs typically require or recommend more courses in animal science, general microbiology (BIO 481), biochemistry (CHE 420 or CHE 556), animal nutrition, and possibly some business courses. Significant 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.

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. **NOTE:** The MCAT will be changing in the summer of 2015. Information about the new test is available from the Association of American Medical Colleges. Students may want to take a Biochemistry course as well as Psychology and/or Sociology courses to prepare for the new MCAT.

Applications to professional schools are made a year before expected matriculation, usually between June 15 and November 15. Early application is strongly recommended. The American Medical College Application Service (AMCAS) is the agent for most medical schools, and the American Association of Dental Schools Application Service (AADSAS) is the agent for many dental 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 Physician Assistant, Optometry, Podiatric Medicine, Chiropractic Medicine, Genetic Counseling, etc. should be sure to contact a member of the Health Careers Advisory Committee for assistance in planning their programs of study.

Pre Engineering (PREN)

Advisors

Promod Pratap, Associate Professor, Department of Physics and Astronomy

Steve Danford, 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 (CST 105). 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 www.uncg.edu/phy/preengineering.

Requirements

Freshman year—1st Semester

| | |
|---------|--------------------------------|
| ENG 101 | College Writing I |
| CHE 111 | General Chemistry I |
| CHE 112 | General Chemistry I Laboratory |
| MAT 151 | Precalculus II |
| | or |
| MAT 191 | Calculus I |
| | Select from GEC Categories |
| | Kinesiology activity course |

ENG 101: or exemption

Freshman year—2nd Semester

| | |
|---------|-----------------------------------|
| ENG 102 | College Writing II |
| CHE 114 | General Chemistry II |
| CHE 115 | General Chemistry II Laboratory |
| MAT 191 | Calculus I |
| | or |
| MAT 292 | Calculus II |
| MAT 220 | Plane and Solid Analytic Geometry |
| PHY 291 | General Physics I with Calculus |
| | Kinesiology activity course |

Sophomore year—1st Semester

| | |
|---------|----------------------------------|
| MAT 292 | Calculus II |
| | or |
| MAT 293 | Calculus III |
| PHY 292 | General Physics II with Calculus |
| | Select from GEC Categories |

Academic Departments, Programs, and Courses

| | |
|---------|--|
| ECO 201 | Principles of Microeconomics or elective |
| CSC 130 | Introduction to Computer Science |

Sophomore year—2nd Semester

| | |
|---------|--|
| MAT 293 | Calculus III or elective Select from GEC Categories |
|---------|--|

Note that the one-hour Kinesiology activity courses may be taken in any semester; most engineering schools require at least two P.E. credits.

Pre Law (PREL)

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

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, UNCG does not have a pre-law 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 pre-law should consult one of the pre-law advisors from the above list in addition to their major advisors.

Pre Occupational Therapy (PROT)

Advisors

Stuart J. Schleien, Professor and Director of Graduate Study, Department of Community and Therapeutic Recreation

Leandra A. Bedini, Professor, Department of Community and Therapeutic Recreation

Charlsena F. Stone, Associate 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 for entry into an M.S. program in O.T. generally include the following courses:

Introductory Biology (4 hours)

| | |
|---------|-------------------------|
| BIO 111 | Principles of Biology I |
|---------|-------------------------|

Human Anatomy with lab (4 hours)

| | |
|---------|---------------|
| BIO 271 | Human Anatomy |
|---------|---------------|

Human Physiology with lab (4 hours)

| | |
|---------|------------------|
| BIO 277 | Human Physiology |
|---------|------------------|

Abnormal Psychology (3 hours)

| | |
|---------|---------------------|
| PSY 341 | Abnormal Psychology |
|---------|---------------------|

Introduction to Statistics (3 hours)

| | |
|---------|---|
| STA 108 | Elementary Introduction to Probability and Statistics |
|---------|---|

Human Growth and Development (3 hours)

| | |
|---------|--|
| HDF 211 | Human Development Across the Life Span or Developmental Psychology |
| PSY 250 | Developmental Psychology |

Kinesiology or course related to Human Movement and Analysis (3 hours)**Sociology, Anthropology, or Cultural Diversity (3 hours)****Medical Terminology (1–2 hours)****Reasoning course such as:**

philosophy, logic, ethics, methods, or research inquiry in a social science

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.

Pre Pharmacy (PREP)

Advisors

R. Bruce Banks, Associate Professor, Department of Chemistry and Biochemistry

Robert E. Cannon, Professor, Department of Biology

Students seeking a professional degree in pharmacy may follow a prepharmacy curriculum at UNCG for two years before transferring to a school of pharmacy. An additional three to four years will then be required to complete the Doctor of Pharmacy degree. There are 73 accredited schools of pharmacy in the United States. The two in North Carolina are located at The University of North Carolina at Chapel Hill and at Campbell University.

Prepharmacy requirements generally include the following:

1.

| | |
|---------|------------------------------|
| BIO 111 | Principles of Biology I |
| BIO 271 | Human Anatomy |
| BIO 280 | Fundamentals of Microbiology |
2.

| | |
|---------|---------------------------------|
| CHE 111 | General Chemistry I |
| CHE 112 | General Chemistry I Laboratory |
| CHE 114 | General Chemistry II |
| CHE 115 | General Chemistry II Laboratory |
| CHE 351 | Organic Chemistry I |
| CHE 352 | Organic Chemistry II |
| CHE 354 | Organic Chemistry Laboratory |
3.

| | |
|---------|--------------------|
| ENG 101 | College Writing I |
| ENG 102 | College Writing II |
4.

| | |
|---------|------------|
| MAT 191 | Calculus I |
|---------|------------|

5.

- | | |
|---------|----------------------------------|
| PHY 211 | General Physics I |
| PHY 212 | General Physics II |
| | or |
| PHY 291 | General Physics I with Calculus |
| PHY 292 | General Physics II with Calculus |

6.

- | | |
|---------|---|
| STA 108 | Elementary Introduction to Probability and Statistics |
|---------|---|

Other specified courses to include foreign language or other approved liberal arts courses and physical education courses for a total of 64 semester hours of prepharmacy work.

Students will also be required to take the Pharmacy College Admission Test in the second year.

Completion of the prepharmacy work at UNCG does not guarantee admission to pharmacy school. Students should consult a prepharmacy advisor before registering for courses. Those planning to apply to out-of-state pharmacy schools should bring along information from those schools.

Pre Physical Therapy (PHYT)

Advisors

Robert E. Cannon, Professor, 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 for the MPT and DPT generally include these courses:**Statistics**

- | | |
|---------|---|
| STA 108 | Elementary Introduction to Probability and Statistics |
|---------|---|

Introductory Biology

- | | |
|---------|--------------------------|
| BIO 111 | Principles of Biology I |
| BIO 112 | Principles of Biology II |

Anatomy

- | | |
|---------|---------------|
| BIO 271 | Human Anatomy |
|---------|---------------|

Physiology

- | | |
|---------|------------------|
| BIO 277 | Human Physiology |
|---------|------------------|

Academic Departments, Programs, and Courses

Physics

| | |
|---------|----------------------------------|
| PHY 211 | General Physics I |
| PHY 212 | General Physics II |
| | or |
| PHY 291 | General Physics I with Calculus |
| PHY 292 | General Physics II with Calculus |

General Chemistry

| | |
|---------|---------------------------------|
| CHE 111 | General Chemistry I |
| CHE 112 | General Chemistry I Laboratory |
| CHE 114 | General Chemistry II |
| CHE 115 | General Chemistry II Laboratory |

General Psychology

| | |
|---------|--------------------|
| PSY 121 | General Psychology |
|---------|--------------------|

Human Growth and Development

| | |
|---------|--|
| HDF 211 | Human Development Across the Life Span |
| | or |
| PSY 250 | Developmental Psychology |

CPR Certification

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, 1111 North Fairfax Street, Alexandria, VA 22314, 703/684-APTA.

Students should contact an advisor for assistance in planning their program of study.

Department of Psychology

College of Arts & Sciences
296 Eberhart Building
336/334-5013
www.uncg.edu/psy

Faculty

Robert Guttentag, Professor and Head of Department

*Professors Anastopoulos, Calkins, Johnston, Kane,
Keane, Kwapil, Michel, Nelson-Gray, Shelton*

*Associate Professors Boseovski, Delaney, Levine,
Marcovitch, Mendez, Sahakyan, Silvia, Touron*

*Assistant Professors Eddington, Pathman, Stein, Vrshek-
Schallhorn, Wisco, Zell*

Lecturers Gallagher, Ladrow

The Department of Psychology approaches its subject matter as a scientific discipline with emphasis placed on understanding behavior and cognition through experimentation and observation.

All of the major areas of specialization in psychology are represented among the interests of the departmental faculty. Biopsychologists study the biological foundations of behavior. Experimental psychologists investigate problems related to cognition, learning, sensation and perception, personality, development, and social functioning. Clinical psychologists emphasize the understanding of psychological disorders and the application of psychological principles to clinical problems and other aspects of adult and child behavior.

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 use of 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. program 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.

Psychology Major (PSYC)—B.A.

Degree: Bachelor of Arts

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

AOS Codes:

Psychology, U215

Psychology, with Social Studies High School
Teaching Licensure, U217

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.

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (3 s.h.)

Student selects 3 s.h. from GLT list.

GFA—Fine Arts (3 s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

Humanities and Fine Arts (3 s.h.)

Student selects additional 3 s.h. from GLT, GFA, or GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (6–7 s.h.)

Student selects 6–7 s.h. from GNS list. One must include a laboratory course. Each must have a different course prefix.

GMT—Mathematics (3 s.h.)

| | |
|---------|--|
| MAT 115 | College Algebra or |
| MAT 150 | Precalculus I or |
| STA 108 | Elementary Introduction to Probability and Statistics |

Students who receive advanced placement credit in mathematics will be approved on a case-by-case basis.

GRD—Reasoning and Discourse (6 s.h.)

| | |
|---------|--|
| ENG 101 | College Writing I or |
| FMS 115 | Freshman Seminar in Reasoning and Discourse I or |
| RCO 101 | College Writing I |

Student selects additional 3 s.h. from GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

| | |
|---------|--------------------|
| PSY 121 | General Psychology |
|---------|--------------------|

Student selects additional 3 s.h. from GSB list.

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See requirements and approved courses.

Historical Perspectives on Western Culture

one GPM Premodern course
or
GMO Modern course

depending on category used to satisfy GHP requirement

Natural Sciences

any GLS or GPS course

Social and Behavioral Sciences (GSB)

any additional GSB course with a different departmental prefix

Foreign Language (GFL)

intermediate-level proficiency in one language

demonstrated by placement test, or completion of course work through course number 204

Writing Intensive Courses (WI)

a total of four WI courses

See Writing Intensive Courses under College of Arts and Sciences Additional Requirements (CAR)

IV Major Requirements

Minimum 36 semester hours in psychology to include the following courses. Students must earn a grade of at least C- in all psychology courses required for the major.

1.

| | |
|---------|--|
| PSY 121 | General Psychology |
| PSY 122 | Careers in Psychology |
| PSY 310 | Research and Statistical Methods in Psychology I |
| PSY 311 | Research and Statistical Methods in Psychology II |

PSY 121: satisfies 3 s.h. of GSB

2. at least four (4) of the seven intermediate level core courses:

| | |
|---------|--|
| PSY 230 | Biological Psychology |
| PSY 240 | Principles of Learning |
| PSY 250 | Developmental Psychology |
| PSY 260 | Psychological Perspectives on Social Psychology |
| PSY 265 | Theories of Personality |
| PSY 275 | Introduction to Clinical Psychology |
| PSY 280 | Cognitive Psychology |

PSY 230 satisfies 3 s.h. of GNS.

PSY 250, and PSY 260 each satisfy 3 s.h. of GSB

3. a minimum of four (4) additional PSY courses at the 300 level or above

including at least two courses at the 400 level or above.

| | |
|-----------------|---|
| PSY 314/MGT 314 | Industrial and Organizational Psychology |
|-----------------|---|

and

| | |
|---------|-----------------------------------|
| PSY 433 | Research Experience in Psychology |
|---------|-----------------------------------|

Both courses may not be used to satisfy requirements for the major.

Students may not complete GSB requirements solely with courses in Psychology.

V Related Area Requirements

No specific courses required.

VI Electives

Electives sufficient to complete the 122 semester hours required for degree.

Psychology Major with Social Studies High School Teaching Licensure

Students majoring in psychology may elect to pursue teacher licensure in Social Studies. Completion of teacher licensure will enable one who wishes to teach Social Studies curricula in the secondary schools to gain the background for teaching psychology courses as well. See the requirements for completion of Teacher Licensure in Social Studies. The University, College, and departmental major requirements are the same as for any other psychology major. Additional semester hours may be required for completion of the degree.

Those intending to gain teacher licensure are encouraged to choose electives in Sociology, Philosophy, Religious Studies, or Anthropology that address human behavior and experiences from complementary or, perhaps, alternative perspectives.

Second Academic Concentration in Psychology for Elementary Education and Physical Education Teacher Education Majors

Required: minimum of 18 semester 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 s.h. to include:

- Three PSY courses at the 200 level
- A minimum of three (3) PSY courses at the 300 level or above, including at least one course at the 400 level or above
- PSY 433 may not be used to satisfy requirements for the concentration in Psychology.

Psychology as a Second Major

Required: minimum of 36 semester hours

Requirements for the Psychology Second Major are the same as for a Psychology Major.

Psychology Minor

Required: 18–19 semester hours

AOS Code: U215

The psychology minor complements study in a wide range of fields including anthropology, biology, business and marketing, human development, sociology, social work, exercise and sport science, education and counseling, and nursing.

Requirements

A student may earn a minor in psychology by completing 18–19 s.h. in psychology.

These must include:

PSY 121 General Psychology

**a minimum of 2 psychology courses at the 200 level
one psychology course at the 400 level or above**

excluding:

PSY 433 Research Experience in Psychology

any two (2) additional psychology courses

excluding:

PSY Industrial and Organizational
314/MGT Psychology

314

PSY 433 Research Experience in Psychology

**a grade of at least C- in all psychology courses
required for the minor**

Psychology Honors

Requirements

At least 12 s.h. in psychology courses including:

1. Two of:

PSY 495 Senior Honors Seminar
PSY 515 History and Systems of Psychology
PSY 519 Special Topics in Psychology

**The following courses may be taken more than once
for credit to satisfy this requirement.**

PSY 495 Senior Honors Seminar
PSY 519 Special Topics in Psychology

2.

PSY 493 Honors Independent Study
HSS 490 Senior Honors Project

PSY 493 must be taken before HSS 490.

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 COURSES (PSY)

PSY 121 General Psychology (3:3)

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.

Distribution: GE Core: GSB

PSY 122 Careers in Psychology (1:1)

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.

Prerequisite: C- or better in PSY 121

Offered: Fall & Spring

Notes: Grade: Pass/Not Pass (P/NP).

PSY 230 Biological Psychology (3:3)

An introduction to the contributions of molecular, genetic, cellular, developmental, physiological, and evolutionary biology to the scientific understanding of psychological processes.

Prerequisite: Grade of at least a C- in PSY 121 or BIO 111 or BIO 105

Distribution: GE Core: GNS, CAR: GLS

PSY 240 Principles of Learning (3:3)

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.

Prerequisite: Grade of at least a C- in PSY 121

PSY 250 Developmental Psychology (3:3)

Survey of scientific theories and research findings in human psychological development, including its biological, behavioral, cognitive, social, and emotional aspects.

Prerequisite: Grade of at least a C- in PSY 121

Distribution: GE Core: GSB

Notes: May not receive credit for PSY 250 and HDF 302.

PSY 260 Psychological Perspectives on Social Psychology (3:3)

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.

Prerequisite: Grade of at least a C- in PSY 121

Distribution: GE Core: GSB

PSY 265 Theories of Personality (3:3)

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.

Prerequisite: Grade of at least a C- in PSY 121

PSY 275 Introduction to Clinical Psychology (3:3)

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.

Prerequisite: Grade of at least a C- in PSY 121

PSY 280 Cognitive Psychology (3:3)

Survey of scientific theories and research in cognitive psychology. Topics include human learning, attention, memory, and problem solving.

Prerequisite: Grade of at least a C- in PSY 121

PSY 310 Research and Statistical Methods in Psychology I (4:3:3)

Introduction to psychological research methodologies and to analysis and interpretation of data. Includes the role of theories, statistical fundamentals, data collection, scientific writing, and ethical issues. Special focus on correlational methods.

Prerequisite: Grades of at least C- in PSY 121, and in STA 108 or MAT 115 or MAT 150

PSY 311 Research and Statistical Methods in Psychology II (4:3:3)

Introduction to psychological research methodologies and to analysis and interpretation of data. Continuation of statistical fundamentals, basics of measurement and data collection, and scientific writing. Special focus on experimental methods.

Prerequisite: Grades of at least C- in PSY 310 and ENG 101, and a P in PSY 122

PSY 314 Industrial and Organizational Psychology (3:3)

Introduction to industrial and organizational psychology with special emphasis on employee motivation, selection, training, and organizational determinants of employee behavior.

Prerequisite: Grade of at least a C- in PSY 121. *Pr. for Business majors:* admission to the Bryan School of Business and Economics; grade of C or better in MGT 312

Cross Listed: Same as MGT 314.

PSY 318 Belief in "Weird" Things (3:3)

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.

Prerequisite: Grade of at least a C- in PSY 121

Distribution: GE Core: GRD

PSY 341 Abnormal Psychology (3:3)

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.

Prerequisite: Grade of at least a C- in PSY 121

Distribution: GE Core: GSB

PSY 346 Sex, Gender, and Behavior (3:3)

Evaluation of effects of biological sex and gender role socialization on personality and behavior through examination of empirical research.

Prerequisite: Grade of at least a C- in PSY 121

PSY 365 Psychology of Art, Creativity, and Genius (3:3)

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 (3:3)

Survey of research exploring the interplay between ethnicity and child development, including the intersection of ethnicity with socioeconomic status, immigration, and mental health.

Prerequisite: Grade of C- or better in PSY 121

PSY 375 Psychology of Aging (3:3)

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.

Prerequisite: PSY 121 or permission of instructor

PSY 380 Psychology and the Law (3:3)

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.

Prerequisite: Grade of at least a C- in PSY 121; freshmen must have permission of instructor

Distribution: GE Core: GPR

PSY 385 IQ and Intelligence (3:3)

Psychological research on intelligence and intelligence testing, addressing questions about single versus multiple intelligencies, genetic versus environmental influences, sex and race biases, development and aging, social and emotional intelligence, and learning disabilities.

Prerequisite: Grade of at least a C- in PSY 121

PSY 401 Academic Writing in Psychology (3:3)

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.

Prerequisite: Senior standing

PSY 410 Intermediate Psychological Statistics (3:3)

Second course in psychological statistics recommended for students planning to attend graduate school. Includes basic probability, ANOVA, correlation and regression.

Prerequisite: PSYC major; minimum grade of B in PSY 310 and PSY 311

Offered: Fall or Spring

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.

Prerequisite: Nine (9) s.h. in Psychology, and permission of instructor

Notes: May be repeated for credit.

PSY 435 Brain and Psychological Processes (3:3)

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.

Prerequisite: 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 (4:3:3)

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.

Prerequisite: 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 (3:3)

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.

Prerequisite: 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 (4:3:3)

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.

Prerequisite: 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 (3:3)

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.

Prerequisite: 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.

Cross Listed: Same as BIO 438.

PSY 438L Animal Behavior with Laboratory (4:3:3)

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.

Prerequisite: Pr. 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.

Cross Listed: Same as BIO 439.

PSY 442 Behavioral Approaches to Complex Human Behavior (3:3)

Examination of contemporary behavior-analytic research and theory pertaining to the social origin of conceptualizing, language, self-awareness, self-control, problem solving, and remembering.

Prerequisite: Grade of at least C- in PSY 240

Notes: Students cannot receive credit for both this course and PSY 442L.

PSY 442L Behavioral Approaches to Complex Human Behavior with Laboratory (4:3:3)

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.

Prerequisite: Grade of at least C- in PSY 240, PSY 310 (or STA 271), and PSY 311

Notes: Students cannot receive credit for both this course and PSY 442.

PSY 444 Changing Behavior in Real World Settings (3:3)

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.

Prerequisite: Grade of at least C- in PSY 240

PSY 455 Social and Personality Development (3:3)

Examination of current theories and empirical research concerned with social, emotional, and personality development.

Prerequisite: 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 (4:3:3)

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.

Prerequisite: Pr. grade of at least C- in PSY 250 (or HDF 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 (3:3)

Examination of current theories and empirical research concerned with perceptual and cognitive development.

Prerequisite: 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 (4:3:3)

Examination of current theories and empirical research concerned with perceptual and cognitive development including laboratory work, focusing on research methods of cognitive development.

Prerequisite: 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 (3:3)

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.

Prerequisite: Grade of at least C- in PSY 230, PSY 250 or HDF 302

PSY 460 Interpersonal Behavior and Group Processes (3:3)

In-depth analysis of interpersonal behavior and group processes. Topics include aggression, prosocial behavior, attraction, prejudice and discrimination, social comparison, close relationships, and groups.

Prerequisite: 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 (4:3:3)

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.

Prerequisite: Pr. 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 (3:3)

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.

Prerequisite: 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 (4:3:3)

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.

Prerequisite: 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 (3:3)

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.

Prerequisite: 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 (4:3:3)

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.

Prerequisite: 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 (3:3)

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.

Prerequisite: 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 (4:3:3)

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.

Prerequisite: 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 (3:3)

Etiology, assessment, and treatment of various psychological disorders of children, e.g., conduct disorder, attention deficit/hyperactivity disorder, depression, anxiety.

Prerequisite: Grade of at least C- in PSY 275

Notes: Students cannot receive credit for both this course and PSY 502. Students cannot receive credit for both this course and PSY 470L.

PSY 470L Psychological Disorders of Childhood with Laboratory (4:3:3)

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.

Prerequisite: 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.

Prerequisite: Grade of at least C- in PSY 341 or PSY 470; junior standing; and permission of instructor

Notes: Malpractice insurance fee required for certain placements.

PSY 481 Cognition and Consciousness (3:3)

In-depth discussion of psychological processes of attention and memory and their relationship to consciousness. Analyses of theories, experimental techniques, and results.

Prerequisite: 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 (4:3:3)

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.

Prerequisite: 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 (3:3)

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.

Prerequisite: PSY 121 and PSY 280

PSY 483 The Psychology of Thinking (3:3)

Research and theory on human problem-solving and reasoning. Topics include classification, categorization, decision-making, rational thought, and a discussion of awareness in thinking.

Prerequisite: 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 (4:3:3)

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.

Prerequisite: 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.

Prerequisite: 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 for and enrollment in Senior Honors Project (see HSS 490).

Prerequisite: Admission to Lloyd International Honors College, 3.30 GPA in the major and 12 s.h. in the major, and completion of PSY 311

PSY 495 Senior Honors Seminar (3:3)

Provides students with advanced study and critical analysis of contemporary problems in psychology.

Prerequisite: PSY 311, honors section, and completion of 200-level core requirements for psychology major, senior standing, and GPA 3.30; or permission of the instructor

Notes: May be used to meet major requirements. May be repeated for credit when topics vary.

PSY 515 History and Systems of Psychology (3:3)

Discussion of prescientific thinking on psychological problems, origin of systems of psychology, and ways systems are reflected in contemporary psychology.

Prerequisite: Graduate standing in UNCG Psychology programs, or permission of instructor

PSY 519 Special Topics in Psychology (3:3)

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.

Prerequisite: Graduate standing in UNCG Psychology programs, or permission of instructor

Notes: May be repeated for credit when topics vary.

PSY 589 Experimental Course

This number reserved for experimental courses. Refer to the Course Schedule for current offerings.

Department of Public Health Education

School of Health & Human Sciences
437 Health & Human Performance Building
336/334-5532
www.uncg.edu/phe

Faculty

Robert Strack, Associate Professor and Head of Department

Professors Bibeau, Dudley, Gruchow, Telfair

Associate Professors Apostolopoulos, Aronson, Francisco, Lovelace, Morrison, Nichols, Perko, Schulz, Smith, Wyrick

AP Associate Professor McCoy-Pulliam

AP Assistant Professors Evans, Orsini, Tompkins, Wojtowicz

Mission Statement

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 Major (PHTH)—B.S.

Degree: Bachelor of Science

Required: 122–124 semester hours, to include at least 36 hours at or above the 300 course level

Available Concentrations and AOS Codes:

Community Health Education, 124 hours, U407

Health Studies Online, 122 hours, U415

Admission Requirements

1. Students must be formally admitted to the Public Health major.

- a. Contact the Department of Public Health Education in 437 HHP Building or at 336/334-5532 to schedule a meeting for advising.
 - b. Meet with the primary academic advisor to select a concentration.
2. Students may apply to the major only after completion and/or transfer of 15 semester hours.
 3. Students must have an overall grade point average of at least 2.50 to be admitted to the major.

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. Students who wish to declare a Community Health Education concentration can do so in the department or through UNCG's Web site. You are encouraged to meet with the Department Undergraduate Program Director as soon as possible so that you can be assigned an advisor and receive information about required course schedules and sequences.

Student Learning Goals

As stipulated by the National Task Force on the Preparation and Practice of Health Educators, students in the B.S. in Community Health Education Program will learn to:

- Assess individual and community needs for health education.
- Plan effective health education programs.
- Implement health education programs.
- Evaluate effectiveness of health education programs.
- Coordinate provision of health education services.
- Act as a resource person in health education.
- Communicate health and health education needs, concerns, and resources.

Admission to the Professional Program

1. Completion of the following group of foundation courses with a C (2.0) or better: HEA 308, 339, 314, 315, and 325
2. 60 s.h. with a minimum overall GPA of 2.50, which must be maintained to continue in the Professional Program for the Community Health Education concentration

3. Transfer students with 60 s.h. may apply for admission after completing 12 s.h. at UNCG with a minimum GPA of 2.50 or higher.
4. Students will not be permitted to take required upper division courses in the department (HEA 316, 340, 366, 405, 412, 426, 428, and 466) unless they have been formally admitted by the department (or in the case of non-majors, have the permission of the instructor) to the Professional Program in the Community Health Education concentration.
5. Once a student is admitted to the Professional Program, he or she must continue to maintain the cumulative GPA requirement of 2.50 and a C (2.0) or better in all HEA courses—professional program and elective health education courses.

Admission to Senior Internship Course (HEA 428)

1. Admission to the Professional Program
2. Completion of all early field experience requirements and intervention courses (HEA 339, 340, 366, 426, 466)
3. A minimum 2.50 cumulative grade point average
4. A grade of C (2.0) or better in all required HEA courses
5. Completion of HEA 201 and a minimum of six (6) s.h. of health education course work
6. Current CPR and Community First Aid and Safety certification

Graduation Requirements for a B.S. in Community Health Education

1. A grade of C (2.0) or better in all required HEA courses
2. Successful completion of HEA 428 with a grade of P (Pass)
3. Registration for and completion of the CHES exam
4. Completion of all other requirements as described for degree and major

Health Studies Online Concentration

The program leading to the Bachelor of Science in Health Studies is designed to prepare individuals for positions in health-related fields; provide a base for graduate study; and provide a foundation for personal growth. The Health Studies Online concentration provides a foundation in the core areas of public health including: social and behavioral sciences, epidemiology, environmental health, public health statistics, and public health policy and administration.

Our graduates, like other graduates in general education programs such as Women's Studies, African American Studies, International Studies, Environmental Studies, and Liberal Studies, 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. The Health Studies program serves as an academic foundation in health to prepare students for a graduate program in public health, social work, health administration, nutrition, counseling, biomedical sciences, psychology, sociology, anthropology, or other field of interest. In addition, students may choose the health studies concentration while also completing pre-professional programs in medicine, dentistry, pharmacy, optometry, and physical therapy.

Student Learning Goals

Students completing the Health Studies Online concentration will:

- Explain the purpose, core functions, services, and professions of public health.
- Analyze major public health trends and issues impacting populations and communities.
- Compare and contrast population-based approaches to addressing the health needs faced by society.
- Locate, access, evaluate, and utilize public health data and health and disease information resources.
- Present clear oral and written ideas and arguments on public health and population-based issues.

Graduation Requirements for a B.S. in Health Studies

1. A grade of C (2.0) or better in all HEA courses
2. Completion of all other requirements as described for degree and major

I General Education Core Requirements (GEC)

GLT—Literature (3 s.h.)

Student selects 3 s.h. from GLT list.

GFA—Fine Arts (3 s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

Humanities and Fine Arts (3 s.h.)

Student selects additional 3 s.h. from GLT, GFA, or GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (7 s.h.)

BIO 105 Major Concepts of Biology
and

| | |
|--|---|
| BIO 105L | Major Concepts of Biology Laboratory |
| | or |
| BIO 111 | Principles of Biology I |
| NTR 213 | Introductory Nutrition |
| GMT—Mathematics (3 s.h.) | |
| MAT 115 | College Algebra |
| | or |
| STA 108 | Elementary Introduction to Probability and Statistics |
| GRD—Reasoning and Discourse (6 s.h.) | |
| ENG 101 | College Writing I |
| | or |
| FMS 115 | Freshman Seminar in Reasoning and Discourse I |
| | or |
| RCO 101 | College Writing I |
| ENG 102 | College Writing II |
| GSB—Social and Behavioral Sciences (6 s.h.) | |
| HEA 201 | Personal Health |
| | or |
| PSY 121 | General Psychology |
| | or |
| SOC 101 | Introduction to Sociology |

Student selects additional 3 s.h. from GSB list.

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major Requirements

Community Health Education Concentration

1.

| | |
|---------|--|
| HEA 201 | Personal Health |
| HEA 308 | Introduction to Public Health |
| HEA 314 | Public Health Diseases |
| HEA 315 | Epidemiology |
| HEA 316 | Environmental Health |
| HEA 325 | Public Health Data Analysis |
| HEA 339 | Introduction to Public Health Education Practice |
| HEA 340 | Community Observation and Assessment |
| HEA 366 | Community Health Interventions I |
| HEA 405 | Program Planning and Evaluation |
| HEA 412 | Community Health Organizations |
| HEA 426 | Internship Planning |
| HEA 427 | Public Health Education Practicum (Fieldwork III) |
| HEA 428 | Health Education Internship (Fieldwork IV and Seminar) |
| HEA 466 | Community Health Interventions II |

HEA 201 satisfies one GSB

2. Twelve s.h. from the following courses:

| | |
|---------|---|
| HEA 202 | Introduction to Peer Health Education |
| HEA 207 | International Health |
| HEA 260 | Human Sexuality |
| HEA 310 | Emotional Health |
| HEA 313 | Medical Terminology for Public Health Professionals |
| HEA 318 | Conflict Resolution and Facilitation Skills |
| HEA 333 | Health of Women |
| HEA 334 | Community Health |
| HEA 338 | Safety and First Aid |
| HEA 347 | Health Problems of Lower Income Groups |
| HEA 361 | Sexuality Education: Content and Methods |
| HEA 369 | Lifetime Health Concerns |
| HEA 420 | The School Health Program |
| HEA 430 | Social Marketing for Health |
| HEA 450 | Current Health Problems |
| HEA 471 | Immigrant and Refugee Health |
| HEA 475 | Independent Study |

May include any of the following one-hour courses:

| | |
|---------|---|
| HEA 203 | Peer Health Education: Selected Topics |
| HEA 236 | First Aid |
| HEA 300 | Topics in Preventing Sexually Transmitted Disease |
| HEA 301 | Topics in Reproductive Health |
| HEA 303 | Topics in Violence, Injury, and Health |
| HEA 304 | Topics in Preventing Unintentional Injury |

| | |
|---------|-----------------------------------|
| HEA 305 | Topics in Chronic Disease |
| HEA 306 | Topics in Stress Management |
| HEA 307 | Topics in International Health |
| HEA 331 | Alcohol, Tobacco, and Other Drugs |

Health Studies Online Concentration

1.

| | |
|---------|-----------------------------------|
| HEA 201 | Personal Health |
| HEA 207 | International Health |
| HEA 260 | Human Sexuality |
| HEA 308 | Introduction to Public Health |
| HEA 310 | Emotional Health |
| HEA 314 | Public Health Diseases |
| HEA 315 | Epidemiology |
| HEA 316 | Environmental Health |
| HEA 325 | Public Health Data Analysis |
| HEA 331 | Alcohol, Tobacco, and Other Drugs |
| HEA 412 | Community Health Organizations |
| HEA 490 | Seminar in Health |

HEA 201 satisfies one GSB

2. Twelve s.h. from the following courses:

| | |
|---------|---|
| HEA 310 | Emotional Health |
| HEA 313 | Medical Terminology for Public Health Professionals |
| HEA 318 | Conflict Resolution and Facilitation Skills |
| HEA 333 | Health of Women |
| HEA 334 | Community Health |
| HEA 338 | Safety and First Aid |
| HEA 347 | Health Problems of Lower Income Groups |
| HEA 369 | Lifetime Health Concerns |
| HEA 420 | The School Health Program |
| HEA 430 | Social Marketing for Health |
| HEA 450 | Current Health Problems |
| HEA 470 | Adolescent Health |
| HEA 471 | Immigrant and Refugee Health |
| HEA 475 | Independent Study |

May include any of the following one-hour courses:

| | |
|---------|---|
| HEA 203 | Peer Health Education: Selected Topics |
| HEA 236 | First Aid |
| HEA 300 | Topics in Preventing Sexually Transmitted Disease |
| HEA 301 | Topics in Reproductive Health |
| HEA 303 | Topics in Violence, Injury, and Health |
| HEA 304 | Topics in Preventing Unintentional Injury |
| HEA 305 | Topics in Chronic Disease |
| HEA 306 | Topics in Stress Management |
| HEA 307 | Topics in International Health |

IV Related Area Requirements (both concentrations)

Courses

| | |
|---------|-------------------------|
| BIO 111 | Principles of Biology I |
|---------|-------------------------|

| | |
|---------|------------------------|
| ENG 101 | College Writing I |
| NTR 213 | Introductory Nutrition |

BIO 111 and NTR 213 satisfy one GNS requirement;

ENG 101 satisfies one GRD

Choose one:

| | |
|---------|---|
| CST 341 | Communication and Workplace Relationships |
| CST 105 | Introduction to Communication Studies |

Choose one:

| | |
|---------|---|
| MAT 115 | College Algebra |
| STA 108 | Elementary Introduction to Probability and Statistics |

MAT 115 and STA 108 satisfy GMT

Choose one:

| | |
|---------|---------------------------|
| PSY 121 | General Psychology |
| SOC 101 | Introduction to Sociology |

PSY 121, and SOC 101 each satisfy one GSB

V Electives

Electives sufficient to complete total semester hours required for degree.

Health Education or Health Studies as a Second Major

Course requirements for the Health Education or Health Studies second major are the same as for the major.

PUBLIC HEALTH COURSES (HEA)

HEA 201 Personal Health (3:3)

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.

Offered: Fall & Spring

Distribution: GE Core: GSB

Notes: Fulfills teacher licensure requirements. Elective for all others.

HEA 202 Introduction to Peer Health Education (3:2:3)

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.

Offered: Fall

HEA 203 Peer Health Education: Selected Topics (1:1)

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.

Prerequisite: HEA 202

Offered: Spring

Notes: May be repeated twice for a total of three (3) credits. Grade: Pass/Not Pass (P/NP).

HEA 207 International Health (3:3)

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.

Offered: Fall & Spring

Distribution: GE Marker: GN

HEA 236 First Aid (1:1)

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 (3:3)

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.

Offered: Fall & Spring

Distribution: GE Core: GSB

HEA 300 Topics in Preventing Sexually Transmitted Disease (1:1)

Study of those sexually transmitted diseases representative of major causes of morbidity, mortality and behavioral risk-factor data in the United States; interventions for prevention/eradication to be surveyed.

Offered: Fall or Spring

HEA 301 Topics in Reproductive Health (1:1)

Knowledge and skills to develop and implement health interventions aimed at improving the reproductive health of populations. Health issues from adolescence through the reproductive years will be included.

Offered: Fall or Spring

HEA 303 Topics in Violence, Injury, and Health (1:1)

Study of types and extent of intentional and unintentional injury, risk factors for, and analysis of public health and health education approaches to prevention.

Offered: Fall or Spring

HEA 304 Topics in Preventing Unintentional Injury (1:1)

Study of types and extent of unintentional injury, risk factors for unintentional injuries; and analysis of public health and health education approaches to prevention.

Offered: Fall or Spring

HEA 305 Topics in Chronic Disease (1:1)

Public education approach to the study of chronic diseases includes discussion of epidemiology, risk and protective factors, and health intervention approaches.

Offered: Fall or Spring

HEA 306 Topics in Stress Management (1:1)

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.

Offered: Fall or Spring

HEA 307 Topics in International Health (1:1)

Study of international health focusing on 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.

Offered: Fall or Spring

HEA 308 Introduction to Public Health (3:3)

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.

Prerequisite: Pr. or Coreq. HEA 201, PHTH major or minor, or permission of instructor.

Offered: Fall

HEA 310 Emotional Health (3:3)

Consideration of positive emotional health as an integral factor in the total health and well-being of the individual.

Prerequisite: Junior or senior standing

HEA 313 Medical Terminology for Public Health Professionals (3:3)

An examination of medical terminology with an emphasis on terms related to prevention, diagnosis, and treatment of acute and chronic health conditions.

HEA 314 Public Health Diseases (3:3)

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.

Prerequisite: BIO 111 or permission of instructor

Offered: Fall & Spring

HEA 315 Epidemiology (3:3)

Study of the distribution and determinants of disease occurrence with emphasis on application to health education.

Prerequisite: Pr. or Coreq. MAT 115 or STA 108 or higher-level MAT or STA course, or permission of instructor

Offered: Fall

HEA 316 Environmental Health (3:3)

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.

Offered: Spring

HEA 318 Conflict Resolution and Facilitation Skills (3:3)

Theory and practice in conflict resolution and facilitation of group problem-solving, decision-making, and conflict resolution.

Offered: Spring

HEA 325 Public Health Data Analysis (3:3)

Applied course to develop skills in finding, understanding and analyzing public health data that is essential for needs assessment, program planning, and evaluation.

Prerequisite: Pr. or Coreq. MAT 115 or STA 108 or higher level MAT or STA course, or permission of instructor.

Offered: Fall & Spring

HEA 330

HEA 331 Alcohol, Tobacco, and Other Drugs (3:3)

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.

Offered: Fall or Summer

HEA 333 Health of Women (3:3)

We consider how the complexities of women's lives and status influence women's health. Students will consider how research, practice, and action can all contribute to improved health for all women.

HEA 334 Community Health (3:3)

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.

Prerequisite: Sophomore standing

HEA 338 Safety and First Aid (3:3)

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 (3:3)

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.

Prerequisite: Public Health major with a concentration in Community Health Education; or permission of instructor.

Offered: Fall

HEA 340 Community Observation and Assessment (3:3)

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.

Prerequisite: HEA 201, HEA 308, HEA 314, HEA 315, HEA 339; admission to the professional program for community health education concentration; or permission of instructor. Pr.Pr. or Coreq. HEA 325

Offered: Spring

HEA 341 Health Pedagogy for Elementary School Teachers (2:2)

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.

Prerequisite: Acceptance into Teacher Education Program

Offered: Fall & Spring

HEA 347 Health Problems of Lower Income Groups (3:3)

Ramifications of poverty-health complex in United States and social differences in physical and mental illness. Emphasis on identification of specific health problems common among the poor and detailed inspection of

characteristics of poverty which contribute to these health conditions.

Prerequisite: Sophomore standing

HEA 361 Sexuality Education: Content and Methods (3:3:1)

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.

Prerequisite: HEA 260 and permission of instructor

HEA 366 Community Health Interventions I (3:3)

Theory and practice in planning and using health education strategies for individuals and small groups.

Prerequisite: HEA 201, HEA 308, HEA 314, HEA 315, HEA 339; admission to a professional program for community health education concentration; or permission of instructor. Pr.Pr. or Coreq. HEA 325

Offered: Spring

HEA 369 Lifetime Health Concerns (3:3)

Selected predictable physical, mental, and social health concerns from prenatal life through adulthood. Special emphasis on prenatal life through adolescence.

Prerequisite: Sophomore standing

HEA 400 Health Promotion in Higher Education (3:3)

Overview of health promotion programs in higher education including the history of health promotion in higher education, contemporary theory, intervention and evaluation development, and health issues facing today's college students.

Prerequisite: Permission of instructor

HEA 401 Design and Evaluation of Health Promotion Programs (3:3)

Overview of health behavior theories and planning models to prepare students to design, implement, and evaluate health promotion programs in higher education settings.

Prerequisite: HEA 400 and permission of instructor

HEA 402 Accountability and Assessment in Health Promotion in Higher Education (3:3)

Overview of methods and strategies to assess how health promotion services impact higher education institutions. Content will include national standards and assessment methods.

Prerequisite: HEA 400 and permission of instructor

HEA 403 Readings in Health Promotion in Higher Education (3:3)

Review of historical and contemporary readings in health promotion in higher education with an emphasis on applied research, program administration, and health education theory and practice.

Prerequisite: HEA 400 and permission of instructor

HEA 405 Program Planning and Evaluation (3:3)

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.

Prerequisite: HEA 340 and HEA 366; admission to professional program for community health education concentration; or permission of instructor.

Corequisite: HEA 466

Offered: Fall

HEA 407 Experimental Course: Community Service Learning in International Health (6:6)

Health and development issues impacting an international/developing country, region, or community. International travel, cross-cultural immersion, and service-learning experiences are required.

Prerequisite: Junior or senior standing

Offered: Offered summer '09 and summer '11

HEA 412 Community Health Organizations (3:3)

Study of the structure and operation of community health organizations.

Prerequisite: HEA 308, HEA 314, HEA 315, HEA 316, and HEA 325; or permission of instructor

Offered: Fall

HEA 420 The School Health Program (3:3)

Total school health program (healthful environment, health services, and health instruction including curriculum) and its contribution to health and education of children and youth.

Prerequisite: Junior or senior standing

Offered: Fall

HEA 425 Evaluation in Health Education (3:3)

Consideration of existing health education instrumentation and its construction and usage to evaluate health knowledge, attitudes, behavior, and programs.

Prerequisite: HEA 315, HEA 340, and HEA 405; admission to professional program.

HEA 426 Internship Planning (3:3)

Professional preparation, planning, and placement practicum for the 400-hour supervised internship experience (HEA 428). Should be taken one semester prior to HEA 428.

Prerequisite: HEA 339, HEA 340, HEA 366; admission to professional program

Offered: Fall

HEA 427 Public Health Education Practicum (Fieldwork III) (3:2:3)

Assisting professional health educators, in a variety of community settings, with planning, implementing, and evaluating health education programs/activities for a minimum of 30 contact hours.

Prerequisite: HEA 340, HEA 366, and HEA 466; admission to professional program; or permission of instructor

Offered: Fall

HEA 428 Health Education Internship (Fieldwork IV and Seminar) #NAME?

Experience in using public health education techniques and practices in a community organization/agency. Emphasis on functioning as a professional health educator under supervision.

Prerequisite: 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 & Safety and CPR.

Offered: Spring

Notes: Minimum 320 contact hours. Grade: Pass/Not Pass (P/NP).

HEA 430 Social Marketing for Health (3:3)

Study of social marketing planning models to enable students to systematically conceptualize, plan, implement, and evaluate community health campaigns.

Prerequisite: HEA 308 or permission of instructor

Offered: Spring and/or Summer

HEA 450 Current Health Problems (3:3)

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.

HEA 466 Community Health Interventions II (3:3)

Theory and practice in selecting, developing and implementing community-level interventions to improve the health of individuals and communities.

Prerequisite: HEA 201, HEA 308, HEA 314, HEA 315, HEA 325, HEA 339, HEA 340, HEA 366; admission to the professional program for community health education concentration; or permission of instructor.

Offered: Spring

HEA 470 Adolescent Health (3:3)

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.

Prerequisite: Junior or senior standing

Offered: Spring

HEA 471 Immigrant and Refugee Health (3:3)

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.

Prerequisite: Junior or senior standing

Offered: Spring

HEA 475 Independent Study (1–3)

Intensive work in an area of special interest in health education. Available to qualified students on recommendation of academic adviser and instructor.

Prerequisite: Demonstrated competency for independent work and permission of academic adviser and instructor

Notes: May be repeated once for credit.

HEA 490 Seminar in Health (3:3)

Current problems, issues, and trends in health status viewed from an ecological perspective, with an emphasis on the literature, written and oral communication skills.

Prerequisite: HEA 201, HEA 308, HEA 314, HEA 315, HEA 316, HEA 325. Pr.Pr. or Coreq. HEA 412

Offered: Spring

HEA 491 Family-Centered Interdisciplinary Practice: System of Care (3:3)

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.

Prerequisite: Permission of instructor

Offered: Spring

Cross Listed: Same as CTR 491, SWK 491.

Academic Departments, Programs, and Courses

HEA 589 Experimental Course

This number reserved for experimental courses. Refer to the Course Schedule for current offerings.

Department of Religious Studies

College of Arts & Sciences
109 Foust Building
336/334-5762
www.uncg.edu/rel

Faculty

William D. Hart, Professor and Head of Department

Professors Bregman, Krueger, Rogers

Associate Professors Grieve, Haskell, Ramsey

Assistant Professor Gabbay

Lecturers McDuffie, McKinnon

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.

Religious Studies Courses Meeting General Education Core and Marker Credit

Courses

Philosophical/Religious/Ethical (GPR)

| | |
|---------|-------------------------------------|
| REL 101 | Introduction to Religious Studies |
| REL 104 | Religion, Ritual, and the Arts |
| REL 109 | Religion and Contemporary Culture |
| REL 111 | Non-Western Religion |
| REL 201 | The Bible in Western Culture |
| REL 207 | Modern Problems of Belief |
| REL 209 | Elements of Christian Thought |
| REL 218 | Chinese Religion |
| REL 221 | Buddhism |
| REL 223 | Hinduism |
| REL 225 | Islam |
| REL 248 | Comparative Religious Ethics |
| REL 258 | Darwin, Evolution, and Human Nature |

Historical Perspectives (GHP)

| | |
|---------|--------------|
| 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 217 | The Synagogue |
| REL 229 | Introduction to African American Religions |
| REL 231 | Religion in America |
| REL 240 | Modern Judaism |

Global (GL)

| | |
|---------|--|
| REL 101 | Introduction to Religious Studies |
| REL 104 | Religion, Ritual, and the Arts |
| REL 201 | The Bible in Western Culture |
| REL 204 | New Testament and the Origins of Christianity |
| 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 240 | Modern Judaism |

Global Non-Western (GN)

| | |
|---------|--|
| REL 111 | Non-Western Religion |
| REL 217 | The Synagogue |
| REL 218 | Chinese Religion |
| REL 220 | Japanese Religion |
| REL 221 | Buddhism |
| REL 223 | Hinduism |
| REL 225 | Islam |
| REL 248 | Comparative Religious Ethics |
| REL 250 | Religious Traditions and Care of the Earth |
| REL 254 | Religion in Traditional Societies |

Religious Studies Major (RELS)—B.A.

Degree: Bachelor of Arts

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

AOS Code: U219

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.

Academic Departments, Programs, and Courses

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.

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (6 s.h.)

Student selects 6 s.h. from GLT list.

GFA—Fine Arts (3 s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (6–7 s.h.)

Student selects 6–7 s.h. from GNS list. One must include a laboratory course. Each must have a different course prefix.

GMT—Mathematics (3 s.h.)

Student selects 3 s.h. from GMT list.

GRD—Reasoning and Discourse (6 s.h.)

| | |
|---------|---|
| ENG 101 | College Writing I |
| | or |
| FMS 115 | Freshman Seminar in Reasoning and Discourse I |
| | or |
| RCO 101 | College Writing I |

Student selects additional 3 s.h. from GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

Student selects 6 s.h. from GSB list.

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See requirements and approved courses.

Historical Perspectives on Western Culture

one GPM Premodern course
or
GMO Modern course

depending on category used to satisfy GHP requirement

Natural Sciences

any GLS or GPS course

Social and Behavioral Sciences (GSB)

any additional GSB course with a different departmental prefix

Foreign Language (GFL)

intermediate-level proficiency in one language

demonstrated by placement test, or completion of course work through course number 204

Writing Intensive Courses (WI)

a total of four WI courses

See Writing Intensive Courses under College of Arts and Sciences Additional Requirements (CAR)

IV Major Requirements

Students must complete a minimum of 27 semester hours in Religious Studies at the 200 level or higher (excluding REL 410); at least 9 hours 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.

1.

REL 298 Thinking About Religion

2. **One course from each of the following categories for a total of nine (9) s.h.**

Western Traditions:

| | |
|---------|--|
| 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:

| | |
|---------|---|
| 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:

| | |
|---------|--|
| 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 |

3. Four additional electives in Religious Studies above the 100 level for twelve (12) s.h.

4. Senior Seminar:

| | |
|---------|----------------|
| REL 410 | Senior Seminar |
|---------|----------------|

V Electives

Electives sufficient to complete the 122 semester hours required for degree.

Religious Studies as a Second Academic Concentration for Elementary Education Majors

Required: minimum of 18 semester hours

Requirements

1. Two courses (6 s.h.) from Traditions and Historical Studies:

| | |
|---------|--|
| 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 301 | Early Christianity |
| REL 305 | Religions of the Greco-Roman World |
| REL 311 | Topics in Biblical Studies |
| REL 313 | Topics in Ancient Judaism |
| REL 351 | Religions of China: Selected Topics |
| REL 366 | Religions of Japan: Selected Topics |

2. Two courses (6 s.h.) from Cultural and Theoretical Studies:

| | |
|---------|---|
| REL 207 | Modern Problems of Belief |
| REL 232 | American Religious Thought: A Survey |
| REL 240 | Modern Judaism |
| REL 251 | Topics in Religious Social Ethics |
| REL 259 | Philosophy of Religion |
| REL 309 | Spirituality and Culture in the West |
| REL 310 | Christianity and the Construction of Gender |
| REL 312 | Judaism and the Construction of Gender |

Academic Departments, Programs, and Courses

| | |
|---------|---|
| REL 314 | Saint and Society in the Early Middle Ages |
| 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 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 333 | Religion and Psychology |
| REL 340 | Modern Jewish Thinkers |
| REL 365 | Myth and Theory |
| REL 503 | Topics in Religious Studies |

3. Two additional REL courses (6 s.h.) at the 200 level or above

Religious Studies as a Second Major

Required: Students must complete a minimum of 27 semester hours in Religious Studies at the 200 level or higher (excluding REL 410); at least 9 hours 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.

Requirements for a Second Major in Religious Studies are the same as for the Religious Studies Major.

Religious Studies 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.

Requirements

Required: minimum of 18 s.h. in Religious Studies at or above the 100 level including:

1.

REL 298 Thinking About Religion

2. One course from each of the following categories for a total of nine (9) s.h.

Western Traditions:

| | |
|---------|--|
| 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:

| | |
|---------|---|
| 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:

| | |
|---------|--|
| 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 |

3. Two additional electives in Religious Studies at the 100 level or above for six (6) s.h.

RELIGIOUS STUDIES COURSES (REL)

REL 101 Introduction to Religious Studies (3:3)

Inquiry into religion through consideration of forms, patterns, categories, symbols, and practices which characterize various religious experiences.

Distribution: GE Core: GPR, GE Marker: GL

REL 104 Religion, Ritual, and the Arts (3:3)

A study of how myths and stories are used in ritual and the arts. The specific traditions treated will vary.

Distribution: GE Core: GPR, GE Marker: GL

REL 107 Myth and Ritual in Antiquity (3:3)

Exploration of classic religious themes in their earliest expression in ancient myth and ritual.

REL 109 Religion and Contemporary Culture (3:3)

Understandings of religion as shaped by contemporary social institutions, the arts, politics, and philosophy.

Distribution: GE Core: GPR

REL 111 Non-Western Religion (3:3)

Comparative study of non-Western religions and their contributions to modern religious self-understanding, focusing critically and evaluatively on such patterns of expression as myth, ritual, and social forms.

Distribution: GE Core: GPR, GE Marker: GN

REL 121 Religious Themes in World Literature (3:3)

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.

Offered: Fall

Notes: May be repeated when topic changes.

REL 191 Studies in Scriptural Language (1-3)

Directed readings of significant religious texts in their original languages, such as Hebrew, Greek, Chinese, Tibetan, or Sanskrit.

Offered: Spring

Notes: May be repeated when topic changes.

REL 201 The Bible in Western Culture (3:3)

Study of significant themes and issues in the Bible and their expression in the religious literature and history of Europe and America.

Distribution: GE Core: GPR, GE Marker: GL

REL 202 Hebrew Bible (3:3)

Study of the Hebrew scriptures (the Old Testament) in historical, sociological, and literary context.

Distribution: GE Core: GHP, CAR: GPM

REL 204 New Testament and the Origins of Christianity (3:3)

Study of the New Testament texts in their historical, sociological, and literary contexts.

Distribution: GE Core: GHP, GE Marker: GL, CAR: GPM

REL 207 Modern Problems of Belief (3:3)

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.

Distribution: GE Core: GPR

REL 209 Elements of Christian Thought (3:3)

Investigates the coherence of Christian accounts of such topics as incarnation, trinity, creation, evil, sacraments, the body, and salvation.

Offered: Fall

Distribution: GE Core: GPR, GE Marker: GL

REL 210 Christianity to the Reformation (3:3)

Study of classic Christian texts, symbols, rituals, and social movements to the dawn of the Reformation.

Distribution: GE Core: GHP, GE Marker: GL, CAR: GPM

REL 212 Christianity from the Reformation to the Present (3:3)

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.

Distribution: GE Core: GHP, GE Marker: GL, CAR: GMO

REL 215 Judaism (3:3)

Introductory study of Judaism, its history, texts, life, and thought.

Distribution: GE Core: GHP, GE Marker: GL, CAR: GPM

REL 217 The Synagogue (3:3)

The synagogue has been and remains the center of Jewish life. This course will explore the history, architecture, art, and literature of the synagogue in ancient, medieval, and modern times.

Offered: Spring

Distribution: GE Core: GHP, GE Marker: GN, CAR: GPM

REL 218 Chinese Religion (3:3)

A study of the religions of China in the classical and modern periods focusing on thought, ritual, social structure, and aesthetics.

Distribution: GE Core: GPR, GE Marker: GN

REL 220 Japanese Religion (3:3)

A study of the religions of Japan in the classical and modern periods focusing on thought, ritual, social structure, and aesthetics.

Distribution: GE Marker: GN

REL 221 Buddhism (3:3)

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 contemporar

Distribution: GE Core: GPR, GE Marker: GN

REL 223 Hinduism (3:3)

Introduction to the Hindu religious tradition, its myths, rituals, music, social structure, and philosophical thought.

Distribution: GE Core: GPR, GE Marker: GN

REL 225 Islam (3:3)

Introduction to origins of Islam and its development as a world religion focusing on doctrine, ritual practices, and community structures.

Distribution: GE Core: GPR, GE Marker: GN

REL 229 Introduction to African American Religions (3:3)

Examination of the diverse beliefs and practices of African American religious traditions and their development in the Americas.

Distribution: GE Core: GHP, CAR: GMO

REL 231 Religion in America (3:3)

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.

Distribution: GE Core: GHP, CAR: GMO

Notes: Formerly REL 131.

REL 232 American Religious Thought: A Survey (3:3)

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 (3:3)

A survey of modern Jewish thinkers from Spinoza to Rozenzweig.

Distribution: GE Core: GHP, GE Marker: GL, CAR: GMO

REL 248 Comparative Religious Ethics (3:3)

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.

Offered: Alt Spring

Distribution: GE Core: GPR, GE Marker: GN

REL 250 Religious Traditions and Care of the Earth (3:3)

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.

Distribution: GE Marker: GN

REL 251 Topics in Religious Social Ethics (3:3)

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 (3:3)

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 (3:3)

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 (3:3)

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.

Distribution: GE Marker: GN

REL 258 Darwin, Evolution, and Human Nature (3:3)

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

Offered: Fall or Spring

Distribution: GE Core: GPR

REL 259 Philosophy of Religion (3:3)

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 298 Thinking About Religion (3:3)

Critical reflection on the academic study of religion. Evaluation of theories of religion drawn from the social sciences, humanities, and religious traditions themselves through their application to case studies.

Prerequisite: Religious Studies majors and minors or permission of instructor

Offered: Fall & Spring

REL 301 Early Christianity (3:3)

Development of various kinds of Christian beliefs and practices from the second to seventh centuries. Focus on primary sources.

REL 303 Christianity in Byzantium (3:3)

Explores the formation of Orthodox Christianity from the sixth to the twelfth century. Topics include liturgy, icons, church architecture and decoration, saints' cults, monasticism, and lay practice.

REL 305 Religions of the Greco-Roman World (3:3)

Study of themes in Judaism, Christianity, and pagan religious movements of the Mediterranean world from Alexander to Constantine.

REL 309 Spirituality and Culture in the West (3:3)

Examines spirituality in Western religious traditions in relation to changing roles of men and women, spiritual needs, culture, and identity.

REL 310 Christianity and the Construction of Gender (3:3)

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.

REL 311 Topics in Biblical Studies (3:3)

Examination of specific biblical texts, themes, or interpretations in the context of Jewish and Christian religious traditions or in terms of significant literary or historical issues.

Notes: May be repeated for credit when topics vary, with permission of instructor.

REL 312 Judaism and the Construction of Gender (3:3)

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.

REL 313 Topics in Ancient Judaism (3:3)

Diversity of Judaism in the ancient world; study of major themes, texts, and movements in ancient Judaism; focus on primary texts, material culture, and scholarly approaches.

Notes: May be repeated for credit when topics vary, with permission of instructor.

REL 314 Saint and Society in the Early Middle Ages (3:3)

Examination of the concept of sanctity and of the rise and function of the veneration of holy men and women in Christian tradition from the fourth to the seventh century.

REL 315 Religious Autobiography in the West (3:3)

Exploration of changing views of selfhood in the Western autobiographical traditions from Augustine's Confessions to the present.

REL 317 Islam and the Construction of Gender (3:3)

Study of the role of gendered categories in the creation and maintenance of Islamic notions of piety, authority, and community.

Offered: Alt Fall

REL 318 Theories and Methods in the Study of Religion (3:3)

Examination of theories of religion advanced by anthropologists, sociologists, historians, and theologians. Consideration of case studies to understand religion as a system of beliefs and practices.

REL 323 Religious Movements and Communities: Selected Topics (3:3)

Selected topics will bring to bear historical, analytical, theological, and ethical tools to understand religious movements. Faculty and topics will vary.

Notes: May be repeated when topic varies.

REL 324 Philosophical Issues in Religion (3:3)

Modes of philosophical reflection, groups of human conceptuality and their relation to the truth of religious claims.

Notes: May be repeated for credit when topic varies.

REL 325 Contemporary American Jewish Thought (3:3)

Analysis and evaluation of American Jewish thinkers: Kaplan, Heschel, Soloveichik, and Fackenheim. Topics include the Holocaust, Israel, relations with Gentiles, Jewish life in a democracy, and relations with African Americans.

REL 326 American Religious Thought I (3:3)

Exploration of American religious thought from settlement through the National Period (mid-19th century), focusing on the works of Puritans, Rationalists, and Romantics.

REL 327 American Religious Thought II: The Romantic Tradition (3:3)

A study of thinkers like Emerson, Whitman, and Thoreau that focuses on issues concerning religion in a democracy, divinity and nature, and the 'revelatory' character of poetry.

REL 328 American Religious Thought III: The Pragmatic Tradition (3:3)

Study of classic pragmatic religious thinkers, including Peirce, James, Royce, Santayana, and Dewey. Focuses on issues concerning the character of religious experience, divinity and nature, the problem of evil.

REL 330 Major American Religious Thinkers (3:3)

Topics to vary. Analysis and evaluation of major works by an American religious thinker, e.g., Jonathan Edwards, or works exemplifying a particular intellectual movement, e.g., the Puritan Christian Enlightenment.

Notes: May be repeated for credit when topic varies.

REL 332 Contemporary African American Religious Thought (3:3)

Explores the variety of contemporary African American religious thought: Buddhist, Christian, Islamic, Judaic, and New World Yoruba. The relation between religious racial identities is a primary focus.

REL 333 Religion and Psychology (3:3)

Presents classic Western and/or Asian psychological theories of religion and shows how various religious traditions understand the human psyche.

REL 340 Modern Jewish Thinkers (3:3)

Analysis and evaluation of major works by a Jewish thinker, e.g., Martin Buber, or works exemplifying a

particular intellectual movement, e.g., Jewish existentialism. Topics will vary.

Notes: May be repeated for credit when topic varies.

REL 341 Topics in Jewish Thought (3:3)

Explores specific topics in Jewish thought. Topics vary and may include studies in mysticism, philosophy, literature, or culture.

Offered: Fall

Notes: May be repeated for credit when topic changes.

REL 351

REL 355 The Religious Discourse of Civil Rights (3:3)

Explores Protestant, Catholic, and Jewish involvement in American racial reform in the twentieth century.

REL 356 Religion and Colonialism (3:3)

Explores colonialism as an ensemble of ritual performances—performances of charisma, violence, gender, race, and writing—that provide the interpretive context for the study of religion.

REL 365 Myth and Theory (3:3)

An examination of theories of myth in light of intensive readings in Asian, African, and Western Mythology, with emphasis upon the role of myth in religion and culture.

REL 366 Religions of China: Selected Topics (3:3)

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 (3:3)

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 (3:3)

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.

Offered: Alt spring

Notes: May be repeated for credit when topic varies.

REL 382 Topics in Christian Thought (3:3)

Examination of an issue in Christian thought or history.

Offered: Fall

Notes: May be repeated for credit when topic varies.

REL 383 Seminar in a Major Christian Thinker (3:3)

Examination of a major thinker in Christian thought or history.

Offered: Fall

Notes: May be repeated for credit when topic varies.

REL 401 Tutorial (1–3)

Directed program of reading, research, and private instruction.

Prerequisite: Permission of instructor

REL 402 Tutorial (1–3)

Directed program of reading, research, and private instruction.

Prerequisite: Permission of instructor

REL 403 Tutorial (1–3)

Directed program of reading, research, and private instruction.

Prerequisite: Permission of instructor

REL 404 Tutorial (1–3)

Directed program of reading, research, and private instruction.

Prerequisite: 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.

Prerequisite: 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 (3:0:10)

Practical experience in a variety of professional settings. Includes 10 hours per week at internship site, plus regular meetings with a faculty advisor.

Prerequisite: Two REL courses at the 300 level or permission of instructor

Notes: May be repeated once for credit. Religious Studies majors and minors only.

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 (3:3)

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 589 Experimental Course

This number reserved for experimental courses. Refer to the Course Schedule for current offerings.

School of Education Licensure Programs

Office of Student Services
142 School of Education Building
336/334-3410
www.uncg.edu/soe

Teacher licensure in North Carolina and qualification for licensure in most of the other states may be earned at four UNCG 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 Sciences, programs for teacher licensure in core academic subjects at the secondary level.

The School of Health and Human Sciences, the School of Music, Theatre, and Dance, and the College of Arts and Sciences, in collaboration with the School of Education, offer teacher education curricula.

Graduates of approved teacher education curricula are eligible for initial licensure on the basis of UNCG's recommendation to the State Department of Public Instruction. As requirements may vary among departments, students should check with their major advisor for specific information regarding their program.

Important information for all education students at UNCG can be found in The Teacher Education Handbook, which is available at http://www.uncg.edu/ted/teach_acad_handbooks.html.

Admission to Teacher Education

All students who wish to be recommended for teacher licensure in any of the subject areas must be admitted to a specific Teacher Education Program. Students should apply for admission to Teacher Education at the end of their sophomore year and be admitted no later than the first semester of their junior year.

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 UNCG. 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, which is available at http://www.uncg.edu/ted/teach_acad_handbooks.html.

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 Web site. 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 UNCG. 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, which is available at http://www.uncg.edu/ted/teach_acad_handbooks.html.

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 Web sites, handbooks of their licensure programs, and/or in the *Undergraduate Bulletin*. 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.

1.
TED 535 Literacy in the Content Area
2.
ERM 401 Assessment I: Accountability in Our Nation's Schools
ERM 402 Assessment II: Standardized Tests
ERM 403 Assessment III: Classroom Assessment
3.
TED 401 Child and Adolescent Development and Learning
SES 401 Understanding and Teaching Students with Disabilities in Inclusive Settings
TED 403 Teaching English Learners with Diverse Abilities
4.
TED 445 Human Diversity, Teaching, and Learning
5.
TED 5xx Teaching Practices and Curriculum
TED 5xx: (in the appropriate subject area)
6.
TED 465 Student Teaching and Seminar: Secondary School

TED 465: (12 s.h.)

LIS 120 is 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 six (6) hours 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, Social Studies, or TESOL. This requirement also applies to students seeking a second degree in one of the affected majors. Students should check with the major school/department about this requirement or additional requirements specific to individual programs.

Teacher Licensure in Comprehensive Secondary Social Studies

Students majoring in anthropology, economics, 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, economics, 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 (School of Education Building), the student's major advisor, or the social studies advisor in the School of Education. Substitution of any requirements needed for licensure may be made by the social studies advisor in the School of Education.

Courses Satisfying Competencies for the Standard Professional I License in Secondary Social Studies

All secondary social studies licensure students must complete the following 18 semester hours:

- | | |
|---------|---|
| ECO 101 | Introduction to Economics |
| HIS 308 | Navigating World History |
| HIS 316 | Interpreting American History |
| | one additional 300-level history course |

| | |
|---------|--|
| HIS 430 | Historical Methods for Social Studies Teachers |
| HIS 440 | Principles and Practices for Teaching History |

History majors must complete an additional 15 semester hours of social studies electives.

Note that some courses identified below may have prerequisites and many satisfy general education requirements. Choose five (5) courses from the following list from at least three different disciplines:

ATY

| | |
|---------|--|
| ATY 213 | Introduction to Cultural Anthropology |
| ATY 258 | Introduction to Archaeology Through World Prehistory |
| ATY 325 | Caribbean Societies and Cultures |
| ATY 330 | Cultures of North American Indians |
| ATY 333 | Latin American Societies and Cultures |

GEO

| | |
|----------|---|
| GEO 104 | World Regional Geography |
| GEO 105 | Cultural Geography |
| GEO 106 | Geosystems Science |
| GEO 106L | Geosystems Science Laboratory |
| GEO 306 | World Economic Geography |
| GEO 315 | The Geography of World Affairs |
| GEO 344 | Geography of the United States and Canada |
| GEO 491 | Current Topics in Regional Geography |
| GEO 560 | Seminar in Regional Geography |

or other regional course

PSC

| | |
|---------|---------------------------------------|
| PSC 100 | American Politics |
| PSC 260 | Introduction to Comparative Politics |
| PSC 290 | The Politics of the Non-Western World |

PSY

| | |
|---------|---|
| PSY 121 | General Psychology |
| PSY 230 | Biological Psychology |
| PSY 240 | Principles of Learning |
| PSY 250 | Developmental Psychology |
| PSY 260 | Psychological Perspectives on Social Psychology |
| PSY 280 | Cognitive Psychology |
| PSY 385 | IQ and Intelligence |

SOC

| | |
|---------|--|
| SOC 101 | Introduction to Sociology |
| SOC 202 | Social Problems in Global Context |
| SOC 323 | Global Deviance |
| SOC 335 | Marriage and the Family |
| SOC 344 | Global Society |
| SOC 362 | Sociological Perspectives on Education |
| SOC 365 | Public Opinion and Mass Communication |
| SOC 420 | Family Violence |

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.

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.

UNCG 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 UNCG in the four broad areas listed below. Their description is found under the school and/or department listed on the right.

Birth–12 Licensure

| Program | Department |
|-------------------------|--------------------------------|
| Professions in Deafness | Specialized Education Services |

Birth–Kindergarten, Elementary, and Middle Grades Licensure

| Program | Department |
|--------------------------------------|--|
| Auditory/Oral (B–K) | Specialized Education Services |
| Birth through Kindergarten (B–K) | Human Development & 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

| Program | Department |
|---|-----------------|
| Art Education | Art |
| Music | Music Education |
| Physical Education & Health Teacher Education | Kinesiology |

| | |
|-------------------------------------|--------------------------------------|
| Professions in Deafness | Specialized Education Services |
| School Social Work | Social Work |
| Second Language in French & Spanish | Languages, Literatures, and Cultures |
| Special Education | Specialized Education Services |
| Theatre Education | Theatre |

Secondary Subject-Area Licensure (Grades 9–12)

| Program | Department |
|------------------------------|--|
| Comprehensive Science | Biology |
| Comprehensive Science | Chemistry & Biochemistry |
| English | English |
| Latin | Classical Studies |
| Mathematics | Mathematics & Statistics |
| Comprehensive Science | Physics & Astronomy |
| Comprehensive Social Studies | Teacher Education and Higher Education |
| Integrated Science | Interdepartmental Program |

Requirements for teacher licensure are specified in the program descriptions under each respective department (see alphabetical department listings).

TEACHERS ACADEMY AND LICENSURE PROGRAMS COURSES (EDU)

EDU 491 Introduction to Schools, Schooling, and Society (1:1)

Provides licensure candidates information regarding state and national teaching standards, school law, school organization and procedures, and context of schooling.

Prerequisite: Admission to Alternative Licensure Program

Offered: Fall or Spring or Summer

EDU 493 Introduction to Instructional Planning (1:1)

Introductory course that focuses on structures of learning, methods or ways of teaching, analysis of instructional resources, and planning responsive instruction.

Prerequisite: Admission to Alternative Licensure Program

Offered: Fall or Spring or Summer

EDU 494 Fundamentals of Assessment (1:1)

Covers five interconnected topics: measurement concepts, traditional grading and assessment, alternative grading and assessment, assessment design, and the use of assessment for improving instruction and student performance.

Prerequisite: EDU 493

Offered: Fall or Spring or Summer

EDU 496 Foundations of Teaching Diverse Learners (1:1)

Designed to provide candidates with introductory knowledge and skills to facilitate their effectiveness in meeting the needs of diverse learners through appropriate instructional, curricular, and behavioral strategies.

Prerequisite: Admission to Alternative Licensure Program

Offered: Fall or Spring or Summer

Notes: May not be taken prior to EDU 493.

EDU 497 Seminar/Internship I for Lateral-Entry Teachers (3:3)

Participants will build upon the knowledge and skills acquired in the first six courses of the Alternative Licensure Program, learn more complex pedagogical theories, and develop advanced teaching techniques.

Prerequisite: EDU 491, EDU 493, EDU 494

Offered: Fall

EDU 498 Seminar/Internship II for Lateral-Entry Teachers (3:3)

Participants will build upon the knowledge and skills acquired in the Alternative Licensure Program, learn more complex pedagogical theories, and develop advanced teaching techniques.

Prerequisite: EDU 497

Offered: Spring

Department of Social Work

School of Health and Human Sciences
268 Stone
336/334-5147
www.uncg.edu/swk

Faculty

*Melissa Floyd-Pickard, Professor and Chair of
Department*

Professors Lindsey, Rife, Schmitz, Shears, Wineburg

Associate Professors Claes, Coakley, Dennison, Hurd

Assistant Professors Lee, Poole, Swick, Washington

*Academic Professional Assistant Professors Porter,
Register*

Lecturer Pearson

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.

Social Work Major (SOWK)—B.S.W.

Degree: Bachelor of Social Work

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

Available Concentrations and AOS Codes:

Social Work, U894

School Social Work with Special Subject-Area
Teacher Licensure, U895

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 2013.

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 to the major is based upon:

1. Satisfactory completion of SWK 215 with a grade of C or higher
2. A minimum University GPA of 2.50
3. Completion of a minimum of 51 s.h.
4. Completion and submission of the B.S.W. Application Packet by December 1 or May 1 of the year in which the student is seeking admission

Admission is competitive and limited. Decisions concerning admission are announced by January 1 and June 1 and are effective with the beginning of the fall semester.

Admission to Field Instruction

1. Prior admission to the Social Work Major
2. Completion of the following courses or their equivalent: BIO 105, ECO 101, HDF 212, PSC 100, PSY 121, STA 108, SOC 101, and completion of the Department's culture and diversity requirement.
3. Completion of 84 s.h. with a 2.50 grade point average
4. Satisfactory completion of all early field experience requirements
5. Satisfactory completion of SWK 215, SWK 310, SWK 311, SWK 315, SWK 325, and SWK 351, with a minimum grade of C. No Social Work course may be taken more than twice.
6. 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 (SWK 215, SWK 310, SWK 311, SWK 315, SWK 325, SWK 351) 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 (SWK 215, SWK 310, SWK 311, SWK 315, SWK 325, SWK 351). 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.

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (3 s.h.)

Student selects 3 s.h. from GLT list.

GFA—Fine Arts (3 s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

Humanities and Fine Arts (3 s.h.)

Student selects additional 3 s.h. from GLT, GFA, or GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (6–7 s.h.)

| | |
|----------|--------------------------------------|
| BIO 105 | Major Concepts of Biology |
| BIO 105L | Major Concepts of Biology Laboratory |

Student selects additional 3 s.h. from GNS list with a course prefix other than BIO.

GMT—Mathematics (3 s.h.)

| | |
|---------|--|
| MAT 112 | Contemporary Topics in Mathematics or |
| STA 108 | Elementary Introduction to Probability and Statistics |

Choice dependent on course chosen in Related Area Requirements.

GRD—Reasoning and Discourse (6 s.h.)

| | |
|---------|--|
| ENG 101 | College Writing I or |
| FMS 115 | Freshman Seminar in Reasoning and Discourse I or |
| RCO 101 | College Writing I |

Student selects additional 3 s.h. from GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

| | |
|---------|--|
| ECO 101 | Introduction to Economics |
| SWK 311 | Human Behavior and Social Environment |

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major Requirements

1. Admission to Field Instruction.

| | |
|---------|--|
| 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 |

SWK 311 satisfies GSB requirement

2. Practice sequence.

| | |
|---------|------------------------------|
| SWK 411 | Social Work Methods I |
| SWK 412 | Social Work Methods II |
| SWK 413 | Field Instruction I |
| SWK 414 | Field Instruction II |
| SWK 415 | Field Instruction Seminar I |
| SWK 416 | Field Instruction Seminar II |

3. Six s.h. in social work at the 500 level

IV Related Area Requirements

1.

| | |
|----------|---|
| BIO 105 | Major Concepts of Biology |
| BIO 105L | Major Concepts of Biology Laboratory |
| ECO 101 | Introduction to Economics |
| HDF 212 | Families and Close Relationships |
| PSC 100 | American Politics |
| PSY 121 | General Psychology |
| SOC 101 | Introduction to Sociology |
| STA 108 | Elementary Introduction to Probability and Statistics |
| or | |
| SWK 250 | Introduction to Social Work Data Analysis |

BIO 105 and BIO 105L satisfy one GNS requirement

ECO 101 satisfies GSB requirement

STA 108 satisfies GMT requirement

Social work majors who take SWK 250 instead of STA 108 will need to take a general math course (MAT 112 recommended) to meet the GEC requirement.

2. Culture and Diversity Requirement:

all students must establish elementary competence in culture and human diversity. To do so, a student may establish foreign language proficiency at the elementary level (0–6 s.h.) or complete six (6) s.h. in course work from the following:

| | |
|---------|--|
| AFS 201 | Introduction to African American Studies |
| AFS 210 | Blacks in American Society: Social, Economic, and Political Perspectives |
| ATY 325 | Caribbean Societies and Cultures |
| ATY 330 | Cultures of North American Indians |
| ENG 331 | Women in Literature |
| ENG 374 | Early African American Writers |
| ENG 376 | African American Writers after the 1920s |
| HDF 407 | Issues Affecting Women and Families |
| HEA 333 | Health of Women |
| HEA 347 | Health Problems of Lower Income Groups |
| HEA 471 | Immigrant and Refugee Health |
| HIS 301 | Race and Slavery |
| HIS 302 | Race and Segregation |
| HIS 328 | U.S. Women's History to 1865 |
| HIS 329 | U.S. Women's History Since 1865 |
| PSC 335 | Women in Politics |
| PSC 336 | Women and the Law |
| REL 111 | Non-Western Religion |
| REL 215 | Judaism |
| REL 218 | Chinese Religion |
| REL 220 | Japanese Religion |
| REL 221 | Buddhism |
| REL 223 | Hinduism |
| REL 225 | Islam |
| REL 229 | Introduction to African American Religions |
| REL 231 | Religion in America |
| REL 325 | Contemporary American Jewish Thought |
| SES 101 | American Sign Language I |
| SES 102 | American Sign Language II |
| SES 200 | People with Disabilities in American Society |
| SOC 327 | Race and Ethnic Relations |
| SOC 329 | Sociological Perspectives on Gender |
| SPA 233 | Hispanic Cultures and Civilizations |
| WGS 250 | An Introduction to Women's and Gender Studies |
| WGS 333 | Gendered Worlds |
| or | |
| | Foreign Language proficiency through 102 |

V Electives

Electives sufficient to complete the 122 semester hours required for the degree.

Social Work Major with Special Subject-Area Licensure in School Social Work

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).

Requirements

In addition to completing the requirements for the social work major, the student must be admitted to the Teacher Education Program and successfully complete the following courses:

| | |
|---------|------------------------------|
| ELC 381 | The Institution of Education |
| SWK 582 | School Social Work |

Field Instruction

| | |
|---------|----------------------|
| SWK 413 | Field Instruction I |
| SWK 414 | Field Instruction II |

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.

Social Work Minor

Required: minimum of 15 semester hours

Requirements

The Social Work minor requires 15 semester hours of Social Work courses to include:

| | |
|---------|--|
| 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 |
| | and one 500-level course in social work |

SOCIAL WORK COURSES (SWK)

SWK 215 Introduction to Social Work (3:3)

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.

Offered: Fall & Spring

SWK 250 Introduction to Social Work Data Analysis (3:3)

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.

Prerequisite: Pr. or Coreq. SWK 215

Offered: Fall & Spring

SWK 310 Social Policy and Services (4:3:3)

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.

Prerequisite: SWK 215; major or minor in social work

Offered: Fall & Spring

SWK 311 Human Behavior and Social Environment (3:3)

Emphasis on theories relevant to understanding and influencing change on the societal, organizational, group, and individual levels.

Prerequisite: SWK 215 or permission of instructor

Offered: Fall

Distribution: GE Core: GSB

SWK 315 Social Work, Diversity, and Vulnerable Populations (3:3)

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.

Prerequisite: SWK 215; major or minor in social work

Offered: Spring

SWK 325 Research in Social Work Practice (3:3)

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.

Prerequisite: SWK 215 and SOWK major; Pr. or Coreq. SWK 250 or STA 108

Offered: Spring

SWK 351 Professional Skills (3:3:1)

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.

Prerequisite: SWK 215, SWK 310, and SWK 311; SOWK major

Offered: Spring

SWK 411 Social Work Methods I (3:3)

Emphasis on knowledge, values, process, and skills in social work practice and introduction to interventive methods.

Prerequisite: Admission to field instruction

Corequisite: SWK 413 and SWK 415

Offered: Fall

Notes: SOWK major only.

SWK 412 Social Work Methods II (3:3)

Focus on development of social work practice skills emphasizing delivery of social services.

Prerequisite: SWK 411

Corequisite: SWK 414 and SWK 416

Offered: Spring

Notes: SOWK major only.

SWK 413 Field Instruction I (5:0:16)

Educationally directed learning experienced by performing a range of activities related to entry level practice.

Prerequisite: SOWK major; SWK 215, SWK 310, SWK 311, SWK 315, SWK 325, and SWK 351; admission to field instruction

Corequisite: SWK 411 and SWK 415

Offered: Fall

SWK 414 Field Instruction II (5:0:16)

Continuation of SWK 413. Emphasis placed upon extended application and evaluation in the practice environment.

Prerequisite: SWK 411, SWK 413, and SWK 415

Corequisite: SWK 412 and SWK 416

Offered: Spring

SWK 415 Field Instruction Seminar I (1:1)

Critical review and analysis of application of social work theory in practice setting.

Prerequisite: Admission to field instruction

Corequisite: SWK 411 and SWK 413

Offered: Fall

SWK 416 Field Instruction Seminar II (1:1)

Continues critical review and analysis of social work theory in practice setting.

Prerequisite: SWK 415

Corequisite: SWK 412 and SWK 414

Offered: Spring

SWK 451 Special Problems in Social Work (1–3)

Intensive independent study of specialized topics.

Prerequisite: Requires written plan, permission of sponsoring instructor, and approval of department head.

Notes: May be repeated for credit when topics vary.

SWK 491 Family-Centered Interdisciplinary Practice: System of Care (3:3)

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.

Offered: Spring

Cross Listed: Same as CTR 491, HEA 491.

SWK 510 Selected Topics in Social Work (3:3)

Opportunity for students to study in depth topic of special interest.

Prerequisite: Permission of instructor

Notes: May be repeated for credit when topic varies.

SWK 520 Methods and Practice of Family and Marital Therapy (3:3)

Systems/communications approach to marital and family therapy. Students develop ability to apply concepts to understand and intervene in family systems. Related therapeutic concepts and techniques also discussed.

Prerequisite: Permission of instructor

SWK 522 Comparative Study of Cross-cultural Social Work Practice (3:3)

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.

Prerequisite: SWK 215, SWK 310, SWK 311, SWK 315, SWK 325, and SWK 351; or graduate standing

Offered: Summer

Distribution: GE Marker: GL

Notes: May be repeated for credit when topic varies.

SWK 527 Human Services for Immigrants and Refugees (3:3)

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.

Offered: Fall

SWK 530 Social Agency Program Development (3:3)

Organization of new agencies or those initiating additional services. Needs assessment, resource development, grant writing, agency operations, and relationships with funding agencies.

SWK 540 Social Entrepreneurship: Justice and a Green Environment (3:3)

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.

Prerequisite: Upper-division undergraduate or graduate student status

Cross Listed: Same as BUS 540, CPS 540, CST 540, ENT 540, WGS 540.

SWK 550 Social Services in Health Care (3:3)

Examination of social services in health care settings. Emphasis on organizational context, interdisciplinary cooperation, and skill required for work in primary care setting.

SWK 551 Special Problems in Social Work (1–3)

Intensive, independent study of specialized topics.

Prerequisite: Requires written plan, permission of sponsoring instructor, and approval of department head.

SWK 554 Mental Health Social Work (3:3)

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 (3:3)

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 (3:3)

Systematic study of social work approaches to providing services to the aging. Focus on current policies, services, and models of practice.

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.

Prerequisite: SWK 215, SWK 310, SWK 311, SWK 315, SWK 325, SWK 351, senior standing, and SOWK major; or permission of instructor

Offered: Spring

SWK 584 Social Services for Children (3:3)

Designed for practitioners and students to provide knowledge for working with children and to teach strategies, techniques, and skills for effective treatment.

SWK 585 Social Work with Families in Crisis (3:3)

Social work practice with families in crisis, with a focus on problems currently faced by families and strategies to help them.

SWK 589 Experimental Course

This number reserved for experimental courses. Refer to the Course Schedule for current offerings.

SWK 589C Experimental Course: Environmental Justice: Interdisciplinary Response for Sustainability (3:3)

Interdisciplinary exploration of models that address social, economic, and environmental justice concerns and their impact on community, economic, and environmental sustainability.

Offered: Offered fall '13

Cross Listed: Same as CPS 589C.

Department of Sociology

College of Arts & Sciences
337 Graham Building
336/334-5295
www.uncg.edu/soc

Faculty

Julie V. Brown, Associate Professor and Head of Department

Professors Adams, Allan, Kroll-Smith, Markham, Petersen

Associate Professors Brown-Jeffy, Cureton, Daynes, Hunnicutt, Luebke, Sills, Westervelt

Assistant Professors Hamil-Luker, Kuperberg

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.

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. For details, see *The Graduate School Bulletin*.

Sociology Major (SOCI)—B.A.

Degree: Bachelor of Arts

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

Available Concentrations and AOS Codes:

Sociology, U221

Criminology, U222

Social Problems in a Global Society, U224

Sociology, with Social Studies High School
Teaching Licensure, U223

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 a) major in sociology, b) major in sociology with a concentration in criminology, c) major in sociology with a concentration in social problems in a global society, d) complete the social studies licensure for secondary teachers with a major in sociology, e) major in both sociology and another field, or f) minor in sociology. Requirements for these six options are described separately below.

Student Learning Goals

Sociology majors at UNCG 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

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (3 s.h.)

Student selects 3 s.h. from GLT list.

GFA—Fine Arts (3 s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

Humanities and Fine Arts (3 s.h.)

Student selects additional 3 s.h. from GLT, GFA, or GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (6–7 s.h.)

Student selects 6–7 s.h. from GNS list. One must include a laboratory course. Each must have a different course prefix.

GMT—Mathematics (3 s.h.)

Student selects 3 s.h. from GMT list.

GRD—Reasoning and Discourse (6 s.h.)

| | |
|---------|---|
| ENG 101 | College Writing I |
| | or |
| FMS 115 | Freshman Seminar in Reasoning and Discourse I |
| | or |
| RCO 101 | College Writing I |

Student selects additional 3 s.h. from GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

| | |
|---------|---------------------------|
| SOC 101 | Introduction to Sociology |
|---------|---------------------------|

Student selects additional 3 s.h. from GSB list.

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See requirements and approved courses.

Historical Perspectives on Western Culture

one GPM Premodern course
or
GMO Modern course

depending on category used to satisfy GHP requirement

Natural Sciences

any GLS or GPS course 3–4

Social and Behavioral Sciences (GSB)

any additional GSB course with a different departmental prefix

Foreign Language (GFL)

intermediate-level proficiency in one language

demonstrated by placement test, or completion of course work through course number 204

Writing Intensive Courses (WI)

a total of four WI courses

See Writing Intensive Courses under College of Arts and Sciences Additional Requirements (CAR)

IV Major Requirements for Sociology, Social Problems in a Global Society, and Criminology Concentrations

All sociology majors must complete a minimum of 36 semester hours in sociology with at least a 2.0 GPA in the major.

All sociology majors must complete:

| | |
|---------|--|
| SOC 101 | Introduction to Sociology |
| SOC 225 | Race, Class, and Gender: Social Inequalities |
| SOC 290 | Thinking Sociologically—Classical Theory |
| SOC 301 | Introduction to Methods and Research |
| SOC 302 | Introduction to Data Analysis |
| SOC 490 | Seeing Society—Contemporary Theory |

Additional Requirements for General Sociology Major without Concentration (U221)

six (6) additional sociology courses, four (4) of which must be taken at the 300 level or above

Additional Requirements for Social Problems in a Global Society Concentration (U224)

| | |
|---------|-----------------------------------|
| SOC 202 | Social Problems in Global Context |
| SOC 344 | Global Society |
| SOC 345 | Social Change |

at least two (2) additional courses from:

| | |
|---------|--|
| SOC 300 | Post Soviet Societies |
| SOC 314 | Sociology of Popular Music |
| SOC 323 | Global Deviance |
| SOC 326 | The Community |
| SOC 328 | Social Movements |
| SOC 330 | Urban Society |
| SOC 342 | Global Inequalities |
| SOC 346 | Population Problems |
| SOC 361 | Health and Society |
| SOC 370 | Environmental Sociology |
| SOC 371 | Immigration, Ethnicity, and Race in a Global Context |

| | |
|---------|--|
| SOC 375 | International Field Research |
| SOC 377 | Disaster, Self, and Society |
| SOC 429 | Collective Violence and Nonviolence in Global Perspective |

one (1) additional sociology course

(may be any sociology elective or may be chosen from the previous list)

two (2) of the additional sociology courses listed in the previous two bullets must be taken at the 300 level or above

Additional Requirements for Criminology Concentration (U222)

| | |
|---------|-------------------------------|
| SOC 222 | Sociology of Deviant Behavior |
| SOC 324 | Criminology |

at least three (3) additional courses from:

| | |
|---------|--|
| SOC 317 | Criminal Justice |
| SOC 323 | Global Deviance |
| SOC 332 | Law and Society |
| SOC 350 | Juvenile Delinquency |
| SOC 390 | African American Perspectives on Crime |
| SOC 419 | Gender, Crime, and Deviance |
| SOC 420 | Family Violence |
| SOC 425 | Contemporary Gangs in America |
| SOC 429 | Collective Violence and Nonviolence in Global Perspective |
| SOC 430 | Miscarriages of Justice |

one (1) additional sociology course

(may be any sociology elective or may be chosen from the previous list)

V Related Area Requirements

See the Sociology Department's Director of Undergraduate Studies for related course recommendations.

VI Electives

Electives sufficient to complete the 122 semester hours required for degree.

Social Studies High School Teaching Licensure

Required: minimum of 46 semester hours in social studies beyond the requirements for the Sociology major

Teacher Licensure Requirements

Courses Satisfying Competencies for the Standard Professional I License in Secondary Social Studies

1. All secondary social studies licensure students must complete the following:

| | |
|---------|-------------------------------|
| ECO 101 | Introduction to Economics |
| HIS 308 | Navigating World History |
| HIS 316 | Interpreting American History |

| | |
|---------|--|
| | one additional 300-level history course |
| HIS 430 | Historical Methods for Social Studies Teachers |
| HIS 440 | Principles and Practices for Teaching History |

2.

| | |
|---------|--|
| ERM 401 | Assessment I: Accountability in Our Nation's Schools |
| ERM 402 | Assessment II: Standardized Tests |
| ERM 403 | Assessment III: Classroom Assessment |

3.

| | |
|-----------------|---|
| LIS 120/TED 120 | Introduction to Instructional Technology for Educational Settings |
|-----------------|---|

4.

| | |
|---------|---|
| SES 401 | Understanding and Teaching Students with Disabilities in Inclusive Settings |
|---------|---|

SES 401: (requires 25 hours of internship in the schools)

5.

| | |
|---------|---|
| TED 401 | Child and Adolescent Development and Learning |
| TED 403 | Teaching English Learners with Diverse Abilities |
| TED 445 | Human Diversity, Teaching, and Learning |
| TED 465 | Student Teaching and Seminar: Secondary School |
| TED 535 | Literacy in the Content Area |
| TED 553 | Teaching Practices and Curriculum in Social Studies |

TED 403: (requires 25 hours of internship in the schools)

The courses should be taken in the following sequence:

Junior Year, Fall:

| | |
|---------|--|
| ERM 401 | Assessment I: Accountability in Our Nation's Schools |
| TED 401 | Child and Adolescent Development and Learning |
| TED 445 | Human Diversity, Teaching, and Learning |

Junior Year, Spring:

| | |
|-----------------|---|
| ERM 402 | Assessment II: Standardized Tests |
| SES 401 | Understanding and Teaching Students with Disabilities in Inclusive Settings |
| TED 403 | Teaching English Learners with Diverse Abilities |
| LIS 120/TED 120 | Introduction to Instructional Technology for Educational Settings |

Senior Year, Fall:

| | |
|---------|---|
| ERM 403 | Assessment III: Classroom Assessment |
| TED 535 | Literacy in the Content Area |
| TED 553 | Teaching Practices and Curriculum in Social Studies |

Senior Year, Spring:

TED 465 Student Teaching and Seminar:
Secondary School

(12 s.h.)

Electives

Electives sufficient to complete the 122 semester hours required for degree.

Sociology as a Second Academic Concentration for Elementary Education Majors

Required: minimum of 18 semester hours

Requirements

1. (6 s.h.)

SOC 101 Introduction to Sociology
SOC 201 Social Problems

2. Four courses (12 s.h.) at the 300 level or above from:

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 as a Second Major

Students who wish to declare a second major in Sociology must complete all requirements listed for the Sociology major.

Requirements

Sociology and Psychology

Students double majoring in Sociology and Psychology who successfully complete:

PSY 310 Research and Statistical Methods in Psychology I

may substitute:

PSY 310 Research and Statistical Methods in Psychology I
For
SOC 302 Introduction to Data Analysis

Sociology and Political Science

Students double majoring in Sociology and Political Science who successfully complete:

PSC 301 Research Methods in Political Science

may substitute:

PSC 301 Research Methods in Political Science
For
SOC 301 Introduction to Methods and Research

Sociology Minor

Fifteen (15) semester hours in sociology. Nine (9) hours counted toward the minor must be in residence at UNCG.

Disciplinary Honors in Sociology

Refer to the university Disciplinary Honors Program for overall program information.

Honors Advisor

See Sarah Daynes for further information and guidance about Disciplinary Honors in Sociology.

SOCIOLOGY COURSES (SOC)

SOC 101 Introduction to Sociology (3:3)

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.

Offered: Fall & Spring

Distribution: GE Core: GSB

SOC 201 Social Problems (3:3)

Analysis of contemporary social problems from a sociological perspective.

SOC 202 Social Problems in Global Context (3:3)

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.

Offered: Fall & Spring

Distribution: GE Core: GSB, GE Marker: GL

SOC 222 Sociology of Deviant Behavior (3:3)

Sociological contributions to analysis and treatment of contemporary forms of deviant behavior. Relationship of deviant behavior to social change.

Offered: Fall & Spring

Distribution: GE Core: GSB

SOC 225 Race, Class, and Gender: Social Inequalities (3:3)

Study of social inequalities, with a particular focus on race, class, and gender.

Offered: Fall & Spring

SOC 230 Sociology of Friendship (3:3)

A sociological perspective on friendship. Topics include definition of friendship, history of friendship, research, results of surveys and ethnographies, friendship processes and structure, and friendship in context.

SOC 240 An Introduction to Cultural Sociology (3:3)

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 290 Thinking Sociologically—Classical Theory (3:3)

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.

Prerequisite: SOC 101

Offered: Fall or Spring

SOC 300 Post Soviet Societies (3:3)

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.

Distribution: GE Marker: GN

SOC 301 Introduction to Methods and Research (3:3)

Topics include the function of theory in research, concept formation, study design, data collection, and analysis strategies.

Prerequisite: One sociology course or permission of instructor

Offered: Fall & Spring

Notes: SOC majors only.

SOC 302 Introduction to Data Analysis (3:2:1)

Application of statistical concepts and procedures to sociological inquiry. Topics include elementary descriptive and inferential procedures and use of computers in data analysis.

Prerequisite: SOC 101 and SOC 301 (or PSC 301 for students double majoring in Sociology and Political Science) and one additional sociology course

Offered: Fall & Spring

Notes: SOC majors only, except by permission of instructor.

SOC 311 Reading Culture and Society (3:3)

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.

Offered: Fall

Cross Listed: Same as ATY 311.

SOC 312 Experimental Course: Minorities and Music: Race, Class, and Gender in America (3:3)

Offers a critical perspective on representations of race, class, and gender in American popular music and uses music to examine and understand the impact of dominant ideologies.

Notes: Offered Spring 2008.

Cross Listed: Same as AFS 312.

SOC 314 Sociology of Popular Music (3:3)

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 (3:3)

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 (3:3)

Explores and examines contemporary meaning and forms of deviant behavior using cross cultural and international perspectives.

Distribution: GE Marker: GL

Notes: Formerly SOC 223.

SOC 324 Criminology (3:3)

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.

Offered: Fall & Spring

SOC 325 Sociology of Work Organizations (3:3)

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.

Prerequisite: SOC 101 or SOC 201 or SOC 202, or permission of instructor

SOC 326 The Community (3:3)

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.

Prerequisite: SOC 101 or SOC 201 or SOC 202, or permission of instructor

SOC 327 Race and Ethnic Relations (3:3)

Interaction between peoples of differing racial, ethnic, and cultural backgrounds, with comparison of American relationships to those in other parts of the world.

Distribution: GE Core: GSB

Notes: Formerly SOC 227.

SOC 328 Social Movements (3:3)

Systematic study of such forms of collective social behavior as social movements and revolutions with a strong international and comparative focus.

Prerequisite: SOC 101 or SOC 201 or SOC 202 or permission of instructor

SOC 329 Sociological Perspectives on Gender (3:3)

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: Formerly SOC 229.

SOC 330 Urban Society (3:3)

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 (3:3)

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 335 Marriage and the Family (3:3)

Analysis of marriage and family with particular attention to change and interrelationships with other institutions.

SOC 341 Sociological Perspectives on Social Psychology (3:3)

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.

Prerequisite: SOC 101 and one additional sociology course or permission of instructor

Notes: May not be taken for credit if student has had SOC 571.

SOC 342 Global Inequalities (3:3)

Examination of social stratification systems and theories, economic prestige, power inequalities, social mobility, and class consciousness.

Prerequisite: SOC 101 and one additional sociology course or permission of instructor

SOC 344 Global Society (3:3)

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.

Prerequisite: SOC 101 and one additional sociology course or permission of instructor

Distribution: GE Marker: GL

SOC 345 Social Change (3:3)

Examination of nature, process, and consequences of social change with consideration of its control in all types of societies.

Prerequisite: SOC 101 and one additional sociology course or permission of instructor

SOC 346 Population Problems (3:3)

Sociological study of basic population processes of fertility, migration, and mortality, including examination of problems associated with changing population size, composition, and distribution.

Prerequisite: SOC 101 and one additional sociology course or permission of instructor

Notes: Formerly SOC 339.

SOC 350 Juvenile Delinquency (3:3)

Course assesses the nature and extent of juvenile participation in unconventional behavior and identification with norms and values promoting delinquency.

Prerequisite: SOC 222

Notes: Formerly SOC 250.

SOC 354 Work and Gender (3:3)

Examination of gender in the U.S. labor force and work organizations with special attention to issues affecting women in professional careers.

Prerequisite: Junior standing, SOC 101 or MGT 300 or permission of instructor

SOC 361 Health and Society (3:3)

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.

Notes: Formerly SOC 261.

SOC 362 Sociological Perspectives on Education (3:3)

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 (3:3)

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 (3:3)

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.

Prerequisite: One course in sociology or permission of instructor

SOC 366 Sociology of Religion (3:3)

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 (3:3)

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.

Prerequisite: SOC 101 or SOC 201 or SOC 202, or permission of instructor

SOC 371 Immigration, Ethnicity, and Race in a Global Context (3:3)

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.

Prerequisite: SOC 101 or SOC 201 or SOC 202 or permission of instructor

SOC 374 Experimental Course: Visualizing the Triad's Global Identity (3:3)

Prepares students for the requirements of a global society by illustrating the impact of globalization in the local

community. The course teaches visual literacy and basic methods of social research.

Prerequisite: SOC 101 or SOC 201, or SOC 202

Offered: Offered spring '09

SOC 375 International Field Research (4:2:6)

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.

Prerequisite: SOC 101 or SOC 201 or SOC 202; or permission of instructor

Distribution: GE Marker: GN

SOC 377 Disaster, Self, and Society (3:3)

The anatomy of disasters examined from a sociological perspective. Case studies are presented through several conceptual lenses for clarifying individual, social, cultural, and political responses to catastrophic events.

Prerequisite: 3 semester hours in sociology

SOC 380 Memory, Self, and Society (3:3)

Examines the importance of memory to personal, institutional, and national identities. Particular emphasis is placed on memory as a cultural narrative fashioned in historical, social, and political contexts.

SOC 390 African American Perspectives on Crime (3:3)

An introduction to perspectives in criminology that focus on African American participation in crime and the significance of race for legal sanctioning.

Prerequisite: SOC 222 or SOC 324

SOC 419 Gender, Crime, and Deviance (3:3)

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.

SOC 420 Family Violence (3:3)

Examines the forms, causes, incidence, and prevention of violence within the family and other intimate relationships.

Prerequisite: Junior standing or permission of instructor

SOC 425 Contemporary Gangs in America (3:3)

Examines the nature and extent of gang membership in America: activities of cliques, near groups, cultural gangs, and established gangs.

Prerequisite: SOC 350

SOC 429 Collective Violence and Nonviolence in Global Perspective (3:3)

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.

Prerequisite: Junior standing or permission of instructor

Offered: Spring

SOC 430 Miscarriages of Justice (3:3)

Examines the causes and consequences of the wrongful conviction of innocent individuals within the American criminal justice system.

Prerequisite: Pr. or Coreq. SOC 317 or SOC 324 or SOC 332 or SOC 420

SOC 441 The Real You (3:3)

Study of the social factors that impact contemporary culture and the individual's sense of self and identity.

Prerequisite: SOC 101, SSC 301, or permission of the instructor

SOC 490 Seeing Society—Contemporary Theory (3:3)

Introduction to contemporary social and sociological theories and their places in postindustrial/postmodern society. Second of a two-part sequence in theory.

Prerequisite: SOC 101, SOC 290, and SOC 301

Offered: Fall or Spring

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 495 Senior Seminar: Contemporary Works in Sociology (3:3)

Critical review of significant recent books representing various fields in sociology.

Prerequisite: Senior major

SOC 497 Special Problems in Sociology (2–3)

Opportunity for students to have directed instruction on problems of special interest.

Prerequisite: 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.

Prerequisite: Permission of faculty member with whom student wishes to work

SOC 499 Internship in Sociology (3–6:2:8–20)

Students will complete at least 120 internship hours with a local public sector agency, and through the application of sociological concepts, will examine interpersonal, organizational, and public policy issues.

Prerequisite: Junior or senior standing; Sociology as primary major; minimum 2.80 GPA; 2 letters of recommendation (at least one must be from the Sociology faculty).

Offered: Spring

Notes: Preference given to seniors. Must preregister for course during the November registration period for spring semester.

SOC 501 Selected Topics in Sociology (3:3)

Opportunity for advanced student to study in-depth topic or issue of special interest.

Prerequisite: Permission of instructor

SOC 502 Selected Topics in Sociology (3:3)

Opportunity for advanced student to study in-depth topic or issue of special interest.

Prerequisite: Permission of instructor

SOC 522 Seminar in Population and Urban Studies (3:3)

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.

Prerequisite: Permission of instructor

SOC 526 Comparative Minority Relations (3:3)

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.

Prerequisite: 6 hours in sociology or permission of instructor

SOC 533 Political Sociology (3:3)

Influence of social values and social forces upon government policy and of government policy upon society. Examination of conflicting political sociological theories.

Prerequisite: One course in field of large-scale organization or permission of instructor

SOC 552 Sociology of Science and Technology (3:3)

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.

Prerequisite: 6 s.h. of sociology at 300 level or above or permission of instructor

SOC 553 Sociology of Occupations and Professions (3:3)

Nature and significance of work; culture perspectives on work; occupational choice; socialization into work endeavors; career patterns; control of occupations and professions; labor and leisure; relationships to community and society.

Prerequisite: 3 s.h. of sociology or permission of instructor

SOC 555 Sociology of the Family (3:3)

Critical examination of various ways of studying family, with consideration given to methodology, statistical treatment of data, and substantive findings.

Prerequisite: SOC 301, SOC 302, SOC 335, or permission of instructor

SOC 562 Sociology of Education (3:3)

Education as a dynamic and changing social system. Internal processes and structure of educational institutions and their interdependent relations with the environing society.

Prerequisite: 6 s.h. of sociology at 300 level or above or permission of instructor

SOC 571 Advanced Topics in Social Psychology (3:3)

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.

Prerequisite: 3 s.h. in sociology and 3 hours in psychology, or permission of instructor

SOC 589 Experimental Course: Ethnography (3:3)

Ethnography, the art of "going in the field," has become a common practice in sociology. This course provides students with the epistemological and practical tools necessary for good ethnographic practice.

Prerequisite: Permission of instructor

Offered: Offered spring '10

SOC 589A Experimental Course: Applied Sociology (3:3)

Overview of the application of sociology to problem solving and social change. Sociological practice will be examined in different settings and with a variety of approaches/techniques.

Offered: Offered spring '12 and fall '13

SOC 593 Thesis Proposal Seminar (3:3)

Provides an overview of sociological theory, epistemological issues, and research design; leads to a written thesis proposal.

Prerequisite: Graduate standing, senior in disciplinary honors, or permission of instructor

Department of Specialized Education Services

School of Education
444 School of Education Building
336/334-5843
www.uncg.edu/ses

Faculty

Bonnie Billingsley, Professor and Chair of Department
Professor Bursuck

Associate Professors Compton, Hardin, Kurtts, Parker,
Rock, Williamson

Assistant Professors DeNaples, Dobbins, Gillis, Hill,
Jimenez, Kang, Little

Lecturers Allen, Torres

The primary goal of the Department of Specialized Education Services is to prepare professionals for diverse roles in working with individuals with disabilities across the lifespan in a variety of educational and community environments. Programs in the department emphasize the delivery of services in integrated settings, with a focus on interdisciplinary and interagency collaboration. Upon graduation, 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.

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.

American Sign Language Placement Exam

All students who have had prior experience with American Sign Language in high school or elsewhere must have a placement score to enroll in a 100–300 level American Sign Language course. The American Sign Language placement exam is offered at the beginning of each semester. Students may make an appointment to take the placement exam by calling the Professions in Deafness Program at 336/256-1217 or contacting Sam Parker at sdparker@uncg.edu. The test takes approximately one hour to an hour and a half.

The placement test is a written and performance-based instrument, the purpose of which is to provide a general assessment about the student's receptive and expressive abilities in ASL, basic linguistics of ASL and knowledge

of Deaf culture. Each student must pass the written portion of the test before he or she is allowed to take the performance portion. Placement test scores will be valid for one year after the test is taken. The test can be taken only twice within a year and with at least a four-month interval between attempts. Once a student has started the course sequence in the ASL program, he or she cannot take the placement exam again. Each student will receive course transfer credit or a waiver for the level of courses that he or she successfully passes on the exam.

Students entering SES 101 American Sign Language I will not need to provide placement exam results since it is the first class in the sequence of ASL courses. Any other questions regarding student placement should be referred to the appropriate Language Coordinator in the Department of Specialized Education Services.

Elementary Education and Special Education: General Curriculum Dual Major (SPEL)—B.S.

Degree: Bachelor of Science

Required: 127 semester hours

AOS Code: U252

The Departments of Teacher Education & 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-semester-hour dual major in elementary education and special education follows the admission guidelines to the School of Education teacher programs regarding (a) 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); (b) the recommendation of the departments; and (c) completion of at least 12 semester hours at UNCG [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 (a) a grade of C or better in either TED 250 or SES 250 and (b) completion of all courses needed to fulfill the UNCG general education requirements (GEC). A minimum 3.0 GPA is required for admission.

Admission to Student Teaching

3.0 or better GPA, recommendation of departments, and C (2.0) or better in professional courses.

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (3 s.h.)

Student selects 3 s.h. from GLT list.

GFA—Fine Arts (3 s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

Humanities and Fine Arts (3 s.h.)

Student selects additional 3 s.h. from GLT, GFA, or GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (6–7 s.h.)

Student selects 6–7 s.h. from GNS list. One must include a laboratory course. Each must have a different course prefix.

GMT—Mathematics (3 s.h.)

MAT 115 College Algebra

GRD—Reasoning and Discourse (6 s.h.)

ENG 101 College Writing I

or

FMS 115 Freshman Seminar in Reasoning and Discourse I

or

RCO 101 College Writing I

Student selects additional 3 s.h. from GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

HDF 302 Infant and Child Development

SOC 101 Introduction to Sociology

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major Requirements (74 semester hours)

Elementary Education

36–39 s.h. to include:

| | |
|---------|--|
| TED 250 | Teaching as a Profession and |
| TED 222 | Mathematics for Teaching or |
| SES 250 | Introduction to Professions in Specialized Education |
| TED 320 | Language Arts Education |
| TED 346 | Children's Literature and Instructional Media |
| TED 350 | Internship I: Inquiry in Teaching and Learning |
| TED 360 | Elementary Social Studies Education |
| TED 370 | Science Education in the Elementary School |
| TED 380 | Mathematics Education |
| TED 400 | Internship III: Inquiry in Teaching and Learning |
| TED 420 | Reading Education |
| TED 428 | Advanced Methods in the Elementary Grades |
| TED 461 | Student Teaching and Seminar: Elementary Grades |

TED 461: SES 465: Students will student-teach for a total of 12 s.h. Ten weeks in an elementary education setting that enrolls students with identified disabilities and six weeks in a secondary special education setting is required.

Special Education

38 s.h. to include:

| | |
|----------|--|
| SES 252 | Survey of Learning and Behavior Differences |
| SES 350A | Interprofessional and Instructional Field Experience |
| SES 350C | Interprofessional and Instructional Field Experience |
| 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/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 |

SES 465: Students will student-teach for a total of 12 s.h. Ten weeks in an elementary education setting that enrolls students with identified disabilities and six weeks in a secondary special education setting is required.

IV Teacher Licensure Requirements (16 semester hours)

1. One of the following:

| | |
|---------|--|
| ARE 367 | Child Art and Teaching |
| DCE 345 | Dance in Preschool and Elementary Settings |
| MUE 361 | Music for Preschool and Elementary Teachers |
| THR 315 | Creative Drama for the Classroom Teacher |

2.

| | |
|---------|------------------------------|
| ELC 381 | The Institution of Education |
|---------|------------------------------|

3.

| | |
|---------|------------------------------|
| HDF 302 | Infant and Child Development |
|---------|------------------------------|

4. One of the following:

| | |
|---------|---|
| HEA 341 | Health Pedagogy for Elementary School Teachers |
| KIN 341 | |

5.

| | |
|--------------------|--|
| LIS 120/TED 120 | Introduction to Instructional Technology for Educational Settings |
|--------------------|--|

6. One of the following:

| | |
|---------|----------------------------|
| SPA 101 | Beginning Spanish I |
| SPA 121 | Basic Spanish for Teachers |

V Electives

Electives sufficient to complete the 127 semester hours required for the degree.

PROFESSIONS IN DEAFNESS MAJOR (PRDF)—B.S.

Degree: Bachelor of Science

Required: 125–127 semester hours, to include at least 36 hours at or above the 300 course level

Available Concentrations and AOS Codes:

Advocacy and Services for the Deaf, U931
Birth–12 Deaf and Hard of Hearing Teacher
Licensure, U162
Interpreter Preparation, U932

The Professions in Deafness major provides opportunities for study in four concentrations: Advocacy and Services for the Deaf; Auditory-Oral/Birth–Kindergarten Teacher Licensure; Birth–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.

Also see Teacher Education for Teacher Education admission requirements.

Professions in Deafness Major, Advocacy and Services for the Deaf Concentration (PRDF)—B.S.

Degree: Bachelor of Science

Required: 126 semester hours, to include at least 36 hours at or above the 300 course level

AOS Codes: U931

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.

Academic Departments, Programs, and Courses

- 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.

Admission Process

1. Meet with Professions in Deafness advisor and complete forms outlining Technical Standards, Dispositions, and Program Requirements.
2. Overall GPA of 2.50 or higher

Progression Requirements

1. Satisfactory progress on Dispositions Review each semester
2. Continued demonstration of required competencies outlined in the Technical Standards
3. Passing score on the screening that evaluates potential for communicating with Deaf and hard of hearing individuals via American Sign Language.
4. Achievement of a B- (2.70) or higher in SES courses
5. Achievement of an ADVANCED rating or higher on the SLPI (taken after SES 203)
6. Overall GPA of 2.50 or higher

Graduation Requirements

1. Completion of degree requirements
2. Completion of Taskstream Portfolio requirements

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (3 s.h.)

Student selects 3 s.h. from GLT list.

GFA—Fine Arts (3.s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

Humanities and Fine Arts (3 s.h.)

Student selects additional 3 s.h. from GLT, GFA, or GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (6–7 s.h.)

Student selects 6–7 s.h. from GNS list. One must include a laboratory course. Each must have a different course prefix.

GMT—Mathematics (3 s.h.)

Student selects 3 s.h. from GMT list.

GRD—Reasoning and Discourse (6 s.h.)

| | |
|---------|---|
| ENG 101 | College Writing I |
| | or |
| FMS 115 | Freshman Seminar in Reasoning and Discourse I |
| | or |
| RCO 101 | College Writing I |

Student selects additional 3 s.h. from GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

| | |
|---------|--|
| HDF 211 | Human Development Across the Life Span |
| HDF 212 | Families and Close Relationships |

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major Requirements

Courses

| | |
|---------|--|
| SES 200 | People with Disabilities in American Society |
| SES 245 | Introduction to the Deaf Community |
| SES 250 | Introduction to Professions in Specialized Education |
| SES 333 | Special Projects |

| | |
|---------|---|
| SES 445 | Advocacy & Services for the Deaf |
| SES 467 | Advocacy and Services for the Deaf Internship |
| SES 486 | Seminar and Practicum |

with a minimum of 14 s.h. from:

| | |
|---------|--|
| SES 100 | Visual Gestural Communication |
| SES 101 | American Sign Language I |
| SES 102 | American Sign Language II |
| SES 203 | American Sign Language III |
| SES 204 | American Sign Language IV |
| SES 305 | American Sign Language: English Translation |
| SES 306 | Advanced Narrative Structures and Storytelling in American Sign Language |
| SES 366 | Discourse Analysis: English/American Sign Language |
| SES 369 | Linguistics of American Sign Language |
| SES 380 | English/ASL Lexical Development |
| SES 463 | Visual English Systems |

IV Related Area Requirements**Courses**

| | |
|---------|--|
| CSD 334 | Introduction to Audiology |
| CST 105 | Introduction to Communication Studies |
| CST 207 | Relational Communication |
| CST 344 | Conflict Communication |
| | or |
| CED 310 | Helping Skills |
| CTR 201 | Introduction to Community Leadership |
| CTR 314 | Recreation Services with Underrepresented Groups |
| HDF 211 | Human Development Across the Life Span |
| | or |
| HDF 212 | Families and Close Relationships |
| HDF 304 | Adult Development |
| | or |
| HDF 390 | Families and Children in Global Perspective |
| HEA 201 | Personal Health |
| HEA 310 | Emotional Health |
| SWK 215 | Introduction to Social Work |

V Electives**A minimum of 21 semester hours from the following:**

| | |
|---------|------------------------------|
| CST 200 | Communication and Community |
| CST 308 | Organizational Communication |
| CST 337 | Intercultural Communication |

| | |
|---------|--|
| CST 341 | Communication and Workplace Relationships |
| CST 342 | Communication and Public Relations |
| CTR 101 | Leisure and American Lifestyles |
| CTR 316 | Leisure for Older Adults |
| HDF 302 | Infant and Child Development |
| HDF 303 | Adolescent Development: From Puberty to Young Adulthood |
| HDF 390 | Families and Children in Global Perspective |
| HDF 409 | Family Diversity |
| HDF 422 | Interrelationships between Families and the Community |
| HEA 331 | Alcohol, Tobacco, and Other Drugs |
| HEA 306 | Topics in Stress Management |
| HEA 303 | Topics in Violence, Injury, and Health |
| HEA 347 | Health Problems of Lower Income Groups |
| HEA 260 | Human Sexuality |
| SOC 101 | Introduction to Sociology |
| SOC 222 | Sociology of Deviant Behavior |
| SOC 350 | Juvenile Delinquency |
| SOC 325 | Sociology of Work Organizations |
| SOC 327 | Race and Ethnic Relations |
| SOC 335 | Marriage and the Family |
| PSY 240 | Principles of Learning |
| PSY 341 | Abnormal Psychology |
| PSY 346 | Sex, Gender, and Behavior |
| PSY 444 | Changing Behavior in Real World Settings |
| SES 240 | Communication Development in Children |
| SES 252 | Survey of Learning and Behavior Differences |
| SES 270 | Fingerspelling and Numbers in ASL |
| SES 333 | Special Projects |
| SES 357 | The Profession of Interpreting |
| SES 370 | American Sign Language/Deaf Literature |
| SES 400 | Perspectives on the Global Deaf Community |
| SES 460 | Home-School Partnerships for Students with Exceptional Needs |
| SES 480 | Interpreting in Specialized Settings |
| SES 498 | Interpreting in Social Service Settings |
| SES 499 | Theatrical/Artistic Uses of American Sign Language |
| SWK 310 | Social Policy and Services |
| SWK 311 | Human Behavior and Social Environment |
| SWK 315 | Social Work, Diversity, and Vulnerable Populations |

Professions in Deafness Major, Birth–12 Deaf and Hard of Hearing Teacher Licensure Concentration (PRDF)—B.S.

Degree: Bachelor of Science

Required: 127 semester hours, to include at least 36 hours at or above the 300 course level

AOS Code: U162

The B–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 birth 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 Birth– 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 hard 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.

Program Admission Requirements

1. Documentation of an overall 2.75 or better GPA and twenty (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 SES 250—Introduction to Professions in Special Education
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

Progression Requirements

1. Maintain an overall GPA 2.75 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. Students will need to provide documentation of having liability insurance and a background check prior to enrolling in courses that require fieldwork.
3. Students must be admitted to Teacher Education before enrolling in the following courses: SES 252, SES 321, SES 350A, SES 350B, SES 360, SES 451, SES 447, SES 461, SES 466, SES 469, SES 469L, SES 471, SES 472, SES 483, and SES 578.

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.

Sign Proficiency Requirement

Students progress in developing receptive and expressive American Sign Language (ASL) throughout their coursework. Competency is assessed during SES 101 via the Program Entry Potential for Signing and Interpreting (PEPSI) and during SES 102 using the Signed Proficiency at the Intermediate Level (SPIL). Prior to being placed for student teaching, students must pass the Sign Proficiency Test.

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.

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (3 s.h.)

Student selects 3 s.h. from GLT list.

GFA—Fine Arts (3.s.h.)

Student selects 3 s.h. from GFA list.

GPR (Philosophical/Religious/Ethical Perspectives) 3 s.h.

Student selects 3 s.h. from GPR list

Humanities and Fine Arts (3 s.h.)

Student selects additional 3 s.h. from GLT, GFA, or GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (6–7 s.h.)

Student selects 6–7 s.h. from GNS list. One must include a laboratory course. Each must have a different course prefix.

GMT—Mathematics (3 s.h.)

Student selects 3 s.h. from GMT list.

GRD—Reasoning and Discourse (6 s.h.)

| | |
|---------|---|
| ENG 101 | College Writing I |
| | or |
| FMS 115 | Freshman Seminar in Reasoning and Discourse I |
| | or |
| RCO 101 | College Writing I |

Student selects additional 3 s.h. from GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

| | |
|---------|---------------------------|
| SOC 101 | Introduction to Sociology |
|---------|---------------------------|

Student selects additional 3 s.h. from GSB list.

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major Requirements (81 semester hours)

Courses

| | |
|----------|--|
| SES 101 | American Sign Language I |
| SES 102 | American Sign Language II |
| SES 203 | American Sign Language III |
| SES 204 | American Sign Language IV |
| SES 240 | Communication Development in Children |
| SES 245 | Introduction to the Deaf Community |
| SES 250 | Introduction to Professions in Specialized Education |
| SES 252 | Survey of Learning and Behavior Differences |
| SES 321 | Seminar/Practicum with Deaf Students I |
| SES 350A | Interprofessional and Instructional Field Experience |
| SES 350B | Interprofessional and Instructional Field Experience |
| SES 360 | Assessment for Exceptional Learners |

| | |
|-----------------|--|
| SES 435/HDF 435 | Preschool: Development, Learning, and Curriculum |
| SES 447 | Service Delivery Systems and Role Management |
| SES 450 | Audition Development of Deaf Children |
| SES 451 | Spoken Language Facilitation in Deaf Children |
| SES 460 | Home-School Partnerships for Students with Exceptional Needs |
| SES 461 | Internship in Teaching Students with Hearing Loss |
| SES 463 | Visual English Systems |
| 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 |
| SES 483 | Instructional Methods: Students with Hearing Loss |
| SES 578 | Language Teaching Methods with Deaf Students |

In addition to course work:

- 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

IV Related Area Requirements (9 semester hours)

See also Program Progression Requirements above.

Courses

| | |
|-----------------|---|
| CSD 334 | Introduction to Audiology |
| CSD 557 | Pediatric Aural Rehabilitation |
| LIS 120/TED 120 | Introduction to Instructional Technology for Educational Settings |
| TED 401 | Child and Adolescent Development and Learning |
| TED 403 | Teaching English Learners with Diverse Abilities |

V Portfolio Requirement

Completion and submission of the electronic teaching portfolio via TaskStream

VI Electives

Electives sufficient to complete the 127 semester hours required for degree.

Professions in Deafness Major, Interpreter Preparation Concentration (PRDF)—B.S.

Degree: Bachelor of Science

Required: 125 semester hours, to include at least 36 hours at or above the 300 course level

AOS Codes: U932

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 (exceptions include Deaf individuals training to work as interpreters in specialized 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.

Student Learning Goals

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/transliterators 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.

Admission Process

1. Meet with a Professions in Deafness advisor and complete forms outlining Technical Standards, Dispositions, and Program Requirements
2. Overall GPA of 2.50 or higher

Progression Requirements

1. Satisfactory progress on Dispositions Review each semester
2. Continued demonstration of required competencies outlined in the Technical Standards
3. Passing score on the Professions in Deafness screenings
4. Achievement of a B- (2.70) or higher in SES courses
5. Achievement of an ADVANCED rating or higher on the SLPI:ASL (taken after ASL III)
6. Overall GPA of 2.50 or higher

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (3 s.h.)

Student selects 3 s.h. from GLT list.

GFA—Fine Arts (3 s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

Humanities and Fine Arts (3 s.h.)

Student selects additional 3 s.h. from GLT, GFA, or GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (6–7 s.h.)

Student selects 6–7 s.h. from GNS list. One must include a laboratory course. Each must have a different course prefix.

GMT—Mathematics (3 s.h.)

MAT 115 College Algebra

GRD—Reasoning and Discourse (6 s.h.)

CST 105 Introduction to Communication Studies

ENG 101 College Writing I

or

FMS 115 Freshman Seminar in Reasoning and Discourse I

or

RCO 101 College Writing I

GSB—Social and Behavioral Sciences (6 s.h.)

SES 240 Communication Development in Children

Student selects additional 3 s.h. from GSB list.

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major Requirements

Language Requirements

SES 100 Visual Gestural Communication

SES 101 American Sign Language I

SES 102 American Sign Language II

SES 203 American Sign Language III

SES 204 American Sign Language IV

SES 305 American Sign Language: English Translation

SES 306 Advanced Narrative Structures and Storytelling in American Sign Language

SES 366 Discourse Analysis: English/American Sign Language

Academic Departments, Programs, and Courses

| | |
|---------|--|
| SES 369 | Linguistics of American Sign Language |
| SES 370 | American Sign Language/Deaf Literature |
| SES 380 | English/ASL Lexical Development |

Core Requirements

| | |
|---------|--|
| SES 240 | Communication Development in Children |
| SES 245 | Introduction to the Deaf Community |
| SES 357 | The Profession of Interpreting |
| SES 411 | Diagnostics and Assessment of Interpreters |
| SES 462 | Interpreting in Educational Settings |
| SES 463 | Visual English Systems |
| SES 477 | Interpreting: English to ASL I |
| SES 478 | Interpreting: English to ASL II |
| SES 480 | Interpreting in Specialized Settings |
| SES 486 | Seminar and Practicum |
| SES 487 | Interpreting Internship |
| SES 488 | Interpreting: ASL-to-English I |
| SES 496 | Interpreting ASL-to-English II |
| SES 578 | Language Teaching Methods with Deaf Students |

SES 486 fulfills the departmental SI and WI requirements.

IV Related Area Requirements

Courses

| | |
|---------|--|
| CST 105 | Introduction to Communication Studies |
| HDF 211 | Human Development Across the Life Span |
| HDF 212 | Families and Close Relationships or |
| HDF 302 | Infant and Child Development |

V Electives

A minimum of nine (9) s.h. from the following:

| | |
|---------|--|
| ATY 385 | Language and Culture |
| CSD 334 | Introduction to Audiology |
| CST 207 | Relational Communication |
| CST 337 | Intercultural Communication |
| ELC 381 | The Institution of Education |
| ENG 111 | Introduction to Linguistics |
| ENG 262 | Sociolinguistics |
| ENG 321 | Linguistics for Teachers |
| HEA 201 | Personal Health |
| PSY 121 | General Psychology |
| PSY 341 | Abnormal Psychology |
| SES 200 | People with Disabilities in American Society |
| SES 250 | Introduction to Professions in Specialized Education |
| 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 445 | Advocacy & Services for the Deaf |
| 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 |
| STA 108 | Elementary Introduction to Probability and Statistics |

Special Education: General Curriculum Major (SPED)—B.S.

Degree: Bachelor of Science

Required: 127 semester hours, to include at least 36 semester hours at or above the 300 course level

AOS Code: U265

The Special Education Program provides opportunities for the study of school-age learners with mild to moderate disabilities (learning disabilities, behavior/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/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 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/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.

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (3 s.h.)

Student selects 3 s.h. from GLT list.

GFA—Fine Arts (3.s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

Humanities and Fine Arts (3 s.h.)

Student selects additional 3 s.h. from GLT, GFA, or GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (6–7 s.h.)

Student selects 6–7 s.h. from GNS list. One must include a laboratory course.

Each must have a different course prefix.

GMT—Mathematics (3 s.h.)

MAT 115 College Algebra

Student selects 3 s.h. from GMT list.

GRD—Reasoning and Discourse (6 s.h.)

ENG 101 College Writing I
or

FMS 115 Freshman Seminar in Reasoning and Discourse I
or
RCO 101 College Writing I

Student selects additional 3 s.h. from GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

SOC 101 Introduction to Sociology

Student selects additional 3 s.h. from GSB list.

General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

GL/GN—Global/Global Non-Western Perspectives

four (4) courses carrying GL/GN markers; at least one course must carry the GN marker

One SI (Speaking Intensive) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One WI (Writing Intensive) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major Requirements

Minimum 52 s.h. in the Major

SES 101 American Sign Language I
SES 240 Communication Development in Children
SES 250 Introduction to Professions in Specialized Education
SES 252 Survey of Learning and Behavior Differences
SES 350A Interprofessional and Instructional Field Experience
SES 350B Interprofessional and Instructional Field Experience
SES 350C Interprofessional and Instructional Field Experience
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/Moderate Disabilities
SES 466 Positive Behavior Supports for Exceptional Learners

Academic Departments, Programs, and Courses

| | |
|----------|---|
| 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 |

IV Teacher Licensure Requirements

1. General Education Core Requirements as identified above

2.

| | |
|---------|------------------------------|
| ELC 381 | The Institution of Education |
|---------|------------------------------|

3.

| | |
|-----------------|---|
| LIS 120/TED 120 | Introduction to Instructional Technology for Educational Settings |
|-----------------|---|

4.

| | |
|---------|----------------------------|
| SPA 101 | Beginning Spanish I |
| | or |
| SPA 121 | Basic Spanish for Teachers |

5.

| | |
|---------|--|
| TED 450 | Psychological Foundations of Education |
|---------|--|

6.

| | |
|---------|--------------------------------|
| TED 320 | Language Arts Education |
| | or |
| TED 335 | Integrated Reading Instruction |
| | or |
| TED 420 | Reading Education |
| | or |
| TED 535 | Literacy in the Content Area |

7.

| | |
|---------|------------------|
| TED 545 | Diverse Learners |
|---------|------------------|

8. Minimum GPA of 2.75

Students must have a 2.75 overall grade point average to be admitted to teacher education, and a 2.75 grade point average in all courses with an SES prefix in order to be admitted to student teaching. Students must earn a 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.**

V 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-semester-hour 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-semester-hour concentration has been approved for Special Education: General Curriculum: Spanish.

VI Electives

Electives sufficient to complete the 127 semester hours required for degree.

American Sign Language/Deaf Studies Minor

Required: minimum of 15 semester hours

AOS Code: U930

Requirements

Students must complete 15 semester hours of courses in American Sign Language/Deaf Studies to include:

| | |
|---------|------------------------------------|
| SES 101 | American Sign Language I |
| SES 102 | American Sign Language II |
| SES 203 | American Sign Language III |
| SES 204 | American Sign Language IV |
| SES 245 | Introduction to the Deaf Community |

ASL/Deaf Studies minors are to enroll in non-major American Sign Languages classes only. Note that advanced ASL courses may not be offered during the summer session.

Course offerings and spaces in courses are limited. Students must achieve a B- (2.70) or higher in all the SES courses for progression in the minor.

Policies Regarding American Sign Language Courses for Foreign Language Credit

The Department of Specialized Educational Services (SES) offers a range of American Sign Language (ASL) courses during the fall and spring semester that can satisfy the university foreign language requirement for graduation. Students should meet with their advisor to assure that ASL courses will meet the foreign language requirement for their specific department or major.

Courses

The following courses are offered for foreign language credit.

Students wishing to take these courses must register for a non-major course section.

| | |
|---------|----------------------------|
| SES 101 | American Sign Language I |
| SES 102 | American Sign Language II |
| SES 203 | American Sign Language III |
| SES 204 | American Sign Language IV |

Students should be aware that these courses are offered in different semesters and seating may be limited. There are very few American Sign Language courses offered during

the summer session. Students should not rely on taking summer courses in ASL in order to fulfill their language requirements for graduation; therefore, students should plan their course of study accordingly.

Due to the highly interactive visual nature of teaching American Sign Language, departmental policy prohibits overrides into full courses. There are no exceptions. Registration errors, scheduling difficulty, pending graduation dates, financial aid matters and previous registration attempts are not exceptions to this rule. If you are unable to obtain enrollment during the initial registration period, be sure your name is on the waitlist.

SPECIALIZED EDUCATION SERVICES COURSES (SES)

SES 100 Visual Gestural Communication (2:2)

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.

Prerequisite: SES 101 recommended

Offered: Fall

SES 101 American Sign Language I (3:3)

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.

Offered: Fall & Spring & Summer

Notes: Formerly SES 135.

SES 102 American Sign Language II (3:3)

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

Prerequisite: SES 101 or permission of instructor

Offered: Fall & Spring

Notes: Formerly SES 335.

SES 200 People with Disabilities in American Society (3:3)

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.

Offered: Fall

Distribution: GE Core: GSB

SES 203 American Sign Language III (3:3)

Continuation of Sign Language II with an increased emphasis on expressive skills, receptive skills, linguistic

knowledge, and integration of cultural behaviors in conversational settings.

Prerequisite: SES 102 or permission of instructor

Offered: Fall

Notes: Formerly SES 355.

SES 204 American Sign Language IV (3:3:1)

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.

Prerequisite: SES 203 or permission of instructor or placement test

Offered: Spring

Distribution: CAR: GFL

Notes: Formerly SES 420.

SES 240 Communication Development in Children (3:3)

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.

Offered: Fall & Spring & Summer

Distribution: GE Core: GSB

Notes: Students cannot receive credit for both this course and CSD 308.

SES 242 Introduction to Exceptional Children: Early Years (3:3)

Provides an overview to early childhood special education. Issues related to legislation, identification, characteristics, family roles, and programmatic concerns will be addressed.

Offered: Fall & Spring

SES 245 Introduction to the Deaf Community (3:3)

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.

Offered: Fall & Spring

SES 250 Introduction to Professions in Specialized Education (3:2:3)

Overview of fundamental information about special education and occupations related to individuals with disabilities. Includes required field components in several settings, including public and private schools, residential schools, hospitals, and social

Offered: Spring

SES 252 Survey of Learning and Behavior Differences (3:3)

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.

Prerequisite: SES 250 or permission of instructor; admission to the Teacher Education Program

Offered: Fall

SES 270 Fingerspelling and Numbers in ASL (2:2:1)

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.

Prerequisite: SES 102 or permission of instructor

Offered: Summer

SES 305 American Sign Language: English Translation (3:3)

A continuation of the grammatical aspects of ASL with emphasis on conceptualization. Beginning translation activities including famous quotes, speeches, pledges, and songs.

Prerequisite: PRDF or SPED or SPEL major; SES 204 or permission of instructor

Offered: Fall

SES 306 Advanced Narrative Structures and Storytelling in American Sign Language (3:3)

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.

Prerequisite: SES 305 or permission of instructor

Offered: Spring

SES 315 Assessment and Planning for Inclusive B–K Programs (4:4)

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.

Prerequisite: HDF 211, HDF 302. Pr.Pr. or Coreq. SES 242

Cross Listed: Same as HDF 315.

SES 320 Seminar/Practicum with Deaf Students I (3:1:6)

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.

Prerequisite: 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 (3:1:6)

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.

Prerequisite: Admission to the Teacher Education Program

Offered: Fall

SES 333 Special Projects (1–3)

Guided individual study in an area of special interest to the student.

Prerequisite: Permission of faculty supervisor

Notes: May be repeated for credit.

SES 340 Strategies for Teaching Students with Disabilities in General Education Settings (3:3)

Provides teacher candidates with essential knowledge and skills for understanding and addressing academic and behavioral needs of students with disabilities in their classrooms.

Prerequisite: TED 250 and/or admission to the Teacher Education Program and/or permission of instructor

SES 341 Social Emotional Competence in Inclusive Settings (3:3)

Social, emotional, and physical environments of inclusive early childhood settings (birth to kindergarten) and their role in promoting optimal development and successful learning.

Prerequisite: HDF 211 and HDF 302; Pr. or Coreq. SES 242

Cross Listed: Same as HDF 341.

SES 350A Interprofessional and Instructional Field Experience (2:0:6)

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.

Prerequisite: SES 250 or TED 250 or permission of instructor; admission to the Teacher Education Program

Offered: Fall & Spring

Notes: Course is repeated for credit three times, during the first three professional semesters.

SES 350B Interprofessional and Instructional Field Experience (2:0:6)

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.

Prerequisite: SES 250 or TED 250 or permission of instructor; admission to the Teacher Education Program

Offered: Fall & Spring

Notes: Course is repeated for credit three times, during the first three professional semesters.

SES 350C Interprofessional and Instructional Field Experience (2:0:6)

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.

Prerequisite: SES 250 or TED 250 or permission of instructor; admission to the Teacher Education Program

Offered: Fall & Spring

Notes: Course is repeated for credit three times, during the first three professional semesters.

SES 357 The Profession of Interpreting (3:3)

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.

Offered: Spring

Notes: Formerly SES 572.

SES 360 Assessment for Exceptional Learners (3:3)

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.

Prerequisite: SES 250 or TED 250, SES 252, or permission of instructor; admission to the Teacher Education Program

Offered: Fall

SES 366 Discourse Analysis: English/American Sign Language (3:3)

Analyzing discourse in English and American Sign Language (ASL) toward an awareness of language

features. Theoretical notions underlying language are presented, discussed, and applied through feature transcription and analysis.

Prerequisite: SES 204 and SES 369

Offered: Spring

SES 369 Linguistics of American Sign Language (3:3)

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.

Prerequisite: SES 204 or permission of instructor

Offered: Fall

SES 370 American Sign Language/Deaf Literature (3:3:1)

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.

Prerequisite: SES 204 or permission of instructor

Offered: Fall

SES 379 Teaching Deaf Students (3:3)

Teaching strategies to provide deaf and hard-of-hearing students access to the general curriculum. Emphasis on assessment, transition planning, and teaching deaf students with multiple disabilities.

Prerequisite: Admission to the Teacher Education Program and permission of instructor

Offered: Spring

SES 380 English/ASL Lexical Development (3:2:2)

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.

Offered: Fall

SES 397 Teaching American Sign Language: Methods and Practicum I (4:3:3)

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.

Prerequisite: Permission of instructor

Offered: Occ

SES 398 Teaching American Sign Language: Methods and Practicum II (4:3:3)

Curriculum design and teaching strategies for American Sign Language instruction, K–12, including materials

development and assessment techniques. Field experience required.

Prerequisite: SES 397

Offered: Spring

SES 400 Perspectives on the Global Deaf Community (3:3)

Global perspectives of deaf people in other countries including perspectives on identity, language, human rights issues, education, advocacy, and social and economic self-sufficiency.

Prerequisite: SES 204, SES 245, SES 370, and permission of instructor

Offered: Alt Fall

SES 401 Understanding and Teaching Students with Disabilities in Inclusive Settings (1:1)

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.

Prerequisite: Admission to the Teacher Education Program

SES 409 Interpreting Strategies: Language Facilitation (3:3)

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.

Prerequisite: SES 240 or permission of instructor

SES 410 Early Intervention and Hearing Loss (3:3)

Overview of theories, principles, practices, and issues related to the provision of early intervention services for infants, toddlers, and young children who are Deaf or hard of hearing.

Prerequisite: CSD 334; HDF 211 or HDF 302; SES 240

Offered: Spring

SES 411 Diagnostics and Assessment of Interpreters (2:2)

Preparation for state and national interpreting assessments; emphasis on ethical decision-making with regard to laws, best practices, policies, and Code of Professional Conduct.

Prerequisite: Permission of instructor

Offered: Fall

SES 415 Deaf Learners' Literacy Development (3:3)

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.

Prerequisite: Admitted to the Teacher Education Program

Corequisite: SES 320 or SES 321 or permission of instructor

Offered: Spring

SES 425 Infants and Toddlers: Development, Learning, and Curriculum (3:3)

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.

Prerequisite: HDF 211 and HDF 302; HDF or SES 315; SES 242; 2.50 GPA; formal admission to HDFS major required.

Cross Listed: Same as HDF 425.

SES 435 Preschool: Development, Learning, and Curriculum (3:3)

In-depth examination of typical and atypical development of diverse preschool-age children. Integrated teaching strategies and effective inclusive learning environments will be emphasized.

Prerequisite: HDF 211 and HDF 302; HDF or SES 315; SES 242; 2.50 GPA; formal admission to HDFS major required.

Cross Listed: Same as HDF 435.

SES 436 Kindergarten: Development, Learning, and Curriculum (3:3)

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.

Prerequisite: SES 242; HDF or SES 315; 2.50 GPA; and formal admission to HDFS major

Cross Listed: Same as HDF 436.

SES 444 Issues in Teaching Deaf Students (3:3)

Exploration and analysis of technological, educational, political/legal, and sociocultural issues in teaching children who are Deaf or hard of hearing.

Prerequisite: SES 320 and SES 321; PRDF major with Birth-12 Deaf and Hard of Hearing Teacher Licensure concentration; admission to the Teacher Education Program

Offered: Fall

SES 445 Advocacy & Services for the Deaf (3:3)

Overview of services, laws, demographics, and ethical issues necessary to work with deaf people in nontraditional settings.

Prerequisite: Permission of instructor

Offered: Occ

SES 447 Service Delivery Systems and Role Management (3:3)

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.

Prerequisite: SES 250 or TED 250 or permission of instructor; admission to the Teacher Education Program

Offered: Spring

SES 450 Audition Development of Deaf Children (3:3)

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.

Prerequisite: CSD 250 and CSD 334, or permission of instructor; admission to the Teacher Education Program

Offered: Spring

SES 451 Spoken Language Facilitation in Deaf Children (4:3:3)

Assessment procedures and strategies for developing spoken language in naturalistic and school settings with children with hearing impairments.

Prerequisite: CSD 250 and SES 240; 2.75 overall GPA; admission to the Teacher Education Program

Offered: Fall

SES 452 Amplification Technology for Deaf Children (3:3)

Design and use of assistive listening technology available for young children who have hearing impairments, such as hearing aids, FM systems, and cochlear implants.

Prerequisite: CSD 250 and CSD 334, or permission of instructor

Offered: Fall

SES 455 Rural Education I: Deaf and Hard of Hearing (3:3)

Study and description of rural communities and social problems within communities. Emphasis on change and

diversity and how unique responses to needs of deaf and hard of hearing children are warranted.

Prerequisite: Permission of instructor

Offered: Fall

SES 456 Rural Education II: Deaf and Hard of Hearing (3:3)

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.

Prerequisite: SES 455 and permission of instructor

Offered: Spring

SES 457 Rural Education III: Deaf and Hard of Hearing (3:3)

Specialized in-service training techniques and knowledge about deaf and hard of hearing children. Module development for staff, parents, and children in rural public schools.

Prerequisite: SES 455, SES 456, and permission of instructor

Offered: Fall

SES 460 Home-School Partnerships for Students with Exceptional Needs (3:3)

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.

Offered: Fall & Spring

SES 461 Internship in Teaching Students with Hearing Loss (12:1:15)

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.

Prerequisite: 2.75 overall GPA and admission to the Student Teaching Program

Offered: Fall & Spring

SES 462 Interpreting in Educational Settings (3:3)

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.

Offered: Spring

SES 463 Visual English Systems (3:3)

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/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.

Prerequisite: Permission of department chair and admission to the Teacher Education Program

Offered: Spring

SES 466 Positive Behavior Supports for Exceptional Learners (3:3)

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 emphasis.

Prerequisite: SES 250 and SES 252, or permission of instructor; admission to the Teacher Education Program

Offered: Spring

SES 467 Advocacy and Services for the Deaf Internship (12:1:30)

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.

Prerequisite: Permission of instructor

Offered: Fall & Spring

SES 468 Diversity in Inclusive Early Care and Education (3:3)

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.

Prerequisite: HDF 450 or HDF 460; 2.50 GPA; formal admission to HDF's major or permission of instructor

Cross Listed: Same as HDF 468.

SES 469 Reading Instruction for Learners with Disabilities (3:3)

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.

Prerequisite: SES 250 or TED 250 or permission of the instructor; admission to the Teacher Education Program

Corequisite: SES 469L

Offered: Fall

SES 469L Laboratory in Mild Disabilities: Reading Instruction (1:0:3)

Error analyses, practice teaching, and adapting reading materials. A passing grade in SES 469 must also be achieved for successful completion of this course.

Prerequisite: Admission to the Teacher Education Program

Corequisite: SES 469

Offered: Fall

SES 470 Parent Guidance and Hearing Impairment (3:3)

The impact on the family of having a child with a hearing impairment, and strategies to empower parents to facilitate their child's spoken language development.

Prerequisite: CED 310 and HDF 212, or permission of instructor

Offered: Spring

SES 471 Teaching Exceptional Learners the General Curriculum I (3:3)

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.

Prerequisite: Both SES 250 (or TED 250) and SES 252, or permission of instructor; admission to the Teacher Education Program

Offered: Spring

SES 472 Teaching Exceptional Learners the General Curriculum II (3:3)

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.

Prerequisite: SES 250 (or TED 250) and SES 252 and SES 471, or permission of instructor; admission to the Teacher Education Program

Offered: Fall

SES 477 Interpreting: English to ASL I (3:3)

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.

Offered: Fall

Notes: Formerly SES 557.

SES 478 Interpreting: English to ASL II (3:3)

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.

Offered: Spring

Notes: Formerly SES 558.

SES 480 Interpreting in Specialized Settings (3:3:2)

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.

Prerequisite: SES 357

Offered: Fall

SES 483 Instructional Methods: Students with Hearing Loss (3:3:3)

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.

Prerequisite: 2.75 overall GPA and admission to the Teacher Education Program

Offered: Fall

SES 484 Methods of Service Delivery: Deaf Students (3:3:3)

Design and management of diverse school delivery options for deaf and hard of hearing students (e.g., resource programs, itinerant teaching, co-teaching, consultation). Management of multiple role responsibilities in collaborative relationships.

Prerequisite: SES 250 and SES 460, or permission of instructor

Corequisite: SES 483

Offered: Fall

SES 486 Seminar and Practicum (3:3:2)

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.

Prerequisite: Permission of instructor

Offered: Fall & Spring

Notes: This course is taught as Speaking Intensive and Writing Intensive.

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.

Prerequisite: SES 486 and completion of Interpreting Assessment I

Offered: Fall & Spring

SES 488 Interpreting: ASL-to-English I (3:3)

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.

Offered: Fall

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.

Prerequisite: Admission to Student Teaching

Offered: Fall and Spring

SES 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.

SES 495 Interpreting in Medical Settings (2:2)

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.

Offered: Summer

Notes: Recommended for students with advanced skills in American Sign Language.

SES 496 Interpreting ASL-to-English II (3:2:2)

Development of skills in producing a linguistic and culturally equivalent English message from an ASL source message. Emphasis is placed on simultaneous interpreting.

Prerequisite: SES 488

Offered: Spring

SES 497 Interpreting in Mental Health Settings (2:2)

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.

Offered: Summer

Notes: Recommended for students with advanced skills in American Sign Language.

SES 498 Interpreting in Social Service Settings (2:2)

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.

Offered: Summer

SES 499 Theatrical/Artistic Uses of American Sign Language (2:2)

Notes: Recommended for students with advanced skills in American Sign Language

SES 508 International Service-Learning in Special Education (6:6)

A cross-cultural experience to learn about special education and early childhood practices through a service-learning project, program visits, and professional exchanges. Historical context and cultural practices emphasized.

Offered: Summer

SES 540 Introduction to Exceptional Individuals (3:3)

Introductory course designed to survey the field of exceptional children. Major attention focused on characteristics of the exceptional child.

Offered: Fall & Spring & Summer

Notes: Restricted to seniors and graduate students.

SES 543 Inclusion of Individuals with Special Needs (3:3)

Explores critical issues, service delivery alternatives, and promising practices that promote responsible inclusion of individuals with special needs in integrated learning environments.

Prerequisite: Permission of instructor

Offered: Fall

Notes: Restricted to seniors and graduate students.

SES 577 Auditory-Oral Communication Practices with Deaf Students (3:3)

Strategies for developing and maintaining spoken language and using residual hearing and speechreading in school-age children with hearing loss.

Prerequisite: Pr. SES 240 (or equivalent) and CSD 334

Offered: Fall

SES 578 Language Teaching Methods with Deaf Students (3:3:3)

Principles and strategies for developing English language proficiency in deaf and hard of hearing students. Emphasis on integration of English instruction with academic content.

Prerequisite: 2.75 overall GPA; SES 240; admission to the Teacher Education Program or permission of instructor

Offered: Fall & Spring

Notes: This course is taught as Speaking Intensive (SI) and Writing Intensive (WI) during the fall semester only.

SES 589 Experimental Course

This number reserved for experimental courses. Refer to the Course Schedule for current offerings.

Study Abroad Programs

203 Foust Building
336-334-5404
www.uncg.edu/ipg

Committee Members

A UNCG student in good standing may spend a summer, semester, or academic year abroad in several ways.

Academic Year and Semester Abroad Programs

- **UNCG Exchange Programs.** Through various exchange agreements, a UNCG 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 UNCG. 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.
- **The University of North Carolina Exchange Programs (UNC-EP).** Through this UNC program (headquartered at UNCG), UNCG is able to place students in any of fifty-four countries overseas. These programs are available through either UNC-EP negotiated exchange agreements or through the International Student Exchange Program (ISEP), a Virginia-based exchange organization. The cost of such study is about the same as being in residence at UNCG.
- **Semester Abroad Programs.** UNCG 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-UNCG Programs.** A UNCG student may spend a summer, semester, or year abroad under the auspices of a group or institution approved by the UNCG Study Abroad Committee. While generally more costly than ISEP or the UNCG programs, this option may be of interest to students seeking particular experiences not otherwise available.

Short-term Faculty-led Summer Abroad Programs

UNCG 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.

UNCG Disney International College Program

This program is designed to meet the needs of short-term visiting international students who wish to undertake an academic program with concurrent academic training in the United States. Coursework will be used to meet educational requirements at their home institution.

INTERNATIONAL PROGRAMS COURSES (IPC)

IPC 300 Applied Leadership Skills for a Global World (3:3)

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.

Prerequisite: Admission to program

Corequisite: IPC 310 and IPC 320 and IPC 330

Offered: Fall & Spring & Summer

IPC 310 Contemporary Global Leadership Issues (3:3)

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.

Prerequisite: Admission to program

Corequisite: IPC 300 and IPC 320 and IPC 330

Offered: Fall & Spring & Summer

IPC 320 Internship (3:3)

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.

Prerequisite: Admission to program

Corequisite: IPC 300 and IPC 310 and IPC 330

Offered: Fall & Spring & Summer

Notes: Grade: Pass/Not Pass (P/NP).

IPC 330 Special Topics (3:3)

Topics of interest to those studying leadership for a global world and relevant to the student's concurrent training experience.

Prerequisite: Admission to program

Corequisite: IPC 300 and IPC 310 and IPC 320

Offered: Fall & Spring & Summer

Notes: Grade: Pass/Not Pass (P/NP).

Department of Teacher Education and Higher Education

Department Code: HED

Department Course Prefixes: HED, TED

Department Major Codes: ELED, MDED, SPEL

School of Education

488 School of Education Building

336/334-3437

www.uncg.edu/cui

Faculty

Colleen Fairbanks, Professor and Chair of Department

Professors Berenson, Levin, Matthews, Miller, Schunk, Taub, Uprichard, Wixson

Associate Professors Ayers, Carlone, Cooper, Gause, Johnston

Assistant Professors Faircloth, He, Journell, Martin, Richardson, Tan, Vetter, Wilson

Clinical Associate Professor Harrington

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 National Council for the Accreditation of Teacher Education (NCATE) programs at www.ncate.org, the Interstate New Teacher Assessment and Support Consortium (INTASC) at www.ccsso.org/intasc.html, the National Educational Technology Standards at

www.iste.org, and the North Carolina Department of Public Instruction at their Web site 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 2.75;
- A grade of C or better in TED 250;
- Completion of all courses needed to fulfill the General Education Requirements; and
- Satisfactory scores on the Praxis I.

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 2.75 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 2.75, 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 hours in a basic academic

discipline or in an approved interdisciplinary studies program, although some departments (e.g., French and Spanish) have a 24-hour requirement. Depending upon the academic discipline selected, a maximum of six (6) hours 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 hours in two of five middle level content fields: Language Arts, Mathematics, Science, Social Studies, or TESOL.

Elementary Education Major (ELED) with K–6 Teacher Licensure—B.S.

Degree: Bachelor of Science

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

AOS Code: U251

Requirements for Admission to the Major

1. Satisfactory scores on Praxis I or SAT I
2. GPA of 2.75 or higher
3. Grades of C or better in the following:

| | |
|---------|--------------------------|
| MAT 115 | College Algebra |
| TED 222 | Mathematics for Teaching |
| TED 250 | Teaching as a Profession |

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (3 s.h.)

Student selects 3 s.h. from GLT list.

GFA—Fine Arts (3 s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

Humanities and Fine Arts (3 s.h.)

Student selects additional 3 s.h. from GLT, GFA, or GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (6–7 s.h.)

Student selects 6–7 s.h. from GNS list. One must include a laboratory course. Each must have a different course prefix.

GMT—Mathematics (3 s.h.)

Student selects 3 s.h. from GMT list.

GRD—Reasoning and Discourse (6 s.h.)

| | |
|---------|-------------------|
| ENG 101 | College Writing I |
| or | |

| | |
|---------|---|
| FMS 115 | Freshman Seminar in Reasoning and Discourse I |
| or | |

| | |
|---------|-------------------|
| RCO 101 | College Writing I |
|---------|-------------------|

Student selects additional 3 s.h. from GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

| | |
|---------|------------------------------------|
| HDF 301 | Development of School-Age Children |
|---------|------------------------------------|

Student selects additional 3 s.h. from GSB list.

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

GL/GN—Global/Global Non-Western Perspectives

four (4) courses carrying GL/GN markers; at least one course must carry the GN marker

One SI (Speaking Intensive) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

Required

| | |
|---------|--|
| TED 400 | Internship III: Inquiry in Teaching and Learning |
|---------|--|

One WI (Writing Intensive) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

Required

| | |
|---------|---|
| TED 375 | Internship II: Inquiry in Teaching and Learning |
|---------|---|

III Major Requirements (42 semester hours)

Grade of C or better in the following courses:

1. Prerequisites for Admission to the Major

| | |
|---------|--------------------------|
| MAT 115 | College Algebra |
| TED 222 | Mathematics for Teaching |
| TED 250 | Teaching as a Profession |

2.

| | |
|---------|--|
| TED 320 | Language Arts Education |
| TED 360 | Elementary Social Studies Education |
| TED 370 | Science Education in the Elementary School |
| TED 375 | Internship II: Inquiry in Teaching and Learning |
| TED 380 | Mathematics Education |
| TED 400 | Internship III: Inquiry in Teaching and Learning |
| TED 420 | Reading Education |
| TED 428 | Advanced Methods in the Elementary Grades |

3. Taken the last semester of program:

TED 461 Student Teaching and Seminar:
Elementary Grades

IV Related Area Requirements

1.
ELC 381 The Institution of Education
2.
HDF 301 Development of School-Age Children
3.
ARE 367 Child Art and Teaching
or
DCE 345 Dance in Preschool and Elementary
Settings
or
MUE 361 Music for Preschool and Elementary
Teachers
or
THR 315 Creative Drama for the Classroom
Teacher
4.
HEA 341 Health Pedagogy for Elementary
School Teachers
5.
KIN 302 Movement Pedagogy for Elementary
School Teaching
6.
LIS 120/TED 120 Introduction to Instructional
Technology for Educational Settings

V Second Academic Concentration Requirements (18 semester hours)

All students majoring in Elementary Education are required to complete an approved second academic concentration consisting of 18 hours in a basic academic discipline or in an approved interdisciplinary studies program. Depending upon the concentration selected, a maximum of six (6) hours may be counted toward the General Education Core requirements as well as toward the concentration. The following 18-hour interdisciplinary academic concentrations have been approved for Elementary Education: American Studies, Art, Diversity Studies, Environmental Education, Global Studies, Language and Communication, Science, and Teaching English to Speakers of Other Languages (TESOL). The following 18-hour second academic concentrations are strongly recommended for those planning to major in Elementary Education: Biology or Chemistry or Physics, English, History, Mathematics. The following 24-hour second academic concentrations have been approved: French, Spanish.

VI Electives

Electives sufficient to complete the 122 semester hours required for the degree. Electives should increase

students' knowledge in general education and in a content field (such as psychology or multicultural education).

Middle Grades Education Major (MDED) with 6–9 Teacher Licensure—B.S.

Degree: Bachelor of Science

Required: 124–128 semester hours, to include at least 36 hours at or above the 300 course level

AOS Code: U254

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (3 s.h.)

Student selects 3 s.h. from GLT list.

GFA—Fine Arts (3 s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

Humanities and Fine Arts (3 s.h.)

Student selects additional 3 s.h. from GLT, GFA, or GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (6–7 s.h.)

Student selects 6–7 s.h. from GNS list. One must include a laboratory course. Each must have a different course prefix.

GMT—Mathematics (3 s.h.)

Student selects 3 s.h. from GMT list.

GRD—Reasoning and Discourse (6 s.h.)

ENG 101 College Writing I
or
FMS 115 Freshman Seminar in Reasoning and
Discourse I
or
RCO 101 College Writing I

Student selects additional 3 s.h. from GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

HDF 303 Adolescent Development: From
Puberty to Young Adulthood

Student selects additional 3 s.h. from GSB list.

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

GL/GN—Global/Global Non-Western Perspectives
four (4) courses carrying GL/GN markers; at least one course must carry the GN marker

One SI (Speaking Intensive) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One WI (Writing Intensive) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major Requirements (30 semester hours)

1. Prerequisite for admission to the major

TED 250 Teaching as a Profession

2.

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 442 Teaching and Learning in the Middle Grades
TED 462 Student Teaching and Seminar: Middle Grades
TED 535 Literacy in the Content Area

IV Teacher Licensure Requirements (9 semester hours)

Courses

ELC 381 The Institution of Education
TED 445 Human Diversity, Teaching, and Learning
TED 452 Educational Psychology for the Middle Grades

V Second Academic Concentration Requirements (24, 25, or 27 semester hours)

Students must complete a coherent course of study of 24, 25, or 27 semester hours in two of five middle-level content fields:

English Language Arts (25)
Mathematics (25)
Science (27)
Social Studies (25)
TESOL (24)

a. English Language Arts (25 semester hours)

1. British Literature

One chosen from the following:

ENG 211 Major British Authors: Medieval to Neoclassical
ENG 212 Major British Authors: Romantic to Modern
ENG 213 Transcultural Literatures: Medieval to Enlightenment
ENG 214 Transcultural Literatures: Romantic to Postmodern

2. American Literature

ENG 251 Major American Authors: Colonial to Romantic
or
ENG 252 Major American Authors: Realist to Modern

3.

ENG 303 Critical Approaches to the Study of Literature

4.

ENG 321 Linguistics for Teachers

5.

ENG 324 Teaching Writing in Elementary and Middle Grades

6.

ENG 310 Young Adult Literature

7. Multicultural Literature

One 200- or 300-level multicultural literature course

8.

TED 530 Middle Grades Language Arts

9.

TED 495 Middle Grades Teacher Education Capstone Seminar

b. Mathematics (25 semester hours)

1.

MAT 191 Calculus I

2.

MAT 292 Calculus II

3.

One chosen from the following:

STA 108 Elementary Introduction to Probability and Statistics
STA 271 Fundamental Concepts of Statistics

4.

One chosen from the following:

MAT 293 Calculus III
MAT 310 Elementary Linear Algebra
MAT 330 Axiomatic Foundations of Geometry
MAT 390 Ordinary Differential Equations

5.

MAT 303 Topics in Mathematics

6.

TED 558 Middle Grades Mathematics Education

Academic Departments, Programs, and Courses

7.
MAT 304 Introduction to the Foundations of Geometry

8.
TED 222 Mathematics for Teaching

9.
TED 495 Middle Grades Teacher Education Capstone Seminar

c. Science (27 semester hours)

1.
CHE 111 General Chemistry I
CHE 112 General Chemistry I Laboratory

2.
BIO 111 Principles of Biology I

3.
BIO 112 Principles of Biology II

4.
GEO 106 Geosystems Science
GEO 106L Geosystems Science Laboratory

5.
PHY 205 Conceptual Physics
PHY 205L Conceptual Physics Laboratory

6.
One chosen from the following:
AST 203 Conceptual Astronomy
AST 209 Astronomy: The Solar System
AST 235 Astronomy: Stars and Galaxies

7.
TED 560 Middle Grades Science Education

8.
TED 495 Middle Grades Teacher Education Capstone Seminar

d. Social Studies (25 semester hours)

1.
HIS 316 Interpreting American History

2.
HIS 308 Navigating World History

3. European History

One chosen from the following:

- HIS 221 Medieval Legacy
HIS 222 Europe 1400–1789
HIS 223 Modern Europe

4. Non-Western History

One chosen from two of the following areas:

a. African History

- HIS 203 History of Africa to 1870
HIS 204 History of Africa since 1870
HIS 306 Islam and Popular Culture in Africa
HIS 389 West Africa during the Atlantic Slave Trade

b. Asian History

- HIS 215 The Civilizations of Asia
HIS 216 The Civilizations of Asia
HIS 384 The Modern Transformation of China: 1800 to Present Day
HIS 386 Creating Modern Japan, 1867 to the Present
HIS 387 History of the Chinese Frontier

c. Latin American History

- HIS 239 Latin America: Colonial Period
HIS 240 Latin America: National Period
HIS 320 History of Mexico and Central America
HIS 321 Latin America and the United States

5.
HIS 347 History of North Carolina

6.
GEO 105 Cultural Geography

7.
TED 554 Middle Grades Social Studies Education

8.
TED 495 Middle Grades Teacher Education Capstone Seminar

e. TESOL (24 semester hours)

Students who select TESOL as one of their two (2) concentrations will be required to pass the TESOL Praxis II in addition to completing other program requirements.

1.
ENG 321 Linguistics for Teachers

2.
ENG 322 The Teaching of Writing

3.
TED 535 Literacy in the Content Area

4.
TED 523 Legal, Historical, and Cultural Issues in ESL

5. At least 6 s.h. chosen from the following:

- CHI 101 Elementary Chinese I
CHI 102 Elementary Chinese II
CHI 203 Intermediate Chinese I
CHI 204 Intermediate Chinese II
FRE 101 Beginning French I
FRE 102 Beginning French II
FRE 203 Intermediate French I
FRE 204 Intermediate French II
FRE 301 Advanced French
GER 101 Beginning German I
GER 102 Beginning German II
GER 203 Intermediate German
GER 204 Intermediate German Topics

| | | | |
|---|--|---|--|
| GER 306 | German Culture: Advanced Intermediate Topics | FRE 332 | Introduction to French Civilization and Culture |
| GER 311 | German Conversation Topics | GEO 104 | World Regional Geography |
| ITA 101 | Beginning Italian I | GEO 105 | Cultural Geography |
| ITA 102 | Beginning Italian II | GEO 340 | Geography of East Asia |
| ITA 203 | Intermediate Italian I | GER 406 | Advanced Topics in German Culture |
| ITA 204 | Intermediate Italian II | HDF 212 | Families and Close Relationships |
| JNS 101 | Elementary Japanese | HDF 390 | Families and Children in Global Perspective |
| JNS 102 | Elementary Japanese | HIS 240 | Latin America: National Period |
| JNS 203 | Intermediate Japanese | HIS 301 | Race and Slavery |
| JNS 204 | Intermediate Japanese | HIS 302 | Race and Segregation |
| RUS 101 | Elementary Russian I | HIS 320 | History of Mexico and Central America |
| RUS 102 | Elementary Russian II | HIS 347 | History of North Carolina |
| RUS 203 | Intermediate Russian | JNS 220 | Modern Japan |
| RUS 204 | Intermediate Russian | JNS 230 | Women in Japanese Literature and Film |
| SES 101 | American Sign Language I | JNS 301 | Advanced Grammar and Conversation |
| SES 102 | American Sign Language II | JNS 305 | Topics in Japanese Culture |
| SES 203 | American Sign Language III | PSC 290 | The Politics of the Non-Western World |
| SES 204 | American Sign Language IV | REL 218 | Chinese Religion |
| SPA 101 | Beginning Spanish I | REL 221 | Buddhism |
| SPA 102 | Beginning Spanish II | SES 200 | People with Disabilities in American Society |
| SPA 203 | Intermediate Spanish I | SES 240 | Communication Development in Children |
| SPA 204 | Intermediate Spanish II | SES 460 | Home-School Partnerships for Students with Exceptional Needs |
| SPA 301 | Advanced Spanish | SES 540 | Introduction to Exceptional Individuals |
| SPA 311 | Spanish Conversation | SOC 201 | Social Problems |
| SPA 313 | Conversation in a Spanish-Speaking Country | SOC 202 | Social Problems in Global Context |
| SPA 408 | Introduction to Spanish Linguistics | SOC 300 | Post Soviet Societies |
| SPA 411 | Advanced Spanish Conversation | SOC | Reading Culture and Society |
| SPA 416 | Spanish Phonetics | 311/ATY 311 | |
| SPA 516 | Introduction to Spanish Syntax | SOC 323 | Global Deviance |
| SPA 589 | Experimental Course | SOC 327 | Race and Ethnic Relations |
| 6. Six (6) additional s.h. | | SOC 328 | Social Movements |
| Selected from the list above or the courses below | | SOC 335 | Marriage and the Family |
| for a total of 18 s.h. No more than two (2) | | SOC 342 | Global Inequalities |
| courses may be selected from one department. | | SOC 344 | Global Society |
| Up to six (6) s.h. applied to GEC requirements | | SOC 371 | Immigration, Ethnicity, and Race in a Global Context |
| may be used toward the concentration. | | SOC 429 | Collective Violence and Nonviolence in Global Perspective |
| ATY 100 | Contemporary Non-Western Cultures | SOC 430 | Miscarriages of Justice |
| ATY 212 | Introduction to Anthropology | SPA 233 | Hispanic Cultures and Civilizations |
| ATY 325 | Caribbean Societies and Cultures | SPA 332 | Introduction to Spanish Culture |
| ATY 330 | Cultures of North American Indians | The following courses from Community Colleges that do not have UNCG equivalents are accepted equivalents to these six (6) s.h.: English 261—World Literature ; English 262—World Literature II; Geography 112—Cultural Geography; History 227—Native American | |
| ATY 333 | Latin American Societies and Cultures | | |
| ATY 334 | Latin American Archaeology | | |
| CHI 220 | Modern China | | |
| CST 105 | Introduction to Communication Studies | | |
| CST 207 | Relational Communication | | |
| CST 337 | Intercultural Communication | | |
| CST 344 | Conflict Communication | | |
| CST 415 | Family Communication | | |
| CST 460 | Special Topics in Communication Research | | |
| ENG 374 | Early African American Writers | | |
| ENG 376 | African American Writers after the 1920s | | |

History; Humanities 120—Cultural Studies;
Humanities 122—Southern Culture.

VI Electives

Electives sufficient to complete the 124–128 semester hours required for the degree. Electives should increase students' knowledge in general education and in a content field (such as psychology or multicultural education).

TEACHER EDUCATION COURSES (TED)

TED 120 Introduction to Instructional Technology for Educational Settings (1:1:1)

Provides an introduction to instructional technology, knowledge, and skills for classroom settings.

Offered: Fall & Spring & Summer

Notes: For students seeking initial North Carolina teaching licensure in any area. Students may not receive credit for both TED 120 and LIS 120. Formerly CUI 120.

Cross Listed: Same as LIS 120.

TED 198 Freshman Teaching Fellows Seminar I (1:1)

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.

Prerequisite: North Carolina Teaching Fellow

Offered: Fall

Notes: Formerly CUI 198.

TED 199 Freshman Teaching Fellows Seminar II (1:1)

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.

Prerequisite: North Carolina Teaching Fellow

Offered: Spring

Notes: Formerly CUI 199.

TED 202 Human Development (3:3)

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.

Offered: Fall

Notes: Required for Middle Grades Education Majors. Formerly CUI 202.

TED 222 Mathematics for Teaching (3:3)

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.

Prerequisite: MAT 115 or equivalent

TED 250 Teaching as a Profession (3:3:2)

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.

Prerequisite: Minimum 15 s.h. completed

Offered: Fall & Spring & Summer

Notes: Formerly CUI 250.

TED 298 Sophomore Teaching Fellows Seminar I (1:1)

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.

Prerequisite: North Carolina Teaching Fellow

Offered: Fall

Notes: Formerly CUI 298.

TED 299 Sophomore Teaching Fellows Seminar II (1:1)

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.

Prerequisite: North Carolina Teaching Fellow

Notes: Formerly CUI 299.

TED 320 Language Arts Education (3:3:3)

Curriculum and teaching strategies in the Language Arts with emphasis on the interrelatedness of all language processes: reading, writing, listening, and speaking.

Prerequisite: ELED or SPEL major

Notes: Formerly CUI 320.

TED 335 Integrated Reading Instruction (3:3:3)

A study of reading and writing processes, ways to integrate reading and writing instruction in the content areas, ways to promote higher literacy among all of their students.

Prerequisite: MDED major

Notes: Formerly CUI 335.

TED 346 Children's Literature and Instructional Media (3:3:3)

Multimedia approach to literature for children; functions and use in the elementary curriculum with emphasis on integration of literature into the curriculum.

Prerequisite: ELED or SPEL major

Notes: Formerly CUI 346.

TED 350 Internship I: Inquiry in Teaching and Learning (3:2:4)

Supervised in-school internship and on-campus seminar focused on applying research-based principles from educational psychology and classroom management to teaching and learning.

Prerequisite: ELED, MDED, or SPEL major

Notes: Formerly CUI 350.

TED 360 Elementary Social Studies Education (3:3:3)

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.

Prerequisite: ELED or SPEL major

Notes: Formerly CUI 360.

TED 370 Science Education in the Elementary School (3:3:3)

Curriculum and teaching techniques in science for undergraduate prospective elementary school teachers (K–6) with emphasis on problem solving and critical thinking abilities.

Prerequisite: ELED or SPEL major

Notes: Formerly CUI 370.

TED 375 Internship II: Inquiry in Teaching and Learning (3:2:4)

Supervised in-school internship and on-campus seminar focused on applying research-based principles from educational psychology and classroom management to teaching and learning.

Prerequisite: ELED major

Notes: Formerly CUI 375.

TED 380 Mathematics Education (3:3:3)

Provides for the development of knowledge and skills necessary to prepare students to teach mathematics in elementary/middle school classrooms.

Prerequisite: ELED, MDED, or SPEL major

Notes: Formerly CUI 380.

TED 398 Junior Teaching Fellows Seminar I (1:1)

This course is designed to assist junior Teaching Fellows in exploring the community aspects of teaching to diversity.

Prerequisite: North Carolina Teaching Fellow

Notes: Formerly CUI 398.

TED 399 Junior Teaching Fellows Seminar II (1:1)

This course is designed to assist junior Teaching Fellows in exploring the community aspects of teaching to diversity.

Prerequisite: North Carolina Teaching Fellow

Notes: Formerly CUI 399.

TED 400 Internship III: Inquiry in Teaching and Learning (3:2:4)

Supervised in-school internship and on-campus seminar focused on multicultural education teaching to diversity, and understanding the classroom as culture.

Prerequisite: ELED or SPEL major

Notes: Formerly CUI 400.

TED 401 Child and Adolescent Development and Learning (1:1)

Definitions and content of theories of development and learning. Enrollment is limited to students who are pursuing initial teacher licensure.

Prerequisite: Admission to the Teacher Education Program

Notes: Formerly EDU 492.

TED 402 Student Engagement in the Classroom (1:1)

Environmental and interpersonal factors in effective classroom management. Enrollment is limited to students who are pursuing initial teacher licensure.

Prerequisite: Admission to the Teacher Education Program

Notes: Formerly EDU 495.

TED 403 Teaching English Learners with Diverse Abilities (1:1)

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.

Prerequisite: Admission to the Teacher Education Program

TED 420 Reading Education (3:3:3)

Curriculum and teaching strategies with emphasis on reading/writing connections, corrective reading, and differentiated instruction.

Prerequisite: Admission to Elementary Education or dual major in Elementary and Special Education

Notes: Formerly CUI 420.

TED 428 Advanced Methods in the Elementary Grades (3:2:3)

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.

Prerequisite: Satisfactory standing in Elementary Teacher Education or dual major in Elementary and Special Education

TED 442 Teaching and Learning in the Middle Grades (3:3:3)

Students will explore the developmental needs of early adolescents, analyze educational practices designed to meet those needs and investigate issues identified in internship experiences.

Prerequisite: TED 250

Offered: Even Fall

Notes: Formerly CUI 442.

TED 445 Human Diversity, Teaching, and Learning (3:3)

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 (3:3)

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.

Offered: Fall or Spring or Summer

Notes: Formerly CUI 450.

TED 452 Educational Psychology for the Middle Grades (3:3)

The application of the principles of educational psychology (i.e., adolescent development, diversity, learning theory, motivation, and assessment) to teaching middle school students.

Prerequisite: MDED major

Offered: Fall

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.

Prerequisite: Admission to the Teacher Education Program

Offered: Spring

Notes: Grade: Pass/Not Pass (P/NP). Formerly CUI 461.

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.

Prerequisite: Admission to the Teacher Education Program

Offered: Spring

Notes: Grade: Pass/Not Pass (P/NP). Formerly CUI 462.

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.

Prerequisite: Admission to Student Teaching

Offered: Spring

Notes: Formerly CUI 465.

TED 470 Reading Education for Secondary and Special Subject Teachers (2:2)

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.

Prerequisite: Admission to the Teacher Education Program or permission of instructor

Offered: Fall or Spring or Summer

Notes: Formerly CUI 470.

TED 491 Independent Study (1–3)

Guided readings, research, or individual project work under direction of a staff member.

Prerequisite: Permission of instructor

Notes: Formerly CUI 491.

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. Formerly CUI 493.

TED 495 Middle Grades Teacher Education Capstone Seminar (1:1)

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.

Prerequisite: First-semester senior status; completion of required methods courses

Offered: Fall

Notes: May be repeated for credit when topic varies for a total of two (2) semester hours.

TED 498 Senior Teaching Fellows Seminar I (1:1)

This course is designed to assist senior Teaching Fellows in synthesizing learnings from prior Teaching Fellows seminars and preparing for positions in public schools.

Prerequisite: North Carolina Teaching Fellow

Offered: Fall

Notes: Formerly CUI 498.

TED 499 Senior Teaching Fellows Seminar II (1:1)

This course is designed to assist senior Teaching Fellows in synthesizing learnings from prior Teaching Fellows seminars and preparing for positions in public schools.

Prerequisite: North Carolina Teaching Fellow

Offered: Spring

Notes: Formerly CUI 499.

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. Formerly CUI 506.

TED 516 Emergent Literacy and Literature (3:3)

Explores emergent literacy development in preschool/kindergarten settings and introduces the wide range of literature available for young children. Emphasis on using books to stimulate language and cognitive development.

Offered: Spring & Summer

Notes: Formerly CUI 516.

TED 517 Literacy I: Reading and Writing in the Primary Elementary Grades (3:3)

Course focuses on how children learn to read and what classroom teachers can do to facilitate their growth as readers in the primary grades.

Prerequisite: Admission to the M.Ed. in Elementary Education Classroom Practice Track or permission of instructor

Notes: Formerly CUI 517.

TED 518 Mathematics in the Elementary Schools (3:3)

Current mathematics program, including emphasis on meaning theory and on instructional materials, methods, and procedures in teaching fundamental operations.

Offered: Fall & Spring

Notes: Formerly CUI 518.

TED 519 Science in the Elementary School (3:3)

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.

Offered: Summer

Notes: Formerly CUI 519.

TED 520 Social Studies in the Elementary School (3:3)

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.

Offered: Summer & Fall

Notes: Formerly CUI 520.

TED 521 Literacy II: Reading and Writing in the Intermediate Elementary Grades (3:3:3)

Integrated reading and language arts course designed to prepare students to teach reading and writing in the elementary grades.

Prerequisite: TED 517 and admission to the M.Ed. in Elementary Education Classroom Practice Track; or permission of instructor

Notes: Formerly CUI 521.

TED 523 Legal, Historical, and Cultural Issues in ESL (3:3)

Exploration of legal and historical bases of English as a Second Language. Analysis of differences among home and school cultures, especially related to language.

Prerequisite: Standard Professional I License in another area or permission of instructor

Offered: Spring

Notes: Formerly CUI 523.

TED 527 Teaching Second Languages: Elementary/Middle Schools (3:3)

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.

Prerequisite: TED 545 and admission to the Teacher Education Program; or permission of instructor

Offered: Fall

Notes: Formerly CUI 527.

TED 530 Middle Grades Language Arts (3:3)

Course develops competencies in middle grades language arts instruction as related to adolescent learners. Emphases include practical and theoretical attention to best-practices, curriculum, assessment, and standards of practice.

Prerequisite: MDED major

Offered: Fall

Notes: Formerly CUI 530.

TED 535 Literacy in the Content Area (3:3)

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.

Prerequisite: Admission to the Teacher Education or M.Ed. Program

Offered: Fall & Spring & Summer

Notes: Formerly CUI 535.

TED 545 Diverse Learners (3:3:2)

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.

Prerequisite: Admission to the Teacher Education Program or permission of department

Offered: Fall & Spring

Notes: Formerly CUI 545.

TED 551 Teaching Practices and Curriculum in English (3:3:2)

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.

Prerequisite: TED 445, admission to the Teacher Education Program, and an overall minimum GPA of 2.75; or permission of instructor

Offered: Fall

Notes: Required of student teachers in English. Formerly CUI 551.

TED 552 Teaching Practices and Curriculum in Foreign Languages (3:3:2)

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.

Prerequisite: TED 545 and admission to the Teacher Education Program; or permission of instructor

Offered: Fall

Notes: Required of student teachers in foreign languages. Formerly CUI 552.

TED 553 Teaching Practices and Curriculum in Social Studies (3:3:2)

Organization of social studies in secondary schools; classroom methods, techniques, and activities; teaching materials; and testing and evaluation.

Prerequisite: TED 545, admission to the Teacher Education Program, and an overall minimum GPA of 2.75; or permission of instructor

Offered: Fall

Notes: Required of student teachers in social studies. Formerly CUI 553.

TED 554 Middle Grades Social Studies Education (3:3)

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.

Prerequisite: MDED major

Notes: Formerly CUI 554.

TED 555 Multicultural Education (3:3)

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.

Offered: Spring

Notes: Formerly CUI 555.

TED 557 Teaching Practices and Curriculum in Mathematics (3:3:2)

Special teaching problems in secondary mathematics. Teaching procedures for important topics discussed in relation to their foundations in mathematics and logic.

Prerequisite: TED 450, TED 545, and admission to the Teacher Education Program; Pr. or Coreq. TED 470 or permission of instructor

Offered: Fall

Notes: Required of student teachers in mathematics. Formerly CUI 557.

TED 558 Middle Grades Mathematics Education (3:3)

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.

Prerequisite: MDED major; CPT student; lateral-entry middle grades mathematics teacher status (without having completed a middle-grades mathematics methods course); or permission of instructor

Corequisite: MDED major or CPT student: TED 375 or equivalent

Offered: Spring

Notes: CPT (classroom practice track) students have a bachelor's degree in a discipline other than education and want to pursue an education degree. Formerly CUI 558.

TED 559 Teaching Practices and Curriculum in Science (3:3:2)

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.

Prerequisite: TED 545 and admission to the Teacher Education Program; or permission of instructor

Offered: Fall

Notes: Required of student teachers in science. Formerly CUI 559.

TED 560 Middle Grades Science Education (3:3:5)

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.

Prerequisite: MDED major

Offered: Alt

Notes: Formerly CUI 560.

TED 561 Nature of Science, Technology, and Society (3:3)

Study of nature of science, encompassing literature from history, philosophy, and sociology of science. Applications of this literature on school science instruction.

Prerequisite: TED 559 or equivalent science methods course

Notes: May be repeated for credit when topic varies. Formerly CUI 561.

TED 589 Experimental Course: Economics for Educators (3:3)

This course will provide students with an understanding of economics that is applicable to teaching social studies. Content will be linked to the North Carolina Essential Standards for social studies.

Prerequisite: Admission to the Teacher Education Program

Offered: Offered fall '13

Department of Theatre

School of Music, Theatre and Dance
200 Taylor Building
336/334-5576
<http://performingarts.uncg.edu>

Faculty

James Fisher, Professor and Head of Department

Professors Bell, Hansen, McMullen

Associate Professors Briley, Gulley, Morris, Wren

Assistant Professors Allard, Flannery, Gabriel

Lecturers Cauthen, Davis, Foldy, Haas, Purvis

The Theatre Department offers a full range of liberal arts and professional degree programs that prepare undergraduate students for a variety of career opportunities in theatre. The Department offers the following undergraduate degree programs:

B.A. in Drama

B.F.A. in Drama, with concentrations in

Acting

Design and Technical Theatre

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 Department also offers two minors in Drama and Technical Theatre. Each minor requires completion of 18 semester 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 Department's rich and varied curriculum is matched by an extensive co-curricular program that includes opportunities to participate in UNCG Theatre, POP Performances, Workshop Theatre, Theatre 232, and the North Carolina Theatre for Young People productions. Participation in Department-sponsored plays and musicals is open to majors and non-majors alike.

The Department 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 Department utilizes office, classroom, laboratory, studio, and performance space in the Taylor, Brown, Aycock, McIver, and Curry buildings on campus. The Department'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 Department's degree programs is competitive. The requirements stated below are minimum requirements, and marginal compliance with them does not automatically imply admission.

Admission to Closed Courses

Due to enrollment pressures and limitations on space in certain classes, the Department 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 *Undergraduate Bulletin*.

Post-Baccalaureate Unclassified Students

Post-Baccalaureate unclassified students are restricted from taking any 500-level class without the permission of the Department Head and course instructor. Only officially admitted M.F.A. and M.Ed. students can register for 600-level courses.

Drama Major (DRAM)—B.A.

Degree: Bachelor of Arts

Required: 122 semester hours, to include 50 hours in the major, and at least 36 hours at or above the 300 course level

AOS Code: U880

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.

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (6 s.h.)

| | |
|---------|--------------------------------------|
| ENG 107 | Introduction to Drama |
| | or |
| ENG 109 | Introduction to Shakespeare |
| | or |
| ENG 339 | Shakespeare: Early Plays and Sonnets |
| | or |
| ENG 340 | Shakespeare: Later Plays |

Student selects additional 3 s.h. from GLT list.

GFA—Fine Arts (9 s.h.)

| | |
|---------|-----------------------------|
| DCE 101 | Introduction to Dance |
| | or |
| DCE 241 | Music for Dance |
| | |
| MUS 332 | History of Western Music II |
| | or |
| MTD 214 | Jazz Appreciation |
| | or |
| MTD 241 | Music Appreciation |

Student selects additional 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (6–7 s.h.)

Student selects 6–7 s.h. from GNS list. One must include a laboratory course. Each must have a different course prefix.

GMT—Mathematics (3 s.h.)

Student selects 3 s.h. from GMT list.

GRD—Reasoning and Discourse (6 s.h.)

| | |
|---------|---|
| ENG 101 | College Writing I |
| | or |
| FMS 115 | Freshman Seminar in Reasoning and Discourse I |
| | or |
| RCO 101 | College Writing I |

Student selects additional 3 s.h. from GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

Student selects 6 s.h. from GSB list.

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core

requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major Requirements

1.

| | |
|---------|--|
| 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 |
| THR 201 | Playscript Analysis |
| THR 231 | Acting I |
| THR 410 | Directing I |
| THR 500 | Theatre History I |
| THR 501 | Theatre History II |

4 s.h. of 490–496

(no more than 3 s.h. may be from THR 490)

and 3 s.h. of:

| | |
|---------|---------------------------------|
| THR 502 | Theatre History III |
| THR 505 | American Theatre History |
| | or |
| THR 506 | Non-Western Theatre and/or Film |

Junior and senior transfer students must complete a minimum of two s.h. of:

| | |
|---------|--|
| THR 490 | Advanced Theatre Practice—Performance |
| THR 491 | Advanced Theatre Practice—Scenery |
| THR 492 | Advanced Theatre Practice—Costumes |
| THR 493 | Advanced Theatre Practice—Box Office/Publicity |
| THR 494 | Advanced Theatre Practice—Production |
| THR 495 | Advanced Theatre Practice—Lighting |
| THR 496 | Advanced Theatre Practice—Running Crew |

2. One performance course selected from:

| | |
|---------|---------------------|
| THR 120 | Voice for the Actor |
| THR 232 | Acting II |

| | |
|---------|--|
| THR 280 | The Mask in Performance |
| THR 320 | The Actor's Space |
| THR 381 | Oral Interpretation |
| THR 435 | Performance Styles |
| THR 534 | Acting for the Camera |
| THR 539 | Professional Theatre Audition Techniques |
| THR 581 | Advanced Oral Interpretation |
| THR 595 | Directing Practicum |

3. One design course selected from:

| | |
|---------|-----------------|
| THR 351 | Scene Design |
| THR 361 | Costume Design |
| THR 370 | Lighting Design |

4. One course selected from:

| | |
|---------|---|
| THR 305 | Development of American Musical Theatre |
| THR 380 | Playwriting |
| THR 506 | Non-Western Theatre and/or Film |
| THR 515 | Drama in Education |
| THR 516 | Puppetry |
| THR 517 | Theatre in Education |
| THR 584 | Theatre Management |
| THR 587 | Theatre Field Studies |

5. Eleven (11) s.h. from categories 2 and/or 3 and/or 4 and/or:

| | |
|---------|---|
| THR 245 | Theatre Graphics |
| THR 260 | Advanced Makeup |
| THR 346 | Costume Crafts |
| THR 502 | Theatre History III |
| THR 505 | American Theatre History |
| THR 540 | Advanced Stagecrafts |
| THR 541 | Technical Direction |
| THR 542 | Scene Painting I |
| THR 544 | Computer Assisted Drafting |
| THR 548 | Stage Millinery and Accessories |
| THR 549 | Historical Costume Pattern Drafting and Draping |

IV Foreign Language Requirement

Six (6) s.h. of foreign language at the appropriate level as determined by the University Placement exam.

V Electives

Electives sufficient to complete the 122 semester hours required for degree.

Drama Major: Acting, Design & Technical Theatre, and Technical Production Concentrations (DRAM)—B.F.A.

Degree: Bachelor of Fine Arts

Required: 124 semester hours, to include at least 36 hours at or above the 300 course level

Available Concentrations and AOS Codes:

Acting, U881

Design & Technical Theatre, U882

Technical Production, U885

The B.F.A. Drama Major emphasizes that theatre is a discipline involving three basic factors: talent, study, and practice. Only students who show evidence of talent and who work to develop it through classroom study combined with practical application in the production program will be continued in the major. Transfer students should note that this program is concerned with the maturation of the young artist. Thus enrollment for six semesters (three years) is required even when study is begun in the junior year. Students are formally reviewed for continuance in the B.F.A. programs each year. Continuance depends on academic and artistic achievement, and the student's overall professional development.

Admission to the B.F.A. in Drama Major

Students pursuing the B.F.A. in Drama select from four concentrations: Acting; Design and Technical Theatre; Technical Production; or Theatre Education (with teacher licensure).

Admission to Acting, Design and Technical Theatre, and Technical Production Concentrations

Provisional admission is granted to the B.F.A. in Acting, the B.F.A. in Design/Technology, and the B.F.A. in Technical Production during Fall semester. At the end of Fall semester, students formally audition or, in the case of Design/ Technology and Technical Production applicants, are interviewed for admission to these programs. Students should consult their faculty advisors for detailed audition and interview requirements. Admission to these programs is very competitive.

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 each semester in the freshman year and a total of six more assignments during their sophomore, junior, and senior years. Four of the B.F.A. Acting students' production assignments must be in technical-related activities.

B.F.A. Design and Technical Theatre and Technical Production students must complete one production assignment each semester in the freshman year and a total of six more assignments during the sophomore, junior, and senior years.

B.F.A. in Theatre Education students must maintain a 3.0 minimum GPA, complete 70 hours of pre-approved field experience in K–12 schools prior to student teaching, and complete a minimum of two stage management assignments in their program.

B.F.A. transfer students in Acting, Design and Technical Theatre, and Technical Production are required to complete one production assignment each semester in the program. THR 190/THR 191 and THR 490/THR 491 credit is earned for these production assignments as noted in the outline of requirements stated below.

Internship Requirements

B.F.A. Acting, Design and Technical Theatre, and Technical Production majors are required to complete an internship. The internship may be fulfilled in THR 232, in the North Carolina Theatre for Young People touring company, or in an intensive, off-campus theatre program that is approved by the Theatre faculty. 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.

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (3 s.h.)

Acting Concentration

- ENG 339 Shakespeare: Early Plays and Sonnets
or
ENG 340 Shakespeare: Later Plays

Design and Technical Theatre and Technical Production Concentrations

- THR 500 Theatre History I

GFA—Fine Arts (6 s.h.)

- THR 501 Theatre History II
THR 502 Theatre History III

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (6–7 s.h.)

Student selects 6–7 s.h. from GNS list. One must include a laboratory course. Each must have a different course prefix.

GMT—Mathematics (3 s.h.)

Student selects 3 s.h. from GMT list.

GRD—Reasoning and Discourse (6 s.h.)

- ENG 101 College Writing I
or

- FMS 115 Freshman Seminar in Reasoning and Discourse I
or
RCO 101 College Writing I

Student selects additional 3 s.h. from GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

Student selects 6 s.h. from GSB list.

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major and Related Area Requirements

Acting Concentration—Major Requirements

1. Acting Studies:

- THR 120 Voice for the Actor
THR 221 Dynamics in Acting: Movement I
THR 222 Dynamics in Acting: Voice I
THR 321 Dynamics in Acting: Movement II
THR 322 Dynamics in Acting: Voice II
THR 231 Acting I
THR 232 Acting II
THR 331 Acting III
THR 332 Acting IV
THR 421 Physical Violence for the Stage
THR 422 Stage Dialects
THR 531 Acting V
THR 532 Period Acting I
THR 535 Advanced Acting for the Camera
THR 539 Professional Theatre Audition Techniques

THR 322: repeated for a total of twelve (12) s.h.

2. Technical Theatre Studies:

- THR 140 Stage Crafts: Scenery, Lighting, and Sound

Academic Departments, Programs, and Courses

THR 145 Stage Crafts: Costuming and Makeup

one course selected from:

THR 361 Costume Design
THR 351 Scene Design
THR 370 Lighting Design

3.

THR 191 Theatre Practice—Scenery
THR 192 Theatre Practice—Costumes
THR 201 Playscript Analysis
THR 410 Directing I
THR 500 Theatre History I
THR 501 Theatre History II

THR 500 satisfies GLT

4 s.h. of:

THR 490 Advanced Theatre Practice—
Performance
THR 491 Advanced Theatre Practice—Scenery
THR 492 Advanced Theatre Practice—Costumes
THR 493 Advanced Theatre Practice—Box
Office/Publicity
THR 494 Advanced Theatre Practice—
Production
THR 495 Advanced Theatre Practice—Lighting
THR 496 Advanced Theatre Practice—Running
Crew

no more than 3 s.h. may be from THR 490

and 3 s.h. of:

THR 502 Theatre History III
THR 505 American Theatre History
or
THR 506 Non-Western Theatre and/or Film

THR 502 satisfies GFA.

Junior and senior transfer students from other institutions must complete 2 s.h. of 490-496

4. Completion of approved internship

Acting Concentration—Related Area Requirements

1. Music performance courses selected with advisor (2 s.h.)

2. Three Dance (DCE) courses selected in consultation with advisor

3.

ENG 339 Shakespeare: Early Plays and Sonnets
or
ENG 340 Shakespeare: Later Plays

or other ENG course that focuses on dramatic literature, selected in consultation with advisor

Design and Technical Theatre Concentration—Major and Related Area Requirements

Design and Technical Theatre Studies:

THR 140 Stage Crafts: Scenery, Lighting, and Sound

THR 145 Stage Crafts: Costuming and Makeup

complete two (2) of:

THR 242 Technical Production: Scenery
THR 244 Technical Production: Costumes
THR 246 Technical Production: Sound and Lighting
THR 191 Theatre Practice—Scenery
THR 192 Theatre Practice—Costumes
THR 245 Theatre Graphics
THR 351 Scene Design
THR 361 Costume Design
THR 370 Lighting Design
THR 490 Advanced Theatre Practice—
Performance
THR 491 Advanced Theatre Practice—Scenery
THR 492 Advanced Theatre Practice—Costumes
THR 493 Advanced Theatre Practice—Box
Office/Publicity
THR 494 Advanced Theatre Practice—
Production
THR 495 Advanced Theatre Practice—Lighting
THR 496 Advanced Theatre Practice—Running
Crew
THR 498 Design and Technical Theatre
Practicum
THR 503 Period Styles in Performance Design I
THR 504 Period Styles in Performance Design II
ART 120 Fundamentals of Drawing
ART 220 Intermediate Drawing

THR 490–496 repeated for four (4) s.h. (no more than 3 s.h. may be from THR 490)

Junior and senior transfer students must complete 2 s.h. of 490–496.

Six (6) courses selected from:

THR 242 Technical Production: Scenery
THR 244 Technical Production: Costumes
THR 246 Technical Production: Sound and Lighting
THR 260 Advanced Makeup
THR 345 Costume and Scenic Property Crafts
THR 346 Costume Crafts
THR 395 Special Problems
THR 540 Advanced Stagecrafts
THR 541 Technical Direction
THR 542 Scene Painting I
THR 543 Scene Painting II
THR 544 Computer Assisted Drafting
THR 545 Scene Drafting and Construction
THR 548 Stage Millinery and Accessories
THR 549 Historical Costume Pattern Drafting and Draping
THR 551 Advanced Scene Design
THR 552 Multi-Set Design Techniques
THR 560 Advanced Costume Design
THR 570 Advanced Stage Lighting Design

| | |
|---------|---|
| THR 575 | Theatrical Sound Design and Technology |
| THR 584 | Theatre Management |
| THR 586 | Stage Management |
| THR 587 | Theatre Field Studies |
| ARH 110 | Survey of Western Art: Prehistory–Renaissance |
| ARH 111 | Survey of Western Art: Renaissance–Contemporary |
| ART 140 | Foundation Design I |
| ART 221 | Life Drawing I |
| CST 350 | Small Group and Team Communication |
| CRS 211 | Textile Science: From Fiber to Finish |
| HEA 338 | Safety and First Aid |

THR 246: if not used above

2. Performance Studies:

| | |
|---------|-------------|
| THR 231 | Acting I |
| THR 410 | Directing I |

3. Other Theatre Studies:

| | |
|---------|---------------------|
| THR 201 | Playscript Analysis |
| THR 500 | Theatre History I |
| THR 501 | Theatre History II |

THR 500 satisfies GLT

and 3 s.h. of:

| | |
|---------|---------------------------------|
| THR 502 | Theatre History III |
| THR 505 | American Theatre History |
| | or |
| THR 506 | Non-Western Theatre and/or Film |

THR 502 satisfies GFA.

4. Completion of approved internship

Technical Production Concentration—Major and Related Area Requirements

1. Technology Studies:

| | |
|---------|--|
| THR 140 | Stage Crafts: Scenery, Lighting, and Sound |
| THR 145 | Stage Crafts: Costuming and Makeup |

complete two (2) of:

| | |
|---------|--|
| THR 242 | Technical Production: Scenery |
| THR 244 | Technical Production: Costumes |
| THR 246 | Technical Production: Sound and Lighting |
| THR 191 | Theatre Practice—Scenery |
| THR 192 | Theatre Practice—Costumes |
| THR 245 | Theatre Graphics |
| THR 284 | Arts Management |
| THR 351 | Scene Design |
| THR 361 | Costume Design |
| THR 370 | Lighting Design |
| THR 490 | Advanced Theatre Practice—Performance |
| THR 491 | Advanced Theatre Practice—Scenery |
| THR 492 | Advanced Theatre Practice—Costumes |

| | |
|---------|--|
| THR 493 | Advanced Theatre Practice—Box Office/Publicity |
| THR 494 | Advanced Theatre Practice—Production |
| THR 495 | Advanced Theatre Practice—Lighting |
| THR 496 | Advanced Theatre Practice—Running Crew |
| THR 498 | Design and Technical Theatre Practicum |

THR 490–496 repeated for four (4) s.h. (no more than 3 s.h. may be from THR 490)

Junior and senior transfer students must complete 2 s.h. of 490–496.

Six (6) courses selected from:

| | |
|---------|---|
| THR 242 | Technical Production: Scenery |
| THR 244 | Technical Production: Costumes |
| THR 246 | Technical Production: Sound and Lighting |
| THR 260 | Advanced Makeup |
| THR 345 | Costume and Scenic Property Crafts |
| THR 346 | Costume Crafts |
| THR 503 | Period Styles in Performance Design I |
| THR 504 | Period Styles in Performance Design II |
| THR 540 | Advanced Stagecrafts |
| THR 541 | Technical Direction |
| THR 542 | Scene Painting I |
| THR 543 | Scene Painting II |
| THR 544 | Computer Assisted Drafting |
| THR 545 | Scene Drafting and Construction |
| 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 586 | Stage Management |
| THR 587 | Theatre Field Studies |
| ARH 110 | Survey of Western Art: Prehistory–Renaissance |
| ARH 111 | Survey of Western Art: Renaissance–Contemporary |
| ART 120 | Fundamentals of Drawing |
| ART 220 | Intermediate Drawing |
| CST 350 | Small Group and Team Communication |
| CRS 211 | Textile Science: From Fiber to Finish |
| HEA 338 | Safety and First Aid |
| MGT 300 | Management of Organizations |
| MUP 131 | Class Piano |

THR 246: if not used above

2. Performance Studies:

| | |
|---------|-------------|
| THR 231 | Acting I |
| THR 410 | Directing I |

3. Other Theatre Studies:

| | |
|---------|---------------------|
| THR 201 | Playscript Analysis |
|---------|---------------------|

| | |
|---------|--------------------|
| THR 500 | Theatre History I |
| THR 501 | Theatre History II |

THR 500 satisfies GLT

and 3 s.h. of:

| | |
|---------|---------------------------------|
| THR 502 | Theatre History III |
| THR 505 | American Theatre History |
| or | |
| THR 506 | Non-Western Theatre and/or Film |

THR 502 satisfies GFA

4. Completion of approved internship

IV Electives

Acting Concentration

Major electives of 9 semester hours required for degree, and additional electives sufficient to complete the 124 semester hours required for degree.

Design and Technical Theatre Concentration

Electives sufficient to complete the 124 semester hours required for degree.

Technical Production Concentration

Electives sufficient to complete the 124 semester hours required for degree.

See Requirements For the Theatre Education Concentration

Drama Major: Theatre Education Concentration (DRAM)—B.F.A.

Degree: Bachelor of Fine Arts

Required: 128 semester hours, to include at least 36 hours at or above the 300 course level

AOS Code: Theatre Education, K–12 Teaching Licensure, U883

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 UNCG 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.

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (6 s.h.)

| | |
|---------|--------------------|
| THR 500 | Theatre History I |
| THR 501 | Theatre History II |

GFA—Fine Arts (3 s.h.)

| | |
|---------|---------------------|
| THR 502 | Theatre History III |
|---------|---------------------|

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

Student selects 3 s.h. from GPR list.

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (6–7 s.h.)

Student selects 6–7 s.h. from GNS list. One must include a laboratory course. Each must have a different course prefix.

GMT—Mathematics (3 s.h.)

Student selects 3 s.h. from GMT list.

GRD—Reasoning and Discourse (6 s.h.)

| | |
|---------|---|
| ENG 101 | College Writing I |
| or | |
| FMS 115 | Freshman Seminar in Reasoning and Discourse I |
| or | |
| RCO 101 | College Writing I |

Student selects additional 3 s.h. from GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

Student selects 6 s.h. from GSB list.

Recommended

| | |
|---------|--------------------|
| PSY 121 | General Psychology |
|---------|--------------------|

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Global/Global Non-Western Perspectives (GL/GN)

Four GL/GN courses, at least one of which must carry the GN marker (THR 506 recommended but not required)

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.**

All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major Requirements (53 semester hours)**Courses**

| | |
|---------|--|
| THR 120 | Voice for the Actor |
| 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 |
| THR 201 | Playscript Analysis |
| THR 231 | Acting I |
| THR 232 | Acting II |
| THR 351 | Scene Design |
| THR 361 | Costume Design |
| THR 370 | Lighting Design |
| THR 380 | Playwriting |
| THR 410 | Directing I |
| THR 435 | Performance Styles |
| THR 482 | Teaching Methods in Theatre Arts |
| THR 494 | Advanced Theatre Practice—Production |
| THR 497 | Student Teaching in Theatre Arts |
| THR 500 | Theatre History I |
| THR 501 | Theatre History II |
| THR 502 | Theatre History III |
| THR 510 | Directing II |
| THR 515 | Drama in Education |
| THR 584 | Theatre Management |
| THR 586 | Stage Management |
| THR 595 | Directing Practicum |

THR 497: Students are required to complete 100 hours of field experience in schools prior to beginning student teaching.

THR 500 and THR 501 fulfill GLT; THR 502 fulfills GFA.

IV Professional Education Courses (12 semester hours)

1.
ELC 401 Schooling in a Democratic Society
2.
ERM 401 Assessment I: Accountability in Our Nation's Schools
3.
ERM 402 Assessment II: Standardized Tests
4.
ERM 403 Assessment III: Classroom Assessment

5.
LIS 120/TED 120 Introduction to Instructional Technology for Educational Settings
6.
SES 401 Understanding and Teaching Students with Disabilities in Inclusive Settings
7.
TED 401 Child and Adolescent Development and Learning
8.
TED 402 Student Engagement in the Classroom
9.
TED 403 Teaching English Learners with Diverse Abilities
10.
TED 545 Diverse Learners

V Electives

Electives sufficient to complete the 128 semester hours required for the degree.

Drama Minor

Required: minimum of 18 semester hours

AOS Code: U880

Requirements

All Drama minors are required to take:

THR 201 Playscript Analysis

In addition, at least 15 semester hours must be taken from the following courses:

(three courses should be selected at the 200 level or above):

| | |
|---------|--|
| THR 120 | Voice for the Actor |
| THR 140 | Stage Crafts: Scenery, Lighting, and Sound |
| THR 145 | Stage Crafts: Costuming and Makeup |
| THR 231 | Acting I |
| THR 232 | Acting II |
| THR 280 | The Mask in Performance |
| THR 305 | Development of American Musical Theatre |
| THR 380 | Playwriting |
| THR 381 | Oral Interpretation |
| THR 320 | The Actor's Space |
| THR 490 | Advanced Theatre Practice—Performance |
| THR 491 | Advanced Theatre Practice—Scenery |
| THR 410 | Directing I |
| THR 581 | Advanced Oral Interpretation |
| THR 500 | Theatre History I |
| THR 501 | Theatre History II |
| THR 502 | Theatre History III |
| THR 506 | Non-Western Theatre and/or Film |

THR 517 Theatre in Education

Technical Theatre Minor

Required: minimum of 18 semester hours

AOS Code: U884

Requirements

All Technical Theatre minors are required to take:

| | |
|---------|---|
| THR 201 | Playscript Analysis and |
| THR 140 | Stage Crafts: Scenery, Lighting, and Sound |
| | Or |
| THR 145 | Stage Crafts: Costuming and Makeup |

In addition, at least 12 semester hours must be taken from the following courses:

| | |
|---------|--|
| THR 140 | Stage Crafts: Scenery, Lighting, and Sound |
| THR 145 | Stage Crafts: Costuming and Makeup |
| THR 245 | Theatre Graphics |
| THR 260 | Advanced Makeup |
| THR 361 | Costume Design |
| THR 345 | Costume and Scenic Property Crafts |
| THR 351 | Scene Design |
| THR 370 | Lighting Design |
| THR 490 | Advanced Theatre Practice— Performance |
| THR 491 | Advanced Theatre Practice—Scenery |
| THR 540 | Advanced Stagecrafts |
| THR 544 | Computer Assisted Drafting |
| THR 542 | Scene Painting I |
| THR 575 | Theatrical Sound Design and Technology |
| THR 549 | Historical Costume Pattern Drafting and Draping |
| THR 548 | Stage Millinery and Accessories |

Theatre Honors

Requirements (12 semester hours)

1. Nine semester hours in the major, selected from:

| | |
|---------|--|
| THR 232 | Acting II |
| | any 500-level THR courses |
| | any THR course negotiated as a Contract Course between the Honors Candidate and the instructor |
| HSS 330 | Honors Independent Study |
| THR 483 | Honors Work |

Any 500-level THR courses: completing graduate work with graduate students. Instructor must be notified at the beginning of course.

Any THR course negotiated as a Contract Course: meeting Honors council guidelines for Contract Courses.

See advisor for application forms and deadlines for submission.

HSS 330: under the guidance of a faculty member, perhaps taken in preparation for the Capstone Experience/Project. See advisor for approval.

THR 483: towards HSS 490

Note: University Honors courses may be substituted for up to 6 s.h. of the 9 s.h. required. These courses offer a wide range of subjects and can often serve as GEC courses for the Theatre Major.

2. Three semester hours in:

| | |
|---------|---|
| HSS 490 | Senior Honors Project |
| | or |
| THR 483 | Honors Work |
| | Or |
| THR 498 | Design and Technical Theatre Practicum |

The B.A. Capstone Experience, building on earlier courses, and/or University Studies Abroad to create a capstone experience, can serve as credit for HSS 490. HSS 490 can substitute for THR 498. 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.

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.

THEATRE COURSES (THR)

THR 100 Drama Appreciation (3:3)

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.

Distribution: GE Core: GFA

THR 120 Voice for the Actor (3:3)

The study of the mechanics of the voice for dramatic literature, developing intelligible speech through the use of Standard American Sounds.

Prerequisite: DRAM major

THR 130 Fundamentals of Acting (3:3)

Understanding and appreciation of the problems, demands, and disciplines of the actor's art.

Distribution: GE Core: GFA

Notes: For non-majors only.

THR 140 Stage Crafts: Scenery, Lighting, and Sound (3:2:3)

Introduction to technical theatre practice, backstage organization, scenery construction, stage lighting and sound. Practical experience in supervised laboratory and production program.

THR 145 Stage Crafts: Costuming and Makeup (3:2:3)

Introduction to technical theatre practice in stage makeup and costuming. Practical experience in supervised laboratory and production program.

THR 190 Theatre Practice—Performance (1:0:4)

Department auditions are open to all students, and credit is given to those who are cast.

Notes: May be repeated for up to two (2) semester hours.

THR 191 Theatre Practice—Scenery (1:0:4)

Open to any student interested in participating in the scenery phase of production.

Notes: May be repeated for credit.

THR 192 Theatre Practice—Costumes (1:0:4)

Open to any student interested in participating in the costuming phase of production.

Notes: May be repeated for credit.

THR 193 Theatre Practice—Box Office/Publicity (1:0:4)

Open to any student interested in participating in the box office/ publicity phase of production.

Notes: May be repeated for credit.

THR 194 Theatre Practice—Production (1:0:4)

Open to any student interested in participating in the technical phases of production.

Notes: May be repeated for credit.

THR 195 Theatre Practice—Lighting (1:0:4)

Open to any student interested in participating in the lighting phase of production.

Notes: May be repeated for credit.

THR 201 Playscript Analysis (3:3)

Systems for analyzing playscripts which may be adapted and employed by directors, actors, and/or designers.

Prerequisite: Admission to appropriate degree program or permission of instructor

THR 221 Dynamics in Acting: Movement I (2:2)

Practical exercise in physical disciplines to develop concentration, imagination, and the body as the actor's instrument.

Prerequisite: B.F.A. Acting major

Notes: May be repeated for a maximum of four (4) s.h.

THR 222 Dynamics in Acting: Voice I (2:2)

Beginning course in the voice/speech sequence in the B.F.A. Acting program. Understanding of breath, foundations of voice production, elements of speech.

Prerequisite: THR 231 and THR 232

Offered: Fall & Spring

Notes: May be repeated for credit.

THR 231 Acting I (3:1:4)

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.

THR 232 Acting II (3:1:4)

Application of basic techniques developed in 231 to elementary scene study. Introduction to the Stanislavski System. Further study in movement, voice, and improvisation.

Prerequisite: THR 231

THR 242 Technical Production: Scenery (2:1:3)

Further develop the theatrical construction skills and knowledge necessary for advanced construction techniques and installation of scenic units.

Prerequisite: THR 140 or permission of instructor

Offered: Fall

THR 244 Technical Production: Costumes (2:1:3)

To further develop costume technology skills taught at the beginning level in THR 145.

Prerequisite: THR 145 or permission of instructor

Offered: Fall

THR 245 Theatre Graphics (3:2:3)

Introduction to the basic materials and techniques of graphic presentation in scenic, costume, and lighting design for the theatre.

Prerequisite: THR 140

THR 246 Technical Production: Sound and Lighting (2:1:3)

Enhance the student's familiarity with the process and equipment used in modern theatre production.

Prerequisite: THR 140 or permission of instructor

Offered: Fall

THR 260 Advanced Makeup (3:2:3)

Special emphasis on character analysis, physiognomy, color, three-dimensional make-up, rubber prosthesis, beard and wig make-up for theatre, film and television production.

Prerequisite: THR 145 or permission of instructor

THR 280 The Mask in Performance (3:2:3)

A cross-cultural introduction to masks throughout history, their construction, and use in performance.

Prerequisite: THR 130 or THR 231

Offered: Alt Years

THR 284 Arts Management (3:3)

Introduction to arts management for nonprofit arts organizations. Topics include management principles, marketing, fundraising, and financial planning.

Offered: Fall or Spring

THR 291 Applied Theatre I (1–4:0:3–12)

Supervised practical experience in various areas of theatre production.

Notes: May be repeated for credit.

THR 305 Development of American Musical Theatre (3:3)

Musical theatre as an art form, stressing its development and major works since 1800. Minstrelsy, vaudeville, burlesque, operetta, and revue, but major emphasis on musical comedy. Illustrated lectures and demonstrations.

THR 315 Creative Drama for the Classroom Teacher (3:2:3)

Preschool and elementary school creative drama and its place in preschool and K–5 curriculum. Emphasis on fundamentals, materials, teaching techniques, and evaluation.

THR 320 The Actor's Space (3:1:4)

Concentrated study of kinesthetic and spatial awareness. Special emphasis on physical and vocal adjustments to the demands of different performance spaces.

Prerequisite: THR 231 and THR 232

Offered: Alt Years

THR 321 Dynamics in Acting: Movement II (2:2)

Advanced daily practical exercise in physical disciplines to develop concentration, imagination, and the body as the actor's instrument.

Prerequisite: THR 221 and B.F.A. Acting major

THR 322 Dynamics in Acting: Voice II (2:2)

Continuation course in the voice/speech sequence in the B.F.A. Acting program. IPA, vocal range, elements of speech, application to dramatic text.

Prerequisite: THR 221, THR 222, THR 231, and THR 232

Offered: Fall

THR 323 The Arts as Human Experience (3:3)

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.

Cross Listed: Same as ART 323, DCE 323.

THR 331 Acting III (3:1:4)

Concentrated study in script and role analysis. Intensive improvisation to develop acting techniques.

Prerequisite: THR 231 and permission of acting faculty

Notes: B.F.A. Acting majors only.

THR 332 Acting IV (3:1:6)

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.

Prerequisite: THR 231, THR 232, and THR 331

Offered: Spring

THR 345 Costume and Scenic Property Crafts (3:1:3)

An introduction to craft materials for costume and stage properties. Craft materials will include industrial felts, leather, flexible and rigid foams, thermoplastics, paper products, adhesives, fabric paints and fabric dyes.

Prerequisite: THR 140 and THR 145

Offered: Alt Years

THR 346 Costume Crafts (3:2:3)

Exploration of basic design elements and fabrics relative to costuming. Laboratory projects in costume crafts.

Prerequisite: THR 145 or permission of instructor

THR 351 Scene Design (3:2:3)

Principles and practice of scene design for performance.

Prerequisite: THR 140 or permission of instructor

THR 361 Costume Design (3:2:3)

Principles and practice of costume design for performance.

Prerequisite: THR 145 or permission of instructor

THR 370 Lighting Design (3:2:3)

Principles and practice of lighting design for theatre, television and film.

Prerequisite: THR 140 or THR 291 or permission of instructor

THR 380 Playwriting (3:3)

Exercises in dramaturgical techniques including adapting literature for performance. Composition of one-act plays.

THR 381 Oral Interpretation (3:3)

Principles of interpretation: analysis and practice in the oral presentation of various forms of literature to be selected from poetry, prose, and drama.

THR 382 Theatrical Design for Schools K–12 (3:3)

Study of design techniques and the execution of scenery, lighting, and costuming for low budget play and musical production.

Prerequisite: THR 140 and admission to appropriate degree program; or permission of instructor.

THR 390 Workshop Theatre Practice (1:0:3)

Supervised production work in the Workshop Theatre.

Notes: May be repeated for credit.

THR 395 Special Problems (1–3)

Guided individual study in an area of special interest to the student.

Prerequisite: Permission of faculty supervisor is required prior to registration.

Notes: May be repeated for credit. Formerly THE 333.

THR 410 Directing I (3:3)

Fundamental principles of directing for the theatre including adapting literature for performance.

Prerequisite: THR 201, junior standing, and admission to appropriate degree program; or permission of instructor.

THR 421 Physical Violence for the Stage (2:1:3)

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.

Prerequisite: Drama major; THR 231 and THR 232

THR 422 Stage Dialects (2:1:3)

A study of selected dialects of English for performance, including dialect in cultural context and the application to dramatic text.

Prerequisite: THR 222 and THR 322; B.F.A. Acting majors only.

THR 435 Performance Styles (2:0:3)

Introduction to acting styles including Greek, Commedia dell'Arte, Elizabethan, Comedy of Manners, and Musical Theatre.

Prerequisite: THR 231 and THR 232; or permission of instructor

Offered: Fall & Spring & Summer

THR 480 Playwriting II (3:3)

Focus on advanced play construction and dramatic writing.

Prerequisite: THR 380

Offered: Fall or Spring

THR 482 Teaching Methods in Theatre Arts (3:3:4)

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.

Offered: Fall

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 (1:0:4)

Departmental auditions are open to all students, and credit is given to those who are cast.

Prerequisite: Four (4) s.h. of THR 190, THR 191, THR 192, THR 193, THR 194, and/or THR 195 and junior standing

Notes: May be repeated for up to three (3) semester hours.

THR 491 Advanced Theatre Practice—Scenery (1:0:4)

Open to any student interested in participating in the scenery phase of production.

Prerequisite: Four (4) s.h. of THR 190, THR 191, THR 192, THR 193, THR 194, and/or THR 195 and junior standing

Notes: May be repeated for credit.

THR 492 Advanced Theatre Practice—Costumes (1:0:4)

Open to any student interested in participating in the costuming phase of production.

Prerequisite: Four (4) s.h. of THR 190, THR 191, THR 192, THR 193, THR 194, and/or THR 195 and junior standing

Notes: May be repeated for credit.

THR 493 Advanced Theatre Practice—Box Office/Publicity (1:0:4)

Open to any student interested in participating in the box office/publicity phase of production.

Prerequisite: Four (4) s.h. of THR 190, THR 191, THR 192, THR 193, THR 194, and/or THR 195 and junior standing

Notes: May be repeated for credit.

THR 494 Advanced Theatre Practice—Production (1:0:4)

Open to any student interested in participating in the technical phases of production.

Prerequisite: Four (4) s.h. of THR 190, THR 191, THR 192, THR 193, THR 194, and/or THR 195 and junior standing

Notes: May be repeated for credit.

THR 495 Advanced Theatre Practice—Lighting (1:0:4)

Open to any student interested in participating in the lighting phase of production.

Prerequisite: Four (4) s.h. of THR 190, THR 191, THR 192, THR 193, THR 194, and/or THR 195 and junior standing

Notes: May be repeated for credit.

THR 496 Advanced Theatre Practice—Running Crew (1:0:4)

Open to any student interested in participating in the running crew phase of production.

Prerequisite: Four (4) s.h. of THR 190, THR 191, THR 192, THR 193, THR 194, and/or THR 195 and junior standing

Notes: May be repeated for credit.

THR 497 Student Teaching in Theatre Arts (12:2:30)

Capstone experience for theatre education majors: student teaching at elementary, middle, or high school levels; classroom management; discipline; lesson design and implementation; and assessment. Includes biweekly seminars.

Prerequisite: 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

Offered: Spring

THR 498 Design and Technical Theatre Practicum (1–2:0:3–6)

Practice in design or technical production for performance.

Prerequisite: Junior standing, admission to the B.F.A. Design and Technical Theatre program

Notes: May be repeated for credit.

THR 499 Advanced Theatre Practice—Capstone (1:0:4)

Senior project focusing on student's personal interest in theatre.

Prerequisite: Four (4) s.h. of THR 190/THR 191, and senior standing

Notes: May be repeated for credit.

THR 500 Theatre History I (3:3)

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 501 Theatre History II (3:3)

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 502 Theatre History III (3:3)

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 (3:3)

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.

Prerequisite: Admission to B.F.A./MFA design program; or permission of instructor.

THR 504 Period Styles in Performance Design II (3:3)

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.

Prerequisite: Pr. admission to B.F.A./MFA design program; or permission of instructor.

THR 505 American Theatre History (3:2:3)

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.

Prerequisite: Junior standing or permission of instructor

Offered: Fall or Spring or Summer

THR 506 Non-Western Theatre and/or Film (3:2:3)

Dramatic literature, theatre, and/or film in India, China, Japan, and Africa. Subject varies with instructor.

Offered: Fall or Spring or Summer

Distribution: GE Marker: GN

Notes: May be repeated for up to six (6) semester hours, depending on course content.

THR 507 Feminist Theatre (3:3)

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 feminisms.

Offered: Fall or Spring

THR 510 Directing II (3:3)

An intermediate directing course that involves the student in the theory and practice of contemporary plays.

Prerequisite: Two theatre courses and THR 201 and THR 410; or permission of instructor.

Offered: Spring

THR 515 Drama in Education (3:2:2)

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.

Prerequisite: Admission to appropriate degree program, or permission of instructor

THR 516 Puppetry (3:2:2)

Scope and development of puppetry throughout the world. Practical experience in the design, making, and performing of puppets.

Prerequisite: Admission to appropriate degree program, or permission of instructor

THR 517 Theatre in Education (3:2:2)

Research and literature of theatre-in-education pedagogy and methodology. Practice in facilitating theatre in education in the community.

Prerequisite: Pr. admission to appropriate degree program, or permission of instructor

THR 531 Acting V (3:1:4)

Study and practice of the stylistic demands of the comedy of manners from the English Restoration through Noel Coward.

Prerequisite: THR 331 and THR 332, and admission to appropriate degree program; or permission of instructor.

THR 532 Period Acting I (3:1:4)

Study and practice of Shakespearean acting styles. Performance emphasizing manners, movement, and vocal delivery of the Elizabethan period.

Prerequisite: THR 331, THR 332, and admission to appropriate degree program; or permission of instructor.

THR 534 Acting for the Camera (2:1:3)

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.

Prerequisite: Admission to appropriate degree program or permission of instructor

Offered: All

Notes: For advanced undergraduates and graduate students in Theatre.

THR 535 Advanced Acting for the Camera (2:1:3)

An advanced study of performance for the camera. Camera scene study will continue with added emphasis on clarity of intention and accuracy of repetition.

Prerequisite: THR 534

Offered: Alt

THR 539 Professional Theatre Audition Techniques (3:3)

Audition theory, techniques, and practice for theatre, television, and films.

Prerequisite: THR 231, THR 232, and admission to appropriate degree program; or permission of instructor

THR 540 Advanced Stagecrafts (3:2:3)

Study of advanced scenic construction, property construction, and rigging techniques for the stage. Supervised laboratory work in wood, plastics, metal, and other materials.

Prerequisite: THR 140 and admission to appropriate degree program; or permission of instructor

THR 541 Technical Direction (3:3)

Theatrical technical direction with emphasis on organizational, managerial, and problem-solving duties and responsibilities. Lecture combined with practical projects.

Prerequisite: THR 140 and THR 351 or THR 370; and junior, senior, or graduate standing; and admission to appropriate degree program; or permission of instructor.

THR 542 Scene Painting I (3:1:4)

Tools, materials, and techniques of scene painting.

Prerequisite: THR 140 and THR 351 and admission to appropriate degree program; or permission of instructor

THR 543 Scene Painting II (3:1:4)

Advanced problems in scene painting.

Prerequisite: THR 140, THR 351, THR 542, and admission to appropriate degree program; or permission of instructor.

THR 544 Computer Assisted Drafting (3:1:6)

Fundamental principles and application of 3-D design utilizing a DOS based drafting and design program.

Prerequisite: Pr. THR 545, or IAR 111 and IAR 112; or ART 222; or equivalent technical drawing aptitude and admission to appropriate degree program.

THR 545 Scene Drafting and Construction (3:3)

Advanced problems in scene construction combined with the development of scene drafting skills and techniques.

Prerequisite: THR 351 and admission to appropriate degree program; or permission of instructor.

Offered: Alt Years

THR 548 Stage Millinery and Accessories (3:1:4)

Historical millinery and accessories in relation to stage adaptation; design and construction techniques.

Prerequisite: Admission to appropriate degree program; or permission of instructor.

THR 549 Historical Costume Pattern Drafting and Draping (3:1:6)

Historical pattern-making techniques for stage costumes; theory and practice in costume construction.

Prerequisite: Admission to appropriate degree program; or permission of instructor.

THR 551 Advanced Scene Design (3:1:6)

Advanced problems in scene design for single set productions in performance.

Prerequisite: THR 351 and admission to appropriate degree program; or permission of instructor.

THR 552 Multi-Set Design Techniques (3:1:6)

Advanced problems in scene design for multi-set productions in performance.

Prerequisite: THR 351 and admission to appropriate degree program; or permission of instructor

THR 560 Advanced Costume Design (3:2:3)

Advanced problems in costume design for performance.

Prerequisite: Admission to appropriate degree program; or permission of instructor.

THR 570 Advanced Stage Lighting Design (3:2:3)

Advanced problems in lighting design for performance.

Prerequisite: THR 370 and admission to appropriate degree program; or permission of instructor

THR 575 Theatrical Sound Design and Technology (3:3)

An introduction to the theory, aesthetics, and technology of theatrical sound design.

Prerequisite: THR 140 and admission to appropriate degree program; or permission of instructor.

THR 581 Advanced Oral Interpretation (3:3)

Audiences, materials, and procedures of readers theatre. Practice in advanced principles of oral interpretation of literature.

Prerequisite: THR 381 or graduate standing

THR 584 Theatre Management (3:3)

Theatre organization and operation. Practical problems of financing, promoting, and staffing various theatre programs.

Prerequisite: Drama major, and admission to appropriate degree program; or permission of instructor.

THR 586 Stage Management (1–2)

The role of the stage manager. Supervised participation as a stage manager in the theatre production program.

Prerequisite: THR 140 or permission of instructor

Notes: May be repeated for a total of three credits.

THR 587 Theatre Field Studies (1–3:3)

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 589 Experimental Course

This number reserved for experimental courses. Refer to the Course Schedule for current offerings.

THR 589B Experimental Course: Collaboration (3:3)

Focus on the intricacies of the close collaboration of the creative forces of a theatre production, emphasizing the relationship between the director and the designer(s).

Offered: Offered spring '11

THR 595 Directing Practicum (1:0:3)

Practice in directing the play; preparations of a 25-minute play or excerpt, and presentation in the Workshop Theatre.

Prerequisite: THR 410 and admission to appropriate degree program; or permission of instructor

Notes: May be repeated for a total of two semester hours.

THR 596 Applied Theatre II (1–4:0:3–12)

Intensive experience in one or more areas of theatre production.

Prerequisite: Admission to appropriate degree program, or permission of instructor

Undergraduate Studies

132 McIver Building
<http://undergraduate.uncg.edu>

Steven H. Roberson, Dean of Undergraduate Studies

John R. Sopper, Executive Director of Undergraduate Studies

Gabriel O. Bermea, Assistant Dean of Undergraduate Studies

Mission

Created in 2009, Undergraduate Studies works collaboratively and interdependently, both internally and externally, to foster a learner-centered experience for student success by

- committing to an inclusive, responsible, and transparent learning environment of high creative energy, impactful academic support and great personal expectations, with unwavering mutual respect for all to develop into life-long learners;
- offering complementary colleague development and support to sustain high impact undergraduate pedagogy and developmental advising, implement innovative technological practices, and explore meaningful intersections between scholarship and interdisciplinary learning;
- combining efforts with UNCG faculty and staff to provide rich, holistic, and transformational learning experiences emphasizing collaborative inquiry, integrative thinking, and competent communication for the 21st century learner; and
- pledging to function organically, constantly seeking and manifesting realignments and new approaches in order to most ably respond to evolving responsibilities, opportunities, and necessities.

Vision

As a flagship division, Undergraduate Studies will become a national and international innovator in vitalizing the academic experience for all undergraduates. Undergraduate Studies will take the lead to address the holistic academic needs of the twenty-first century learner through a collaborative approach. Undergraduate Studies will use data to inform divisional content, articulate collaborative strategic initiatives, and implement choice tactical approaches that complement and integrate academic and non-academic units in the interest of learner

success. To assure currency with best practices and emerging opportunities for excellence, Undergraduate Studies will employ imagination and creativity in a tireless quest for discovery and innovation. As a learning and learner-centered organization, everyone in Undergraduate Studies is encouraged and expected to dream big, seek and propose new ways and means, continuously evaluate, and work across borders of every sort, and—above all—to seek direct relationships with students. Undergraduate Studies will do all of this, and more, with maximum zeal and optimum efficiency, constantly seeking ways to refocus resources of time, talent, and treasure to foster a learner-centered experience for undergraduate success.

Ashby Residential College

Undergraduate Studies
124 Mary Foust Hall
336/334-5915
www.uncg.edu/res/

Faculty

Micheline Chalhoub-Deville, Director of Ashby Residential College, Department of Educational Research Methodology

Jeanne Aaroe, Assistant Director of Ashby Residential College, Lecturer

William Dodson, Residential College Coordinator of Ashby Residential College, English Rhetoric

Christine R. Flood, Core Director of Ashby Residential College, Department of History

Frances C. Arndt, English Literature

Murray D. Arndt, Emeritus, Department of English

Dagney Butler, Department of Mathematics and Statistics

Clara Chu, Department of Library and Information Studies

M. Jeffrey Colbert, Department of Political Science

Jacqueline Downing, Department of Communication Studies

Nathan Foster, Department of Psychology

Lynda Kellam, Jackson Library

Larry Lavendar, Department of Dance

Jay Lennartson, Department of Geography

Crawford Miller, Department of Communication Studies

Robert Miller, Department of Chemistry and Biochemistry

Matthew McNees, Department of English

Mark Moser, Department of History

Radmila Petric, Department of Biology

Ben Ramsey, Department of Religious Studies

Ashby Residential College Core Values: Liberal education, experimentation, and human rights.

Vision Statement

Ashby Residential College (ARC) is a home on campus where students can relate serious academic studies to communal issues and personal development. ARC 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 living-learning, holistic academic community grounded in liberal education. Our primary intellectual and social commitment is peace, which includes sustainability, wellness, and global human rights. Our experimental, 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 (ARC), founded in 1970, is the oldest residential college in North Carolina. We foster a living-learning, holistic academic community grounded in liberal education. Our primary intellectual and social commitment is to global engagement and peace, which includes sustainability, wellness, and 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 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. ARC now includes two inclusive, co-ed student communities—ARC and Upper-Class ARC: PAX Scholars. Mary Foust Hall houses approximately 120 freshmen and sophomores. Guilford Hall, founded in 2011, houses juniors and seniors. The Upper-Class PAX program helps students carry the values of ARC into their majors and into the professional world. All students who have been admitted to UNCG

automatically qualify for application to ARC. Anyone who wishes to receive more information about the program is encouraged to contact the ARC Office, located in 124 Mary Foust Hall, 336/334-5915, and to visit the Web site: <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. ARC is a small college but with immediate and complete access to the diverse facilities, programs, and departments of a larger university. ARC 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 ARC 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 ARC 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. ARC students are not only full members of UNCG, but are also encouraged to participate in the life of the University.

Upper-Class Ashby: PAX Scholars in Guilford Hall offers juniors and seniors multidisciplinary perspectives to their academic paths. The curriculum incorporates peace and global perspectives as an approach to one's individual major. PAX offers diverse classes that enable students to explore their subjects on a global scale, with the idea of peace as a working method and goal. Course offerings will continue to expand in the coming semesters. The PAX program is not a major, but an approach to students' majors. In addition to courses, the PAX program can facilitate service projects as independent studies through various departments; internships with on- and off-campus groups, organizations, and businesses; and undergraduate research opportunities. The Ashby Residential College, Upper-Class Ashby: PAX Scholars program provides advising support and mentoring from dedicated faculty and staff. PAX includes the following:

Courses. Each semester the PAX program offers courses such as Writing in the Professions that

can fill electives and other requirements within a student's major.

Career planning. PAX helps students in their career search, and/or applications to graduate school. PAX holds several workshops, and work with PAX Scholar students individually on their resumes.

Independent studies/service learning. PAX help students plan an independent study/service learning opportunity to help round out their college experience.

Programming. PAX students organize events that fit their interests and professional needs. These events are open to students in Guilford, Mary Foust, and the campus as a whole. One such activity is the monthly PAX Dinner Discussion where PAX students gather and discuss what they are doing in their courses, jobs/internships/volunteer work, and lives. Another activity is a monthly Speaker Series where students engage guest lecturers and/or organize presentations by PAX or other students. PAX also organizes regular outings, in which groups of PAX students attend events on- and off-campus that share some connection to peace and global studies.

PAX Outreach. A PAX ambassador attends ARC Council meetings. The Ambassador shares information back and forth and develops strong communication between ARC in Mary Foust and PAX in Guilford.

Unconference. PAX students help organize the annual Unconference, which is typically held in the spring. The Unconference includes scholarly papers, art exhibitions, performances, and other public presentations of UNCG students' work.

Cornelia Strong College

South Spencer Hall
<http://strong.uncg.edu/>

Senior Fellow

Anne Barton, Undergraduate Studies

Fellows

Linda Danford, Emerita, Department of Classical Studies

Stephen Danford, Department of Physics & Astronomy

Christopher Hodgkins, Department of English

Sarah Krive, Lloyd International Honors College

Pam McRae, Emerita, Lloyd International Honors College

Joanne Murphy, Department of Classical Studies

Penelope Pynes, International Programs Center

Adam Ricci, School of Music, Theatre, and Dance

Mark Schumacher, Jackson Library

Susan Shelmerdine, Department of Classical Studies

Robert Simmons, Department of Classical Studies

Janice Tulloss, Information Technology Services

David Wharton, Department of Classical Studies

Jennifer Whitaker, Department of English, Writing Center

In Strong College we have created a residential community in which students participate in learner-centered cocurricular activities such as attendance at performances and lectures and in which they develop strong interpersonal relationships with faculty and with fellow students that will contribute to their educational, social, and emotional growth. In order to participate in Strong College, first-year students must take a one-hour reading course, STR 301.

GROGAN COLLEGE

Office: 113 Grogan Hall
336/334-5898
<http://grogan.uncg.edu>

Grogan College Courses (GRC)

Faculty Fellows

Meg Horton, Senior Faculty Fellow, Department of Biology

Ariane Cox, Associate Faculty Fellow, Department of Sociology

Jacqueline Debrew, School of Nursing

Denise Gabriel, Department of Theatre

Curtis Green, Department of Biology

Carl Lashley, Department of Educational Leadership & Cultural Foundations

Amanda Pelon, Bryan School of Business and Economics

Caitlin Spencer, Department of Dance

Deb Stanford, School of Nursing

Aaron Terranova, Department of Kinesiology

Mission Statement

Grogan Residential College seeks to produce the future leaders, engaged scholars, contributing professionals, and active citizens of UNCG and beyond. This is achieved by introducing first-year students to the resources, habits, and attitudes that support personal and academic success.

Grogan Residential College is designed to support first-year students as they transition into college life by helping them to connect with their peers and faculty and to develop the essential academic, personal, and professional

skills necessary for success in college and beyond. It is comprised of Learning Communities, each of which focuses on a specific career type, major, or interest area. Students in each Learning Community take several classes together and are mentored by a faculty member and an upper-class peer mentor who help the students to navigate college life, develop foundational academic and leadership skills, explore a chosen profession and/or major, and provide general assistance and encouragement.

Grogan College Courses (GRC)

GRC 101 The Grogan College Experience (1:0:3)

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.

Prerequisite: Enrollment in a Grogan College Learning Community

Offered: Fall

Notes: Formerly UNS 105.

GRC 102 Topics in Connected Thinking: An Introduction to Interdisciplinary and Cross-Professional Problem Solving (1:0:3)

Topical exploration of interdisciplinary and cross-professional thinking through real world applications and community engagement.

Prerequisite: GRC 101 or ISL 101, enrollment in Grogan College

Offered: Spring

Student Academic Success Courses

(SAS)

Students who are placed on academic probation are required to participate in the Student Academic Success Program.

Courses for Undergraduates

100 Strategies for Academic Success (0:2)

- Enrollment required of, and restricted to, students who are placed on academic probation at the end of their first semester at UNCG.
- Attendance requirements enforced.
- Graded P/NP (Pass/Not Pass)
- Failure to register for SAS 100 and to attend the first class meeting will result in immediate academic suspension. If extraordinary circumstances prevent students from attending the first class meeting, they should contact the Office of the Dean of Undergraduate Studies prior to that meeting to avoid immediate suspension.

Topics will include self-assessment, motivation, goal-setting, study skills, learning styles, time management, and campus resources. Students will develop and follow an individualized learning plan to address their particular challenges and needs. (Fall & Spring & Summer)

200 Academic Success for Continuing Students (0:2)

- *Enrollment is required of, and restricted to, undergraduates who are placed on academic probation following any semester of academic good standing at UNCG.*
- *Attendance requirements enforced.*
- *Graded P/NP (Pass/Not Pass)*
- *Failure to register for SAS 200 and to attend the first class meeting will result in immediate academic suspension. If extraordinary circumstances prevent students from attending the first class meeting, they should contact the Office of the Dean of Undergraduate Studies prior to that meeting to avoid immediate suspension.*

Course emphasizes building interdependent campus relationships; enhancing self-assessment, self-efficacy, and self-advocacy; and fostering academic and career goal setting. (Fall & Spring)

Transfer and Adult Student Academic Success

The Office of Transfer and Adult Student Academic Success

132 McIver Building

336/334-5324

<http://uncgin3.uncg.edu>

UNCG in 3

UNCG offers an accelerated degree completion option known as UNCG in 3, which allows students to earn the same high quality bachelor's degree in three years as they do in four. Participating UNCG departments have committed a schedule of courses that will accelerate students through their degree programs. The program utilizes Winter Session, Summer Sessions, and UNCG Online as scheduling options.

UNCG in 3 is designed for highly motivated students who know their career destination. High school students and graduates, transfer students, and returning students can take advantage of UNCG in 3.

Participation Requirements

To participate in the UNCG in 3 options, students must enter with at least 12 hours of transferable college credit. This can include transfer credit, early college credit from programs like Advanced Placement (AP), International Baccalaureate (IB), or North Carolina Learn and Earn.

Academic Departments, Programs, and Courses

Majors offered through UNCG in 3 include the following:

- Accounting
- African American Studies
- Business Administration
- Communication Studies
- Economics
- English
- Entrepreneurship
- Finance
- German
- History
- Information Systems and Operations Management
- Philosophy
- Political Science
- Psychology
- Public Health
- Russian Studies
- Sociology
- *Additional options for North Carolina School of Science and Mathematics (NCSSM) graduates include: Biology, Chemistry, Mathematics, Physics, Computer Science

**Please consult with the department prior to declaring your intent to participate in NCSSM specific programs.*

FOUNDATIONS FOR LEARNING COURSES (FFL)

FFL 100 Exploring Self, World, and Future (2:2)

Students will examine their role as engaged global learners in the educational experience through an exploration of the purposes of higher education and an introduction to the resources, skills, and competencies essential to academic success at UNCG.

Prerequisite: First-year students (who have completed 0–29 s.h.)

FFL 110 First Year Experience (3:3)

Course explores the history and purpose of UNCG, the nature of personal interactions in a campus environment, and the development of personal success skills and values.

Prerequisite: First-year students only.

Offered: Fall & Spring

Notes: Formerly UNS 110.

FFL 120 Introduction to Research (1–3)

An introduction to what is and how research/scholarship in a variety of academic fields is conducted. Includes instruction on Responsible Conduct of Research.

Offered: All

FFL 200 The Sophomore Experience (1:2)

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.

Offered: Fall & Spring

Notes: Formerly UNS 201.

FFL 225 Experimental Course: Social Justice (3:3)

Examines principles of justice through guided reflection and community engage experiential learning.

Prerequisite: UNCG Guarantee Scholars with at least 12 semester hours

Offered: Offered summer '12

FFL 250 Enhancing the Transfer & Adult Student Experience (2:2)

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.

INTEGRATED STUDIES LAB COURSES (ISL)

ISL 101 Connection, Collaboration, and Inquiry (1:0:3)

This course explores connections among diverse fields of study/perspectives to promote deeper understanding and develops global awareness, a capacity for active citizenship, collaboration, communication, and lifelong learning skills.

Prerequisite: Enrollment in a Learning Community

Notes: Formerly FFL 101.

ISL 102 Research, Discovery, and Inquiry (1:0:3)

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.

Prerequisite: Enrollment in a Learning Community

Notes: May be repeated once for credit, based on course pair theme.

ISL 104 Service, Reflection, and Inquiry (1:0:3)

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.

Prerequisite: Enrollment in a Learning Community

ASHBY RESIDENTIAL COLLEGE COURSES (RCO)

RCO 101 College Writing I (3:3)

Designed to develop the student's ability to read with discrimination and write effectively. Littlejohn

Distribution: GE Core: GRD

Notes: Equivalent credit to ENG 101/FMS 115; students may not receive credit for both RCO 101 and either ENG 101 or FMS 115.

RCO 102 College Writing II (3:3)

Practice in writing responsible public discourse. Students write extended, informed arguments on issues of public concern. Attention to critical reading, effective use of evidence. Seabrooke

Distribution: GE Core: GRD

Notes: Equivalent credit to ENG 102/FMS 116; students may not receive credit for RCO 102 and either ENG 102 or FMS 116.

RCO 112 Contemporary Topics in Mathematics (3:3)

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.

Offered: Fall & Spring

Distribution: GE Core: GMT

Notes: Students may not receive credit for both MAT 112 and RCO 112.

RCO 114 Elementary Introduction to Probability and Statistics (3:3)

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.

Distribution: GE Core: GMT

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 120 Ashby Residential College Seminar in Language and Culture (3:3)

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.

Distribution: GE Marker: GL

RCO 121 Ashby Residential College Seminar in Language and Culture (3:3)

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.

RCO 133 Ashby Residential College Service-Learning Seminar (3:3)

Focus on community service in readings and field experience. Topics vary relevant to the instructor's area of expertise.

RCO 149 Experimental Course: The Good Life: Living Well and Doing Well in a Global Context (3:3)

The challenges of late-modern life, globalization, and virtual time and space.

Offered: Offered spring '11

RCO 150 Experimental Course: The Cultural History of Tea in Japan (1:1)

Traces the development of tea and the tea ceremony, *chanoyu*, in Japan by following a history of tea written by one of Japan's contemporary tea masters, Sen Sōshitsu XV.

Offered: Offered spring '08

RCO 151 Experimental Course: Science and Selfhood (1:1)

Who are you? What are you? How do brains and bodies give rise to minds? What does the word "I" really refer to? For centuries, philosophers and theologians have proposed answers to these questions and we will search for possible answers in the works of past and contemporary philosophers and scientific thinkers.

Offered: Offered spring '09

RCO 152 Experimental Course: History of American Sketch Comedy (1:1)

Examines the development of modern sketch comedy in the United States from 19th-century vaudeville, through

television, and into the 21st century with various new media.

Offered: Offered spring '09

RCO 153 Experimental Course: Reading Horror Films in Contemporary Culture (1:1)

How horror films participate in cultural narratives about social identity regarding race, gender, and sexuality. Students will address specific ways in which horror films make and reproduce meaning about social roles and norms.

Offered: Offered spring '10

RCO 201 Ashby Residential College Seminar in Historical Perspectives: Premodern (3:3)

Historical study of human culture from ancient times to the 17th century.

Prerequisite: Admission to the Ashby Residential College

Distribution: GE Core: GHP, CAR: GPM

Notes: May be repeated for credit when topic varies.

RCO 202 Ashby Residential College Seminar in Historical Perspectives: Modern (3:3)

Historical study of human culture from the 17th century to the present.

Prerequisite: Admission to the Ashby Residential College

Distribution: GE Core: GHP, CAR: GMO

Notes: May be repeated for credit when topic varies.

RCO 203 Ashby Residential College Seminar in Philosophical/Religious/Ethical Principles (3:3)

Study of philosophical, religious, and ethical traditions that have shaped societies in the past and the present.

Prerequisite: Admission to the Ashby Residential College

Distribution: GE Core: GPR

Notes: May be repeated for credit when topic varies.

RCO 204 Ashby Residential College Seminar in Literature (3:3)

Study of works of literature and the social and historical contexts from which they come.

Prerequisite: Admission to the Ashby Residential College

Offered: Fall or Spring

Distribution: GE Core: GLT

Notes: May be repeated for credit when topic varies.

RCO 205 Ashby Residential College Seminar in Social and Behavioral Studies (3:3)

Study of the interrelationship between individuals and society and of the social and intellectual contexts of events and situations.

Prerequisite: Admission to the Ashby Residential College

Distribution: GE Core: GSB

Notes: May be repeated for credit when topic varies.

RCO 206 Ashby Residential College PAX Scholars Studies in the Arts (3:3)

Lecture/seminar in the arts.

Prerequisite: Written permission required; priority given to juniors and seniors in Ashby Residential College PAX Scholars Program.

Distribution: GE Core: GFA

Notes: May be repeated for credit when topic varies.

RCO 211 Ashby Residential College Seminar in Historical Perspectives: Premodern (3:3)

Historical study of human culture from ancient times to the 17th century.

Prerequisite: Admission to the Ashby Residential College

Distribution: GE Core: GHP, GE Marker: GN, CAR: GPM

Notes: May be repeated for credit when topic varies.

RCO 212 Ashby Residential College Seminar in Historical Perspectives: Modern (3:3)

Historical study of human culture from the 17th century to the present.

Prerequisite: Admission to the Ashby Residential College

Distribution: GE Core: GHP, GE Marker: GN, CAR: GMO

Notes: May be repeated for credit when topic varies.

RCO 213 Ashby Residential College Seminar in Philosophical/Religious/Ethical Principles (3:3)

Study of philosophical, religious, and ethical traditions that have shaped societies in the past and the present.

Prerequisite: Admission to the Ashby Residential College

Distribution: GE Core: GPR, GE Marker: GN

Notes: May be repeated for credit when topic varies.

RCO 214 Ashby Residential College Seminar in Literature (3:3)

Study of works of literature and the social and historical contexts from which they come.

Prerequisite: Admission to the Ashby Residential College

Distribution: GE Core: GLT, GE Marker: GN

Notes: May be repeated for credit when topic varies.

RCO 215 Ashby Residential College Seminar in Social and Behavioral Studies (3:3)

Study of the interrelationship between individuals and society and of the social and intellectual contexts of events and situations.

Prerequisite: Admission to the Ashby Residential College

Distribution: GE Core: GSB, GE Marker: GN

Notes: May be repeated for credit when topic varies.

RCO 221 Ashby Residential College Seminar in Historical Perspectives: Premodern (3:3)

Historical study of human culture from ancient times to the 17th century.

Prerequisite: Admission to the Ashby Residential College

Distribution: GE Core: GHP, GE Marker: GL, CAR: GPM

Notes: May be repeated for credit when topic varies.

RCO 222 Ashby Residential College Seminar in Historical Perspectives: Modern (3:3)

Historical study of human culture from the 17th century to the present.

Prerequisite: Admission to the Ashby Residential College

Distribution: GE Core: GHP, GE Marker: GL, CAR: GMO

Notes: May be repeated for credit when topic varies.

RCO 223 Ashby Residential College Seminar in Philosophical/Religious/Ethical Principles (3:3)

Study of philosophical, religious, and ethical traditions that have shaped societies in the past and the present.

Prerequisite: Admission to the Ashby Residential College

Distribution: GE Core: GPR, GE Marker: GL

Notes: May be repeated for credit when topic varies.

RCO 224 Ashby Residential College Seminar in Literature (3:3)

Study of works of literature and the social and historical contexts from which they come.

Prerequisite: Admission to the Ashby Residential College

Distribution: GE Core: GLT, GE Marker: GL

Notes: May be repeated for credit when topic varies.

RCO 225 Ashby Residential College Seminar in Social and Behavioral Studies (3:3)

Study of the interrelationship between individuals and society and of the social and intellectual contexts of events and situations.

Prerequisite: Admission to the Ashby Residential College

Distribution: GE Core: GSB, GE Marker: GL

Notes: May be repeated for credit when topic varies.

RCO 226 Ashby Residential College Seminar in Fine Arts (3:3)

Variable topics within the arts pertaining to the Ashby Residential College curriculum focus of peace studies.

Prerequisite: Admission to the Ashby Residential College

Distribution: GE Core: GFA, GE Marker: GL

Notes: May be repeated for credit when topic varies.

RCO 239 The History and Art of the Book (3:3)

A global historical survey of book-making through an examination of its classical roots, utilitarian print-making, and the book as a contemporary medium for art-making. Students will explore book arts through global historical texts and in-class experiential practice.

Prerequisite: Admission to Ashby Residential College

Distribution: GE Marker: GN

RCO 252 Introductory Concepts in Biology (3:3)

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.

Prerequisite: Admission to the Ashby Residential College

Distribution: GE Core: GNS, CAR: GLS

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 254 Ashby Residential College Seminar in Physical Science (3:3)

Conceptual explorations in the physical sciences related to the Ashby Residential College curriculum focus of peace studies.

Distribution: GE Core: GNS; CAR: GPS

Notes: May be repeated for credit when topic changes. Priority registration offered to Ashby Residential College students.

RCO 255 Introductory Concepts in Earth Science (3:3)

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.

Prerequisite: Admission to the Ashby Residential College

Distribution: GE Core: GNS, CAR: GPS

Notes: Students cannot earn credit for both GEO 103 and RCO 255. Students cannot earn credit for both GEO 106/GEO 106L and RCO 255.

RCO 273 General Psychology (3:3)

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.

Distribution: GE Core: GSB

Notes: Students may not receive credit for both RCO 273 and PSY 121.

RCO 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.

Notes: May be repeated for credit when topic varies

RCO 302 Advanced Study (3:3)

Advanced-level study.

Prerequisite: Admission to the Ashby Residential College and permission of instructor

Notes: May be repeated for credit when topic varies.

RCO 305 Experimental Course: Writing for Social Change (3:3)

Examines the rhetorical strategies used by social activists in a variety of genres to influence public opinion and motivate action for social change.

Offered: Offered spring '12

RCO 306 Explorations in Music and Nature (3:3)

Consideration of musical works and traditions relating human sound and the natural environment from artistic, humanistic, and scientific perspectives.

Prerequisite: Registration priority given to Ashby Residential College students

Distribution: GE Core: GFA, GE Marker: GL

STUDENT ACADEMIC SUCCESS COURSES (SAS)

SAS 100 Strategies for Academic Success (0:2)

Topics will include self-assessment, motivation, goal-setting, study skills, learning styles, time management, and campus resources. Students will develop and follow an individualized learning plan to address their particular challenges and needs.

Offered: Fall & Spring & Summer

Notes: Enrollment required of, and restricted to, students who are placed on academic probation at the end of their first semester at UNCG. Attendance requirements enforced. Graded P/NP (Pass/Not Pass). Failure to register for SAS 100 and to attend the first class meeting will result in immediate academic suspension. If extraordinary circumstances prevent students from attending the first class meeting, they should contact the Office of the Dean of Undergraduate Studies prior to that meeting to avoid immediate suspension.

SAS 200 Academic Success for Continuing Students (0:2)

Course emphasizes building interdependent campus relationships; enhancing self-assessment, self-efficacy, and self-advocacy; and fostering academic and career goal setting.

Offered: Fall & Spring

Notes: Enrollment is required of, and restricted to, undergraduates who are placed on academic probation following any semester of academic good standing at UNCG. Attendance requirements enforced. Graded P/NP (Pass/Not Pass). Failure to register for SAS 200 and to attend the first class meeting will result in immediate academic suspension. If extraordinary circumstances prevent students from attending the first class meeting, they should contact the Office of the Dean of Undergraduate Studies prior to that meeting to avoid immediate suspension.

STRONG COLLEGE COURSES (STR)

STR 301 Strong College Tutorial (1:1)

A small number of Strong College students meet with a faculty member to explore an agreed upon topic. Faculty member will guide the discussion.

Prerequisite: Students must be members of Strong College.

Notes: May be repeated for 3 hours of credit.

UNIVERSITY STUDIES COURSES (UNS)

UNS 102 The Transfer Experience (1:1)

This course is designed to expose first-semester transfer students to essential competencies for academic and personal success, including knowledge of the university environment, self-awareness, and academic success skills.

Prerequisite: First-semester transfer status

Offered: Fall & Spring

Women's and Gender Studies Program

College of Arts & Sciences
336 Curry Building
336/334-5673
<http://wgs.uncg.edu>

Program Faculty

Professors

Hephzibah Roskelley, Department of English, Director of Women's and Gender Studies Program

Jodi Bilinkoff, Department of History

Elizabeth Chiseri-Strater, Department of English

Emily Edwards, Department of Media Studies, Director of Center for Creative Writing in the Arts

Diane L. Gill, Department of Kinesiology, Linda Arnold Carlisle Distinguished Excellence Professor in Women's and Gender Studies

Jill Green, Department of Dance

Derek Krueger, Department of Religious Studies, Joe Rosenthal Excellence Professor

Eugene Rogers, Department of Religious Studies

Cathryne Schmitz, Department of Peace and Conflict Studies

Associate Professors

Rachel Briley, Department of Theatre

Gwen Hunnicutt, Department of Sociology, Director of Graduate Study in Women's and Gender Studies

Katherine Jamieson, Department of Kinesiology

Janine Jones, Department of Philosophy

Elizabeth Keathley, Department of Music Studies

Lisa Levenstein, Department of History

Alexandra Moore, Department of English

Nancy Myers, Department of English

Elizabeth Natalie, Department of Communication Studies

Tracy Nichols, Department of Public Health Education

Mark Rifkin, Department of English

Carisa Showden, Department of Political Science

Paige Hall Smith, Department of Public Health Education, Director of the Center for Women's Health and Wellness

Leila Villaverde, Department of Educational Leadership and Cultural Foundations

Karen Weyler, Department of English

Assistant Professors

Danielle Bouchard, Women's and Gender Studies Program, Director of Undergraduate Study in Women's and Gender Studies

Sarah Cervenak, Women's and Gender Studies Program, African American Studies Program

Jennifer Feather, Department of English

Mary Krauter, University Libraries, Head of Reference & Instructional Services

Cybelle McFadden, Department of Languages, Literatures, and Cultures

Susanne Rinner, Department of Languages, Literatures, and Cultures

Amy Vetter, Department of Teacher Education and Higher Education

Amy Vines, Department of English

Senior Lecturer

Beth Walker, Women's and Gender Studies Program, Lloyd International Honors College

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 Major (WGST)—B.A.

Degree: Bachelor of Arts

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

AOS Code: U871

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.

I General Education Core Requirements (GEC)

See complete GEC requirements and approved course listings for all categories.

GLT—Literature (6 s.h.)

Student selects 6 s.h. from GLT list.

GFA—Fine Arts (3.s.h.)

Student selects 3 s.h. from GFA list.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)

WGS 350 Introduction to Feminist Theories

GHP—Historical Perspectives on Western Culture (3 s.h.)

Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (6–7 s.h.)

Student selects 6–7 s.h. from GNS list. One must include a laboratory course. Each must have a different course prefix.

GMT—Mathematics (3 s.h.)

Student selects 3 s.h. from GMT list.

GRD—Reasoning and Discourse (6 s.h.)

ENG 101 College Writing I

or

FMS 115 Freshman Seminar in Reasoning and Discourse I

RCO 101 or
College Writing I

Student selects additional 3 s.h. from GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)

WGS 250 An Introduction to Women's and Gender Studies

Student selects additional 3 s.h. from GSB list.

II General Education Marker Requirements

See details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See requirements and approved courses.

Historical Perspectives on Western Culture

one GPM Premodern course

or

GMO Modern course

depending on category used to satisfy GHP requirement

Natural Sciences

any GLS or GPS course

Social and Behavioral Sciences (GSB)

any additional GSB course with a different departmental prefix

Foreign Language (GFL)

intermediate-level proficiency in one language

demonstrated by placement test, or completion of course work through course number 204

Writing Intensive Courses (WI)

a total of four WI courses

See Writing Intensive Courses under College of Arts and Sciences Additional Requirements (CAR)

IV Major Requirements

Minimum 27 semester hours above the 100 level

Core Requirements (9 semester hours)

The following courses are required of all majors:

| | |
|---------|---|
| WGS 250 | An Introduction to Women's and Gender Studies |
| WGS 350 | Introduction to Feminist Theories |
| WGS 490 | Women's and Gender Studies Senior Capstone Course |

WGS 250 satisfies one GSB; WGS 350 satisfies one GPR.

Electives (18 semester hours)

18 s.h. of approved courses from among the following:

| | |
|---------|---|
| CED 574 | Contemporary Topics in Counseling |
| ENG 331 | Women in Literature |
| ENG 332 | English Women Writers before 1800 |
| ENG 531 | Feminist Theory and Women Writers |
| HDF 407 | Issues Affecting Women and Families |
| HEA 260 | Human Sexuality |
| HEA 333 | Health of Women |
| HIS 304 | Gender, Family, and Wealth in African History |
| HIS 328 | U.S. Women's History to 1865 |
| HIS 329 | U.S. Women's History Since 1865 |
| HIS 359 | Sexuality in Historical Perspective |
| HIS 551 | Gender and History: Selected Topics |
| KIN 532 | Women in Sport and Physical Activity |
| MST 325 | Gender and Media Culture |
| NUR 330 | Women's Health Across the Life Span |
| PSC 335 | Women in Politics |
| PSC 336 | Women and the Law |
| PSY 346 | Sex, Gender, and Behavior |
| REL 309 | Spirituality and Culture in the West |
| REL 310 | Christianity and the Construction of Gender |
| SOC 329 | Sociological Perspectives on Gender |
| SOC 354 | Work and Gender |
| SPA 222 | Hispanic Masterpieces in English Translation |
| TED 555 | Multicultural Education |
| WGS 333 | Gendered Worlds |
| WGS 400 | Independent Study |
| WGS 450 | Topics Seminar in Women's and Gender Studies |
| WGS 460 | Internship in Women's and Gender Studies |
| WGS 490 | Women's and Gender Studies Senior Capstone Course |

WGS 400: Only two Independent Studies equivalent to six (6) semester hours may be taken toward the Women's and Gender Studies major.

Special topics courses or sections with central focus on women and gender may be approved by the Director of WGS for elective credit.

Please note that these courses are equivalent; students should select only one: SOC 354 or MGT 354

Women's and Gender Studies Minor

Required: minimum of 18 semester hours

Requirements

Core Requirements (9 semester hours)

The following courses are required of all majors:

| | |
|---------|---|
| WGS 250 | An Introduction to Women's and Gender Studies |
| WGS 350 | Introduction to Feminist Theories |
| WGS 490 | Women's and Gender Studies Senior Capstone Course |

Electives (9 semester hours)

9 s.h. of approved courses from among the following:

| | |
|---------|---|
| CED 574 | Contemporary Topics in Counseling |
| ENG 331 | Women in Literature |
| ENG 332 | English Women Writers before 1800 |
| ENG 531 | Feminist Theory and Women Writers |
| HEA 260 | Human Sexuality |
| HEA 333 | Health of Women |
| HDF 407 | Issues Affecting Women and Families |
| HIS 304 | Gender, Family, and Wealth in African History |
| HIS 328 | U.S. Women's History to 1865 |
| HIS 329 | U.S. Women's History Since 1865 |
| HIS 359 | Sexuality in Historical Perspective |
| HIS 551 | Gender and History: Selected Topics |
| KIN 532 | Women in Sport and Physical Activity |
| MST 325 | Gender and Media Culture |
| NUR 330 | Women's Health Across the Life Span |
| PSC 335 | Women in Politics |
| PSC 336 | Women and the Law |
| PSY 346 | Sex, Gender, and Behavior |
| REL 309 | Spirituality and Culture in the West |
| REL 310 | Christianity and the Construction of Gender |
| SOC 329 | Sociological Perspectives on Gender |
| SOC 354 | Work and Gender |
| SPA 222 | Hispanic Masterpieces in English Translation |
| TED 555 | Multicultural Education |
| WGS 333 | Gendered Worlds |
| WGS 400 | Independent Study |
| WGS 450 | Topics Seminar in Women's and Gender Studies |
| WGS 460 | Internship in Women's and Gender Studies |
| WGS 490 | Women's and Gender Studies Senior Capstone Course |

WGS 400: Only one Independent Study equivalent to three (3) semester hours may be taken toward the WGS minor.

Special topics courses or sections with central focus on women and gender may be approved for elective credit by the Director of WGS.

Please note that these courses are cross-listed; students should select only one: HEA 333/NUR 330; SOC 354/MGT 354

WOMENS AND GENDER STUDIES COURSES (WGS)

WGS 250 An Introduction to Women's and Gender Studies (3:3)

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.

Distribution: GE Core: GSB

WGS 270 Sexuality and Culture (3:3)

An introduction to the academic study of lesbian, gay, bisexual, transgender, and intersex histories, experiences, and cultures.

Offered: Alt Years

WGS 333 Gendered Worlds (3:3)

Explores social problems, movements, and change related to gender in specific cultural, historical, political contexts. Advances a questioning of one's position in gendered relations of power in a constantly changing world.

Prerequisite: WGS 250 or permission of instructor

Distribution: GE Core: GHP, GE Marker: GN, CAR: GMO

WGS 350 Introduction to Feminist Theories (3:3)

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.

Distribution: GE Core: GPR

WGS 400 Independent Study (1–3)

Intensive independent study of specialized topics.

Prerequisite: Permission of sponsoring instructor

Notes: May be repeated once for credit.

WGS 450 Topics Seminar in Women's and Gender Studies (3:3)

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 bi-weekly seminar with internship coordinator. Students complete at least 7–10 hours a week at internship sites.

Prerequisite: WGS 250, plus 6 additional hours in WGS; 6 hours in core courses in major, if other than WGS.

Notes: For Women's & Gender Studies majors and minors only.

WGS 490 Women's and Gender Studies Senior Capstone Course (3:3)

Required capstone course in Women's and Gender Studies. Each student will design and present a culminating project, and will complete and review their portfolio developed from their WGS courses.

Prerequisite: Women's and Gender Studies major or minor

Offered: Spring

Notes: Taught as Writing Intensive (WI) and Speaking Intensive (SI).

WGS 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.

WGS 530 Critical Sexuality Studies and Queer Theory (3:3)

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.

Prerequisite: WGS 350 or permission of instructor

WGS 540 Social Entrepreneurship: Justice and a Green Environment (3:3)

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.

Prerequisite: Upper-division undergraduate or graduate student status

Cross Listed: Same as BUS 540, CPS 540, CST 540, ENT 540, SWK 540.

**WGS 589 Experimental Course: Critical Sexuality
Studies and Queer Theory (3:3)**

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.

Prerequisite: WGS 350

Offered: Offered spring '13

Accelerated Master's Programs for Undergraduates

Mathematics (B.S./M.A.)

B.S. (Statistics Concentration)

M.A.(Applied Statistics Concentration)

Students enrolled in this program can earn both the undergraduate B.S. degree in mathematics with concentration in statistics and the M.A. degree in mathematics with concentration in applied statistics in approximately five years with careful planning of courses. Students must complete all required courses for both degrees. Ideally, these students should have earned some college credits through AP work during high school.

Students interested in this option must apply and be accepted during their junior year, and must have completed STA 290/STA 291/STA 551 and all of the MAT and CSC requirements for the undergraduate degree (except MAT 490) with a cumulative average of 3.0 or better. They should take STA 551/STA 552 during their junior year and should take at least two other 500-level STA or other permissible graduate course during their senior year. These students will normally be taking 6 graduate courses during the 5th year and will also be working on their project/thesis.

To earn the M.A. degree in mathematics with concentration in applied statistics, students in the accelerated program must earn at least 30 credits of 500-level or higher course work beyond those satisfying requirements for the undergraduate degree.

Specific requirements are as follows:

Must have completed:

| | |
|---------|---|
| STA 551 | Introduction to Probability |
| STA 552 | Introduction to Mathematical Statistics |

as part of the undergraduate degree.

Must complete:

| | |
|---------|--|
| STA 581 | SAS System for Statistical Analysis |
| STA 661 | Advanced Statistics in the Behavioral and Biological Sciences I |
| STA 662 | Advanced Statistics in the Behavioral and Biological Sciences II |
| STA 698 | Project in Statistics |
| | or |
| STA 699 | Thesis |

and at least two courses from:

| | |
|---------|------------------------------|
| 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 |

Must take additional credits, if needed, from STA courses at 500 level or above

except:

| | |
|---------|------------------------------------|
| STA 571 | Statistical Methods for Research I |
|---------|------------------------------------|

or from approved graduate courses from other programs. The number of non-STA credits to be used toward the degree is limited to six.

Economics (B.A./B.S. and M.A.)

The Accelerated Master of Arts in Applied Economics provides the opportunity for a student to shorten the time required to finish the M.A. in Applied Economics by qualifying to take both undergraduate and graduate courses during the senior year.

Pre-established programs include: **B.A. in Anthropology, B.A./B.S. in Economics, and B.A. in Political Science**

The head of the Department of Economics can approve additional programs.

Interested students should:

Identify themselves as potential accelerated candidates early in their academic careers in order to receive appropriate advising.

Although formal admission to an accelerated program usually occurs in the junior or senior year, careful selection of undergraduate courses in the freshman and sophomore years is essential. Interested students should talk with the head of the Department of Economics as early as possible.

Earn a minimum GPA of 3.30 in economics courses and a 3.0 overall GPA.

Complete:

| | |
|---------|---|
| ECO 201 | Principles of Microeconomics |
| ECO 202 | Principles of Macroeconomics |
| ECO 250 | Economic and Business Statistics I |
| ECO 301 | Intermediate Microeconomic Theory |
| ECO 319 | Quantitative Analysis I |
| ECO 351 | Economic and Business Statistics II |
| | and |
| MAT 120 | Calculus for Business and the Social Sciences |
| | or |
| MAT 191 | Calculus I |

Take the GRE.

Receive provisional admission to the M.A. program in Applied Economics

in order to take 600-level courses for graduate credit while enrolled as an undergraduate.

Accounting (B.S./M.S.)

The accelerated program in Accounting provides the opportunity for a student to complete a B.S. in Accounting (122 s.h.) within a four-year period and to shorten the time required to finish the Master of Science degree.

Interested students should:

Have Summer School credit or Advanced Placement credit in order to reduce the number of undergraduate hours necessary to be taken during the senior year.

See Course Credit and Advanced Placement to see courses for which AP credit is available.

Identify themselves as potential accelerated candidates early in their academic careers in order to receive appropriate advising.

Although formal admission to an accelerated program usually occurs in the junior year, careful selection of undergraduate courses beginning in the freshman year is essential. Interested students should talk with an advisor in the Department of Accounting as early as possible.

Earn a minimum GPA of 3.0 in accounting courses and 3.0 in the University.

Take:

| | |
|---------|---|
| ACC 318 | Intermediate Accounting I and |
| ACC 319 | Intermediate Accounting II or |
| ACC 325 | Accounting Transaction Processing Systems |

by the end of their junior year.

Take the GMAT in the fall of the senior year.

Seek admission to The Graduate School in the fall of the senior year.

A. General Education Requirements

See complete GEC requirements and available AP credit

Special GEC requirements for this program:

GMT (Mathematics)

| | |
|---------|------------------|
| MAT 150 | Precalculus I or |
| MAT 191 | Calculus I |

GRD (Reasoning and Discourse)

Choose one of the following:

| | |
|---------|---------------------------------------|
| CST 105 | Introduction to Communication Studies |
|---------|---------------------------------------|

Student selects 3 s.h. from:

| | |
|---------|---------------------------------------|
| CST 105 | Introduction to Communication Studies |
|---------|---------------------------------------|

GSB (Social and Behavioral Sciences)

| | |
|---------|------------------------------|
| ECO 201 | Principles of Microeconomics |
|---------|------------------------------|

| | |
|---------|------------------------------|
| ECO 202 | Principles of Macroeconomics |
|---------|------------------------------|

B. Bryan School of Business and Economics Requirements

Required

| | |
|--|---|
| BUS 105 | Introduction to Business Skills Development |
| CST 105 | Introduction to Communication Studies |
| ECO 250 | Economic and Business Statistics I |
| ECO 300 | The International Economy |
| FIN 315 | Business Finance I |
| ISM 110 | Business Computing I |
| ISM 280 | Business Processes and Information Technology |
| MGT 312 | Human Behavior in Business Organizations |
| MGT 331 | Legal Aspects of Business Transactions |
| MGT 491 | Business Policy and Strategy |
| MKT 309 | Business Communications |
| MKT 320 | Principles of Marketing |
| SCM 302 | Operations Management |
| additional 9 s.h. of a foreign language (see Bryan School for details) | |

C. Accounting Major Requirements

Required:

| | |
|---------|--|
| ACC 201 | Financial Accounting |
| ACC 202 | Managerial Accounting |
| ACC 318 | Intermediate Accounting I |
| ACC 319 | Intermediate Accounting II |
| ACC 325 | Accounting Transaction Processing Systems |
| ACC 330 | Cost Accounting |
| ACC 420 | Federal Tax Concepts |
| ACC 450 | Accounting, Ethics, and International Business |

D. Electives

Electives sufficient to complete 122 semester hours.

E. Requirements for M.S. in Accounting (30 semester hours)

21 s.h. of accounting

(6 s.h. of accounting may be taken at the 500 level but may be applied toward either the B.S. or M.S. degree)

9 s.h. of graduate electives

Biology (B.A.)/Chemistry (M.S.)

The accelerated program in Biology provides the opportunity for a student to complete a B.A. in Biology (122 s.h.) within a four-year period and to shorten the time required to finish the Master of Science degree in Chemistry.

Interested students should:

- Have some Advanced Placement credit upon admission to UNCG in order to reduce the number of required undergraduate hours. See courses for which AP credit is available.
- Identify themselves as potential accelerated candidates early in their academic careers in order to receive appropriate advising. Although formal admission to an accelerated program usually occurs in the junior year, careful selection of undergraduate courses beginning in the freshman year is essential. Students should talk with an advisor in the department of Biology as early as possible.
- Plan to take the GRE in the spring of the junior year.
- Seek admission to The Graduate School in the fall of the senior year.

A. GEC Component (36–37 semester hours)

See complete GEC requirements, available AP credit.

B. College of Arts and Sciences Additional Requirements (CAR)

See complete CAR requirements.

C. Biology Major (B.A.) Requirements (38 semester hours)

1.

| | |
|---------|--------------------------|
| BIO 111 | Principles of Biology I |
| BIO 112 | Principles of Biology II |
2. **Ecology:**

| | |
|---------|-----------------------|
| BIO 301 | Principles of Ecology |
|---------|-----------------------|
3. **Cell Biology:**

| | |
|---------|--------------|
| BIO 355 | Cell Biology |
|---------|--------------|
4. **Genetics:**

| | |
|---------|----------|
| BIO 392 | Genetics |
|---------|----------|
5. **Diversity:**

one of:

| | |
|---------|----------------------|
| BIO 322 | Plant Diversity |
| BIO 341 | Invertebrate Zoology |
| BIO 354 | Plant Systematics |
| BIO 370 | Vertebrate Zoology |

6. 17–18 additional s.h. above the 100 level

with no more than four s.h. at the 200 level

D. Related Requirements (11 semester hours)

1. **General Chemistry:**

| | |
|---------|---------------------------------|
| CHE 111 | General Chemistry I |
| CHE 112 | General Chemistry I Laboratory |
| CHE 114 | General Chemistry II |
| CHE 115 | General Chemistry II Laboratory |
2. **Mathematics:**

| | |
|---------|------------|
| MAT 191 | Calculus I |
|---------|------------|

E. Chemistry Prerequisites (27 semester hours)

1. General Physics:

| | |
|---------|--------------------|
| PHY 211 | General Physics I |
| PHY 212 | General Physics II |

2. Organic Chemistry:

| | |
|---------|------------------------------|
| CHE 351 | Organic Chemistry I |
| CHE 352 | Organic Chemistry II |
| CHE 354 | Organic Chemistry Laboratory |

3. Inorganic Chemistry:

| | |
|---------|---------------------|
| CHE 342 | Inorganic Chemistry |
|---------|---------------------|

4. Analytical Chemistry:

| | |
|---------|----------------------------------|
| CHE 331 | Quantitative Analysis |
| CHE 333 | Quantitative Analysis Laboratory |

5. Physical Chemistry:

| | |
|---------|---------------------------------|
| CHE 406 | Introductory Physical Chemistry |
|---------|---------------------------------|

Total undergraduate semester hours: 125

F. Related Requirements for M.S. in Chemistry (26–32 semester hours)

Senior Year (8 s.h.)

Fall

| | |
|---------|------------------------------|
| CHE 601 | Graduate Seminar I |
| CHE 553 | Advanced Organic Chemistry I |

Spring

| | |
|---------|-------------------------------|
| CHE 602 | Graduate Seminar II |
| CHE 632 | Advanced Analytical Chemistry |

Summer (3 s.h.)

approved BIO or CHE elective

Graduate or 5th Year (15–21 s.h.)

Fall

| | |
|---------|---------------------------------|
| CHE 641 | Advanced Inorganic Chemistry II |
| CHE 661 | Advanced Physical Chemistry I |
| | approved BIO or CHE elective |

Spring

| | |
|---------|---|
| CHE 680 | Research Problems in Chemistry and Biochemistry |
| CHE 699 | Thesis |

Chemistry (B.S./M.S.)

The accelerated program in Chemistry provides the opportunity for a student with strong preparation in chemistry to complete a B.S. in Chemistry (122 s.h.) within a four-year period and to shorten the time required to finish the Master of Science degree in Chemistry.

Interested students should:

- Have some Advanced Placement credit upon admission to UNCG in order to reduce the number of required undergraduate hours. See courses for which AP credit is available.

- Identify themselves as potential accelerated candidates early in their academic careers in order to receive appropriate advising. Although formal admission to an accelerated program usually occurs in the junior year, careful selection of undergraduate courses beginning in the freshman year is essential. Students should talk with an advisor in the department of Chemistry as early as possible.
- Plan to take the GRE in the spring of the junior year.
- Seek admission to The Graduate School in the fall of the senior year.

A. GEC Component (36–37 semester hours)

See complete GEC requirements, available AP credit and CAR requirements.

B. College of Arts and Sciences Additional Requirements (CAR)

See complete CAR requirements.

C. Chemistry Major (B.S.) Requirements (42 semester hours)

- CHE 111 General Chemistry I
CHE 112 General Chemistry I Laboratory
CHE 114 General Chemistry II
CHE 115 General Chemistry II Laboratory
- CHE 342 Inorganic Chemistry
CHE 331 Quantitative Analysis
CHE 333 Quantitative Analysis Laboratory
CHE 351 Organic Chemistry I
CHE 352 Organic Chemistry II
CHE 354 Organic Chemistry Laboratory
CHE 372 Introduction to Laboratory Methods
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 401 Chemistry Seminar Introduction
CHE 402 Chemistry Seminar
- CHE 481 Synthetic Techniques
CHE 531 Instrumental Analysis
CHE 533 Instrumental Analysis Laboratory

D. Related Requirements (23–25 semester hours)

- 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

- Science electives

E. Other Undergraduate Electives

(Total undergraduate semester hours)

F. Related Requirements for M.S. in Chemistry (26–32 semester hours)

Senior Year (6 s.h.)

Fall

- CHE 553 Advanced Organic Chemistry I
CHE 601 Graduate Seminar I

Spring

- CHE 602 Graduate Seminar II
CHE 632 Advanced Analytical Chemistry

Summer (3 s.h.)

approved BIO or CHE elective

Graduate or 5th Year (19 s.h.)

- CHE 641 Advanced Inorganic Chemistry II
CHE 661 Advanced Physical Chemistry I
approved BIO or CHE elective
CHE 680 Research Problems in Chemistry and Biochemistry
CHE 699 Thesis

Computer Science (B.S./M.S.)

Students enrolled in this program can earn both the undergraduate B.S. degree in computer science and the M.S. degree in computer science in approximately five years with careful planning of their course of study. Ideally, these students should have earned some college credit through AP work during high school. Interested students should speak to their undergraduate advisor during their freshman and sophomore years for assistance in planning.

Students interested in this option may apply for the accelerated B.S. and M.S. program as soon as they have completed CSC 330 with a grade of B (3.0) or better and must have a GPA of 3.0 or better in both the major and overall. To remain in the accelerated program a student must maintain a GPA of 3.0 or better.

During the junior and senior years, a student in the accelerated program will normally take two to four graduate-level courses (i.e., 6 to 12 s.h.) required for the M.S. degree in computer science in addition to courses required for the B.S. degree. Course requirements for the accelerated B.S. and M.S. in computer science are the same as the course requirements for the regular B.S. and M.S. in computer science programs.

Economics (B.A.)/(M.P.A.)

The accelerated program in Economics and Public Affairs provides the opportunity for a student to complete a B.A. in Economics (122 s.h.) within a four-year period and to shorten the time required to finish the Master of Public Affairs degree.

Interested students should:

- Have Summer School credit or Advanced Placement credit in order to reduce the number of required hours necessary to be taken during the senior year. See Course Credit and Advanced Placement to see courses for which AP credit is available.
- Identify themselves as potential accelerated candidates early in their academic careers in order to receive appropriate advising. Although formal admission to an accelerated program usually occurs in the junior year, careful selection of undergraduate courses beginning in the freshman year is essential. Interested students should talk with an advisor in the department of Economics as early as possible.
- Take the GRE in the spring of the junior year.
- Seek admission to The Graduate School in the fall of the senior year.

A. GEC Component (36–37 semester hours)

See complete GEC requirements, available AP credit and CAR requirements.

Special GEC requirements for this program:

GMT (Mathematics)

| | |
|---------|----------------|
| MAT 150 | Precalculus I |
| | or |
| MAT 151 | Precalculus II |

GRD (Reasoning and Discourse)

| | |
|---------|--------------------|
| ENG 102 | College Writing II |
|---------|--------------------|

Student selects 3 s.h. from:

| | |
|---------|-------------------|
| ENG 101 | College Writing I |
| FMS 103 | |
| RCO 101 | College Writing I |

GSB (Social and Behavioral Sciences)

| | |
|---------|------------------------------|
| ECO 201 | Principles of Microeconomics |
| ECO 202 | Principles of Macroeconomics |

B. Economics Major Requirements (30–37 semester hours)

NOTE: a grade of C- in ECO 301 and a minimum GPA of 2.0 is required for admission to the Department of Economics.

1.

| | |
|---------|------------------------------------|
| ECO 201 | Principles of Microeconomics |
| ECO 202 | Principles of Macroeconomics |
| ECO 250 | Economic and Business Statistics I |
| ECO 301 | Intermediate Microeconomic Theory |

| | |
|---------|-----------------------------------|
| ECO 327 | Money and Economic Activity |
| ECO 346 | Intermediate Macroeconomic Theory |

2.

ECO electives

C. Electives (46–53 semester hours)

1. Recommended in PSC:

| | |
|---------|-------------------------------|
| PSC 210 | Introduction to Public Policy |
| PSC 310 | Public Administration |

2. Other Recommended Electives

| | |
|---------|--|
| ACC 201 | Financial Accounting |
| ACC 202 | Managerial Accounting |
| MGT 312 | Human Behavior in Business Organizations |
| MGT 330 | The Legal Environment of Business |

3. Other electives

Total undergraduate semester hours: 122

D. Related Requirements for Master of Public Affairs (M.P.A.) (43 semester hours)

Senior Year (14 s.h.)

Fall

| | |
|----------|---|
| PSC 600 | Public Administration and Management |
| PSC 602 | Quantitative Analysis and Program Evaluation |
| PSC 511C | Topics in Public Affairs: Information Technology and Management |

Spring

| | |
|----------|--|
| PSC 601 | Politics of Public Policy |
| PSC 603 | Budgeting and Fiscal Administration |
| PSC 603L | Budget Analysis Laboratory |
| PSC 511B | Problems in Public Management: Marketing for Public and Nonprofit Agencies |

Summer following Senior year (6 s.h.)

| | |
|---------|---------------------------|
| PSC 695 | Public Affairs Internship |
| PSC 696 | Directed Field Research |

Graduate or 5th Year (19 s.h.)

Fall

| | |
|----------|--|
| PSC 511J | Problems in Public Management: Legal Issues in Public Administration |
| PSC 604 | Public Personnel Management |
| | two PSC electives |
| | Comps I |

Spring

| | |
|---------|--|
| PSC 612 | Organizational Behavior and Leadership |
| | two PSC electives |
| | Comps II |

Summer following 5th year (3 s.h.)

one 3-hour PSC elective

Kinesiology: Sports Medicine Concentration (B.S.)/Athletic Training (MSAT)

The accelerated program in the Department of Kinesiology provides the opportunity for a student to complete the Bachelor of Science degree in the Sports Medicine Concentration and the Master of Science degree in Athletic Training degree in a period of five years.

Interested students should:

- Qualify for advanced placement credits. See Course Credit and Advanced Placement.
- Plan to attend summer school as needed.
- Identify themselves as potential accelerated candidates early in their academic careers in order to receive appropriate advising. Although formal admission to an accelerated program usually occurs in the junior year, careful selection of undergraduate courses beginning in the freshman year is essential. Interested students should talk with an advisor in the Kinesiology Department as early as possible.

A. GEC Component (38 semester hours)

See complete GEC requirements.

GFA (Fine Arts) 3 s.h.

Student selects 3 s.h. from GLT list

(Historical Perspectives on Western Culture) 3 s.h.

Student selects 3 s.h. from GHP list

GLT (Literature) 3 s.h.

Student selects 3 s.h. from GLT list

GMT (Mathematics) 3 s.h.

STA 108 Elementary Introduction to Probability and Statistics

GNS (Natural Sciences) 8 s.h.

CHE 111 General Chemistry I

GPR (Philosophical, Religious, Ethical Principles) 3 s.h.

Student selects 3 s.h. from GPR list

GRD (Reasoning and Discourse) 3 s.h.

Student selects 3 s.h. from:

ENG 101 College Writing I
FMS 103
RCO 101 College Writing I

Student selects additional 3 s.h. from GRD list

GSB (Social and Behavioral Sciences) 6 s.h.

KIN 330 Sociocultural Analyses of Sport and Exercise
PSY 121 General Psychology

Humanities 3 s.h.

Student selects 3 s.h. from GLT, GFA, or GPR list

B. General Education Marker Requirements

It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major**.

One Speaking Intensive (SI) Course

C. KIN Major Core Requirements

Courses

| | |
|--------------------|--|
| KIN 250 | Introduction to Kinesiology |
| KIN 330 | Sociocultural Analyses of Sport and Exercise |
| KIN 351 | History and Philosophy of Sport, Physical Activity, and Physical Education |
| KIN 375 | Physiology of Sport and Physical Activity |
| KIN 376 | Biomechanics of Sport and Physical Activity |
| KIN 386 | Motor Development and Learning |
| KIN 388 | Psychology of Physical Activity |
| 6 activity courses | |

Activity courses: must be completed with a grade of C (2.0) or higher

KIN 330 satisfies 3 s.h. of GSB.

The 6 activity courses must include:

| | |
|---------|-----------------|
| KIN 120 | Conditioning |
| KIN 130 | Weight Training |

and at least one of the following aquatics courses:

| | |
|---------|----------------------------|
| KIN 151 | Beginning Swimming |
| KIN 202 | Water Aerobics |
| KIN 203 | Fitness Swim |
| KIN 252 | Low Intermediate Swimming |
| KIN 254 | High Intermediate Swimming |
| KIN 256 | Advanced Swimming |

D. Related Area Requirements

Courses

| | |
|---------|---|
| BIO 271 | Human Anatomy |
| BIO 277 | Human Physiology |
| CHE 111 | General Chemistry I |
| CHE 112 | General Chemistry I Laboratory |
| CST 341 | Communication and Workplace Relationships |
| HEA 201 | Personal Health |
| NTR 213 | Introductory Nutrition |
| PSY 121 | General Psychology |

STA 108 Elementary Introduction to Probability and Statistics

BIO 111, CHE 111 & CHE 112, PSY 121 and STA 108 satisfy GEC requirements.

E. Additional Concentration Requirements

Courses

| | |
|---------|--|
| KIN 220 | Physical Fitness for Life |
| KIN 353 | Injuries and Illnesses in Physical Activity |
| KIN 379 | Exercise Instruction |
| KIN 390 | Prevention and Emergency Care of Injuries I |
| KIN 391 | Prevention and Emergency Care of Injuries II |
| KIN 441 | Foundational Skills in Sports Medicine |

F. Electives

At least 9 s.h. of electives must be selected from the following:

| | |
|-----------------|---|
| BIO 112 | Principles of Biology II |
| CHE 114 | General Chemistry II |
| CHE 115 | General Chemistry II Laboratory |
| CHE 205 | Introductory Organic Chemistry |
| CHE 206 | Introductory Organic Chemistry Laboratory |
| CHE 351 | Organic Chemistry I |
| CHE 352 | Organic Chemistry II |
| CHE 354 | Organic Chemistry Laboratory |
| CHE 556 | Biochemistry I |
| CHE 557 | Biochemistry II |
| CHE 558 | Biochemistry Laboratory |
| PHY 211 | General Physics I |
| | or |
| PHY 211A | General Physics I |
| PHY 212 | General Physics II |
| | Or |
| PHY 212A | General Physics II |
| CSC 101 | Introduction to Computer Concepts |
| KIN 459 | Aquatics Instruction for Individuals with Special Needs |
| KIN 468 | Exercise and Fitness Testing |
| KIN 469 | Exercise Prescription |
| KIN 543 | |
| KIN 570 | Development and Implementation of Fitness Programs |
| KIN 576/NTR 576 | Nutrition and Physical Fitness |
| KIN 595 | Exercise Science Internship |
| MAT 191 | Calculus I |
| NTR 313 | Nutrition Throughout the Life Cycle |
| NTR 531 | Nutrition and Human Metabolism |
| NTR 550 | Nutrition Assessment |
| NTR 560 | Advanced Nutrition |
| PSY 250 | Developmental Psychology |
| PSY 341 | Abnormal Psychology |

Total undergraduate semester hours: 122

G. Additional Requirements

Students in the Accelerated Program must follow and complete all additional requirements as described in the Sports Medicine Concentration section of this *Bulletin*. Students must also:

Be admitted to the Sports Medicine Concentration by the second semester of the junior year.

Complete the Sports Medicine Concentration by the first semester of the senior year.

Accumulate Advanced Placement and/or summer school credit.

Earn a minimum GPA of 3.0 in KIN courses and 3.0 overall.

Take:

| | |
|---------|--|
| KIN 375 | Physiology of Sport and Physical Activity |
| KIN 376 | Biomechanics of Sport and Physical Activity |
| KIN 353 | Injuries and Illnesses in Physical Activity |
| KIN 390 | Prevention and Emergency Care of Injuries I |
| KIN 391 | Prevention and Emergency Care of Injuries II |
| KIN 441 | Foundational Skills in Sports Medicine |

by the end of their junior year.

Take the GRE in the fall or early spring of the junior year.

Be admitted to The Graduate School in the first semester of the senior year.

Take 6 s.h. of graduate credit the first semester of the senior year.

Complete required courses to fulfill the requirements for the MSAT.

In addition students must meet all admission requirements as outlined at www.uncg.edu/ess/atep.

H. MSAT Requirements

Socio-cultural/Behavioral Studies of Exercise, Sport, and Physical Activity

| | |
|---------|--|
| KIN 743 | Psychological Aspects of Sport Injury & Rehabilitation |
|---------|--|

Biophysical Studies of Exercise, Sport, and Physical Activity

| | |
|---------|------------------------|
| KIN 643 | Therapeutic Modalities |
|---------|------------------------|

Research Techniques (3)

| | |
|---------|---|
| KIN 611 | Research Methods for Exercise and Sport Science |
|---------|---|

Athletic Training Course Requirements (25 hours)

| | |
|---------|-------------------------------------|
| KIN 536 | Anatomical Basis of Athletic Injury |
|---------|-------------------------------------|

| | |
|---------|---|
| KIN 634 | Athletic Training Foundations |
| KIN 636 | Athletic Injury Evaluation |
| KIN 637 | Athletic Injury Evaluation Laboratory |
| KIN 639 | Therapeutic Modalities Laboratory |
| KIN 640 | Rehabilitation Techniques for Athletic Injuries |
| KIN 641 | Rehabilitation Techniques Laboratory |
| KIN 703 | Optimizing Athletic Performance |
| KIN 704 | Athletic Training Seminar |
| KIN 705 | Applied Rehabilitation Concepts |
| KIN 720 | Pathophysiology and Pharmacology |
| KIN 721 | Athletic Training Clinical Education VI |
| KIN 725 | Management and Professional Issues in Athletic Training |

Integrative Clinical Experience (12 hours)

1.

| | |
|---------|---------------------------------------|
| KIN 620 | Athletic Training Clinical Experience |
|---------|---------------------------------------|

(3 credits, taken twice for a total of 6 credits)

Must be taken for 3 hours in each of the first two semesters of the student's program of study. The course will serve as an applied field experience in an athletic training setting.

2.

| | |
|---------|---|
| KIN 697 | Field Practicum in Exercise and Sport Science |
|---------|---|

(3 credits, taken twice for a total of 6 credits)

Must be taken for 3 hours in each of the last two semesters of the student's program of study. The course will serve as the student's capstone experience in athletic training by integrating the academic course work of the previous semesters into clinical field experiences as students apply their knowledge base in an athletic training setting.

Non-credit Professional Development Requirements

In addition to the 46 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 in-services and journal club sessions during each of the fall and spring semesters in the program.

Political Science (B.A.)/(M.P.A.)

The accelerated program in Political Science and Public Affairs provides the opportunity for a student to complete a B.A. in Political Science (122 s.h.) within a four-year period and to shorten the time required to finish the Master of Public Affairs degree.

Interested students should:

- Have some Advanced Placement credit upon admission to UNCG in order to reduce the number of required undergraduate hours. See Course Credit and Advanced Placement to see courses for which AP credit is available.
- Identify themselves as potential accelerated candidates early in their academic careers in order to receive appropriate advising. Although formal admission to an accelerated program usually occurs in the junior year, careful selection of undergraduate courses beginning in the freshman year is essential. Interested students should talk with an advisor in the department of Political Science as early as possible.
- Plan to take the GRE in the spring of the junior year.
- Seek admission to The Graduate School in the fall of the senior year; students will not be allowed to enroll for spring M.P.A. courses (see F below) unless admitted to the M.P.A. program.

A. GEC Component (36–37 semester hours)

See complete GEC requirements, available AP credit and CAR requirements.

B. College of Arts and Sciences Additional Requirements (CAR)

See complete CAR requirements.

C. Political Science Major Requirements (30 semester hours)

1. American Politics and Policy:

| | |
|---------|-------------------------------|
| PSC 100 | American Politics |
| PSC 210 | Introduction to Public Policy |

2. International and Comparative:

| | |
|---------|--------------------------------------|
| PSC 260 | Introduction to Comparative Politics |
| PSC 240 | The International System |

3. Research Methods:

| | |
|---------|---------------------------------------|
| PSC 301 | Research Methods in Political Science |
|---------|---------------------------------------|

4. Electives:

300 level and above

D. Recommended Electives (15 semester hours)

1.

| | |
|---------|---|
| CST 341 | Communication and Workplace Relationships |
|---------|---|

2.

| | |
|---------|------------------------------|
| ECO 201 | Principles of Microeconomics |
| ECO 202 | Principles of Macroeconomics |
| ECO 260 | |

3.

| | |
|---------|---------------------------|
| SOC 101 | Introduction to Sociology |
|---------|---------------------------|

E. Other Undergraduate Electives (28 semester hours)

F. Related Requirements for Master of Public Affairs (M.P.A.) (43 semester hours)

Senior Year (15 s.h.)

Fall

| | |
|----------|---|
| PSC 600 | Public Administration and Management |
| PSC 602 | Quantitative Analysis and Program Evaluation |
| PSC 511C | Topics in Public Affairs: Information Technology and Management |

Spring

| | |
|----------|--|
| PSC 601 | Politics of Public Policy |
| PSC 603 | Budgeting and Fiscal Administration |
| PSC 603L | Budget Analysis Laboratory |
| PSC 511B | Problems in Public Management: Marketing for Public and Nonprofit Agencies |

Summer following Senior Year (6 s.h.)

| | |
|---------|---------------------------|
| PSC 695 | Public Affairs Internship |
| PSC 696 | Directed Field Research |

Graduate or 5th Year (19 s.h.)

Fall

| | |
|----------|--|
| PSC 511J | Problems in Public Management: Legal Issues in Public Administration |
| PSC 604 | Public Personnel Management |
| | two electives |
| | Comps I |

Spring

| | |
|---------|--|
| PSC 612 | Organizational Behavior and Leadership |
| | two electives |
| | Comps II |

Summer (3 s.h.)

One PSC elective

University History, Officers, and Faculty

History of the University of North Carolina: 1789–2010

In North Carolina, all the public educational institutions that grant baccalaureate degrees are part of The University of North Carolina. The University of North Carolina at Greensboro is one of seventeen constituent institutions of the multicampus state university.

The University of North Carolina, chartered by the N.C. General Assembly in 1789, was the first public university in the United States to open its doors and the only one to graduate students in the eighteenth century. The first class was admitted in Chapel Hill in 1795. For the next 136 years, the only campus of the University of North Carolina was at Chapel Hill.

In 1877, the N.C. General Assembly began sponsoring additional institutions of higher education, diverse in origin and purpose. Five were historically black institutions, and another was founded to educate Native Americans. Several were created to prepare teachers for the public schools. Others had a technological emphasis. One is a training school for performing artists. The institution that became UNCG was chartered in 1891.

In 1931, the N.C. General Assembly redefined the University of North Carolina to include three state-supported institutions: the campus at Chapel Hill (now The University of North Carolina at Chapel Hill), North Carolina State College (now North Carolina State University), and Woman's College (now The University of North Carolina at Greensboro). The new multicampus University operated with one board of trustees and one president.

By 1969, three additional campuses had joined the University through legislative action: The University of North Carolina at Charlotte, The University of North Carolina at Asheville, and The University of North Carolina at Wilmington.

In 1971, the General Assembly passed legislation bringing into the University of North Carolina the state's ten remaining public senior institutions, each of which had until then been legally separate: Appalachian State University, East Carolina University, Elizabeth City State University, Fayetteville State University, North Carolina Agricultural and Technical State University, North Carolina Central University, the North Carolina School of the Arts, Pembroke State University, Western Carolina

University, and Winston-Salem State University. In 1985, the North Carolina School of Science and Mathematics, the nation's first public residential high school for gifted students located in Durham, was declared an affiliated school of the University, and in July 2007, NCSSM by legislative action became a constituent institution of The University of North Carolina; in 1996, Pembroke State University was renamed The University of North Carolina at Pembroke through legislative action; and in 2008, the North Carolina School of the Arts was renamed The University of North Carolina School of the Arts.

The UNC Board of Governors is the policy-making body legally charged with "the general determination, control, supervision, management, and governance of all affairs of the constituent institutions." It elects the president, who administers the University. The thirty-two voting members of the Board of Governors are elected by the General Assembly for four-year terms. Former board chairmen and board members who are former governors of North Carolina may continue to serve for limited periods as nonvoting members emeriti. The president of the UNC Association of Student Governments, or that student's designee, is also a nonvoting member.

Each of the seventeen constituent institutions is headed by a chancellor, who is chosen by the Board of Governors on the president's nomination and is responsible to the president. Each institution has a board of trustees, consisting of eight members elected by the Board of Governors, four appointed by the governor, and the president of the student body, who serves *ex officio*. (The UNC School of the Arts has two additional *ex officio* members and the NC School of Science and Mathematics has a 27-member board as required by law.) Each board of trustees holds extensive powers over academic and other operations of its institution on delegation from the Board of Governors.

In 2006, Erskine B. Bowles became the president of The University of North Carolina. UNC campuses enroll more than 220,000 students and support a broad array of liberal-arts programs, two medical schools and one teaching hospital, two law schools, a veterinary school, one school of pharmacy, twelve nursing programs, 15 schools of education, three schools of engineering, and a specialized school for performing artists. In addition to its teaching role, The University of North Carolina has a long-standing commitment to public service. The UNC Center for Public Television, the UNC Health Care System, the cooperative extension and research services, nine area health education centers, and myriad other

University programs and facilities reap social and economic benefits for the state and its people.

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Constituent Institutions of the University of North Carolina

Appalachian State University (Boone)
Founded 1899
UNC System: 1972

East Carolina University (Greenville)
Established 1907
UNC System: 1972

Elizabeth City State University
Established 1891
UNC System: 1972

Fayetteville State University
Established 1867
UNC System: 1972

North Carolina Agricultural and Technical State University (Greensboro)
Established 1891
UNC System: 1972

North Carolina Central University (Durham)
Founded 1909
UNC System: 1972

North Carolina State University (Raleigh)
Founded 1887
UNC System: 1931

The University of North Carolina at Asheville
Founded 1927
UNC System: 1969

The University of North Carolina at Chapel Hill
Chartered 1789

The University of North Carolina at Charlotte
Established 1946
UNC System: 1965

The University of North Carolina at Greensboro
Chartered 1891
UNC System: 1931

The University of North Carolina at Pembroke
Founded 1887
UNC System: 1972

The University of North Carolina at Wilmington
Established 1947
UNC System: 1969

The University of North Carolina School of the Arts
(Winston-Salem)
Established 1963; Renamed 2008
UNC System: 1972

Western Carolina University (Cullowhee)
Founded 1889
UNC System: 1972

Winston-Salem State University
Founded 1892
UNC System: 1972

In 1985, the **North Carolina School of Science and Mathematics** in Durham was granted status as an affiliate of The University of North Carolina.

History of the University of North Carolina at Greensboro

The first state-supported school for the higher education of women in North Carolina was chartered in 1891 as the **State Normal and Industrial School**. It opened on October 5, 1892 to 223 students, a 15-member faculty, and classes in three departments: business, domestic science, and teaching. Charles Duncan McIver, who with other pioneers in public education crusaded for higher education for women, was the first president of the institution, serving from 1892 until his death in 1906.

In 1896 State Normal's name was changed to the **State Normal and Industrial College**.

In 1919, the school was renamed **North Carolina College for Women**, as it continued to educate women in the liberal arts with particular emphasis in the fields of teaching, home economics, music, and physical education.

The first graduate degree, the Master of Arts, was awarded in 1922.

The General Assembly of 1931 combined the North Carolina College for Women, The University of North Carolina (at Chapel Hill) and the North Carolina State

College of Agriculture and Engineering (at Raleigh) into a Consolidated University. The campus at Greensboro thus became **The Woman's College of the University of North Carolina**.

The first doctoral degree was awarded in June of 1963.

"WC" became coeducational in July of 1963, when laws were amended to authorize admission of both men and women at all levels of instruction on all University campuses. At that time, the Greensboro campus was again renamed as **The University of North Carolina at Greensboro**.

In October 1971 the General Assembly adopted legislation that combined all 16 of the state-supported institutions of higher education into a single University of North Carolina, governed by a board of governors and administered by a president. Each constituent institution has a separate board of trustees and is administered by a chancellor.

Dr. Linda P. Brady became the tenth chancellor of The University of North Carolina at Greensboro August 1, 2008. Brady succeeded Dr. Patricia A. Sullivan, UNCG's first woman chancellor, who retired July 31, 2008, after almost 14 years in the post.

UNCG's fall 2011 resident headcount enrollment was 17,102—15 percent of whom are graduate students—with 1,117 full- and part-time instructional faculty. UNCG offers over 100 undergraduate areas of study, master's degrees in a wide variety of concentrations, and four doctoral degrees in 26 areas of study. The campus on Spring Garden Street, its original location, has grown to 215 acres and 95 buildings. The overall University's 365-acre campus includes Gateway University Research Park and is located in Greensboro, a city of 269,666.

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Daniel Durham, B.S., M.B.A.

Director for Facilities Design & Construction

Fred Patrick, B.S., M.S.

OFFICE OF INFORMATION TECHNOLOGY SERVICES

Vice Chancellor for Information Technology Services

James Clotfelter, B.A., M.A., Ph.D.

Associate Vice Chancellor for Client Services

Gloria Thornton, B.S., M.A.

Associate Vice Chancellor for Systems & Networks

Donna Heath, B.S., M.S.

Associate Vice Chancellor for Administrative Systems

Joel Dunn, B.S., M.S.

University Webmaster

Todd Sutton, B.A.

Director of Management and Budget

Victoria Gaskill, B.S.B.A., B.S.

Director of Systems

Susan S. Hensley, B.S., M.S.

University Information Security Officer

Chuck Curry, B.S.

Director of Management Information Systems

Moreland Smith, B.A.

Senior Manager for Service Assurance and Project Management

Chris Roys, B.S., M.S.

Director of Service Operations & Support

Maurice Tyler

Director of Client Computing Architecture

Kevin Latimer, B.A.

Senior Manager for Voice Services & Infrastructure Development

Natsu Carr, B.S., M.S.

OFFICE OF STUDENT AFFAIRS

Vice Chancellor for Student Affairs

Cheryl M. Callahan, B.A., M.Ed., Ph.D.

Assistant Vice Chancellor for Student Affairs

Vicki L. McNeil, Ed.D.

Assistant Vice Chancellor for Student Affairs

Jim Settle, Ph.D.

Dean of Students

Brett Carter, Ph.D.

Campus Activities and Programs

Checka M. Leinwall, Director, Ph.D.

Campus Recreation

Cynthia M. Hardy, Director, B.S., M.A.

Career Services Center

Donna J. Seckar, Director, B.A., M.Ed.

Counseling and Testing Center

Bruce G. Lynch, Director, B.A., Ph.D., HSP-P

Development

Vacant

Office of Disability Services

Bruce Pomeroy, Director

Housing and Residence Life

Tim Johnson, Director, J.D.

Leadership and Service-Learning

Cathy H. Hamilton, Director, B.A., M.S., Ph.D.

Multicultural Affairs

Audrey Lucus, Director, B.S., M.S.

New Student & Spartan Family Programs

Kim Sousa-Peoples, Director, B.A., M.Ed., Ph.D.

Student Affairs Assessment

Erin Bentrim-Tapio, Director, B.A., M.Ed., Ph.D.

Student Health Services

Tresa M. Saxton, Director, B.A., M.P.H., Ph.D.

OFFICE OF UNIVERSITY ADVANCEMENT

Vice Chancellor for University Advancement

Patricia W. Stewart, M.S., Ed.D.

Associate Vice Chancellor for University Relations

Helen D. Hebert, B.A., M.A.

Associate Vice Chancellor for Central Development Programs

Lynn Bresko, B.A.

Associate Vice Chancellor for Development Constituent Programs

Laura Pitts, B.A., M.Ed.

Advancement Services

Donna Sexton, Director, B.S.

Alumni Relations

Linda Carter, Director, B.A., M.C.M.

Annual Giving

Terri Clark, Director, B.S., M.S.Ed.

Capital Campaign

Stephanie Cole, Director, B.S.

Corporate Foundation Relations

David Arneke, Senior Director, B.A.

Corporate Foundation Relations

Diane Picciuto, Senior Director, B.S., M. A.

Development for Athletics/Spartan Club

J. Michael Roach, Director, B.S.

Faculty

TEACHING FACULTY

Faculty lists updated in November 2013.

This list reflects faculty appointments held during the 2012–13 academic year and includes appointments and promotions known at the time of publishing that became effective on July 1, 2012.

Terry Ackerman (1999), Professor, Educational Research Methodology. B.S., University of Wisconsin Madison; M.S., Ph.D., University of Wisconsin Milwaukee.

Moses Acquah (2000), Professor, Management. B.A., University of Science and Technology (Ghana); M.A., M.B.A., Simon Fraser University (Canada); Ph.D., University of Wisconsin Milwaukee.

Jeffrey T. Adams (1985), Associate Professor, Media Studies. B.A., Lycoming College; M.A., Arizona State University; Ph.D., Northwestern University.

Rebecca G. Adams (1983), Professor, Gerontology. B.A., Trinity College; M.A., Ph.D., University of Chicago.

Amy Adamson (2000), Associate Professor, Biology. B.S., State University of New York at Geneseo; Ph.D., Johns Hopkins University.

Omar Ali (2010), Associate Professor, African American Studies. B.Sc., London School of Economics and Political Science; Ph.D., Columbia University.

Kenneth D. Allan (1995), Associate Professor, Sociology. B.S., Northern Arizona University; M.S., Ph.D., University of California Riverside.

Janet Allard (2010), Assistant Professor, Theatre. B.A., University of Redlands; M.F.A., Yale University.

Aaron Allen (2007), Associate Professor, Music Studies. B.A., Tulane University; A.M., Ph.D., Harvard University.

Lynne Allen (2006), Lecturer, Specialized Education Services. B.S., M.Ed., The University of North Carolina at Greensboro.

Stuart D. Allen (1976), Professor, Economics. B.A., Wake Forest University; Ph.D., University of Virginia.

Priscilla Almeida-Rankin (2010), Lecturer, Languages, Literatures, and Cultures. B.A., M.A., The University of North Carolina at Greensboro.

Karen Amirehsani (2011), Assistant Professor, School of Nursing. B.S.N., Biola University; M.S.N., F.N.P., The University of San Diego; Ph.D., The University of North Carolina at Greensboro.

Kwasi Amoako-Gyampah (1990), Professor, Information Systems and Supply Chain Management. B.Sc., University of Science and Technology (Ghana); M.S., University of Missouri Rolla; M.B.A., Virginia Polytechnic Institute and State University; Ph.D., University of Cincinnati.

Michael Ananian (1994), Associate Professor, Art. B.F.A., Rhode Island School of Design; M.F.A., Yale University.

Arthur Anastopoulos (1995), Professor, Psychology. B.A., Tufts University; M.A., Wake Forest University; Ph.D., Purdue University.

James Anderson (1999), Associate Professor, History. B.A., Harvard University; M.A., Ph.D., University of Washington.

Susan Andreatta (1997), Professor, Anthropology. B.A., University of Delaware; M.A., Iowa State University; Ph.D., Michigan State University.

Sandra Andrews (2005), Assistant Professor, Library and Information Studies. B.A., M.L.S., The University of North Carolina at Greensboro; Ph.D., Florida State University.

Yorghos Apostolopoulos (2009), Associate Professor, Public Health Education. B.Sc., University of Athens; M.A., Ph.D., University of Connecticut.

Carine R. Applegarth (2009), Assistant Professor, English. B.A., Carleton College; M.A., The University of North Carolina at Chapel Hill.

Mark V. Armstrong (2001), Lecturer, Computer Science. B.A., Erskine College; M.S., Wake Forest University.

- Ali Askerov** (2013), Assistant Professor, Peace and Conflict Studies. B.S., Middle East Technical University; M.S., George Mason University; M.S., Baku State University; Ph.D., University of Manitoba.
- Dennis W. AsKew** (1992), Professor, Music Performance. B.M., University of Georgia; M.M., Pennsylvania State University; D.M.A., The University of Michigan.
- David Ayers** (2002), Associate Professor, Teacher Education and Higher Education. B.S., M.A., Appalachian State University; Ed.D., North Carolina State University.
- Marjorie Bagley** (2009), Associate Professor, Music Performance. B.M., University of Michigan; M.M., Manhattan School of Music.
- Denise N. Baker** (1975), Professor, English. Associate Dean, College of Arts and Sciences. B.A., University of Michigan; M.A., University of California Santa Barbara; Ph.D., University of Virginia.
- Stephanie Baker** (2013), Academic Professional Assistant Professor, Public Health Education. B.A., M.S., Washington University in St. Louis; Ph.D., The University of North Carolina at Chapel Hill.
- McRae C. Banks** (2011), Virginia Battle Phillips Distinguished Professor, Marketing, Entrepreneurship, and Hospitality & Tourism Management. Dean, Bryan School of Business and Economics. B.A., Virginia Polytechnic Institute and State University; M.A., Northwestern University; Ph.D., Virginia Polytechnic Institute and State University.
- Robert B. Banks** (1982), Associate Professor, Chemistry and Biochemistry. B.A., Vanderbilt University; M.S., Ph.D., Florida State University.
- Beth E. Barba** (1989), Professor, School of Nursing. Ph.D. Program Director. B.A., B.S.N., Jersey City State College; M.A., Ph.D., New York University.
- Matthew Barr** (1994), Professor, Media Studies. B.A., San Francisco State University; M.F.A., University of California, Los Angeles.
- Mary Ashley Barret** (1998), Professor, Music Performance. B.M., Eastman School of Music; M.M., Baylor University; D.M., Florida State University.
- Jacquelyn Bartlett** (2005), Lecturer, Music Performance.
- T. Robin Bartlett** (1992), Associate Professor, School of Nursing. B.S.N., M.S.N., The University of North Carolina at Greensboro; Ph.D., The University of North Carolina at Chapel Hill.
- Anne Barton** (2007), Lecturer, History. B.A., M.A., University of California at Santa Barbara.
- Richard Barton** (1998), Associate Professor, History. B.A., Williams College; M.A., Ph.D., University of California, Santa Barbara.
- David Battigelli** (2008), Lecturer and Lab Assistant, Biology. B.S., M.S.P.H., Ph.D., The University of North Carolina at Chapel Hill.
- Geoffrey D. Baym** (2002), Associate Professor and Department Head, Media Studies. B.S.J., Northwestern University; M.A., Ph.D., University of Utah.
- Tatia Beal** (2000), Lecturer, Languages, Literatures, and Cultures. B.A., M.A., Michigan State University.
- Walter H. Beale** (1971), Professor, English. B.A., Wake Forest University; M.A., Ph.D., University of Michigan Ann Arbor.
- Ian D. Beatty** (2009), Assistant Professor, Physics and Astronomy. B.S., Ph.D., University of Massachusetts Amherst.
- Leandra A. Bedini** (1992), Professor, Community and Therapeutic Recreation. B.S., East Carolina University; M.S., Michigan State University; Ph.D., University of Maryland College Park.
- Deborah Bell** (1980), Professor, Theatre. B.A., Morehead State University; M.F.A., University of Minnesota Duluth.
- Greg Bell** (2005), Associate Professor, Mathematics and Statistics. B.S., M.S., Ph.D., University of Florida.
- Jill Bender** (2011), Assistant Professor, History. B.A., The College of William and Mary; M.A., National University of Ireland, Galway; Ph.D., Boston College.
- Margo O. Bender** (1985), Lecturer, Languages, Literatures, and Cultures. B.A., M.A., University of Nebraska Lincoln; Ph.D., The University of North Carolina at Chapel Hill.
- D. Gordon Bennett** (1967), Professor, Geography. B.A., East Carolina University; M.A., Ph.D., Michigan State University.

University History, Officers, and Faculty

- James M. Benshoff** (1989), Professor, Counseling and Educational Development. B.A., College of William and Mary; M.Ed., George Mason University; Ph.D., American University.
- Ashley Elizabeth Bethel** (2013), Lecturer, School of Nursing. B.S.N., M.S.N., The University of North Carolina at Greensboro.
- Silvia C. Bettez** (2007), Assistant Professor, Educational Leadership and Cultural Foundations. B.A., University of California at Santa Cruz; M.A., Ph.D., The University of North Carolina at Chapel Hill.
- J. Lee Beverly** (2012), Professor and Department Chair, Nutrition. B.S., University of Florida; M.S., Virginia Polytechnic Institute and State University; Ph.D., University of Georgia.
- Joyendu Bhadury** (2007), Professor, Information Systems and Supply Chain Management. Associate Dean, Bryan School of Business and Economics. B. Tech, Institute of Technology, Benares Hindu University, India; Ph.D., The University of Texas at Dallas.
- Daniel L. Bibeau** (1984), Professor and Department Chair, Public Health Education. B.S., M.S., Texas A&M University; Ph.D., Pennsylvania State University.
- Jodi E. Bilinkoff** (1982), Professor, History. B.A., University of Michigan Dearborn; M.A., Ph.D., Princeton University.
- Bonnie Billingsley** (2011), Professor and Department Chair, Specialized Education Services. B.A., M.S., Florida State University; Ph.D., Virginia Polytechnic Institute and State University.
- Nora J. Bird** (2007), Assistant Professor, Library and Information Studies. B.A., Boston University; M.S., Simmons College; Ph.D., Rutgers, The State University of New Jersey.
- Rebecca Black** (2010), Assistant Professor, English. B.A., Tulane University; M.F.A., Indiana University.
- Nikki Blair** (2001), Associate Professor, Art. B.F.A., Southern Illinois University; M.F.A., The Ohio State University.
- Francine Blanchet-Sadri** (1990), Professor, Computer Science. B.S., Université du Québec à Trois-Rivières (Canada); M.S., Princeton University; Ph.D., McGill University (Canada).
- Charles Bolton** (2005), Professor and Head of Department, History. B.S., University of Southern Mississippi; M.A., Ph.D., Duke University.
- L. DiAnne Borders** (1987), Professor, Counseling and Educational Development. B.A., The University of North Carolina at Greensboro; M.A., Wake Forest University; Ph.D., University of Florida.
- Janet J. Boseovski** (2007), Professor, Psychology. B.Sc., University of Toronto; M.A., McGill University; Ph.D., Queen's University.
- Danielle Bouchard** (2006), Associate Professor, Women's and Gender Studies. B.A., Bard College; Ph.D., University of Minnesota.
- J. Alan Boyette** (1991), Lecturer, Political Science. Vice Provost. B.A., The University of North Carolina at Chapel Hill; M.S., University of Tennessee, Knoxville; Ph.D., The University of North Carolina at Chapel Hill.
- Sharon L. Bracci** (1999), Associate Professor, Communication Studies. B.A., Wayne State University; M.A., Case Western Reserve University; M.A., Ph.D., The Ohio State University.
- Robert Bracey** (2003), Professor, Music Performance. B.M., Michigan State University; M.M., D.M.A., University of Michigan.
- Anne Brady** (2013), Academic Professional Assistant Professor, Kinesiology. B.S., Furman University; M.S., Wake Forest University; Ph.D., The University of Georgia.
- Jeremy Bray** (2013), Professor and Department Head, Economics. B.A., M.A., The University of North Carolina at Greensboro; Ph.D., The University of North Carolina at Chapel Hill.
- Marc Bregman** (2005), Herman and Zelda Bernard Distinguished Professor of Jewish Studies, Religious Studies. Ph.D., The Hebrew University of Jerusalem.
- Rachel Briley** (2003), Assistant Professor, Theatre. B.A., The Catholic University of America; M.F.A., Arizona State University.
- Craig Brown** (1998), Lecturer, Music Performance. B.M., University of Michigan.
- Julie V. Brown** (1983), Associate Professor and Department Head, Sociology. B.A., Wells College; M.A., Ph.D., University of Pennsylvania.

- Lew G. Brown** (1986), Associate Professor, Marketing, Entrepreneurship, and Hospitality & Tourism Management. B.A., M.P.A., M.B.A., Ph.D., The University of North Carolina at Chapel Hill.
- Pam K. Brown** (2006), Academic Professional Associate Professor, Kinesiology. B.S., State University of NY College at Cortland; M.A., The University of North Carolina at Chapel Hill; Ed.D., The University of North Carolina at Greensboro.
- Natasha Brown** (2013), Assistant Professor, Nutrition. B.S., Howard University; M.P.H., University of Pittsburgh; Ph.D., Johns Hopkins University.
- William O. Brown** (2006), Professor, Accounting and Finance. Associate Dean, Bryan School of Business and Economics. B.S., M.S., Ph.D., Clemson University.
- Shelly L. Brown-Jeffy** (2002), Associate Professor, Sociology. B.A., University of Maryland-Eastern Shore; M.S., Ph.D., University of Michigan-Ann Arbor.
- Candice Bruton** (2013), Assistant Professor, Community and Therapeutic Recreation. B.S., M.A., The University of North Carolina at Greensboro; Ph.D., North Carolina State University.
- Susan J. Buck** (1988), Associate Professor, Political Science. B.S., University of Florida; M.S.Ed., Ph.D., Virginia Polytechnic Institute and State University.
- Nancy Bucknall** (1994), Lecturer, English. Director, College of Arts & Sciences Advising Center. B.A., University of Central Arkansas; M.A., The University of North Carolina at Chapel Hill.
- Cheryl Buehler** (2003), Professor, Human Development and Family Studies. B.S., Iowa State University; M.S., Ph.D., University of Minnesota, St. Paul.
- Joi Bulls** (2005), Academic Professional Assistant Professor, Human Development and Family Studies. M.S., Our Lady of the Lake University; Ph.D., Florida State University.
- Ricky Lee Bunch** (2004), Professor, Geography. Director of the Center for Geographic Information Science and Health. B.S., The Ohio State University; M.S., Ph.D., University of South Carolina.
- Joseph Bundy** (1995), Lecturer, Biology. B.A., M.Ed., The University of North Carolina at Greensboro.
- Kelly J. Burke** (1989), Professor, Music Performance. Associate Dean, School of Music, Theatre and Dance. B.M., M.M., Eastman School of Music, University of Rochester; D.M.A., The University of Michigan.
- Dennis A. Burnes** (1989), Lecturer, Chemistry and Biochemistry. B.A., Augustana College.
- Michael Burns** (1994), Professor, Music Performance. B.M., Victoria University (Wellington, New Zealand); M.M., New England Conservatory; D.M.A., University of Cincinnati.
- T. Stoel Burrowes** (2001), Academic Professional Assistant Professor, Interior Architecture. B.A., Yale University; M.A., North Carolina State University.
- William D. Bursuck** (2004), Professor, Specialized Education Services. B.A., Hobart College; M.S., State University of New York; M.A., University of Vermont; Ph.D., University of Illinois.
- Eleanor H. Buttner** (1985), Professor, Management. B.A., Hollins University; M.B.A., University of Pennsylvania; Ph.D., The University of North Carolina at Chapel Hill.
- Erick T. Byrd** (2003), Associate Professor, Marketing, Entrepreneurship, and Hospitality & Tourism Management. B.S., Appalachian State University; M.S., Ph.D., North Carolina State University.
- Claudia Cabello** (2009), Assistant Professor, Languages, Literatures, and Cultures. B.A., Catholic University of Chile; M.A., Ph.D., Rutgers, The State University of New Jersey.
- Susan Calkins** (1994), Professor, Human Development and Family Studies and Psychology. B.A., Wellesley College; Ed.M., Harvard University; Ph.D., University of Maryland College Park.
- Jimmy "Dale" Callicutt** (2007), Lecturer, School of Nursing. B.A., The University of North Carolina at Chapel Hill; B.S.N., Winston-Salem State University; M.S., The University of North Carolina at Greensboro.
- Roberto E. Campo** (1989), Professor, Languages, Literatures, and Cultures. Director, International and Global Studies Program. B.A., University of California, Irvine; M.A., Ph.D., University of Pennsylvania.
- Robert E. Cannon** (1972), Professor, Biology. B.A., Earlham College; M.S., Ph.D., University of Delaware.
- Bonnie F. Canziani** (2000), Associate Professor, Marketing, Entrepreneurship, and Hospitality & Tourism Management. B.A., M.M.H., Ph.D., Cornell University.

University History, Officers, and Faculty

- Guy Capuzzo** (2003), Associate Professor, Music Studies. B.M., William Patterson University; M.A., The City University of New York; Ph.D., University of Rochester.
- David Carlone** (2000), Assistant Professor, Communication Studies. B.A., North Carolina State University; M.A., The University of North Carolina at Chapel Hill; Ph.D., University of Colorado.
- Heidi B. Carlone** (2000), Associate Professor, Teacher Education and Higher Education. B.S., North Carolina State University; Ph.D., University of Colorado.
- James V. Carmichael Jr.** (1988), Professor, Library and Information Studies. B.A., M.Lib., Emory University; Ph.D., The University of North Carolina at Chapel Hill.
- Betty A. Carpenter** (1973), Lecturer and Assistant Director, Residential College. B.S., M.A., George Peabody College.
- James Revell Carr** (2007), Associate Professor, Music Studies. B.A., Hamilton College; M.A., University of Oregon; Ph.D., University of California.
- Melanie R. Carrico** (2006), Associate Professor, Consumer, Apparel, and Retail Studies. B.F.A., Virginia Commonwealth University; M.F.A., University of North Texas.
- Gregory D. Carroll** (1981), Associate Professor, Music Studies. B.A., St. John's University; M.A., Ph.D., University of Iowa.
- Kathleen Casey** (1989), Associate Professor, Educational Leadership and Cultural Foundations. B.A., The College of New Rochelle; M.A., University of Leeds (England); Ph.D., University of Wisconsin Madison.
- Pamela R. Cash** (1987), Lecturer, Management. Assistant Dean, Bryan School of Business and Economics. B.S., Clemson University; M.S., The University of North Carolina at Greensboro.
- Craig S. Cashwell** (2000), Professor, Counseling and Educational Development. A.B., The University of North Carolina at Chapel Hill; M.Ed., Ph.D., The University of North Carolina at Greensboro.
- Tammy H. Cashwell** (2011), Visiting Assistant Professor, Counseling and Educational Development. B.S., Appalachian State University; M.S., Ph.D., Mississippi State University.
- Christopher Cassidy** (2005), Associate Professor, Art. B.F.A., University of the Arts; M.F.A., State University of New York.
- Deborah J. Cassidy** (1990), Professor, Human Development and Family Studies. B.S., Northern Illinois University; M.S., Ph.D., University of Illinois Urbana-Champaign.
- Jody T. Cauthen** (2000), Lecturer, Theatre. B.F.A., Northern Kentucky University; M.A., Saint Mary's University of Minnesota.
- Michael D. Cauthen** (1996), Lecturer, African American Studies Program and Residential College (1997). B.A., Alfred University; M.S., Purdue University.
- Nadja B. Cech** (2001), Associate Professor, Chemistry and Biochemistry. B.S., Southern Oregon University; Ph.D., University of New Mexico.
- Sarah Cervenak** (2009), Assistant Professor, Women's and Gender Studies. B.A., Rutgers, The State University of New Jersey; M.A., Ph.D., New York University.
- Micheline Chalhoub-Deville** (2005), Professor, Educational Research Methodology. B.A., Beirut University College; M.A., Ph.D., The Ohio State University.
- Ang Chen** (2008), Professor, Kinesiology. B.Ed., Nanjing Teachers University; M.Ed., Shanghai Physical Education Institute; Ph.D., University of Maryland.
- Laura A. Chesak** (1992), Associate Professor, Languages, Literatures, and Cultures. Associate Dean, The Graduate School. B.A., Purdue University; M.A., Ph.D., University of Wisconsin Madison.
- Maya Chhetri** (1999), Professor, Mathematics and Statistics. B.S., Calcutta University (India); M.S., Tribhuban University (Nepal); Ph.D., Mississippi State University.
- Elizabeth Chiseri-Strater** (1993), Professor, English. B.A., M.A., New York University; Ph.D., University of New Hampshire.
- Norman Chiu** (2005), Associate Professor, Chemistry and Biochemistry. B.S., University of Liverpool (England); M.S., University of Bristol (England); Ph.D., University of Windsor (Canada).

- Anthony Chow** (2006), Assistant Professor, Library and Information Studies. B.A., San Francisco State University; M.S., Florida State University.
- Jeanne Christman** (2007), Lecturer, School of Nursing. A.D.N., Ocean County College; B.S.N., M.S.N., The University of North Carolina at Charlotte.
- Jacalyn A. Claes** (1996), Associate Professor, Social Work. B.S., M.S., Western Illinois University; M.S.W., Ph.D., University of Iowa.
- Joyce Clapp** (2010), Lecturer, Sociology. B.A., North Carolina State University; M.A., The University of North Carolina at Greensboro.
- Brian Clarida** (2011), Clinical Assistant Professor, Educational Leadership and Cultural Foundations. B.S., M.A., North Carolina A&T State University; M.S., The University of North Carolina at Greensboro; Ed.S., Ed.D., Nova Southeastern University.
- James L. Clark** (1979), Senior Academic Professional, English. B.A., Florida State University; M.Div., Duke University; M.F.A., The University of North Carolina at Greensboro.
- Nadia Clark-Brown** (2012), Lecturer, Management. B.A., Bennett College; M.S., North Carolina Agricultural and Technical State University.
- Ben Clarke** (2010), Assistant Professor, English. M.St., D.Phil., Exeter College in the University of Oxford.
- James Clotfelter** (1977), Professor, Political Science. Vice Chancellor for Information Technology Services. B.A., The University of North Carolina at Chapel Hill; M.A., University of Wisconsin Madison; Ph.D., The University of North Carolina at Chapel Hill.
- Tanya Coakley** (2004), Associate Professor, Social Work. B.S.W., The University of North Carolina at Greensboro; M.S.W., University of South Carolina; Ph.D., University of Tennessee Knoxville.
- Stephanie Coard** (2006), Associate Professor, Human Development and Family Studies. B.A., North Carolina State University; M.S., University of Pennsylvania; Ph.D., Columbia University.
- Edwige Cobb** (2007), Lecturer, Languages, Literatures, and Cultures. A.A., Alabama Southern Community College; B.A., M.A., The University of North Carolina at Greensboro.
- M. Jeffrey Colbert** (1988), Lecturer, Political Science. B.A., M.P.A., The University of North Carolina at Greensboro.
- Zachary Cole** (2013), Assistant Professor, Marketing, Entrepreneurship, and Hospitality & Tourism Management. B.S., University of Florida; M.S., Arizona State University; Ph.D., University of Florida.
- Susan K. R. Collins** (1996), Clinical Associate Professor, School of Nursing. B.S.N., Northern Arizona University; M.S.N., Ph.D., The University of North Carolina at Chapel Hill.
- Yekaterina Colon** (2010), Lecturer, Languages, Literatures, and Cultures. B.A., Moscow State Pedagogical University; M.A., Florida State University.
- Mary V. Compton** (1988), Associate Professor, Specialized Education Services. B.A., Greensboro College; M.Ed., The University of North Carolina at Greensboro; M.Ed., Smith College; Ed.D., University of Virginia.
- David Cook** (2007), Professor, Media Studies. B.A., University of Maryland; Ph.D., University of Virginia.
- Jewell E. Cooper** (2001), Associate Professor, Teacher Education and Higher Education. B.A., The University of North Carolina at Greensboro; M.S., University of Memphis; Ph.D., The University of North Carolina at Greensboro.
- Denise Côté-Arsenault** (2011), Professor, School of Nursing. B.S.N., M.S.N., Syracuse University; Ph.D., University of Rochester; Postdoctoral Fellow, University of Washington.
- Eleanor Cowen** (2010), Lecturer, Media Studies. B.A., University of Georgia; M.Comm., Georgia State University.
- Kay J. Cowen** (1984), Clinical Professor, School of Nursing. B.S.N., East Carolina University; M.S.N., The University of North Carolina at Greensboro.
- Patricia Crane** (2001), Professor, School of Nursing. B.S.N., Northeast Louisiana University; M.S.N., Northwestern State University; Ph.D., University of Arkansas for Medical Sciences.
- Mitchell Croatt** (2010), Assistant Professor, Chemistry and Biochemistry. B.S., University of Minnesota; Ph.D., Stanford University.

- Danielle Crosby** (2006), Assistant Professor, Human Development and Family Studies. B.A., The University of North Carolina at Chapel Hill; M.A., Ph.D., University of Texas at Austin.
- William E. Crowther** (1986), Professor and Department Head, Political Science. B.A., Humboldt State University; M.A., Ph.D., University of California, Los Angeles.
- Anthony Cuda** (2007), Professor, English. B.A., Duquesne University; Ph.D., Emory University.
- Kimberly Cuny** (2004), Academic Professional, Communication Studies. A.A., Brookdale Community College; B.A., Monmouth University; M.A., The University of North Carolina at Greensboro.
- Steven R. Cureton** (1997), Associate Professor, Sociology. B.A., North Carolina A&T State University; M.A., Ph.D., Washington State University.
- Keith Cushman** (1976), Professor, English. B.A., Harvard University; Ph.D., Princeton University.
- Duane Cyrus** (2005), Associate Professor, Dance. B.F.A., The Juilliard School; M.F.A., University of Illinois.
- Stephen C. Danford** (1976), Associate Professor, Physics and Astronomy. B.A., Dartmouth College; M.S., Ph.D., Yale University.
- Jackie Daughton** (1993), Lecturer, Languages, Literatures, and Cultures. B.A., The University of North Carolina at Asheville; M.Ed., The University of North Carolina at Greensboro.
- Catherine A. Davenport** (2011), Lecturer, Accounting and Finance. B.S., Christopher Newport University; M.S.A., The University of North Carolina at Greensboro.
- Ann W. Davis** (2010), Clinical Assistant Professor, Educational Leadership and Cultural Foundations. B.S., Wingate College; M.S.A., Ed.S., Ed.D., The University of North Carolina at Greensboro.
- Dorothy I. Davis** (1985), Senior Lecturer, Anthropology. B.A., The University of North Carolina at Greensboro; M.A., The University of North Carolina at Chapel Hill.
- Leslie Davis** (2011), Assistant Professor, School of Nursing. B.S.N., M.S.N., Ph.D., A.N.P., The University of North Carolina at Chapel Hill.
- Noah C. Davis** (2004), Lecturer, Theatre. B.F.A., The University of North Carolina at Greensboro.
- Paul G. Davis** (2000), Associate Professor, Kinesiology. B.S.Ed., Western Carolina University; M.S., Ph.D., University of South Carolina Columbia.
- Sarah Daynes** (2008), Associate Professor, Sociology. B.A., Université Bordeaux II; M.A., Université Toulouse Le Mirail; D.E.A., Ph.D., École des Hautes Études en Sciences Sociales.
- Guylene Deasy** (2007), Lecturer, Languages, Literatures, and Cultures. B.A., M.A., Université Paris XII.
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- David Teachout** (2004), Associate Professor and Department Head, Music Education. B.M.E., West Virginia University; M.M., University of Oklahoma; Ph.D., Kent State University.
- Joseph Telfair** (2006), Professor, Public Health Education. Director, Center for Social, Community and Health Research and Evaluation (CSCHRE). B.A., California State University, Northridge; M.S.W., M.P.H., University of California, Berkeley; Dr.P.H., Johns Hopkins University.
- Aaron B. Terranova** (2008), Academic Professional Associate Professor, Kinesiology. B.S., Pennsylvania State University; M.Ed., University of Virginia; Ed.D., The University of North Carolina at Greensboro.
- Kenneth G. Terres** (1997), Lecturer, Media Studies. B.A., Marietta College.
- Anita S. Tesh** (1989), Professor, School of Nursing. B.S.N., The University of North Carolina at Chapel Hill; M.S.N., Ph.D., The University of North Carolina at Greensboro.
- Barbara Campbell Thomas** (2003), Associate Professor, Art. B.F.A., Pennsylvania State University; M.F.A., University of California.

- Christopher M. Thomas** (2003), Academic Professional, Art. B.F.A., Beaver College; M.S., University of Iowa; M.F.A., University of Ohio.
- Susanne W. Thomas** (2003), Lecturer, Art. B.A., Virginia Polytechnic Institute and State University; M.F.A., Indiana University.
- Joan M. Titus** (2007), Associate Professor, Music Studies. B.A.M., The University of Arizona; M.A., Ph.D., The Ohio State University.
- Lisa C. Tolbert** (1994), Associate Professor, History. B.A., Vanderbilt University; M.A., Delaware; Ph.D., The University of North Carolina at Chapel Hill.
- John Tomkiel** (2002), Associate Professor, Biology. B.S., University of Connecticut; Ph.D., University of Washington.
- Elizabeth S. Tomlin** (2003), Lecturer, Biology. B.S., University of Western Ontario (Canada); M.S., University of Guelph (Canada); Ph.D., Simon Fraser University (Canada).
- Leah Tompkins** (2008), Academic Professional Assistant Professor, Public Health Education. B.S., Emporia State University; M.S., Texas A&M University.
- Glenda S. Torres** (1993), Lecturer, Specialized Education Services. B.A., The University of North Carolina at Greensboro; M.A., Georgia State University.
- Dayna Tournon** (2007), Associate Professor, Psychology. B.A., Maryville College; M.S., Ph.D., Syracuse University.
- Jose Troncoso** (2010), Lecturer, Languages, Literatures, and Cultures. B.A., Catholic University of Chile; M.A., Rutgers, The State University of New Jersey.
- Denise A. Tucker** (1998), Associate Professor and Department Chair, Communication Sciences and Disorders. B.S., M.C.S., Brigham Young University; Ph.D., University of Virginia.
- Jonathan R. H. Tudge** (1989), Professor, Human Development and Family Studies. B.A., Lancaster University (England); M.Phil., Oxford University; Ph.D., Cornell University.
- William L. Tullar** (1973), Professor, Management. B.A., Wesleyan University; Ph.D., University of Rochester.
- David R. Upton** (2005), Associate Professor, Accounting and Finance. B.M.S., University of Waikato (New Zealand); M.B.S., Massey University (New Zealand); M.B., Indiana University.
- Bas van der Vossen** (2010), Assistant Professor, Philosophy. M.Sc., M.A., University of Amsterdam; D.Phil., University of Oxford.
- Elizabeth Van Horn** (2005), Associate Professor, School of Nursing. B.S.N., South Dakota State University; M.S.N., The University of North Carolina at Greensboro; Ph.D., The University of North Carolina at Chapel Hill.
- Jerry E. Vaughan** (1973), Professor, Mathematics and Statistics. B.S., Davidson College; Ph.D., Duke University.
- Amy Vetter** (2007), Assistant Professor, Teacher Education and Higher Education. B.A., Southwestern University; M.A., Ph.D., The University of Texas at Austin.
- Leila Villaverde** (2002), Associate Professor, Educational Leadership and Cultural Foundations. B.S., Florida International University; M.S., Eastern Virginia Medical School; Ph.D., Pennsylvania State University.
- Peter Villella** (2010), Assistant Professor, History. B.A., University of Virginia; M.A., Ph.D., University of California Los Angeles.
- Amy Vines** (2007), Associate Professor, English. M.A., University of Colorado Boulder; Ph.D., Brown University.
- Lois L. VonCannon** (1986), Clinical Associate Professor, School of Nursing. B.S.N., East Carolina University; M.S.N., Post Master's Certificate, ANP/GNP, The University of North Carolina at Greensboro.
- Frank J. Vulpi** (1981), Academic Professional Instructor, Dance. Music Coordinator. B.M., State University of New York College at Potsdam; M.A., The Ohio State University.
- Melinda Waegerle** (2007), Academic Professional Assistant Professor, Dance. B.S., M.A., The University of North Carolina at Greensboro.
- Susan M. Walcott** (2006), Professor, Geography. B.A., Swarthmore College; M.A., Rutgers, The State University of New Jersey; Ph.D., Indiana University.

University History, Officers, and Faculty

Elizabeth Walker (2011), Lecturer, Women's and Gender Studies. B.S., East Carolina University; M.A., The University of North Carolina at Greensboro.

Nancy L. Walker (1985), Associate Professor, Music Performance. B.M., Hastings College; M.M., University of Colorado; D.M.A., Indiana University.

Anne Wallace (2005), Professor and Department Head, English. B.A., M.A., University of Kansas; Ph.D., University of Texas at Austin.

Debra Wallace (2001), Professor, School of Nursing. B.S., Barton College; M.S.N., East Carolina University; Ph.D., University of South Carolina.

Jerry L. Walsh (1983), Professor, Chemistry and Biochemistry. B.S., M.S., Ph.D., University of Wisconsin Madison.

Jennifer Stewart Walter (2003), Associate Professor, Music Education. B.M., Bowling Green State University; M.M., The University of Tennessee; Ph.D., The University of Texas.

Lee M. Walton (2007), Associate Professor, Art. B.F.A., San Jose State University; M.F.A., California College of Arts & Crafts.

Tyrea J. Washington (2011), Assistant Professor, Social Work. B.S.W., North Carolina A&T State University; M.S.W., University of Illinois at Urbana-Champaign; Ph.D., University of Illinois at Chicago.

Gideon Wasserberg (2009), Assistant Professor, Biology. B.Sc., M.Sc., Ph.D., Ben-Gurion University; M.S.P.H., Johns Hopkins University.

Patricia Wasserboehr (1982), Associate Professor, Art. B.F.A., M.F.A., Boston University.

Kittichai "Tu" Watchravesringkan (2005), Associate Professor, Consumer, Apparel, and Retail Studies. B.S., King Mongkut's Institute of Technology Ladkrabang; B.S., M.S., The University of Tennessee; Ph.D., The University of Arizona.

Walker G. Weigel (1985), Lecturer, Mathematics and Statistics. B.S., University of Richmond; M.A., The University of North Carolina at Chapel Hill.

Robert Wells (2002), Associate Professor, Music Performance. B.M., State University of New York at Fredonia; M.M., D.M.A., University of Cincinnati.

Dianne H.B. Welsh (2008), Charles A. Hayes Distinguished Professor, Entrepreneurship, Marketing, Entrepreneurship, and Hospitality & Tourism Management. B.A., University of Iowa; M.S., Emporia State University; Ph.D., University of Nebraska-Lincoln.

Kelly L. Wester (2003), Associate Professor, Counseling and Educational Development. B.A., Bowling Green State University; M.A., Ph.D., Kent State University.

Saundra D. Westervelt (1997), Associate Professor, Sociology. B.A., Furman University; M.A., Ph.D., University of Virginia.

Karen Weyler (1999), Associate Professor, English. B.S., Centre College; M.A., Ph.D., The University of North Carolina at Chapel Hill.

David B. Wharton (1989), Associate Professor, Classical Studies. Director, Linguistics Program. B.A., Cornell University; M.A., Ph.D., The University of North Carolina at Chapel Hill.

Jennifer Whitaker (2007), Academic Professional, English. B.A., Randolph-Macon Woman's College; M.F.A., The University of North Carolina at Greensboro.

Laurie Wideman (2000), Associate Professor, Kinesiology. B.S.C., University of Waterloo; M.S., Ball State University; Ph.D., University of Virginia.

William Wiener (2011), Dean, Graduate School. B.A., M.A., Cleveland State University; M.A., Western Michigan University; Ph.D., Kent State University.

Kathleen Williams (1988), Professor, Kinesiology. Associate Dean for Undergraduate Programs, School of Health and Human Sciences. B.S., The University of North Carolina at Greensboro; M.S., Ph.D., University of Wisconsin Madison.

Marc Williams (2011), Lecturer, Bachelor of Arts in Liberal Studies. B.A., The University of Mary Washington; M.F.A., The University of North Carolina at Greensboro.

- Amy Williamsen** (2011), Professor and Department Head, Languages, Literatures, and Cultures. B.A., University of Missouri-Columbia; M.A., University of Toronto; Ph.D., University of Southern California.
- Nicholas C. Williamson** (1983), Associate Professor, Marketing, Entrepreneurship, and Hospitality & Tourism Management. B.A., M.B.A., Ph.D., The University of North Carolina at Chapel Hill.
- Pamela Williamson** (2012), Yopp Distinguished Professor in Mathematics Education, Specialized Education Services. B.A., M.Ed., Ph.D., University of Florida.
- Andrew Willis** (1994), Professor, Music Performance. B.M., Curtis Institute of Music; M.M., Temple University; D.M.A., Cornell University.
- John T. Willse** (2004), Associate Professor, Educational Research Methodology. B.A., University of Virginia; M.A., Ph.D., James Madison University.
- Jennifer Lauren Wilson** (2013), Lecturer, School of Nursing. B.S.N., Lenoir-Rhyne University; M.S.N., The University of North Carolina at Greensboro.
- P. Holt Wilson** (2010), Assistant Professor, Teacher Education and Higher Education. B.S., M.A., East Carolina University; Ph.D., North Carolina State University.
- Robert J. Wineburg** (1980), Jefferson Pilot Excellence Professor, Social Work. B.A., Utica College; M.S.W., Syracuse University; Ph.D., University of Pittsburgh.
- Daniel T. Winkler** (1986), Professor and Interim Department Head, Accounting and Finance. B.S., University of Florida; M.B.A., Central Florida University; Ph.D., University of South Carolina Columbia.
- Karen K. Wixson** (2011), Dean, School of Education. B.S., University of Wisconsin, Madison; M.S.Ed., Binghamton University, State University of New York; M.S., Ph.D., Syracuse University.
- Naurice Frank Woods Jr.** (1989), Visiting Assistant Professor, African American Studies. B.F.A., The University of North Carolina at Chapel Hill; M.F.A., The University of North Carolina at Greensboro; Ph.D., Union Institute.
- James M. Wren** (1990), Associate Professor, Theatre. B.A., Heidelberg College; M.F.A., University of Florida.
- Bei Wu** (2008), Associate Professor, Gerontology. B.A., Shanghai University; M.S., Ph.D. University of Massachusetts-Boston.
- David L. Wyrick** (2006), Associate Professor, Public Health Education. B.S., Elon University; M.P.H., Ph.D., The University of North Carolina at Greensboro.
- Stephen R. Yarbrough** (1993), Professor, English. B.A., Sam Houston State University; M.A., Ph.D., The Pennsylvania State University.
- Dan Yasaki** (2008), Assistant Professor, Mathematics and Statistics. B.S., The University of North Carolina at Chapel Hill; M.A., Ph.D., Duke University.
- John Scott Young** (2008), Professor and Department Chair, Counseling and Educational Development. B.A., The University of North Carolina at Charlotte; M.Ed., Ph.D., The University of North Carolina at Greensboro.
- Welborn Young** (2000), Associate Professor, Music Performance. B.B.A., B.M.E., M.A., Middle Tennessee State University; D.M.A., University of Illinois.
- Jennifer Yurchisin** (2007), Associate Professor, Consumer Apparel and Retail Studies. B.S., M.A., University of Minnesota; Ph.D., Iowa State University.
- Adam Zahand** (2008), Lecturer, Biology. B.S., Washington State University; M.S., Cornell University.
- Inara Zandmane** (2003), Lecturer, Music Performance. B.A., M.M., Latvian Academy of Music, Riga (Latvia); M.M., Southern Illinois University; D.M.A., University of Missouri Kansas City.
- Jonathan Zarecki** (2006), Associate Professor, Classical Studies. B.A., Colby College; M.A., Ph.D., University of Florida.
- Ethan Zell** (2011), Assistant Professor, Psychology. B.S., Towson University; Ph.D., Ohio University.
- Xia Zhao** (2008), Assistant Professor, Information Systems and Supply Chain Management. B.E., M.E., Tsinghua University; Ph.D., University of Texas.
- Zhanxiang Zhou** (2010), Professor, Nutrition. B.S., Hebei Agricultural University (China); M.S., Beijing Agricultural University (China); Ph.D., Ehime University (Japan).

Michael Zimmerman (1988), Professor, Philosophy. B.A., Yale University; M.A., Ph.D., University of Massachusetts Amherst.

EMERITA AND EMERITUS FACULTY

Faculty lists updated in November 2013.

Olivia Abernethy (1963), Associate Physician, Student Health Services. Emerita (1972). B.S., The University of North Carolina at Chapel Hill; M.D., Medical College of Virginia.

K. Porter Aichele (1990), Professor, Art. Emerita (2012). B.A., M.A., Vanderbilt University; M.A., Ph.D., Bryn Mawr College.

Donald F. Allen (1962), Assistant Professor, Sociology. Emeritus (1992). B.A., North Texas State University; M.A., Ph.D., University of Texas at Austin.

Rachel H. Allred (1972), Assistant Professor, School of Nursing. Emerita (1995). B.S.P.H.N., M.P.H., The University of North Carolina at Chapel Hill; Ph.D., Walden University.

José Almeida (1966), Associate Professor, Romance Languages. Emeritus (1998). B.A., Baylor University; M.A., Ph.D., University of Missouri Columbia.

Doris W. Armenaki (1975), Assistant Professor, School of Nursing. Emerita (1992). B.S.N., The University of North Carolina at Greensboro; M.S., University of Alabama Birmingham.

Murray D. Arndt (1968), Associate Professor, English. Emeritus (1994). B.A., M.A., The Catholic University of America; Ph.D., Duke University.

James C. Atkinson (1958), Professor, Romance Languages. Emeritus (1993). B.A., M.A., Duke University; Ph.D., Johns Hopkins University.

Joachim T. Baer (1973), Professor, German and Russian. Emeritus (1999). B.A., Indiana University at Bloomington; Ph.D., Harvard University.

Sheldon D. Balbirer (1974), Associate Professor, Accounting and Finance. Emeritus (2010). B.S., Carnegie Institute of Technology; Ph.D., The University of North Carolina at Chapel Hill.

James C. Barborak (1972), Professor, Chemistry and Biochemistry. Emeritus (2001). B.S., Ph.D., University of Texas at Austin.

Susan E. Barksdale (1943), Associate Professor, Art. Emerita (1983). B.A., Woman's College of North Carolina; M.A., Columbia University.

Ruby G. Barnes (1977), Professor, School of Nursing. Emerita (1986). B.S.N.Ed., Duke University; M.S.N., The University of North Carolina at Chapel Hill; Ed.D., North Carolina State University.

Kate R. Barrett (1970), Professor, Kinesiology. Emerita (1997). B.S., Tufts University; M.S., Ph.D., University of Wisconsin Madison.

Genevieve M. Bartol (1989), Professor, School of Nursing. Emerita (1998). B.S.N., Villanova University; M.Ed., Ed.D., Teachers College, Columbia.

Eddie C. Bass (1968), Professor, School of Music. Emeritus (2003). B.A., M.M., Ph.D., The University of North Carolina at Chapel Hill.

David R. Batcheller (1967), Professor, Broadcasting, Cinema, and Theatre. Emeritus (1995). B.A., College of Wooster; M.A., University of Illinois Urbana-Champaign; Ph.D., The Ohio State University.

William K. Bates (1966), Professor, Biology. Emeritus (2000). B.A., Ph.D., Rice University.

Susan A. Beeson (1977), Assistant Professor, School of Nursing. Emerita (2003). B.S.N., M.S.N., The University of North Carolina at Greensboro; Ph.D., The University of North Carolina at Chapel Hill.

Thomas F. Behm (1968), Professor, Theatre. Emeritus (2002). B.S., Northwestern University; M.A., University of Kansas.

Sarah B. Berenson (2007), Yopp Distinguished Professor in Mathematics Education, Teacher Education and Higher Education. Emerita (2012). B.S., University of Massachusetts at Boston; M.S., Southwestern Connecticut State University; Ph.D., Florida State University.

Pearl Berlin (1971), Professor, Kinesiology. Emerita (1984). B.S., Sargent; M.S., Ph.D., The Pennsylvania State University.

- Lloyd Bond** (1988), Professor, Educational Research Methodology. Emeritus (2003). B.A., Hillsdale College; M.S., Ph.D., Johns Hopkins University.
- Jeutonne P. Brewer** (1973), Associate Professor, English. Emerita (1999). B.A., Harding College; M.A., Ph.D., The University of North Carolina at Chapel Hill.
- George W. Bright** (1990), Professor, Curriculum and Instruction. Emeritus (2002). B.A., M.A., William Marsh Rice University; Ph.D., University of Texas at Austin.
- Mary S. Brodish** (1976), Associate Professor, School of Nursing. Emerita (1988). B.A., Wellesley College; M.A., New York University; M.N., Yale University.
- Hazel N. Brown** (1974), Professor, School of Nursing. Emerita (2011). B.S.N., Berea College; M.A., Wake Forest University; M.S.N., Ed.D., The University of North Carolina at Greensboro.
- Dale L. Brubaker** (1971), Professor, Educational Leadership and Cultural Foundations. Emeritus (2005). B.A., Albion College; M.A., Ph.D., Michigan State University.
- Jean R. Buchert** (1957), Professor, English. Emerita (1991). B.A., M.A., University of Missouri; Ph.D., Yale University.
- M. Elaine Burgess** (1960), Professor, Sociology. Emerita (1990). B.A., M.A., Washington State University; Ph.D., The University of North Carolina at Chapel Hill.
- John C. Busch** (1970), Associate Professor, Educational Research Methodology. Emeritus (1996). B.A., Niagara University; M.S.Ed., St. John's University; Ed.D., University of Tennessee Knoxville.
- Bruce J. Caldwell** (1978), Joe Rosenthal Excellence Professor, Economics. Emeritus (2008). B.A., College of William and Mary; Ph.D., The University of North Carolina at Chapel Hill.
- Robert M. Calhoon** (1964), Professor, History. Emeritus (2008). B.A., College of Wooster; M.A., Ph.D., Case Western Reserve University.
- Kenneth L. Caneva** (1979), Professor, History. Emeritus (2010). B.S., Massachusetts Institute of Technology; Ph.D., Princeton University.
- Mildred L. Carr** (1958), Head Circulation Librarian. Emerita (1980). B.A., College of William and Mary; B.S., Columbia University.
- Barbara Bethune Cassell** (1973), Head Catalog Librarian. Emerita (1998). B.A., M.A.L.S., University of Michigan Ann Arbor.
- Ronald D. Cassell** (1974), Associate Professor, History. Emeritus (2003). B.S., M.A., University of Michigan Ann Arbor; Ph.D., The University of North Carolina at Chapel Hill.
- Fred D. Chappell** (1964), Professor, English. Emeritus (2004). B.A., M.A., Duke University.
- Claude J. Chauvigne** (1965), Associate Professor, Romance Languages. Emeritus (1992). B.S., Southwest Missouri State University; M.A., Ph.D., University of Colorado Boulder.
- Gay E. Cheney** (1976), Professor, Dance. Emerita (1996). B.S., Tufts University; M.S., University of Wisconsin Madison; Ph.D., University of California, Los Angeles.
- Robert W. Christina** (1992), Professor, Kinesiology. Dean, School of Health and Human Performance. Emeritus (2001). B.S., Ithaca College; M.A., Ph.D., University of Maryland.
- Charles A. Church** (1967), Associate Professor, Mathematics. Emeritus (1994). B.S., Virginia Polytechnic Institute and State University; Ph.D., Duke University.
- Clifton B. Clark** (1965), Professor, Physics and Astronomy. Emeritus (1994). B.A., M.A., University of Arkansas; Ph.D., Maryland University.
- Barbara N. Clawson** (1973), Professor, Human Development and Family Studies. Emerita (1993). B.S., Iowa State University; M.S.H.E., The University of North Carolina at Greensboro; Ph.D., Iowa State University.
- William L. Coleman** (1971), Assistant Professor, Anthropology. Emeritus (1998). B.A., Western Kentucky University; Ph.D., Indiana University at Bloomington.
- Alan D. Cook** (1991), Professor, Theatre. Emeritus (2007). B.A., M.F.A., University of Utah.
- James C. Cooley** (1965), Associate Professor, History. Emeritus (2000). B.A., Franklin College; M.A., Ph.D., Indiana University at Bloomington.

University History, Officers, and Faculty

- Nancy Courts** (1973), Associate Professor, Adult Health Nursing. Emerita (2005). B.S.N., Emory University; M.S.N., The University of North Carolina at Chapel Hill; Ph.D., The University of North Carolina at Greensboro.
- Richard Cox** (1960), Professor, School of Music. Emeritus (2002). B.A., M.A., The University of North Carolina at Chapel Hill; Diploma in Voice, Paris Conservator; Ph.D., Northwestern University.
- Donald G. Darnell** (1964), Professor, English. Emeritus (1994). B.S., Texas Tech University; M.A., University of Oklahoma Norman; Ph.D., University of Texas at Austin.
- Robert A. Darnell** (1949), Associate Professor, School of Music. Emeritus (1988). B.M., University of Colorado; M.M., University of Texas.
- Charles E. Davis** (1969), Associate Professor, English. Emeritus (1995). B.A., Davidson College; M.A., Ph.D., Emory University.
- John Deal** (2001), Dean, School of Music, Theatre and Dance. Emeritus (2012). B.M., M.M., Bowling Green State University; Ph.D., University of Iowa.
- Anthony J. DeCasper** (1975), Professor, Psychology. Emeritus (2010). B.A., Akron University; M.A., Ph.D., Emory University.
- Louise Deshaies** (1972), Assistant Catalog Librarian. Emerita (1987). B.A., Meredith College; M.S.L.S., The University of North Carolina at Chapel Hill.
- Margaret J. Dick** (1987), Associate Professor, School of Nursing. Emerita (2008). B.S.N., Washington State University; M.S., Boston University; Ph.D., University of Texas at Austin.
- Craig L. Dozier** (1960), Professor, Geography. Emeritus (1985). B.A., University of Wisconsin; M.A., University of Maryland; Ph.D., Johns Hopkins University.
- Robert G. Eason** (1967), Professor, Psychology. Emeritus (1994). B.A., M.A., Ph.D., University of Missouri.
- Lois V. Edinger** (1962), Professor, Curriculum and Instruction. Emerita (1988). B.A., Meredith College; M.Ed., Ph.D., The University of North Carolina at Chapel Hill.
- James N. Ellis** (1963), Professor, English. Emeritus (1997). B.A., M.A., University of Oklahoma Norman; Ph.D., University of Texas at Austin.
- Betty Epanchin** (2001), Associate Dean, School of Education. Emerita (2011). B.A., M.Ed., Ed.D., Duke University.
- Richard A. Ehrhardt** (1982), Professor, Information Systems and Operations Management. Emeritus (2013). B.S., The Cooper Union; M.S., University of Massachusetts; M.S., University of California, Berkeley; Ph.D., Yale University.
- Betty R. Erlandson** (1977), Associate Professor, School of Nursing. Emerita (1985). B.S.N., M.S.N., Boston University.
- Kathryn F. Eskey** (1966), Associate Professor, School of Music. Emerita (1992). B.M., Woman's College of North Carolina; M.M., New England Conservatory of Music; D.M.A., University of Michigan Ann Arbor.
- Marilyn L. Evans** (1973), Associate Professor, School of Nursing. Emerita (2002). B.S., Skidmore College; M.Ed., Teachers College, Columbia University; Ph.D., The University of North Carolina at Chapel Hill.
- Lawrence D. Fadely** (1969), Associate Professor, Communication and Theatre. Emeritus (1994). B.A., Florida State University; M.F.A., University of Georgia; Ph.D., University of Pittsburgh.
- Michael F. Farona** (1990), Professor, Chemistry and Biochemistry. Emeritus (2003). B.S., Western Reserve University; M.Sc., Ph.D., The Ohio State University.
- Grace B. Farrior** (1957), Head Acquisitions Librarian. Emerita (1983). B.A., Meredith College; M.S.L.S., The University of North Carolina at Chapel Hill.
- Betty L. Feather** (1990), Professor, Consumer, Apparel, and Retail Studies. Emerita (1999). A.B., Heidelberg College; M.S., Purdue University; Ph.D., University of Missouri Columbia.
- Thomas K. Fitzgerald** (1970), Professor, Anthropology. Emeritus (2004). B.A., The University of North Carolina at Chapel Hill; M.A., Stanford University; Ph.D., The University of North Carolina at Chapel Hill.
- Mary B. Floyd** (1983), Associate Professor, History. Emerita (2010). B.A., Wilmington College; M.A., Ball State University; Ph.D., Indiana University at Bloomington.
- Sherri R. Forrester** (1962), Associate Professor, Chemistry and Biochemistry. Emerita (1992). B.S., Duke University; Ph.D., Northwestern University.

- Eileen C. Francis** (1965), Assistant Professor, Clothing and Textiles. Emerita (1990). B.S., M.S., Ph.D., The Pennsylvania State University.
- Lavina M. Franck** (1972), Assistant Professor, Clothing and Textiles. Emerita (1986). B.S., University of Illinois; M.S., University of Wisconsin.
- Marilyn Friend** (1999), Professor, Specialized Education Services. Emerita (2011). B.S., Butler University; M.S., Ph.D., Indiana University.
- John Gamble** (1985), Professor, Dance. Emeritus (2012).
- Virginia Gangstad** (1939), Associate Professor, Biology. Emerita (1979). B.A., M.A., Ph.D., University of Illinois.
- Aubrey S. Garlington** (1977), Professor, School of Music. Emeritus (1997). B.M., Baylor University; M.A., University of Chicago; Ph.D., University of Illinois Urbana-Champaign.
- Robert E. Gatten Jr.** (1978), Assistant to the Dean, College of Arts and Sciences. Professor, Biology. Emeritus (2006). B.S., M.A., College of William and Mary; Ph.D., University of Michigan Ann Arbor.
- Dwight L. Gentry** (1970), Professor, School of Business and Economics. Emeritus (1983). B.A., Elon College; M.B.A., Northwestern University; Ph.D., University of Illinois.
- Karl R. Gentry** (1965), Associate Professor, Mathematics and Statistics. Emeritus (2000). B.S., Wake Forest University; M.A., Ph.D., University of Georgia.
- Robert R. Gerhart III** (1973), Associate Professor, Art. Emeritus (2006). B.F.A., Pratt Institute; M.F.A., Tyler School of Art, Temple University.
- Ethel C. Glenn** (1972), Professor, Communication Studies. Emerita (1995). B.F.A., University of Texas at Austin; M.S., North Texas State University; Ph.D., University of Texas at Austin.
- Bert A. Goldman** (1965), Professor, Curriculum and Instruction. Emeritus (2008). B.A., University of Maryland College Park; M.Ed., The University of North Carolina at Chapel Hill; Ed.D., University of Virginia.
- William O. Goode** (1974), Associate Professor, Romance Languages. Emeritus (2005). B.A., Washington and Lee University; M.A., Ph.D., Duke University.
- Jean Gordon** (1964), Associate Professor, History. Emerita (1994). B.A., M.A., The Pennsylvania State University; Ph.D., University of Wisconsin Madison.
- Joan Gregory** (1964), Professor, Art. Emerita (1990). A.B., University of Montevallo; M.A., Ed.D., George Peabody College of Vanderbilt.
- Kelley E. Griffith** (1968), Associate Professor, English. Emeritus (2002). B.A., Wake Forest University; M.A., Ph.D., University of Pennsylvania.
- George P. Grill** (1963), Professor, Information Systems and Operations Management. Emeritus (1996). B.S., M.A., Appalachian State University; Ed.D., University of North Dakota.
- Walter H. Hagaman** (1970), Associate Professor, Library and Information Studies. Emeritus (1993). B.S., M.A., Appalachian State University; Ed.D., Virginia Commonwealth University.
- Gaylord T. Hageseth** (1965), Professor, Physics and Astronomy. Emeritus (2003). B.S., The University of North Carolina at Chapel Hill; M.S., Ph.D., Catholic University of America.
- Mary Helms-Van Stone** (1979), Professor, Anthropology. Emerita (2004). B.A., The Pennsylvania State University; M.A., Ph.D., University of Michigan.
- Herbert T. Hendrickson** (1967), Associate Professor, Biology. Emeritus (2001). B.S., Ph.D., Cornell University.
- Harvey B. Herman** (1969), Professor, Chemistry and Biochemistry. Emeritus (2003). B.S., Polytechnic Institute of Brooklyn; Ph.D., Syracuse University.
- David G. Herr** (1973), Associate Professor, Mathematics and Statistics. Emeritus (2002). B.E.E., M.S., Georgia Institute of Technology; Ph.D., The University of North Carolina at Chapel Hill.
- Charlotte A. Herrick** (1996), Professor, School of Nursing. Emerita (2002). B.S.N., Columbia Presbyterian School of Nursing; M.A., University of Illinois Springfield; M.S.N., Southern Illinois University Edwardsville; Ph.D., Southern Illinois University Carbondale.

University History, Officers, and Faculty

- Gerald L. Hershey** (1976), Professor, Information Systems and Operations Management. Emeritus (2011). B.S., Shippensburg State College; M.S., Ph.D., Indiana University at Bloomington.
- John J. Hidore** (1980), Professor, Geography. Emeritus (2001). B.A., State College of Iowa; M.A., Ph.D., State University of Iowa.
- Theodore Hildebrandt** (1976), Professor, Mathematics. Emeritus (1993). A.B., A.M., University of Michigan; S.M., Massachusetts Institute of Technology; Ph.D., University of Michigan.
- Barbara F. Hill** (1975), Professor, School of Music. Emerita (1994). B.A., University of Rochester; B.M., M.M., Eastman School of Music, University of Rochester; D.M.A., University of Colorado.
- Shirl J. Hoffman** (1985), Professor, Kinesiology. Emeritus (2006). B.S., King's College; M.A., Ed.D., Teacher's College, Columbia University.
- Elizabeth Holder** (1963), Head Reference Librarian. Emerita (1976). B.A., Salem College; M.S.L.S., The University of North Carolina at Chapel Hill.
- Margaret K. Horney** (1961), Assistant Catalog Librarian. Emerita (1973). B.A., Woman's College of North Carolina; B.S.L.S., Columbia University.
- Arthur B. Hunkins** (1965), Associate Professor, School of Music. Emeritus (1997). B.A., Oberlin College; M.F.A., Ohio University; D.M.A., University of Michigan.
- D. Michelle Irwin** (1978), Associate Professor, Curriculum and Instruction. Emerita (2001). B.A., Ph.D., University of Minnesota Twin Cities.
- John Lee Jellicorse** (1974), Professor, Media Studies. Emeritus (2010). A.B., University of Tennessee, Knoxville; Ph.D., Northwestern University.
- John R. Jezorek** (1970), Professor, Chemistry and Biochemistry. Emeritus (2004). B.S., Loyola College in Maryland; Ph.D., University of Delaware.
- Joseph E. Johnson** (1969), Professor, Business Administration. Emeritus (2000). B.A., The University of North Carolina at Chapel Hill; M.B.A., D.B.A., Georgia State University.
- Mildred B. Johnson** (1965), Professor, Child Development and Family Relations. Emerita (1991). B.S., M.S., Northern Illinois University; Ph.D., University of Wisconsin.
- Phyllis Webster Jones** (1978), Professor, Accounting. Emerita (1990). B.S., M.S., Indiana State University; Ed.D., Northern Illinois University; C.P.A., Indiana State University.
- Sarah W. Jones** (1952), Assistant Professor, School of Business and Economics. Emerita (1983). B.S., M.S., Woman's College of North Carolina.
- George Minor Joyce** (1935), Professor, Economics. Emeritus (1969). B.S., Indiana State Teachers College; M.S., University of Pittsburgh.
- G. Donald Jud** (1971), Professor, Business Administration. Emeritus (2004). B.A., M.B.A., University of Texas at Austin; Ph.D., University of Iowa.
- Virginia B. Karb** (1978), Associate Professor, Nursing. Emerita. Associate Dean, School of Nursing. B.S.N., West Virginia University; M.S.N., Case Western Reserve University; Ph.D., The University of North Carolina at Chapel Hill.
- Mary Elizabeth Keister** (1965), Excellence Fund Professor, School of Home Economics and School of Education. Emerita (1978). B.S., Woman's College of North Carolina; M.A., Iowa State University; Ph.D., University of Chicago.
- Claire Kelleher** (1968), Assistant Professor, Art. Emerita (1995). B.A., University of Toronto; M.A., University of Chicago; Ph.D., University of London.
- Robert L. Kelly** (1968), Associate Professor, English. Emeritus (2001). B.A., St. Benedict's College; M.A., University of Kansas; Ph.D., University of Oregon.
- Linda S. Kilgariff** (1970), Instructor, Mathematics and Statistics. Emerita (2009). B.A., M.A., The University of North Carolina at Greensboro.
- Charles Kim** (1990), Professor, Textile Products Design and Marketing. Emeritus (2004). B.S., Seoul National University; M.S., Georgia Institute of Technology; Ph.D., Clemson University.

- Karen King** (1976), Associate Professor, Public Health Education. Emerita (2005). B.S., M.S., Slippery Rock State College; Ph.D., Pennsylvania State University.
- George A. Kiorpes** (1965), Professor, School of Music. Emeritus (2010). B.M., M.M., Peabody Conservatory; D.M.A., Boston University.
- H. T. Kirby-Smith Jr.** (1967), Professor, English. Emeritus (2003). B.A., University of the South; M.A., Harvard University.
- Kathleen Kish** (1969), Professor, Romance Languages. Emerita (1998). B.A., University of California, Berkeley; M.A., Ph.D., University of Wisconsin Madison.
- Vira Rodgers Kivett** (1960), Professor, Human Development and Family Studies. Emerita (1999). B.S.H.E., Woman's College of North Carolina; M.S.H.E., Ph.D., The University of North Carolina at Greensboro.
- William E. Knox** (1963), Associate Professor, Sociology. Emeritus (1994). B.A., Colgate University; Ph.D., Cornell University.
- Jean P. Koenig** (1962), Associate Professor, Romance Languages. Emerita (2002). B.A., Aix Marseilles (France); M.A., The University of North Carolina at Chapel Hill; Docteur, L'Universite Toulouse (France).
- Kathleen M. Koestler** (1965), Associate Professor, Romance Languages. Emerita (2004). B.A., Sweet Briar College; M.A., Bryn Mawr College; Ph.D., Duke University.
- Setsuya Kotani** (1974), Associate Professor, Art. Emeritus (1999). B.F.A., University of Hawaii Manoa; M.F.A., Columbia University in the City of New York.
- Ramiro Lagos** (1965), Professor, Romance Languages. Emeritus (1993). B.A., La Porciuncula (Colombia); M.A., Ph.D., Universidad Javeriana (Colombia).
- Frank P. Land** (1979), Associate Professor, Business Administration. Emeritus (2001). B.A., J.D., University of Colorado Boulder; M.B.A., University of Maryland College Park.
- Garrett W. Lange** (1981), Professor, Human Development and Family Studies. Emeritus (2007). B.A., West Virginia Wesleyan College; M.A., University of New Hampshire; Ph.D., Pennsylvania State University.
- Steven J. Lautermilch** (1973), Associate Professor, English. Emeritus (1994). B.A., John Carroll University; M.A., Ohio University; Ph.D., University of Michigan Ann Arbor.
- Lyn Lawrance** (1985), Associate Professor, Public Health Education. Associate Provost for International Programs. Emerita (2008). B.Ed., B.Sc., University of Sydney (Australia); M.S., Ph.D., University of Illinois Urbana-Champaign.
- P. Scott Lawrence** (1970), Associate Professor, Psychology. Emeritus (2005). B.S., University of Maryland College Park; Ph.D., Arizona State University.
- Suzanne M. Lea** (1983), Professor, Mathematics and Statistics. Emerita (2006). B.A., Rice University; M.S., The Ohio State University; M.S., The University of North Carolina at Chapel Hill; Ph.D., Duke University.
- Thomas J. Leary** (1968), Associate Professor, Economics. Emeritus (1988). B.A., Northeastern University; M.A., Ph.D., The Ohio State University.
- Ernest W. Lee** (1966), Associate Professor, Curriculum and Instruction. Emeritus (1993). B.S., Clemson University; M.Ed., Ph.D., The University of North Carolina at Chapel Hill.
- Jo A. Leeds** (1974), Associate Professor, Art. Emeritus (1993). B.F.A., M.F.A., University of Texas at Austin; D.Ed., University of Oklahoma.
- Paul Lindsay** (1978), Associate Professor, Sociology. Emeritus (1999). A.B., Princeton University; M.Div., Union Theological Seminary; M.A., Miami University; Ph.D., The University of North Carolina at Chapel Hill.
- Cheryl A. Logan** (1974), Professor, Psychology and History. Emerita (2011). B.A., Southern Methodist University; Ph.D., University of California, San Diego.
- Louise Lowe** (1941), Associate Professor, School of Home Economics. Emerita (1973). B.S., Georgia State College for Women; M.S., University of Georgia.
- Ernest A. Lumsden** (1966), Professor, Psychology. Emeritus (1996). B.A., University of Richmond; Ph.D., Duke University.

University History, Officers, and Faculty

- Carol Marsh** (1978), Professor, School of Music. Emerita (2007). B.A., Stanford University; M.Phil., Ph.D., City University of New York.
- Jan G. McArthur** (1977), Associate Professor, Interior Architecture. Emerita (1995). B.S.H.E., M.A., The University of North Carolina at Greensboro.
- Francis J. McCormack** (1967), Professor, Physics and Astronomy. Emeritus (2006). B.S., Spring Hill College; Ph.D., Florida State University.
- Vicki McCready** (1983), AP Professor, Communication Sciences and Disorders. Emerita (2012). B.A., The University of Alabama; M.A., Case Western Reserve University.
- Donald L. McCrickard** (1975), Associate Professor, Economics. Associate Dean Emeritus (2011). B.A., Ph.D., The University of North Carolina at Chapel Hill.
- Eleanor F. McCrickard** (1976), Professor, School of Music. Emerita (2006). B.A., B.M., Birmingham-Southern College; M.M., University of Michigan Ann Arbor; Ph.D., The The University of North Carolina at Chapel Hill.
- Martha R. McEnally** (1980), Associate Professor, Business Administration. Emerita (2004). B.A., Duke University; M.B.A., The University of North Carolina at Chapel Hill; Ph.D., University of Texas at Austin.
- Rosemary McGee** (1954), Professor, Kinesiology. Emerita (1989). B.S., Southwest Texas State University; M.S., University of Illinois; Ph.D., State University of Iowa.
- Ronald R. McIrvin** (1968), Assistant Professor, Anthropology. Emeritus (1996). B.A., University of Colorado Boulder; Ph.D., University of Kansas.
- William K. McRae** (1970), Director of Student Health Center and Clinical Professor, School of Nursing. Emeritus (1991). B.S., M.D., Wake Forest University.
- Charles D. Mecimore** (1979), Professor and Department Head, Accounting. Emeritus (1998). B.S., Pfeiffer College; M.S., The University of North Carolina at Chapel Hill; Ph.D., University of Alabama Birmingham; C.P.A., State of North Carolina, CMA.
- Frank T. Melton** (1967), Professor, History. Emeritus (2009). B.A., University of the South; M.A., Vanderbilt University; Ph.D., University of Wisconsin Madison.
- R. F. Mengert** (1971), Assistant Professor, Educational Leadership and Cultural Foundations. Emeritus (1997). B.S., The Ohio State University; M.Ed., Kent State University; Ph.D., The Ohio State University.
- B. D. Meyers** (1970), Associate Professor, Political Science. Emeritus (2005). B.A., State University of New York at Binghamton; M.A., Boston University; Ph.D., University of California-Los Angeles.
- Herman D. Middleton** (1956), Professor, Communication and Theatre. Emeritus (1990). B.A., M.A., Columbia University; Ph.D., University of Florida.
- Benton E. Miles** (1971), Professor, Business Administration. Emeritus (2011). B.S., M.S., Virginia Polytechnic Institute and State University; Ph.D., The Ohio State University.
- Marilyn L. Miller** (1987), Professor, Library and Information Studies. Emerita (1996). B.S., University of Kansas; A.M.L.S., Ph.D., University of Michigan Ann Arbor.
- Robert L. Miller** (1968), Professor, Chemistry and Biochemistry. Emeritus (1998). B.S., M.S., Chicago Institute of Technology; Ph.D., University of Illinois.
- Emilie Ward Mills** (1972), Special Collections Librarian. Emerita (1997). B.A., M.F.A., The University of North Carolina at Greensboro; M.S., University of Illinois.
- Jane T. Mitchell** (1970), Associate Professor, Curriculum and Instruction and Romance Languages. Emerita (1996). B.A., Mary Baldwin College; M.A., George Washington; Ph.D., The University of North Carolina at Chapel Hill.
- William E. Moran** (1979), Professor, Business Administration. Emeritus (1997). B.A., Princeton University; M.B.A., Harvard University; Ph.D., University of Michigan.
- Joseph B. Mountjoy** (1969), Professor, Anthropology. Emeritus (2009). B.A., University of Illinois Urbana-Champaign; Ph.D., Southern Illinois University Carbondale.
- Robert B. Muir** (1966), Associate Professor, Physics and Astronomy. Emeritus (2006). B.A., Maryville College; M.S., Ph.D., University of Tennessee Knoxville.

- Virginia B. Newbern** (1986), Professor, School of Nursing. Emerita (1995). B.S.N., Old Dominion University; M.P.H., The University of North Carolina at Chapel Hill; Ph.D., North Texas State University.
- Elizabeth W. Newland** (1967), Head Catalog Librarian. Emerita (1984). B.A., Woman's College of The University of North Carolina; A.B.L.S., The University of North Carolina at Chapel Hill.
- Mariana Newton** (1969), Associate Professor, Communication Sciences and Disorders. Emerita (2000). B.A., M.A., University of Redlands; Ph.D., Northeastern University.
- Robert P. Newton** (1970), Professor, German and Russian. Emeritus (1994). B.A., M.A., Rice University; Ph.D., Johns Hopkins University.
- Judith A. Niemeyer** (1990), Professor, Specialized Education Services. Emerita (2011). B.A., Thomas More College; M.Ed., Xavier University; Ph.D., Vanderbilt University.
- Terence A. Nile** (1975), Professor, Chemistry and Biochemistry. Emeritus (2012). B.Sc., M.Sc., Ph.D., The University of Sussex (United Kingdom).
- Billie G. Oakland** (1977), Professor, Clothing and Textiles. Emerita (1997). B.A., Blue Mountain College; M.S.H.E., University of Alabama; Ph.D., The Pennsylvania State University.
- Marion O'Brien** (2001), Professor, Human Development and Family Studies. Emerita (2012). B.A., Gettysburg College; M.A., Ph.D., University of Kansas.
- David M. Olson** (1971), Professor, Political Science. Emeritus (2000). B.A., M.A., Ph.D., University of California, Berkeley.
- Mary W. Olson** (1989), Professor, Curriculum and Instruction. Emerita (1997). B.A., Trinity University; M.Ed., Southwest Texas State University; Ph.D., University of Texas at Austin.
- William L. Osborne** (1970), Associate Professor, Counseling and Educational Development. Emeritus (2000). B.S.Ed., The Ohio State University; M.Ed., Ohio University; Ed.D., Western Michigan University.
- Odessa Patrick** (1968), Instructor, Biology. Emerita (1996). B.S., North Carolina A&T State University; M.A., The University of North Carolina at Greensboro.
- Lynne G. Pearcey** (1989), Dean, School of Nursing. Emerita. A.D.N., Paducah Junior College; B.S.N., Eastern Kentucky University; M.S.N., Ph.D., University of Kentucky.
- Sandra M. Powers** (1973), Associate Professor, Curriculum and Instruction. Emerita (1999). B.A., University of Richmond; M.A., Ph.D., University of Connecticut.
- Ruth R. Prince** (1963), Assistant Catalog Librarian. Emerita (1977). B.A., Meredith College; B.S. in L.S., The University of North Carolina at Chapel Hill.
- William W. Purkey** (1976), Professor, Counseling and Educational Development. Emeritus (2003). B.S., M.Ed., Ed.D., University of Virginia.
- Martha Williams Rallings** (1922), Head Circulation Librarian. Emerita (1997). B.A., Mars Hill College; B.A., Carson-Newman College.
- Sandra D. Reed** (1966), Visiting Associate Professor, School of Nursing. Emerita (2000). B.S.N., The University of North Carolina at Chapel Hill; M.S.N., Boston University; Ph.D., The University of North Carolina at Chapel Hill.
- Sarah M. Robinson** (1976), Associate Professor, Kinesiology. Emerita (1998). B.S., The University of North Carolina at Greensboro; M.S., Springfield College; Ph.D., University of Wisconsin.
- Hyman Rodman** (1975), Professor, Human Development and Family Studies. Emeritus (1996). B.A., M.A., McGill University (Canada); Ph.D., Harvard University.
- Robert B. Rosthal** (1961), Professor, Philosophy. Emeritus (1992). B.A., University of Wisconsin; M.A., University of Chicago; Ph.D., University of Michigan Ann Arbor.
- Christopher J. Ruhm** (1991), Professor, Economics. Emeritus (2011). B.A., M.A., Ph.D., University of California, Berkeley.
- Ann P. Saab** (1965), Professor, History. Associate Dean, Graduate School. Emerita (1998). B.A., Wellesley College; M.A., Ph.D., Radcliffe College.

University History, Officers, and Faculty

- Walter L. Salinger** (1972), Professor, Psychology. Emeritus (2010). B.A., University of Houston; Ph.D., University of California, Los Angeles.
- José Sánchez-Boudy** (1965), Professor, Romance Languages. Emeritus (1998). B.A., Champagnat (Cuba); M.A., The University of North Carolina at Chapel Hill; Doctor en Derecho, Havana (Cuba); Diploma de Doctor, Madrid (Spain).
- Mary K. Sandford** (1988), Professor, Anthropology. Emerita (2007). B.A., Henderson State University; M.A., Ph.D., University of Colorado Boulder.
- Sarah Sands** (1958), Associate Professor, Biology. Emerita (1986). B.S., Salem College; M.T., Wake Forest University; M.S., University of Tennessee.
- Karl A. Schleunes** (1971), Professor, History. Emeritus (2010). B.A., Lakeland College; M.A., Ph.D., University of Minnesota.
- Loren L. Schweninger** (1971), Professor, History. Emeritus (2012). B.A., M.A., University of Colorado; Ph.D., University of Chicago.
- Thomas B. Scullion** (1979), Professor, Social Work. Emeritus (1998). B.S., St. Peter's College; M.S.W., Fordham University; Ph.D., Brandeis University.
- Terry G. Seaks** (1972), Professor, Economics. Emeritus (1996). B.A., Washington and Lee University; M.A., Ph.D., Duke University.
- John J. Seta** (1976), Professor, Psychology. Emeritus (2013). B.A., Manhattan College; M.A., Ph.D., University of Texas at Arlington.
- Chiranjil L. Sharma** (1963), Professor, Curriculum and Educational Foundations. Emeritus (1994). B.A., Agra (India); M.A., Aligarh (India); Ph.D., University of Chicago; Ph.D., University of London.
- Helen A. Shaw** (1989), Professor, Nutrition. Emerita (2000). B.S., University of Kentucky; M.S., Ph.D., University of Wisconsin Madison.
- David H. Shelton** (1965), Professor, Economics. Emeritus (1993). B.A., Millsaps College; M.A., Ph.D., The Ohio State University.
- Richard B. Sher** (1974), Professor, Mathematics and Statistics. Emeritus (1996). B.S., Michigan Technological University; M.S., Ph.D., University of Utah.
- James W. Sherbon** (1975), Professor, School of Music. Emeritus (2002). B.M.E., M.S., Emporia State University; Ph.D., University of Kansas.
- Sarah M. Shoffner** (1964), Assistant Professor, Human Development and Family Studies. Emerita (2005). B.S.H.E., Woman's College of North Carolina; M.S.H.E., Ph.D., The University of North Carolina at Greensboro.
- Edgar H. Shroyer** (1978), Professor, Specialized Education Services. Emeritus (2006). B.S., The Ohio State University; M.S., Gallaudet University; Ph.D., University of Pittsburgh.
- Richard L. Shull** (1969), Professor, Psychology. Emeritus (2006). B.A., Brown University; Ph.D., Arizona State University.
- J. David Smith** (2005), Professor, Specialized Education Services. Emeritus (2011). B.S., M.S., Virginia Commonwealth; Ph.D., Columbia University.
- Rebecca M. Smith** (1958), Professor, Child Development and Family Relations. Emerita (1991). B.S., M.S., Ph.D., The University of North Carolina at Greensboro.
- Roch C. Smith** (1970), Professor, Romance Languages. Emeritus (2003). B.A., M.A.T., University of Florida; M.A., Ph.D., Emory University.
- Tommie Lou Smith** (1951), Assistant Professor, School of Business and Economics. Emerita (1975). B.A., M.A., East Carolina University.
- David R. Soderquist** (1968), Professor, Psychology. Emeritus (2002). B.S., M.S., Utah State University; Ph.D., Vanderbilt University.
- Marian K. Solleder** (1966), Professor, Public Health Education. Emerita (1988). B.A., Oberlin College; M.A., University of Iowa; Ph.D., The Ohio State University.
- Christopher Spencer** (1970), Professor, English. Emeritus (1991). B.A., Princeton University; M.A., Ph.D., Yale University.

- Robert O. Stephens** (1961), Professor, English. Emeritus (1994). B.A., Texas A&M University Kingsville; M.A., Ph.D., University of Texas at Austin.
- Virginia J. Stephens** (1962), Associate Professor, Social Work. Emerita (1994). B.A., Meredith College; M.S.S.W., University of Texas at Austin.
- Robert R. Stinson** (1966), Associate Professor, Romance Languages. Emeritus (1995). B.A., Lenoir-Rhyne College; M.A., Ph.D., The University of North Carolina at Chapel Hill.
- Susan W. Stinson** (1979), Professor, Dance. Emerita (2013). B.A., Hood College; M.A., George Washington University; Ed.D., The University of North Carolina at Greensboro.
- Richard A. Swanson** (1980), Professor, Kinesiology. Emeritus (2007). B.S., M.Ed., Wayne State University; Ph.D., The Ohio State University.
- Martha L. Taylor-Hawkins** (1991), Associate Professor, Nutrition. Emerita (2011). B.S., University of Delaware; M.S., Ph.D., University of Maryland College Park.
- Charles P. R. Tisdale** (1967), Associate Professor, English. Emeritus (2005). B.A., University of the South; M.A., Ph.D., Princeton University.
- Arthur R. Tollefson** (1984), Professor, School of Music. Dean Emeritus (2002). A.B., D.M.A., M.A., Stanford University.
- William M. Tucker** (1962), Assistant Professor, English. Emeritus (1995). B.A., Wofford College; M.A., Vanderbilt University.
- Catherine M. Turner** (1971), Associate Professor, School of Nursing. Emerita (1988). Ph.B., Siena Heights University; B.S.N., M.S.N., Catholic University.
- Nancy N. Vacc** (1987), Professor, Curriculum and Instruction. Emerita (2003). B.S., Crane School of Music; M.S., State University of New York at Fredonia; Ed.D., The University of North Carolina at Greensboro.
- Jan E. Van Dyke** (1989), Professor and Head of Department, Dance. Emerita. B.S., University of Wisconsin; M.A., University of Washington; Ed.D., The University of North Carolina at Greensboro.
- Jacqueline H. Voss** (1982), Professor, Human Environmental Sciences. Emerita (1992). B.S., M.S., Ed.D., University of Nebraska.
- Lucille M. Wakefield** (1979), Professor, Nutrition. Emerita (1991). B.S., M.S., University of Connecticut; Ph.D., The Ohio State University.
- Mary K. Wakeman** (1973), Associate Professor, Religious Studies. Emerita (1997). B.A., Cornell University; M.A., Ph.D., Brandeis University.
- James Allen Watson** (1970), Professor, Human Development and Family Studies. Emeritus (1999). B.S., M.S., Ph.D., University of Georgia.
- James K. Weeks** (1976), Professor, Information Systems and Operations Management. Dean Emeritus (2011). B.S., Methodist College; M.B.A., East Carolina University; Ph.D., University of South Carolina.
- Herbert Wells** (1968), Professor, Psychology. Emeritus (1998). B.A., Duke University; M.S., Ph.D., Yale University.
- Pamela O. Werstlein** (1975), Assistant Professor, School of Nursing. Emerita (2001). B.S.N., East Carolina University; M.N., University of Florida; Ph.D., The University of North Carolina at Greensboro; Post-Master F.N.P., East Carolina University.
- Shirley B. Whitaker** (1960), Associate Professor, Romance Languages. Emerita (1995). B.A., M.A., Duke University; Ph.D., The University of North Carolina at Chapel Hill.
- Jacquelyn W. White** (1971), Professor and Associate Dean, Psychology. Emerita (2012). B.A., M.A., Ph.D., Kent State University.
- Richard T. Whitlock** (1967), Associate Professor, Physics and Astronomy. Emeritus (1993). B.S., Capital University; M.S., Ph.D., Case Western Reserve University.
- Linda F. Wightman** (2001), Professor, Educational Research Methodology. Emerita (2004). B.A., Temple University; M.A., Montclair State College; Ed.D., Rutgers, The State University of New Jersey.
- J. K. Williams** (1970), Professor and Department Head, Music Studies. Emeritus (2013). B.M.E., M.M., Ph.D., Indiana University.

University History, Officers, and Faculty

James F. Wilson (1964), Professor, Biology. Emeritus (1990). B.S., Southern Illinois University; M.S., Iowa State University; Ph.D., Stanford University.

Charles J. Woelfel (1978), Professor, Accounting. Emerita (1993). Ph.D., University of Notre Dame; M.S., Butler University; Ph.D., University of Texas at Austin; C.P.A., State of Texas.

Lela A. Zacharias (1975), Professor, English. Emerita (2008). B.A., Indiana University at Bloomington; M.A., Hollins College; M.F.A., University of Arkansas.

LIBRARY FACULTY

Faculty lists updated in November 2013.

Rosann Bazirjian (2004), Dean of University Libraries. B.A., Herbert H. Lehman College of the City University of New York; M.S., Columbia University; M.S.Sc., Syracuse University.

Elizabeth R. Bernhardt (2000), Assistant Dean for Collections and Scholarly Communications. B.A., The University of North Carolina at Chapel Hill; M.L.I.S., The University of South Carolina.

Nataly R. Blas (2012), Diversity Resident Librarian. B.A., M.L.I.S., Florida State University.

A. Kathy Bradshaw (2010), Human Resources Librarian. B.A., Spelman College; M.S., New School for Social Research; M.L.I.S., Rutgers, The State University of New Jersey.

Terry W. Brandsma (1998), Information Technology Librarian. B.S., U.S. Coast Guard Academy; M.S., Long Island University.

Timothy Bucknall (1994), Assistant Dean for Information Technology and Electronic Resources. Head, Electronic Resources and Information Technology. B.A., University of Texas at Austin; M.A., M.L.S., The University of North Carolina at Chapel Hill.

Mary Jane Conger (1977), Head, Cataloging. B.A., Mary Baldwin College; M.A., University of Virginia; M.S.L.S., The University of North Carolina at Chapel Hill.

Anna Craft (2011), Metadata Cataloger. B.S., Mary Washington College; M.S.L.S., The University of North Carolina at Chapel Hill.

Steven M. Cramer (2001), Assistant Reference Librarian. B.A., University of Michigan, Ann Arbor; M.L.S., The University of North Carolina at Chapel Hill.

Kathryn M. Crowe (1983), Associate Dean for Public Services. B.A., Randolph-Macon College; M.L.S., Indiana University; M.A., University of Georgia.

Michael Crumpton (2007), Assistant Dean of Administrative Services. B.S., University of Central Florida; M.L.S., University of Kentucky.

Jenny Dale (2010), First Year Instructional Coordinator Librarian. B.A., M.S.L.S., The University of North Carolina at Chapel Hill.

Sarah B. Dorsey (1994), Head, Music Division. B.M., Stetson University; M.M., Boston University; M.L.S., The University of Arizona.

Christine M. Fischer (2005), Head of Acquisitions. B.A., East Tennessee State University, M.S.L.S., The University of North Carolina at Chapel Hill.

Keith P. Gorman (2010), Assistant Head of Special Collections and University Archives. B.A., Loyola University; M.A., Ph.D., University of Wisconsin; M.L.S., Simmons College.

Karen S. Grigg (2013), Science Liaison Librarian. B.A., Old Dominion University. M.L.I.S., The University of North Carolina at Chapel Hill.

J. David Gwynne Jr. (2010), Digital Projects Coordinator. B.A., M.L.I.S., The University of North Carolina at Greensboro.

Amy Harris (2006), Reference and Information Literacy Librarian. B.A., The University of North Carolina at Chapel Hill; M.L.I.S., The University of North Carolina at Greensboro.

Paul W. Hessling (1986), Assistant Catalog Librarian. B.A., Wabash College; M.S.L.S., The University of North Carolina at Chapel Hill.

- Gerald V. Holmes** (1998), Assistant Reference Librarian. B.S., The University of North Carolina at Charlotte; M.S., The University of North Carolina at Chapel Hill; M.Ed., University of Cincinnati.
- Lynda Kellam** (2007), Data Services and Government Information Librarian. B.A., M.L.I.S., The University of North Carolina at Greensboro; M.A., University of Wisconsin-Madison
- Beth Ann Koelsch** (2008), Curator of the Women Veterans Historical Collection. B.A., Duke University; M.F.A., University of New Orleans; M.S.L.S., The University of North Carolina at Chapel Hill.
- Mary Krautter** (2007), Head, Reference and Instructional Services. B.A., M.A., Virginia Polytechnic Institute and State University; M.S.L.S., The University of North Carolina at Chapel Hill.
- Erin Lawrimore** (2011), University Archivist. B.A., Duke University; M.L.I.S., University of Texas at Austin.
- Lea Leininger** (2004), Life Sciences Reference Librarian. B.A., M.L.I.S., University of Texas at Austin.
- Barry K. Miller** (1998), Director of Communications and External Relations. B.A., Wake Forest University; M.S.L.S., The University of North Carolina at Chapel Hill.
- Jennifer E. Motszko** (2013), Manuscript Archivist. B.A., M.A., M.L.I.S., University of Wisconsin at Milwaukee.
- Mac Nelson** (2006), Cello Music Cataloger. B.A., Warren Wilson College; M.A., University of York; M.M., Appalachian State University; M.L.I.S., The University of North Carolina at Greensboro.
- Nancy B. Ryckman** (1977), Assistant Head Reference Librarian. B.A., AMLS, University of Michigan; M.Ed., The University of North Carolina at Greensboro.
- Mark Schumacher** (1978), Assistant Reference Librarian. B.A., Stanford University; M.A., M.L.S., State University of New York at Buffalo.
- Beth Filar Williams** (2008), Distance Education Librarian. B.A., Johns Hopkins University; M.L.S., University of Maryland.

ADJUNCT FACULTY

Faculty lists updated in November 2013.

The purpose of Adjunct Faculty appointments is to recognize the gratuitous contributions and expertise of persons who participate in the teaching and/or research of a given department.

- Omar Ali** (2011), Adjunct Associate Professor, History. B.Sc., London School of Economics and Political Science; Ph.D., Columbia University.
- Melony Allen** (2010), Adjunct Lecturer, Teacher Education and Higher Education. B.S., M.Ed., Ph.D., The University of North Carolina at Greensboro.
- Tariq Andrea** (2009), Adjunct Research Scientist, Chemistry and Biochemistry.
- Jennifer Arberg** (2011), Adjunct Lecturer, Teacher Education and Higher Education.
- Robert Aronson** (2001), Adjunct Associate Professor, Public Health Education. B.A., Wheaton College; M.P.H., The University of North Carolina at Chapel Hill; D.P.H., John Hopkins University.
- Shirley Atkinson** (2008), Adjunct Lecturer, Teacher Education and Higher Education.
- Arnold Barnes** (2003), Adjunct Associate Professor, Social Work. Ph.D., Washington University.
- Tamika Barnes** (2012), Adjunct Instructor, Library and Information Studies. B.A., The University of North Carolina at Chapel Hill; M.L.S., North Carolina Central University.
- Neus Barrantes-Vidal** (2010), Adjunct Associate Professor, Psychology. Ph.D., Universitat Autònoma de Barcelona.
- Ronny A. Bell** (2010), Adjunct Professor, Nutrition.
- Barbara H. Blake** (1992), Adjunct Associate Professor, Biology. B.A., Portland State University; M.S., Ph.D., Yale University.
- Humberto Boncristiani** (2012), Adjunct Research Associate, Biology. B.S., Universidade Estadual Paulista Julio de Mesquita Filho; M.Sc., Ph.D., University of Sao Paulo.

University History, Officers, and Faculty

Anna Brady (2011), Adjunct Assistant Professor, Educational Leadership and Cultural Foundations. B.A., High Point College; B.S., The University of North Carolina at Greensboro; M.A., M.A., North Carolina A&T State University.

Theresa M. Brodrick (2011), Adjunct Instructor, School of Nursing. B.S.N., University of Delaware; M.N., M.S.N., Villanova University; Ph.D., Capella University, Minneapolis.

LaVonne Brown (2009), Adjunct Lecturer, Teacher Education and Higher Education.

Lynda M. Brown (2005), Adjunct Assistant Professor, Nutrition. B.S., College of William and Mary; Ph.D., University of Maryland.

Cynthia Bullard (2012), Adjunct Lecturer, Teacher Education and Higher Education.

Ann Byerly (2009), Adjunct Research Associate, Teacher Education and Higher Education.

Becky Caison (2011), Adjunct Lecturer, Teacher Education and Higher Education.

Thomas (Mike) Callahan (2009), Adjunct Research Associate, Teacher Education and Higher Education.

Stephen J. Chabon (2010), Adjunct Instructor, School of Nursing. B.S., Virginia Commonwealth University Master of Physician Assistant Studies: Orthopaedics, University of Nebraska.

Jenny Chilton Clapp (2013), Adjunct Instructor, School of Nursing, B.S.N., M.S.N., The University of North Carolina at Greensboro.

Amy Dunbar Clegg (2012), Adjunct Instructor, School of Nursing, B.S.N., M.S.N., The University of North Carolina at Greensboro.

William Richard Cowling III (2011), Adjunct Professor, School of Nursing. B.S., University of Virginia; M.S., Virginia Commonwealth University; Ph.D., New York University.

Martha Cox (2009), Adjunct Professor, Human Development and Family Studies. B.S., University of Illinois, Urbana-Champaign; M.A, Ph.D., University of Virginia.

Rebecca A. Croxton (2012), Adjunct Instructor, Library and Information Studies. B.S., Valparaiso University; M.L.I.S., The University of North Carolina at Greensboro.

Yoko Crume (2006), Adjunct Assistant Professor, Social Work. Ph.D., The University of North Carolina at Chapel Hill.

Mary Beth Dailey (2008), Adjunct Research Associate, Teacher Education and Higher Education.

Stephanie S. Daniel (2007), Adjunct Associate Professor, Psychology. B.S., College of Charleston; M.A., Ph.D., The University of North Carolina at Greensboro.

Stephanie Davis (2009), Adjunct Lecturer, Teacher Education and Higher Education. B.S., M.Ed., Ph.D., The University of North Carolina at Greensboro.

Robert Dillard (2001), Adjunct Professor, Nutrition. Professor of Pediatrics, Wake Forest University, Bowman Gray School of Medicine. M.D., Yale University.

Nancy Doll (1998), Adjunct Lecturer, Art. B.F.A., Mundelein College; M.A., University of Iowa, Iowa City.

Billie M. Durham (2012), Adjunct Instructor, Library and Information Studies. A.A., Saint Mary's Junior College; A.B.Ed., The University of North Carolina at Chapel Hill; M.L.I.S., The University of North Carolina at Greensboro.

Xandra Eden (2005), Adjunct Assistant Professor, Art. B.F.A., Purchase College, State University of New York; M.A., Bard College.

Tammi Erving-Mengel (2013), Adjunct Instructor, School of Nursing. B.S.N., Alfred University; M.S.N., The University of North Carolina at Greensboro.

William K. Finley (2012), Adjunct Instructor, Library and Information Studies. B.A., College of William and Mary; M.L.S., University of South Carolina; M.A., University of Kentucky; Ph.D., Duke University.

Anna Floyd (2012), Adjunct Lecturer, Teacher Education and Higher Education.

Vaughna B. Galvin (2013), Adjunct Instructor, School of Nursing. B.S.N., Barton College; M.A., East Carolina University; M.S., Texas Christian University; DNAP, Virginia Commonwealth University.

Russell Gobble (2001), Adjunct Lecturer, Educational Leadership and Cultural Foundations. B.S., Appalachian State University; M.S.A., The University of North Carolina at Greensboro; Ed.D., Nova Southeastern University.

- Vickie Goines** (2008), Adjunct Research Associate, Teacher Education and Higher Education.
- Clifford Gonzales** (2013), Adjunct Assistant Professor, School of Nursing. B.S.N., Saint Louis University, Philippines; M.S.N., Ph.D., The University of North Carolina at Greensboro.
- Edward Goodman** (2010), Adjunct Lecturer, Educational Research Methodology. B.A., Pfeiffer University; M.S.A., North Carolina Agricultural and Technical State University.
- Erica Gray** (2009), Adjunct Lecturer, Teacher Education and Higher Education. B.S., East Carolina University; M.A., Appalachian State University; Ph.D., The University of North Carolina at Greensboro.
- Ann Grimaldi** (2001), Adjunct Lecturer, Art. B.A., Fairfield University; M.F.A., Texas Tech University; M.Ed., Springfield College.
- Kenneth Gruber** (2011), Adjunct Assistant Professor, Human Development and Family Studies. B.A., University of Virginia; M.A., Ph.D., The University of North Carolina at Greensboro.
- H. William Gruchow** (1995), Adjunct Professor, Nutrition. Professor, Public Health Education. B.S., M.S., Ph.D., University of Wisconsin Madison.
- Elaine Gustafson** (2009), Adjunct Assistant Professor, Art. B.A., Wheaton College; M.A., Ph.D., Brown University.
- Jillian Haeseler** (2009), Adjunct Lecturer, German and Russian. B.A., Guilford College; M.A., University of Heidelberg; M.A., D.A., Syracuse University.
- Yousef Haik** (2007), Adjunct Professor, Physics and Astronomy. B.S., University of Jordan; M.S., University of Iowa; Ph.D., Florida State University.
- Charlotte Hardy** (2002), Adjunct Lecturer, Specialized Education Services. B.A., M.Ed., Ph.D., The University of North Carolina at Greensboro.
- Cynthia Hardy** (1994), Adjunct Lecturer, Community and Therapeutic Recreation. B.S., M.A., Michigan State University.
- Beverly Harrelson** (2007), Adjunct Instructor, School of Nursing. A.D., Rockingham Community College; B.S.M., The University of North Carolina at Charlotte; M.S.N., The University of North Carolina at Greensboro.
- Cheryl A. Hausner** (2012), Adjunct Instructor, School of Nursing. B.S.N., Keuka College; M.S.N., State University of New York at Buffalo.
- James B. Hicks** (2010), Adjunct Instructor, School of Nursing. B.S.N., East Carolina University; M.S.N., The University of North Carolina at Greensboro.
- Gail H. Holmes** (2012), Adjunct Instructor, Library and Information Studies. B.S., North Carolina Agricultural and Technical State University; M.S., The University of North Carolina at Greensboro.
- Jessica A. Homyack** (2010), Adjunct Research Scientist, Biology. B.S., West Virginia University; M.S., University of Maine; Ph.D., Virginia Polytechnic Institute and State University.
- Kimberly L. Howard-Dillard** (2012), Adjunct Instructor, Library and Information Studies. B.S., The University of North Carolina at Greensboro; M.S., North Carolina Agricultural and Technical State University.
- Eleazer D. Hunt** (2008), Adjunct Professor, Geography. B.A., M.A., Ph.D., State University of New York at Buffalo.
- Glenn Jennings** (2009), Adjunct Clinical Professor, Psychology. B.A., University of Tennessee, Knoxville; M.D., University of Tennessee, Memphis.
- Brad Johnson** (2012), Adjunct Lecturer, Teacher Education and Higher Education.
- Danyel B. Johnson** (2012), Adjunct Instructor, School of Nursing. B.S.N., The University of North Carolina at Chapel Hill; M.S.N., The University of North Carolina at Greensboro.
- Judy Jones** (2008), Adjunct Lecturer, Teacher Education and Higher Education.
- Tom Jones** (2012), Adjunct Research Associate, Teacher Education and Higher Education.
- Carol W. Jordan** (2012), Adjunct Instructor, Library and Information Studies. B.A., The University of North Carolina at Charlotte; M.L.I.S., The University of North Carolina at Greensboro; M.Ed., The University of North Carolina at Charlotte; Ph.D., University of South Carolina.
- Karen S. Katula** (1998), Adjunct Associate Professor, Nutrition. Associate Professor, Department of Biology. B.A., Miami University; Ph.D., Northwestern University.

University History, Officers, and Faculty

- Kathleen Kearney** (2005), Adjunct Instructor, School of Nursing. B.S.N., University of Michigan; M.S.N., Medical College of Georgia.
- Lynda Kellam** (2013), Adjunct Lecturer, Political Science. B.A., The University of North Carolina at Greensboro; M.A., University of Wisconsin-Madison; M.L.I.S., The University of North Carolina at Greensboro.
- Margaret Kennedy** (2008), Adjunct Research Associate, Teacher Education and Higher Education.
- Lynn Kernodle** (2008), Adjunct Lecturer, Teacher Education and Higher Education. A.B., Greensboro College; M.Ed., Duke University; Ed.D., The University of North Carolina at Greensboro.
- Marjorie Kimbrough** (2011), Adjunct Lecturer, Teacher Education and Higher Education. A.B., Greensboro College; M.Ed., Duke University; Ed.D., The University of North Carolina at Greensboro.
- Kristen Anne King** (2010), Adjunct Assistant Clinical Professor, Psychology. Ph.D., University of Delaware.
- Grace Kissling** (2001), Adjunct Professor, Public Health Education. B.S., Georgia Institute of Technology; Ph.D., The University of North Carolina at Chapel Hill.
- Evangelia Kotsikorou** (2012), Adjunct Assistant Professor, Chemistry & Biochemistry. B.A., B.S., Montana State University; Ph.D., University of Illinois at Urbana-Champaign.
- Daria L. Kring** (2012), Adjunct Assistant Professor, School of Nursing. B.S.N., M.S.N., Ph.D., The University of North Carolina at Greensboro.
- Sarah A. Krive** (2012), Adjunct Lecturer, Languages, Literatures, and Cultures. B.A., Carleton College; M.A., Ph.D., University of Chicago.
- Mary Lou Kyle** (2004), Adjunct Lecturer, Teacher Education and Higher Education. B.A., High Point University; M.Ed., The University of North Carolina at Greensboro.
- Sarah A. Lackey** (2012), Adjunct Instructor, School of Nursing. B.S.N., Northern Illinois University; M.S.N., University of Alabama at Birmingham.
- Mike Land** (2011), Adjunct Research Associate, Teacher Education and Higher Education. B.S., North Carolina State University; M.A., East Carolina University.
- Ping-Yee Law** (2009), Adjunct Professor, Chemistry and Biochemistry. B.A., Luther College; Ph.D., University of California, San Francisco.
- Jo Leimenstoll** (2010), Adjunct Professor, History. B.F.A., The University of North Carolina at Chapel Hill; M.A., North Carolina State University.
- Esther M. Leise** (1991), Adjunct Assistant Professor, Psychology. B.S., University of Maryland College Park; Ph.D., University of Washington Seattle.
- Connie H. Lewter** (2012), Adjunct Instructor, School of Nursing. B.S.N., M.S.N., The University of North Carolina at Greensboro.
- Yunbo Li** (2013), Adjunct Professor, Biology. M.D., Shangdong Medical University; M.P.H., Shangdong Academy of Medical Sciences; Ph.D., Johns Hopkins University.
- Sallye A. Liner** (1988), Adjunct Assistant Professor, School of Nursing. B.S.N., East Tennessee State University; M.S.N., The University of North Carolina at Greensboro.
- Robert Lloyd** (2009), Adjunct Professor, Geography. B.A., California State College; M.A., The Ohio State University; Ph.D., The Pennsylvania State University.
- Debra C. Mack** (2012), Adjunct Instructor, School of Nursing. B.S.N., North Carolina Agricultural and Technical State University; M.S.N., The University of Phoenix.
- Dixie Massey** (2008), Adjunct Lecturer, Teacher Education and Higher Education. B.A., Colorado Christian University; M.Ed., Ph.D., The University of North Carolina at Greensboro.
- Kristin Maxey-Moore** (2011), Adjunct Lecturer, Educational Research Methodology. B.S., Western Carolina University; M.Ed., The University of North Carolina at Greensboro.
- Daniel Maxson** (2001), Adjunct Lecturer, Community and Therapeutic Recreation. B.S., West Virginia University; M.P.A., The University of North Carolina at Greensboro.

- Johanna Mazlo** (2011), Adjunct Assistant Professor, Chemistry & Biochemistry. B.A., East Stroudsburg University; Ph.D., University of Nebraska.
- Wendy McColskey** (1998), Adjunct Lecturer, Educational Research Methodology. B.A., Eckerd College; M.A., University of Florida; Ph.D., The Ohio State University.
- Linda F. McCutcheon** (1983), Adjunct Assistant Professor, School of Human Environmental Sciences. B.S., M.S., Ph.D.
- Linda McMasters** (2008), Adjunct Lecturer, Teacher Education and Higher Education.
- Richard McQuellon** (2008), Adjunct Clinical Professor, Psychology. B.S., University of Washington; M.A., Appalachian State University; Ph.D., Michigan State University.
- Sue Mercier** (2008), Adjunct Lecturer, Teacher Education and Higher Education.
- Barry Miller** (1998), Adjunct Lecturer, Library and Information Studies. Special Projects Librarian, Jackson Library. B.A., Wake Forest University; M.S.L.S., The University of North Carolina at Chapel Hill.
- Richard J. Moniz** (2012), Adjunct Instructor, Library and Information Studies. B.A., M.A., Rhode Island College; M.L.I.S., The University of Rhode Island; Ed.D., Florida International University.
- Wayne R. Moore** (1998), Adjunct Associate Professor, Social Work. Ph.D., The University of South Carolina.
- Brenda C. Murphy** (2003), Adjunct Instructor, School of Nursing. B.S.N., M.S.N., The University of North Carolina at Greensboro.
- Truls Ostbye** (2005), Adjunct Professor, Nutrition. M.P.H., Harvard University; M.B.A., Heriot-Watt University; M.D., Ph.D., University of Bergen (Norway).
- Sandra M. Ouellette** (1991), Adjunct Assistant Professor, School of Nursing. Diploma, Watts Hospital School of Nursing; Certificate in Anesthesia, N.C. Baptist Hospital School of Nursing; B.S., Guilford College; M.Ed., The University of North Carolina at Greensboro, FAAN.
- Maryellen Paton** (2003), Adjunct Instructor, School of Nursing. M.S.N., The University of North Carolina at Greensboro; B.S.N., Wagner College.
- Roxanne Patty** (2011), Adjunct Research Associate, Teacher Education and Higher Education.
- C. Chris Payne** (2000), Adjunct Associate Professor, Human Development and Family Studies. B.A., Pfeiffer College; M.Ed., Ph.D., The University of North Carolina at Greensboro.
- Rosemary D. Payne** (2012), Adjunct Instructor, School of Nursing. B.S.N., Liberty University; M.S.N., Morgan State University.
- Cedric John Pearce** (2009), Adjunct Professor, Chemistry and Biochemistry. B.Sc., Ph.D., The University of Southampton, England.
- Susan H. Pedaline** (2012), Adjunct Instructor, School of Nursing. B.S.N., Slippery Rock University; M.S.N., Carlow College; D.N.P., University of Pittsburgh.
- Warner Phelps** (2003), Adjunct Professor, Geography. B.S., Southwestern Memphis; Ph.D., University of Tennessee.
- Deidre M. Posey** (2008), Adjunct Instructor, Social Work. M.S.W., North Carolina Agricultural and Technical State University/The University of North Carolina at Greensboro.
- Ann Powers** (2002), Adjunct Lecturer, Community and Therapeutic Recreation. B.S., North Carolina State University; M.S., The University of North Carolina at Greensboro.
- Marilyn Pretty** (2008), Adjunct Lecturer, Teacher Education and Higher Education.
- Penelope J. Pynes** (2001), Adjunct Instructor, German and Russian. B.S., M.A., University of Alabama Birmingham; Ph.D., The University of North Carolina at Chapel Hill.
- Wilson Radding** (2011), Adjunct Assistant Professor, Chemistry and Biochemistry. B.A., Swathmore College; Ph.D., University of Oregon.
- Gregory M. Raner** (2000), Adjunct Associate Professor, Nutrition. Assistant Professor, Chemistry and Biochemistry. B.S., Le Moyne College; M.S., Syracuse University; Ph.D., University of Utah.
- Narasinga Rao** (2011), Adjunct Professor, Chemistry and Biochemistry. B.S., Bangalore University, India; M.S., Banaras Hindu University, India; Ph.D., Indian Institute of Science.

University History, Officers, and Faculty

- Audrey Ray** (2008), Adjunct Research Associate, Teacher Education and Higher Education.
- Sue Renn** (2008), Adjunct Lecturer, Teacher Education and Higher Education.
- Denise C. Rhew** (2012), Adjunct Instructor, School of Nursing. B.S.N., M.S.N., The University of North Carolina at Greensboro.
- Monika Rhue** (2012), Adjunct Instructor, Library and Information Studies. B.A., Johnson C. Smith University; M.L.I.S., The University of North Carolina at Greensboro.
- Gretchen Robinson** (2012), Adjunct Lecturer, Specialized Education Services. B.S., The University of North Carolina at Greensboro; M.S., Western Carolina University; Ph.D., The University of North Carolina at Greensboro.
- Amy Rose** (2011), Adjunct Lecturer, Educational Research Methodology. B.A., Washington & Jefferson College; M.Ed., North Carolina State University.
- Bruce K. Rubin** (1999), Adjunct Professor, Chemistry and Biochemistry. B.S., M.Engr.; M.D., Tulane University.
- Heather Sanderson** (2002), Adjunct Instructor, Kinesiology. B.S., University of Arkansas; M.S., University of West Florida.
- Gwen Schug** (2012), Adjunct Assistant Professor, Anthropology. B.S., M.S., Ph.D., University of Oregon.
- Mona M. Shattell** (2011) Adjunct Associate Professor, School of Nursing. B.S.N., M.S.N., Syracuse University; Ph.D., University of Tennessee.
- Nancy C. Shedlick** (1998), Adjunct Instructor, School of Nursing. B.S.N., Virginia Commonwealth University; M.S.N., The University of North Carolina at Greensboro.
- Maureen E. Sintich** (2010), Adjunct Assistant Professor, School of Nursing. B.S.N., University of South Alabama; M.S.N., The University of Texas Health Science Center at Houston; MBA, The University of North Carolina at Greensboro.
- Donald D. Smith** (1997), Adjunct Professor, Public Health Education. B.A., Trinity College; M.D., Duke University.
- Sally Smith** (2011), Adjunct Research Associate, Teacher Education and Higher Education.
- Montana Smithy** (2012), Adjunct Lecturer, Teacher Education and Higher Education. B.A., Elon University; M.Ed., The University of North Carolina at Greensboro.
- Josef M. Starobin** (1997), Visiting Adjunct Assistant Professor, Physics and Astronomy. M.S., Ph.D., Moscow Physico-Technical Institute (Russia).
- Linda Downey Stone** (2005), Adjunct Instructor, School of Nursing. B.S.N., Adult and Family Nurse Practitioner Certification, University of Arkansas; M.S.N., The University of North Carolina at Greensboro; Certified Registered Nurse Anesthetist.
- Nancy S. Summerell** (2012), Adjunct Instructor, School of Nursing. B.S.N., Duke University; B.A., Lake Erie College; M.S.N., M.A., The University of North Carolina at Greensboro; M.A., Duke University; M.A., John Carroll University.
- Brant Touchette** (2013), Adjunct Professor, Biology. B.A., University of Delaware; M.S., Nova Southeastern University; Ph.D., North Carolina State University.
- Kristy E. Tyndall** (2010), Adjunct Instructor, School of Nursing. B.S.N., M.S.N., The University of North Carolina at Greensboro; CRNA, Raleigh School of Nurse Anesthesia.
- Rosemarie Vardell** (1999), Adjunct Assistant Professor, Human Development and Family Studies. B.A., Eastern Illinois University; M.S., University of Illinois; Ph.D., The University of North Carolina at Greensboro.
- Valerie Vickers** (2008), Adjunct Lecturer, Teacher Education and Higher Education. B.S.Ed., Emporia State University; M.Ed., Ph.D., The University of North Carolina at Greensboro.
- Douglas L. Wahlsten** (2009), Adjunct Professor, Psychology. B.Sc., Alma College; Ph.D., University of California at Irvine.
- Mansukh Wani** (2009), Adjunct Professor, Chemistry and Biochemistry. B.S., M.S., University of Bombay, India; Ph.D., Indiana University.
- Robert M. Whitnell** (2006), Adjunct Associate Professor, Chemistry and Biochemistry. B.A., Reed College; Ph.D., The University of Chicago.
- Pamela Wilson** (1998), Adjunct Lecturer, Community and Therapeutic Recreation. B.A., M.A., The University of North Carolina at Chapel Hill.

Paul R. Woodard (1992), Adjunct Associate Professor, School of Nursing. B.S., M.D., The University of North Carolina at Chapel Hill; M.S., North Carolina State University.

Aaron M. Woody (2011), Adjunct Instructor, Educational Leadership and Cultural Foundations. B.S., Liberty University; M.S.A., Ed.D., The University of North Carolina at Greensboro.

Marty Woody (2008), Adjunct Research Associate, Teacher Education and Higher Education. B.S., Campbell University; M.Ed., The University of North Carolina at Greensboro.

Academic References

Enrollment and Degree Statistics

The following is compiled from the Office of Institutional Research Fact Book, 2012–13 Data Set:

<http://ire.uncg.edu/pages/factbook>.

Enrollment Summary for Fall Semester 2012

| | |
|---------------------------|-------|
| Seniors | 4,720 |
| Juniors | 3,502 |
| Sophomores | 2,752 |
| Freshmen | 3,617 |
| Graduates | 3,498 |
| Specials and Unclassified | 83 |

Total Collegiate Enrollment for Fall 2012 18,172

Summary of Earned Degrees Granted at UNCG August 12, 2011; December 15, 2011; and May 4, 2012

Graduate Degrees

| | |
|--|-----|
| Doctor of Philosophy | 85 |
| Doctor of Education | 9 |
| Doctor of Musical Arts | 15 |
| Doctor of Public Health | 4 |
| Specialist in Education | 41 |
| Certificate of Advanced Study | 27 |
| Combined Master of Science and Specialist in Education | 8 |
| Master of Arts | 211 |
| Master of Business Administration | 52 |
| Master of Education | 141 |
| Master of Fine Arts | 30 |
| Master of Library & Information Studies | 69 |
| Master of Music | 41 |
| Master of Public Affairs | 25 |
| Master of Public Health | 25 |
| Master of School Administration | 14 |
| Master of Science | 168 |

| | |
|--|--------------|
| Master of Science in Athletic Training | 5 |
| Master of Science / Master of Business Administration | 0 |
| Master of Science in Nursing | 90 |
| Master of Science in Nursing / Master of Business Administration | 0 |
| Master of Social Work | 29 |
| Total Graduate Degrees | 1,089 |

Baccalaureate Degrees

| | |
|----------------------------------|--------------|
| <i>Bachelor of Arts</i> | <i>1,158</i> |
| African American Studies | 19 |
| Anthropology | 29 |
| Archaeology | 6 |
| Art | 18 |
| Biology | 40 |
| Chemistry | 7 |
| Classical Studies | 11 |
| Communication Studies | 114 |
| Dance | 20 |
| Drama | 19 |
| Economics | 14 |
| English | 140 |
| Environmental Studies | 11 |
| French | 8 |
| Geography | 25 |
| German | 3 |
| History | 86 |
| Hospitality Management | 50 |
| Humanities | 48 |
| International and Global Studies | 25 |
| Mathematics | 8 |
| Media Studies | 77 |
| Music | 17 |
| Philosophy | 14 |
| Political Science | 66 |
| Psychology | 148 |
| Religious Studies | 8 |
| Sociology | 91 |

Academic References

| | |
|---|--------------|
| Spanish | 31 |
| Student-Designed Interdisciplinary Major | 0 |
| Women's and Gender Studies | 4 |
| <i>Bachelor of Science</i> | <i>1,341</i> |
| Accounting | 60 |
| Biochemistry | 20 |
| Biology | 59 |
| Business Studies | 242 |
| Chemistry | 26 |
| Computer Science | 14 |
| Consumer, Apparel, and Retail Studies | 39 |
| Dance Education | 0 |
| Economics | 35 |
| Education of the Deaf | 3 |
| Elementary Education | 157 |
| Finance | 33 |
| Human Development & Family Studies | 87 |
| Information Systems & Operations Management | 61 |
| International Business Studies | 31 |
| Kinesiology | 110 |
| Marketing | 109 |
| Mathematics | 6 |
| Middle Grades Education | 18 |
| Nutrition | 36 |
| Physics | 3 |
| Professions in Deafness | 45 |
| Public Health Education | 140 |
| Recreation, Parks, and Tourism | 60 |
| Special Education | 10 |
| Special Education/Elementary Education Dual Major | 22 |
| Speech Pathology & Audiology | 25 |
| <i>Bachelor of Fine Arts</i> | <i>119</i> |
| Art Education | 16 |
| Art, other | 68 |
| Dance | 7 |
| Drama | 28 |

Academic References

| | |
|---------------------------------------|--------------|
| Interior Architecture | 46 |
| <i>Bachelor of Music</i> | 50 |
| <i>Bachelor of Science in Nursing</i> | 145 |
| <i>Bachelor of Social Work</i> | 70 |
| Total Baccalaureate Degrees | 2,883 |
| Total Earned Degrees | 3,972 |

Academic Program Inventory and CIP Codes

Reference to Undergraduate Academic Program Inventory

The following is a reference list of currently active UNCG undergraduate degree programs, as approved by UNC General Administration and Board of Governors. For information about the complete UNC program inventory and CIP codes, visit the UNC General Administration Web site at: <http://www.northcarolina.edu>

| CIP Code | Discipline | Degree | Degree Program Title |
|-----------------|--|---------------|---|
| 05.0201 | African-American/Black Studies | B.A. | African American Studies |
| 05.0207 | Women's Studies | B.A. | Women's and Gender Studies |
| 09.0101 | Communications, Journalism, and Related Programs | B.A. | Communication Studies |
| 09.0102 | Mass Communications/Media Studies | B.A. | Media Studies |
| 11.0701 | Computer Science | B.S. | Computer Science |
| 11.0901 | Computer Systems Networking and Telecommunications | B.S. | Information Systems and Supply Chain Management |
| 13.1001 | Special Education, General | B.S. | Special Education, General |
| 13.1003 | Education of the Deaf and Hearing Impaired | B.S. | Professions in Deafness |
| 13.1202 | Elementary Teacher Education | B.S. | Elementary Education (K–6) |
| 13.1203 | Jr. High/Intermediate/Middle School Teacher Ed | B.S. | Middle Grades Education |
| 13.1205 | Secondary Education | | |
| 13.1210 | Early Childhood Education and Teaching | B.S. | Birth through Kindergarten Teacher Education |
| 13.1302 | Art Teacher Education | B.F.A. | Art Education (K–12) |
| 13.1305 | English Teacher Education | B.A. | English, Secondary Education |
| 13.1311 | Mathematics Teacher Education | B.A. | Mathematics, Secondary Education |
| | | B.S. | Mathematics, Secondary Education |
| 13.1312 | Music Teacher Education | B.M. | Music Education |
| 13.1314 | Physical Education, Teaching and Coaching | B.S. | Physical Education, Health Teacher Education (K–12) |
| 13.1317 | Social Science Teacher Education | B.A. | Economics, Secondary Education |
| | | B.A. | Geography, Secondary Education |
| | | B.A. | Political Science, Secondary Education |
| | | B.A. | Psychology, Secondary Education |
| | | B.A. | Sociology, Secondary Education |
| | | B.S. | Economics, Secondary Education |
| 13.1318 | Social Studies Teacher Education | B.A. | History, Secondary Education |
| 13.1322 | Biology Teacher Education | B.A. | Biology, Secondary Education |
| | | B.S. | Biology, Secondary Education |

| | | | |
|---------|--|--------|---------------------------------------|
| 13.1324 | Drama and Dance Teacher Education | B.F.A. | Theatre Arts Education |
| 13.1325 | French Language Teacher Education | B.A. | French, Secondary Education |
| 13.1330 | Spanish Language Teacher Education | B.A. | Spanish, Secondary Education |
| 16.0501 | German Language and Literature | B.A. | German |
| 16.0901 | French Language and Literature | B.A. | French |
| 16.0905 | Spanish Language and Literature | B.A. | Spanish |
| 16.1200 | Classics and Languages, Literature and Linguistics | B.A. | Classical Studies |
| 19.0505 | Food Systems Administration | B.S. | Hospitality and Tourism Management |
| 19.0701 | Human Development and Family Studies | B.S. | Human Development and Family Studies |
| 19.0901 | Consumer Apparel and Retail Studies | B.S. | Consumer, Apparel, and Retail Studies |
| 23.0101 | English Language and Literature, General | B.A. | English |
| 24.0101 | Liberal Arts and Sciences/Liberal Studies | B.A. | Special Programs in Liberal Studies |
| | | B.S. | Special Programs in Liberal Studies |
| 26.0101 | Biology, General | B.A. | Biology |
| | | B.S. | Biology |
| 26.0202 | Biochemistry | B.S. | Biochemistry |
| 27.0101 | Mathematics | B.A. | Mathematics |
| | | B.S. | Mathematics |
| 30.1901 | Nutrition | B.S. | Nutrition |
| 31.0101 | Parks, Recreation, and Leisure Studies | B.S. | Recreation and Parks Management |
| 30.0501 | Multi/Interdisciplinary Studies | B.A. | Conflict and Peace Studies |
| 31.0505 | Exercise Sciences/Physiology and Movement Studies | B.S. | Kinesiology |
| 38.0101 | Philosophy | B.A. | Philosophy |
| 38.0201 | Religion/Religious Studies | B.A. | Religious Studies |
| 40.0501 | Chemistry, General | B.A. | Chemistry |
| | | B.S. | Chemistry |
| 40.0801 | Physics | B.A. | Physics |
| | | B.S. | Physics |
| 42.0101 | Psychology, General | B.A. | Psychology |
| 44.0701 | Social Work | B.S.W. | Social Work |
| 45.0201 | Anthropology | B.A. | Anthropology |
| 45.0601 | Economics, General | B.A. | Economics |
| 45.0701 | Geography | B.A. | Geography |
| 45.1001 | Political Science | B.A. | Political Science |
| 45.1101 | Sociology | B.A. | Sociology |
| 50.0301 | Dance | B.A. | Dance |
| | | B.F.A. | Dance |

Academic References

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|----------------------|---|--------|-------------------------------------|
| 50.0408 | Interior Design | B.S. | Interior Architecture |
| 50.0501 | Drama/Theater Arts, General | B.A. | Drama |
| | | B.F.A. | Drama |
| 50.0701 | Art, General | B.A. | Art |
| 50.0702 | Fine/Studio Arts | B.F.A. | Design, Painting, Sculpture |
| 50.0901 | Music, General | B.A. | Music |
| 50.0903 | Music—General Performance | B.M. | Performance |
| 50.0904 | Music Theory and Composition | B.M. | Composition |
| 50.0910 | Jazz Studies | B.M. | Jazz Studies |
| 51.0204 | Speech—Language Pathology and Audiology | B.S. | Speech Pathology and Audiology |
| 51.2207 | Public Health Education and Promotion | B.S. | Public Health |
| 51.3801 ¹ | Nursing | B.S.N. | Nursing |
| 52.0201 | Business Administration and Management, General | B.S. | Marketing |
| 52.0301 | Accounting | B.S. | Accounting |
| 52.0601 | Business/Managerial/Economics | B.S. | Economics |
| 52.0701 | Entrepreneurship/Entrepreneurial Studies | B.S. | Entrepreneurship |
| 52.0801 | Finance, General | B.S. | Finance |
| 52.0901 | Hospitality Administration Management | B.A. | Sustainable Tourism and Hospitality |
| 52.1101 | International Business | B.S. | International Business Studies |
| 54.0101 | History, General | B.A. | History |

¹CIP Code revised by UNC General Administration effective July 1, 2010.

Undergraduate AOS (Area of Study) Codes

Reference to Undergraduate AOS (Area of Study) Codes

The AOS (Area of Study) code is a code unique to UNCG. It is an internal mechanism that determines the program information that appears on a student's transcript, advising record, and degree evaluation and is used to track students through their academic careers. AOS codes identify majors, concentrations, second majors, minors, and teacher licensure areas at the university level.

The following list contains only currently active undergraduate area of study codes. Please note that most majors can also be taken as second majors or minors. See specific program descriptions and requirements for details.

Areas of study that provide teacher licensure are indicated by either Social Studies High School Teaching, K–12 Teaching, K–6 Licensure, 6–9 Licensure, High School Teaching, or simply Licensure as part of the description. An asterisk (*) following a major code indicates that it can be taken only as a second major or as a secondary area of study.

AOS CODES—NEW OR REVISED FOR FALL 2013

These undergraduate programs are new or have been significantly modified; these AOS codes are effective fall 2013.

| AOS | Dept/ Prgm | Unit | Program Name/Description | Degree | Major | Minor |
|------|---------------|------|---|--------|-------|-------|
| U443 | KIN | HH | Community Youth Sport Development Minor | | | |
| U457 | MRK | BE | Sustainable Tourism and Hospitality | B.A. | STHP | |
| U513 | HDF | HH | Child, Youth, and Family Development | B.S. | HDFS | |
| U547 | IAR | AS | Interior Architecture | | | |
| U560 | PCS | HH | Conflict and Peace Studies | B.A. | CNPS | |
| U562 | PCS | HH | Conflict and Peace Studies Online | B.A. | OCNP | |

AOS CODES—INACTIVATED FOR FALL 2013

These undergraduate AOS codes have been inactivated (no longer available for new students) effective fall 2013.

| AOS | Dept/ Prgm | Unit | Program Name/Description | Degree | Major | Minor |
|------|---------------|------|--|--------|-------|-------|
| U261 | SES | ED | Auditory-Oral/B-K Teacher Licensure | B.S. | PRDF | |
| U422 | KIN | HH | Community Youth Sport Development | B.S. | KINE | |
| U425 | PHE | HH | Health Studies Minor | | | |
| U450 | HTM | BE | Hospitality & Tourism Minor | | | |
| U452 | MRK | BE | Hotel/Restaurant Management | B.A. | HTMT | |
| U453 | MRK | BE | Travel & Tourism Management | B.A. | HTMT | |
| U454 | MRK | BE | Hotel & Restaurant Management 2Plus | B.A. | HTMT | |
| U455 | MRK | BE | Travel & Tourism Management 2Plus | B.A. | HTMT | |
| U508 | HDF | HH | Child & Adolescent Development in the Family | B.S. | HDFS | |
| U530 | HDF | HH | Family Studies | B.S. | HDFS | |
| U618 | MUP | MT | Jazz Performance | B.M. | JAZZ | |
| U812 | IGS | AS | European Studies | B.A. | SPLS* | |
| U838 | CMP | AS | Bioinformatics | B.S. | CMPS | |
| U933 | SES | ED | American Sign Language Teacher Licensure | B.S. | PRDF | |

Academic References

These Standard Professional I Teacher Licensure AOS codes have been inactivated (no longer available for new students) effective fall 2013.

| AOS | Dept/ Prgm | Unit | Program Name/Description | Degree | Major | Minor |
|------|---------------|------|-----------------------------------|-------------------------|-------|-------|
| UL05 | SES | ED | Professions in Deafness | Standard Professional I | PRDF | |
| UL06 | HED | ED | English Licensure | Standard Professional I | ENGL | |
| UL08 | HED | ED | Mathematics Licensure | Standard Professional I | MATH | |
| UL09 | HED | ED | Physics Licensure | Standard Professional I | PHYS | |
| UL14 | HED | ED | Social Studies Licensure | Standard Professional I | SOCS | |
| UL15 | HED | ED | Biology Licensure | Standard Professional I | BIOL | |
| UL20 | HDF | HS | B–K Teacher Licensure | Standard Professional I | HDFS | |
| UL22 | HED | ED | Middle Grades Education Licensure | Standard Professional I | MDED | |

These 2Plus Program AOS codes have been inactivated (no longer available for new students) effective fall 2013.

| AOS | Dept/ Prgm | Unit | Program Name/Description | Degree | Major | Minor |
|------|---------------|------|--|--------|-------|-------|
| U790 | SES | ED | Professions in Deafness: Auditory-Oral 2Plus | B.S. | PRDF | |

AOS CODES U101–U199

Areas of study that provide teacher licensure are indicated by either Social Studies High School Teaching, K–12 Teaching, K–6 Licensure, 6–9 Licensure, High School Teaching, or simply Licensure as part of the description. An asterisk (*) following a major code indicates that it can be taken only as a second major or as a secondary area of study.

| AOS | Dept/ Prgm | Unit | Program Name/Description | Degree | Major | Minor |
|------|---------------|------|--|--------|-------|-------|
| U101 | ATY | AS | Anthropology | B.A. | ANTH | |
| U102 | ATY | AS | Anthropology (Social Studies High School Teaching) | B.A. | ANTH | |
| U105 | ART | AS | Studio Art | B.A. | ART | |
| U108 | ART | AS | Art Education (K–12 Teaching) | B.F.A. | ART | |
| U110 | ART | AS | Art History | B.A. | ART | |
| U112 | ART | AS | New Media and Design | B.F.A. | ART | |
| U113 | ART | AS | Painting | B.F.A. | ART | |
| U115 | ART | AS | Sculpture and Ceramics | B.F.A. | ART | |
| U116 | BIO | AS | Biology | B.S. | BIOL | |
| U117 | BIO | AS | Biology | B.A. | BIOL | |
| U118 | BIO | AS | Environmental Biology | B.S. | BIOL | |
| U119 | BIO | AS | Biology (Comprehensive Science High School Teaching) | B.A. | BIOL | |
| U121 | CHE | AS | Chemistry | B.A. | CHEM | |
| U123 | CHE | AS | Chemistry | B.S. | CHEM | |
| U124 | CHE | AS | Biochemistry | B.S. | CHEM | |
| U125 | CHE | AS | Chemistry | B.A. | CHEM | |

| | | | | | |
|------|-----|----|--|------|------|
| U126 | CHE | AS | Chemistry (Comprehensive Science High School Teaching) | B.S. | CHEM |
| U129 | CLA | AS | Latin (High School Teaching) | B.A. | CLAS |
| U130 | CLA | AS | Second Academic Concentration/Classical Studies | — | |
| U134 | MST | AS | Media Studies | B.A. | MDST |
| U137 | CST | AS | Communication Studies | B.A. | CMST |
| U143 | CSD | HH | Speech Pathology/Audiology | B.S. | SPAU |
| U155 | ENG | AS | English | B.A. | ENGL |
| U157 | ENG | AS | English (High School Teaching) | B.A. | ENGL |
| U159 | LLC | AS | French | B.A. | FREN |
| U160 | LLC | AS | Russian | | |
| U161 | LLC | AS | French (K–12 Teaching) | B.A. | FREN |
| U162 | SES | ED | B–12 Deaf & Hard of Hearing Teacher Licensure | B.S. | PRDF |
| U163 | GEO | AS | Geography | B.A. | GEOG |
| U164 | GEO | AS | Geographic Information Science | B.A. | GEOG |
| U165 | GEO | AS | Urban Planning | B.A. | GEOG |
| U167 | GEO | AS | Earth Science/Environmental Studies | B.A. | GEOG |
| U168 | CHE | AS | Chemistry Research | B.S. | CHEM |
| U169 | GEO | AS | Geography (Social Studies High School Teaching) | B.A. | GEOG |
| U171 | LLC | AS | German | B.A. | GERM |
| U172 | LLC | AS | Online German Minor | | |
| U175 | HIS | AS | History | B.A. | HIST |
| U177 | HIS | AS | History (Social Studies High School Teaching) | B.A. | HIST |
| U179 | MTH | AS | Mathematics | B.A. | MATH |
| U179 | MTH | AS | Mathematics minor | | |
| U180 | CMP | AS | Computer Science | B.S. | CMPS |
| U181 | MTH | AS | Mathematics | B.S. | MATH |
| U183 | MTH | AS | Mathematics (High School Teaching) | B.A. | MATH |
| U184 | MTH | AS | Statistics | B.S. | MATH |
| U189 | PHI | AS | Philosophy | B.A. | PHIL |
| U190 | PHI | AS | Philosophy Prelaw | B.A. | PHIL |
| U191 | PHY | AS | Physics | B.A. | PHYS |
| U192 | MTH | AS | Statistics Minor | | |
| U193 | PHY | AS | Physics | B.S. | PHYS |
| U194 | PHI | AS | Philosophical Ethics Minor | | |
| U195 | PHY | AS | Physics (Comprehensive Science High School Teaching) | B.A. | PHYS |
| U196 | PHY | AS | Physics (Comprehensive Science High School Teaching) | B.S. | PHYS |
| U197 | PSC | AS | Political Science | B.A. | PSCI |
| U198 | PSC | AS | Political Science Prelaw | B.A. | PSCI |

Academic References

U199 PSC AS Political Science (Social Studies High School Teaching) B.A. PSCI

AOS CODES U200–U499

Areas of study that provide teacher licensure are indicated by either Social Studies High School Teaching, K–12 Teaching, K–6 Licensure, 6–9 Licensure, High School Teaching, or simply Licensure as part of the description. An asterisk (*) following a major code indicates that it can be taken only as a second major or as a secondary area of study.

| AOS | Dept/ Prgm | Unit | Program Name/Description | Degree | Major | Minor |
|------|---------------|------|--|--------|-------|-------|
| U214 | BIO | AS | Biotechnology | B.S. | BIOL | |
| U215 | PSY | AS | Psychology | B.A. | PSYC | |
| U217 | PSY | AS | Psychology (Social Studies High School Teaching) | B.A. | PSYC | |
| U218 | BIO | AS | Biology (Comprehensive Science High School Teaching) | B.S. | BIOL | |
| U219 | REL | AS | Religious Studies | B.A. | RELS | |
| U221 | SOC | AS | Sociology | B.A. | SOCI | |
| U222 | SOC | AS | Criminology | B.A. | SOCI | |
| U223 | SOC | AS | Sociology (Social Studies High School Teaching) | B.A. | SOCI | |
| U224 | SOC | AS | Social Problems in a Global Society | B.A. | SOCI | |
| U227 | LLC | AS | Spanish | B.A. | SPAN | |
| U229 | LLC | AS | Spanish (K–12 Teaching) | B.A. | SPAN | |
| U251 | HED | ED | Elementary Education (K–6 licensure) | B.S. | ELED | |
| U252 | HED | ED | Elementary Education & Special Education (Dual) | B.S. | SPEL | |
| U254 | HED | ED | Middle Grades Education (6–9 licensure) | B.S. | MDED | |
| U265 | SES | ED | Special Education K–12 Licensure | B.S. | SPED | |
| U301 | ACF | BE | Accounting | B.S. | ACCT | |
| U305 | ECO | BE | Economics (B.A.) | B.A. | ECON | |
| U309 | ECO | BE | Economics (B.A.) (Social Studies Licensure) | B.A. | ECON | |
| U311 | ECO | BE | Economics (Social Studies Licensure) | B.S. | ECON | |
| U313 | IMS | BE | Information Systems | B.S. | ISOM | |
| U318 | IMS | BE | Information Systems Minor | | | |
| U326 | MNT | BE | Human Resources | B.S. | BADM | |
| U327 | MRK | BE | Marketing | B.S. | MKTG | |
| U331 | MNT | BE | Business Studies | B.S. | BADM | |
| U338 | MNT | BE | Online Business Studies | B.S. | BADM | |
| U339 | IMS | BE | Supply Chain Management | B.S. | ISOM | |
| U350 | CLA | AS | Classical Studies Minor | | | |
| U352 | CLA | AS | Classical Archaeology | B.A. | CLAS | |
| U354 | CLA | AS | Classical Civilization | B.A. | CLAS | |
| U357 | CLA | AS | Classical Language & Literature | B.A. | CLAS | |
| U360 | ACF | BE | Finance | B.S. | FINC | |

| | | | | | |
|------|-----|----|---|--------|------|
| U398 | BAE | BE | Business Minor | | |
| U406 | DCE | MT | Dance Minor | | |
| U407 | PHE | HH | Community Health Education | B.S. | PHTH |
| U409 | KIN | HH | Physical Education & Health Teacher Education K–12 Dual Licensure | B.S. | KINE |
| U410 | KIN | HH | Sport Coaching Minor | | |
| U412 | KIN | HH | Fitness Leadership | B.S. | KINE |
| U413 | CTR | HH | Therapeutic Recreation | B.S. | RPMT |
| U415 | PHE | HH | Health Studies Online | B.S. | PHTH |
| U421 | KIN | HH | Sports Medicine | B.S. | KINE |
| U426 | CTR | HH | Travel, Tourism, & Commercial Recreation Minor | | |
| U429 | MSD | MT | Music Minor | | |
| U431 | DCE | MT | Dance B.F.A. | B.F.A. | DANC |
| U435 | DCE | MT | Dance Studies | B.A. | DANC |
| U437 | DCE | MT | Dance Studies with K–12 Licensure | B.A. | DANC |
| U438 | DCE | MT | Dance B.F.A. with K–12 Licensure | B.F.A. | DANC |
| U441 | CTR | HH | Community and Therapeutic Recreation Minor | | |
| U442 | CTR | HH | Community Recreation and Event Planning | B.S. | RPMT |
| U443 | KIN | HH | Community Youth Sport Development Minor | | |
| U457 | MRK | BE | Sustainable Tourism and Hospitality | B.A. | STHP |

AOS CODES U500–U999

Areas of study that provide teacher licensure are indicated by either Social Studies High School Teaching, K–12 Teaching, K–6 Licensure, 6–9 Licensure, High School Teaching, or simply Licensure as part of the description. An asterisk (*) following a major code indicates that it can be taken only as a second major or as a secondary area of study.

| AOS | Dept/ Prgm | Unit | Program Name/Description | Degree | Major | Minor |
|------|---------------|------|--|--------|-------|-------|
| U513 | HDF | HH | Child, Youth, and Family Development | B.S. | HDFS | |
| U514 | HDF | HH | Human Development & Family Studies Minor | | | |
| U526 | HDF | HH | Birth through Kindergarten (licensure) | B.S. | HDFS | |
| U531 | HDF | HH | Early Care & Education | B.S. | HDFS | |
| U533 | NTR | HH | Nutrition & Wellness | B.S. | NUTR | |
| U535 | HDF | HH | Early Care and Education Wake County | B.S. | HDFS | |
| U538 | CRS | BE | Apparel Product Design | B.S. | CARS | |
| U539 | CRS | BE | Retailing & Consumer Studies | B.S. | CARS | |
| U540 | IAR | AS | Interior Architecture | B.F.A. | IARC | |
| U547 | IAR | AS | Interior Architecture Minor | | | |
| U550 | NTR | HH | Nutrition Science | B.S. | NUTR | |
| U552 | NTR | HH | Human Nutrition & Dietetics | B.S. | NUTR | |
| U553 | NTR | HH | Nutrition Minor | | | |

Academic References

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|------|-----|----|--|--------|------|
| U560 | PCS | HH | Conflict and Peace Studies | B.A. | CNPS |
| U562 | PCS | HH | Conflict and Peace Studies Online | B.A. | OCNP |
| U602 | MSD | MT | General Music | B.A. | MUSI |
| U607 | MUP | MT | Composition | B.M. | PRFM |
| U618 | MUP | MT | Jazz Performance | B.M. | JAZZ |
| U626 | MUE | MT | Choral/General Music Education | B.M. | MEDU |
| U629 | MUE | MT | Instrumental/General Music Education | B.M. | MEDU |
| U635 | MUP | MT | Voice Performance | B.M. | PRFM |
| U636 | MUP | MT | Keyboard Performance | B.M. | PRFM |
| U637 | MUP | MT | Brass and Percussion | B.M. | PRFM |
| U638 | MUP | MT | Strings | B.M. | PRFM |
| U639 | MUP | MT | Woodwinds | B.M. | PRFM |
| U701 | NUR | NU | Nursing | B.S.N. | NURS |
| U702 | NUR | NU | Nursing RN/B.S.N. | B.S.N. | NURS |
| U717 | ECO | BE | Economics | B.S. | ECON |
| U718 | MRK | BE | Entrepreneurship | B.S. | ENTR |
| U719 | ACF | BE | Accounting Minor | | |
| U802 | IGS | AS | Russian Studies | B.A. | SPLS |
| U803 | AFS | AS | African American Studies | B.A. | AFST |
| U808 | IDP | AS | Archaeology | B.A. | SPLS |
| U815 | AFS | AS | African American Studies | | |
| U818 | IGS | AS | African Studies | | |
| U819 | IGS | AS | Asian Studies | | |
| U820 | IDP | AS | Humanities | B.A. | SPLS |
| U821 | IGS | AS | International & Global Affairs & Development | B.A. | SPLS |
| U822 | IGS | AS | International and Global Arts and Belief Systems | B.A. | SPLS |
| U823 | IGS | AS | Latin American and Caribbean Studies | B.A. | SPLS |
| U824 | IGS | AS | Asian Studies | B.A. | SPLS |
| U825 | ENV | AS | Environmental Studies | B.A. | SPLS |
| U826 | IGS | AS | European Studies Minor | | |
| U827 | IGS | AS | Russian Studies Minor | | |
| U828 | IGS | AS | Latin American & Caribbean Studies Minor | | |
| U829 | IGS | AS | International & Global Human Rights | B.A. | SPLS |
| U830 | MNT | BE | International Business Studies | B.S. | INTB |
| U832 | BUS | BE | Entrepreneurship Minor | | |
| U834 | IDP | AS | Integrated Science | B.A. | SPLS |
| U837 | IDP | AS | Integrated Science (Comprehensive Science Secondary Licensure) | B.A. | SPLS |
| U848 | MST | AS | Radio Minor | | |

| | | | | | |
|------|-----|----|---------------------------------------|--------|------|
| U849 | MST | AS | Media Studies Minor | | |
| U860 | CHE | AS | Biochemistry | B.S. | BCHE |
| U861 | IDP | AS | International & Global Studies Minor | | |
| U862 | IDP | AS | Social Sciences | B.A. | SPLS |
| U863 | BIO | AS | Human Biology | B.S. | BIOL |
| U864 | CRS | BE | Global Apparel and Related Industries | B.S. | CARS |
| U865 | AFS | AS | Cultural Arts | B.A. | AFST |
| U871 | WGS | AS | Women's & Gender Studies | B.A. | WGST |
| U880 | THR | MT | Drama | B.A. | DRAM |
| U881 | THR | MT | Acting | B.F.A. | DRAM |
| U882 | THR | MT | Design & Technical Theatre | B.F.A. | DRAM |
| U883 | THR | MT | Theatre Education (K–12 Teaching) | B.F.A. | DRAM |
| U884 | THR | MT | Technical Theatre Minor | | |
| U885 | THR | MT | Technical Production | B.F.A. | DRAM |
| U886 | ART | AS | Photography | B.F.A. | ART |
| U887 | ART | AS | Printmaking & Drawing | B.F.A. | ART |
| U894 | SWK | HH | Social Work | B.S.W. | SOWK |
| U895 | SWK | HH | School Social Work (Licensure) | B.S.W. | SOWK |
| U930 | SES | ED | ASL/Deaf Studies Minor | | |
| U931 | SES | ED | Advocacy & Services for the Deaf | B.S. | PRDF |
| U932 | SES | ED | Interpreter Preparation | B.S. | PRDF |

AOS CODES—2PLUS PROGRAMS

These AOS codes are for use only by undergraduates admitted under one of the 2Plus articulation agreements.

| AOS | Dept/ Prgrm | Unit | Program Name/Description | Degree | Major | Minor |
|------|----------------|------|---|--------|-------|-------|
| U114 | BIO | AS | Biology 2Plus | B.S. | BIOL | |
| U220 | BIO | AS | Biology 2Plus | B.A. | BIOL | |
| U361 | ACF | BE | Finance 2Plus | B.S. | FINC | |
| U532 | HDF | HH | Early Care & Education 2Plus | B.S. | HDFS | |
| U543 | HDF | HH | Birth through Kindergarten Online Teacher Licensure 2Plus | B.S. | HDFS | |
| U544 | HDF | HH | Online Early Care & Education 2Plus | B.S. | HDFS | |
| U703 | BIO | AS | Biotechnology 2Plus | B.S. | BIOL | |
| U704 | MNT | BE | Business Studies 2Plus | B.S. | BADM | |
| U705 | MNT | BE | Human Resources 2Plus | B.S. | BADM | |
| U707 | MRK | BE | Marketing 2Plus | B.S. | BADM | |
| U710 | NUR | NU | Nursing/RN 2Plus | B.S.N. | NURS | |
| U713 | ACF | BE | Accounting 2Plus | B.S. | ACCT | |

Academic References

| | | | | | |
|------|-----|----|---|--------|------|
| U716 | ECO | BE | Economics 2Plus | B.S. | ECON |
| U722 | MNT | BE | Business Studies Online 2Plus | B.S. | BADM |
| U746 | HDF | HH | Birth–Kindgr (licensure) 2Plus | B.S. | HDFS |
| U750 | SWK | HH | Social Work 2Plus | B.S.W. | SOWK |
| U770 | NUR | NU | Nursing/RN ROTC 2Plus Program | B.S.N. | NURS |
| U777 | ECO | BE | Economics 2Plus | B.A. | ECON |
| U779 | IMS | BE | Information Systems 2Plus | B.S. | ISOM |
| U785 | SES | ED | Special Education: General Curriculum Teacher Licensure 2Plus | B.S. | SPED |
| U786 | IMS | BE | Supply Chain Management 2Plus | B.S. | ISOM |
| U787 | PHE | HH | Health Studies Online 2Plus | B.S. | PHTH |
| U788 | HED | ED | Elementary Education (K–6 licensure) 2Plus | B.S. | ELED |
| U789 | PHE | HH | Community Health Education 2Plus | B.S. | PHTH |
| U791 | IAR | AS | Interior Architecture 2Plus | B.F.A. | IARC |
| U831 | MNT | BE | International Business 2Plus | B.S. | INTB |
| U866 | MRK | BE | Entrepreneurship 2Plus | B.S. | ENTR |

AOS CODES—PLAN II OR STUDENT DESIGNED INTERDISCIPLINARY

These AOS codes are for use only by undergraduates pursuing approved Plan II or Student Designed Interdisciplinary majors.

| AOS | Dept/ Prgm | Unit | Program Name/Description | Degree | Major | Minor |
|------|---------------|------|--------------------------|--------|-------|-------|
| U807 | IDP | AS | Stu Designed Interdpt | B.A. | SPLS | |
| U901 | ADV | UV | Plan II Prgm B.A. | B.A. | PLII | |
| U903 | ADV | UV | Plan II Prgm B.S. | B.S. | PLII | |
| U905 | ADV | UV | Plan II Prgm B.F.A. | B.F.A. | PLII | |

AOS CODES—PRE-MAJOR

These AOS codes are for use only by undergraduates pursuing formal admission to a particular program.

| AOS | Dept/ Prgm | Unit | Program Name/Description | Degree | Major | Minor |
|------|---------------|------|--------------------------|--------|-------|-------|
| U446 | HHS | HH | Pre-Health Studies | B.S. | PHLT | |
| U456 | HHS | HH | Pre-Nursing Interest | B.S. | PHLT | |

AOS CODES—PREPROFESSIONAL PROGRAMS

These AOS codes are for use only by undergraduates planning post-baccalaureate work at a professional school.

| AOS | Dept/ Prgm | Unit | Program Name/Description | Degree | Major | Minor |
|------|---------------|------|--------------------------|--------|-------|-------|
| U201 | BIO | AS | Pre Medicine | | PREM* | |
| U203 | BIO | AS | Pre Physical Therapy | | PHYT* | |
| U205 | PHY | AS | Pre Engineering | | PREN* | |

| | | | | |
|------|-----|----|--------------------------|-------|
| U206 | RTH | HH | Pre Occupational Therapy | PROT* |
| U207 | PSC | AS | Pre Law | PREL* |
| U209 | BIO | AS | Pre Dentistry | PRED* |
| U211 | CHE | AS | Pre Pharmacy | PREP* |
| U213 | BIO | AS | Pre Veterinary | PVET* |

AOS CODES—STANDARD PROFESSIONAL I TEACHER LICENSURE

These AOS codes are for use only by post baccalaureate students seeking Standard Professional I teacher licensure.

| AOS | Dept/ Prgm | Unit | Program Name/Description | Degree | Major | Minor |
|------|---------------|------|-------------------------------|-------------------------|-------|-------|
| UL01 | ART | AS | Art Licensure | Standard Professional I | ART | |
| UL02 | CHE | AS | Chemistry Licensure | Standard Professional I | CHEM | |
| UL03 | CLA | AS | Latin Licensure | Standard Professional I | CLAS | |
| UL04 | THR | AS | Theatre Education | Standard Professional I | DRAM | |
| UL10 | HED | ED | French Licensure | Standard Professional I | FREN | |
| UL11 | HED | ED | Spanish Licensure | Standard Professional I | SPAN | |
| UL12 | BAD | BE | Business Education Licensure | Standard Professional I | BEDU | |
| UL13 | BAD | BE | Marketing Education Licensure | Standard Professional I | MATE | |
| UL18 | KIN | HE | Physical Educ Licensure | Standard Professional I | EXSS | |
| UL19 | SWK | HS | Social Work Licensure | Standard Professional I | SOWK | |
| UL20 | HDF | HS | B–K Teacher Licensure | Standard Professional I | HDFS | |
| UL21 | MUE | MT | Music Educ Licensure | Standard Professional I | MEDU | |

AOS CODES—UNDECIDED MAJORS

These AOS codes are for use by undergraduates who are undecided on their area of study.

| AOS | Dept/ Prgm | Unit | Program Name/Description | Degree | Major | Minor |
|------|---------------|------|---|--------|-------|-------|
| U249 | UNK | AS | Arts & Sciences Undecided | B.A. | UNDC | |
| U322 | IMS | BE | Information Systems/Operations Management Undecided | B.S. | ISOM | |
| U399 | BAD | BE | Business Major Undecided | B.A. | UNDC | |
| U499 | KIN | HH | HHS Undecided | B.A. | KINE | |
| U699 | MSD | MT | Music Undecided | B.A. | MUSI | |
| U800 | IDP | AS | Interdept Studies Undecided | B.A. | SPLS | |
| U999 | UNK | UN | Undecided on Major | NONE | UNDC | |

Undergraduate Major Codes

The following is a list of current undergraduate major codes:

| | |
|------|---|
| ACCT | Accounting |
| AFST | African American Studies |
| ANTH | Anthropology |
| ART | Art |
| BADM | Business Administration |
| BCHE | Biochemistry |
| BIOL | Biology |
| CARS | Consumer, Apparel, and Retail Studies |
| CHEM | Chemistry |
| CLAS | Classical Studies |
| CMPS | Computer Science |
| CMST | Communication Studies |
| DANC | Dance |
| DRAM | Drama |
| ECON | Economics |
| ELED | Elementary Education (K–6) |
| ENGL | English |
| ENTR | Entrepreneurship |
| FINC | Finance |
| FREN | French |
| GEOG | Geography |
| GERM | German |
| HDFS | Human Development & Family Studies |
| HIST | History |
| INTB | International Business |
| IARC | Interior Architecture |
| ISSC | Information Systems & Supply Chain Management |
| KINE | Kinesiology |
| MATH | Mathematics |
| MDED | Middle Grades Education |
| MDST | Media Studies |
| MEDU | Music Education |
| MKTG | Marketing |
| MUSI | Music (General) |
| NONE | No Major |
| NURS | Nursing |

| | |
|------|--|
| NUTR | Nutrition |
| PHIL | Philosophy |
| PHTH | Public Health |
| PHYS | Physics |
| PLII | Plan II |
| PRDF | Professions in Deafness |
| PRFM | Performance |
| PSCI | Political Science |
| PSYC | Psychology |
| RPMT | Recreation and Parks Management |
| RELS | Religious Studies |
| SOCI | Sociology |
| SOCS | Social Studies |
| SOWK | Social Work |
| SPAN | Spanish |
| SPAU | Speech Pathology and Audiology |
| SPED | Special Education |
| SPEL | Elementary Education and Special Education |
| SPLS | Special Programs in Liberal Studies |
| STHP | Sustainable Tourism and Hospitality |
| UNDC | Undecided on Major |
| WGST | Women's & Gender Studies |

The following codes are used for second majors only:

| | |
|------|--------------------------|
| PHYT | Pre-Physical Therapy |
| PRED | Pre-Dental |
| PREL | Pre-Law |
| PREM | Pre-Medical |
| PREN | Pre-Engineering |
| PREP | Pre-Pharmacy |
| PROT | Pre-Occupational Therapy |
| PVET | Pre-Veterinary |

The following are used for preadmission coding only:

| | |
|------|--|
| MUSP | Pre-Music |
| PDNC | Pre-Dance |
| PELM | Pre-Elementary Education |
| PHDF | Pre-Human Development & Family Studies |
| PIAR | Pre-Interior Architecture |
| PKIN | Pre-Kinesiology |

Academic References

| | |
|------|--|
| PMDE | Pre-Middle Grades Education |
| PNUR | Pre-Nursing |
| PPHE | Pre-Public Health |
| PSPA | Pre-Speech Pathology and Audiology |
| PSPD | Pre-Specialized Education |
| PSPE | Pre-Specialized Education/Elementary Education |
| PSPL | Pre-Liberal Studies, Humanities |
| PSWK | Pre-Social Work |

Appendix

Residence Status for Tuition Purposes

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

Residence

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

Initiative

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

Parents’ Domicile

If an individual, irrespective of age, has living parent(s) or court-appointed guardian of the person, the domicile of such parent(s) or guardian is, *prima facie*, the domicile of the individual; but this *prima facie* evidence of the individual’s domicile may or may not be sustained by other information. Further, nondomiciliary status of parents is not deemed *prima facie* evidence of the applicant child’s status if the applicant has lived (though not necessarily legally resided) in North Carolina for the five years preceding enrollment or re-registration. Please see pages 12–13 of the Manual in the section regarding The Beginning Point of Inquiry in Determining Domicile and page 9 of the Manual regarding the definition of Independent.

Effect of Marriage

Marriage alone does not prevent a person from becoming or continuing to be a resident for tuition purposes, nor does marriage in any circumstance ensure that a person will become or continue to be a resident for tuition purposes. Marriage and the legal residence of one’s spouse are, however, relevant information in determining residency intent. Furthermore, if both a husband and wife are legal residents of North Carolina and if one of them has been a legal resident longer than the other, then the longer duration may be claimed by either spouse in meeting the twelve-month requirement for in-state tuition status. Please see pages 18–19 of the Manual in the section regarding Married Persons.

Military Personnel

A North Carolinian who serves outside the State in the armed forces does not lose North Carolina domicile simply by reason of such service. And students from the military may prove retention or establishment of residence by reference, as in other cases, to residency acts accompanied by residency intent.

In addition, a separate North Carolina statute (G.S. 116-143.3) affords tuition rate benefits to certain military personnel and their dependents, even though not qualifying for the in-state tuition rate by reason of twelve months legal residence in North Carolina. Members of the armed services who are currently on active duty may be charged a tuition rate lower than the out-of-state tuition rate. A dependent relative of a service member stationed in North Carolina is eligible to be charged the in-state tuition rate while the dependent relative is living in North Carolina with the service member and if the dependent relative has met any requirement of the Selective Service System applicable to the dependent relative. These tuition benefits may be enjoyed only if the applicable requirements for admission have been met; these benefits alone do not provide the basis for receiving those derivative benefits under the provisions of the residence classification statute reviewed elsewhere in this summary. Application for this benefit must be made prior to the beginning of the first enrolled term of each academic year for which the benefit is sought. Please see pages 16–17 of the Manual in the section regarding Members of the Armed Forces and Their Families.

Grace Period

If a person (1) has been a bona fide legal resident of the required duration, (2) has consequently been classified a resident for tuition purposes, and (3) has subsequently lost North Carolina legal residence while enrolled at a public institution of higher education, that person may continue to enjoy the in-state tuition rate for a grace period of

twelve months measured from the date on which North Carolina legal residence was lost. If the twelve months ends during an academic term for which the person is enrolled at a State institution of higher education, the grace period extends, in addition, to the end of that term. The fact of marriage to one who continues domiciled outside North Carolina does not by itself cause loss of legal residence marking the beginning of the grace period. Please see pages 24–25 of the Manual in the section regarding The Statutory Grace Periods Following Loss of Resident Status.

Minors

Minors (persons under 18 years of age) usually have the domicile of their parents, but certain special cases are recognized by the residence classification statute in determining residence for tuition purposes. Please see pages 14–15 of the Manual in the section regarding Minors.

1. If a minor's parents live apart, the minor's domicile is deemed to be North Carolina for the time period(s) that either parent, as a North Carolina legal resident, may claim and does claim the minor as a tax dependent, even if other law or judicial act assigns the minor's domicile outside North Carolina. A minor thus deemed to be a legal resident will not, upon achieving majority before enrolling at an institution of higher education, lose North Carolina legal residence if that person (1) upon becoming a legal adult "acts, to the extent that the person's degree of actual emancipation permits, in a manner consistent with bona fide legal residence in North Carolina" and (2) "begins enrollment at an institution of higher education not later than the fall academic term following completion of education prerequisite to admission at such institution."
2. If a minor has lived for five or more consecutive years with relatives (other than parents) who are domiciled in North Carolina and if the relatives have functioned during this time as if they were personal guardians, the minor will be deemed a resident for tuition purposes for an enrolled term commencing immediately after at least five years in which these circumstances have existed. If under this consideration a minor is deemed to be a resident for tuition purposes immediately prior to his or her eighteenth birthday, that person on achieving majority will be deemed a legal resident of North Carolina of at least twelve months duration. This provision acts to confer in-state tuition status even in the face of other provisions of law to the contrary; however, a person deemed a resident of twelve months duration pursuant to this provision continues to be a legal resident of the State only so long as he or she does not abandon North Carolina domicile.

Lost but Regained Domicile

If a student ceases enrollment at or graduates from an institution of higher education while classified a resident for tuition purposes and then both abandons and reacquires North Carolina domicile within a twelve-month period, that person, if he or she continues to maintain the reacquired domicile into re-enrollment at an institution of higher education, may re-enroll at the in-state tuition rate without having to meet the usual twelve-month durational requirement. However, any one person may receive the benefit of the provision only once. Please see page 25 of the Manual in the section regarding The Statutory Grace Periods Following Loss of Resident Status.

Change of Status

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

Transfer Students

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

Aliens and Foreigners

Aliens lawfully admitted into the United States for permanent residence are subject to the same considerations as citizens in the determination of residency status for tuition purposes. Certain classes of both resident and nonresident aliens are subject to these same considerations, but certain classes are not. More complete information on the residence classification of aliens may be obtained from pages 17–18 of the Manual in the section regarding Non-US Citizens.

North Carolina Public School Teachers

Under separate statute (G.S. 116-143.5), certain North Carolina public school teachers (or other personnel paid on the teacher salary schedule) are eligible to be charged the in-state tuition rate for courses relevant to teacher certification or professional development, irrespective of their length of legal residence. To qualify, the applicant must be a legal resident of North Carolina and employed full-time by a North Carolina public school. Application for this benefit must be made prior to the first day of classes for each academic term for which the benefit is sought. See page 19 of the Manual in the section regarding Public School Teachers.

Tuition Waivers

A separate North Carolina statute (G.S. 115B) provides tuition waiver for North Carolina residents who are at least age 65. The tuition waiver benefit also extends to certain family members of deceased or totally and permanently disabled emergency workers of North Carolina. See pages 21–22 of the Manual in the section regarding Tuition Waivers.