# Contents

## INTRODUCTION
- Academic Calendar ................................................................. 6
- Chancellor's Welcome ............................................................... 9
- Profile .......................................................................................... 10
- Academic Programs ................................................................. 10
- The University Community ...................................................... 11
- Accreditation ............................................................................ 12
- Vision and Mission Statement .................................................. 12
- UNCG's Vision for Teaching and Learning ............................... 12
- Affirmative Action Program ...................................................... 12

## ADMISSION TO THE UNIVERSITY
- Admissions Decision ................................................................. 14
- Adult Students ........................................................................... 14
- Auditors ..................................................................................... 14
- Division of Continuing Learning ............................................ 15
- Former UNCG Students ............................................................ 15
- Freshmen ................................................................................... 15
- Graduate Students ................................................................. 16
- Immunization Clearance ........................................................... 16
- Inter-institutional Registration ................................................ 16
- International Credentials ....................................................... 17
- Non-Degree Seeking Students ................................................ 20
- Part-Time Degree Students ..................................................... 20
- Reserve Officers' Training Corps (ROTC) ............................... 20
- Residency .................................................................................. 20
- Second Baccalaureate Degree Students ................................. 20
- Summer Session ........................................................................ 21
- Transfer Credit .......................................................................... 21
- Transfer Students ...................................................................... 24
- Veterans ..................................................................................... 25
- Visiting Students ........................................................................ 25

## EXPENSES, PAYMENTS, REFUNDS, AND FINANCIAL AID
- Financial Aid ........................................................................... http://fia.uncg.edu
- Housing ..................................................................................... http://hrl.uncg.edu
- Meal Plans ................................................................................. http://www.dineoncampus.com/uncg
- Miscellaneous Fees and Expenses ......................................... 26
- Refunds ...................................................................................... 26
- Tuition, Fees, and Payment ..................................................... 27

## ACADEMIC REGULATIONS AND POLICIES
- Academic Integrity Policy ......................................................... 29
- Undergraduate Academic Requirements and Limits ............... 29
- Academic Standing at UNCG .................................................. 29
- Auditing Courses ................................................................. 31
- Average Time to Graduation .................................................... 31
- Class Attendance ................................................................. 31
- Classification of Students ..................................................... 32
- Course Selection ...................................................................... 32
- Course Withdrawal Policy ...................................................... 32
- Course Levels .......................................................................... 33
- Course Loads ........................................................................... 33
- Suggested Academic Workload Guidelines ............................ 33
- Course Credit Regulations and Limits ..................................... 34
- Grading ..................................................................................... 34
- Academic Renewal ................................................................. 34
- Chancellor's List ....................................................................... 35
- Deans' List ............................................................................... 35
- Final Course Examinations .................................................... 35
- Grade Appeal Policy ............................................................... 35
- Grade Points/Grade Point Averages (GPA) ............................. 35
- Grade Replacement Policy ...................................................... 36
- Grade Reports .......................................................................... 36
- Grades ....................................................................................... 36
- Grading System For Undergraduates ..................................... 36
- Incomplete Grades ................................................................. 37
- Retroactive Grade Change ...................................................... 37
- Semester Hour Credits ........................................................... 37
- Majors—Declaring or Changing ............................................... 37
- Other Regulations ..................................................................... 38
- Second or Simultaneous Undergraduate Degrees .................. 38
- Dual Registration Status ........................................................ 38
- Placement Examinations ........................................................ 38
- Registering for Courses .......................................................... 39
- Steps to Graduation ............................................................... 39
- Academic Requirements ........................................................ 39
- Graduation Requirements ...................................................... 39
- Residence Requirements ....................................................... 39
- Time Requirements ............................................................... 40
- Application for Graduation .................................................... 40
- Graduation with Latin Honors ................................................ 40
- Commencement Ceremonies .................................................. 40
- Commencement Participation Policy ...................................... 40
- Supporting Offices ................................................................. 41
- University Directory Information .......................................... 42
- Withdrawal from the University ............................................. 43
- Withdrawal for Students Called to Active Military Duty ......... 43

## UNIVERSITY REQUIREMENTS
- Undergraduate Degrees and Degree Requirements ............... 45
- General Education Program .................................................... 45
- General Education Requirement Abbreviations ................. 46
- General Education Core Category Descriptions .................... 46
- General Education Core Requirements .................................. 47
- General Education Credit through Study Abroad .................. 48
- Writing Intensive and Speaking Intensive Courses ................. 48
- Basic Technology Competencies ............................................ 48
- Information and Research Competencies ............................... 48
- Definitions of Academic Program Terminology ..................... 49
- Guide to Course Descriptions ............................................... 49
- Undergraduate Areas of Study ............................................... 52
- Major Description and Program Requirements .................... 52
- Minors ...................................................................................... 53
- Special Curriculum Option Plan II Programs ......................... 53
- Student Outcomes Assessments ............................................. 53

## ACADEMIC UNITS AND AREAS OF STUDY
- College of Arts and Sciences .................................................. 54
- College Additional Requirements (CAR) ................................. 54
- Joseph M. Bryan School of Business and Economics ............ 61
- School of Education ............................................................... 65
- School of Health and Human Sciences ................................... 67
- Lloyd International Honors College ....................................... 70
- School of Nursing ................................................................. 73
- College of Visual and Performing Arts ................................. 75
## Academic Departments, Programs, and Courses

<table>
<thead>
<tr>
<th>Department/Program</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accelerated Bachelor's to Graduate Degree Program</td>
<td>78</td>
</tr>
<tr>
<td>Accounting and Finance</td>
<td>79</td>
</tr>
<tr>
<td>African American and African Diaspora Studies</td>
<td>85</td>
</tr>
<tr>
<td>Anthropology</td>
<td>89</td>
</tr>
<tr>
<td>Archaeology Program</td>
<td>95</td>
</tr>
<tr>
<td>Art</td>
<td>97</td>
</tr>
<tr>
<td>Arts and Sciences, College of</td>
<td>113</td>
</tr>
<tr>
<td>Ashby Residential College</td>
<td>114</td>
</tr>
<tr>
<td>Bachelor of Arts in Liberal Studies Program</td>
<td>118</td>
</tr>
<tr>
<td>Humanities</td>
<td>118</td>
</tr>
<tr>
<td>Professional Studies</td>
<td>120</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>121</td>
</tr>
<tr>
<td>Biology</td>
<td>126</td>
</tr>
<tr>
<td>Business and Economics, Bryan School of</td>
<td>145</td>
</tr>
<tr>
<td>Chemistry and Biochemistry</td>
<td>146</td>
</tr>
<tr>
<td>Classical Studies</td>
<td>162</td>
</tr>
<tr>
<td>Communication Sciences and Disorders</td>
<td>173</td>
</tr>
<tr>
<td>Communication Studies</td>
<td>178</td>
</tr>
<tr>
<td>Community and Therapeutic Recreation</td>
<td>183</td>
</tr>
<tr>
<td>Comprehensive Transition and Postsecondary Education</td>
<td>190</td>
</tr>
<tr>
<td>Computer Science</td>
<td>192</td>
</tr>
<tr>
<td>Consumer, Apparel, and Retail Studies</td>
<td>197</td>
</tr>
<tr>
<td>Apparel Product Design</td>
<td>199</td>
</tr>
<tr>
<td>Counseling and Educational Development</td>
<td>203</td>
</tr>
<tr>
<td>Dance</td>
<td>204</td>
</tr>
<tr>
<td>Economics</td>
<td>217</td>
</tr>
<tr>
<td>Educational Leadership and Cultural Foundations</td>
<td>223</td>
</tr>
<tr>
<td>Educational Research Methodology</td>
<td>224</td>
</tr>
<tr>
<td>English</td>
<td>225</td>
</tr>
<tr>
<td>Environmental &amp; Sustainability Studies</td>
<td>236</td>
</tr>
<tr>
<td>Freshman Seminars</td>
<td>249</td>
</tr>
<tr>
<td>Genetic Counseling</td>
<td>251</td>
</tr>
<tr>
<td>Geography</td>
<td>252</td>
</tr>
<tr>
<td>Gerontology</td>
<td>265</td>
</tr>
<tr>
<td>Grogan College</td>
<td>266</td>
</tr>
<tr>
<td>Health and Human Sciences, School of</td>
<td>267</td>
</tr>
<tr>
<td>History</td>
<td>268</td>
</tr>
<tr>
<td>Western Civilization</td>
<td>282</td>
</tr>
<tr>
<td>Honors Programs</td>
<td>283</td>
</tr>
<tr>
<td>Human Development and Family Studies</td>
<td>290</td>
</tr>
<tr>
<td>Information Systems and Supply Chain Management</td>
<td>299</td>
</tr>
<tr>
<td>Supply Chain Management</td>
<td>303</td>
</tr>
<tr>
<td>Integrated Professional Studies Program</td>
<td>305</td>
</tr>
<tr>
<td>Integrated Science</td>
<td>308</td>
</tr>
<tr>
<td>Interior Architecture</td>
<td>313</td>
</tr>
<tr>
<td>International and Global Studies</td>
<td>319</td>
</tr>
<tr>
<td>International Programs Center</td>
<td>343</td>
</tr>
<tr>
<td>Study Abroad</td>
<td>343</td>
</tr>
<tr>
<td>Kinesiology</td>
<td>344</td>
</tr>
<tr>
<td>Languages, Literatures, and Cultures</td>
<td>360</td>
</tr>
<tr>
<td>American Sign Language</td>
<td>378</td>
</tr>
<tr>
<td>Chinese</td>
<td>379</td>
</tr>
<tr>
<td>French</td>
<td>380</td>
</tr>
<tr>
<td>German</td>
<td>382</td>
</tr>
<tr>
<td>Italian</td>
<td>383</td>
</tr>
<tr>
<td>Japanese</td>
<td>384</td>
</tr>
<tr>
<td>Portuguese</td>
<td>386</td>
</tr>
<tr>
<td>Russian</td>
<td>386</td>
</tr>
<tr>
<td>Spanish</td>
<td>387</td>
</tr>
<tr>
<td>Liberal Studies, Special Programs in</td>
<td>392</td>
</tr>
<tr>
<td>Library and Information Studies</td>
<td>393</td>
</tr>
<tr>
<td>Management</td>
<td>394</td>
</tr>
<tr>
<td>Business Administration</td>
<td>394</td>
</tr>
<tr>
<td>Human Resources</td>
<td>397</td>
</tr>
<tr>
<td>International Business Studies</td>
<td>400</td>
</tr>
<tr>
<td>Marketing, Entrepreneurship, and Hospitality &amp; Tourism</td>
<td>407</td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td>407</td>
</tr>
<tr>
<td>Hospitality and Tourism</td>
<td>407</td>
</tr>
<tr>
<td>Sustainable Tourism and Hospitality</td>
<td>411</td>
</tr>
<tr>
<td>Mathematics and Statistics</td>
<td>422</td>
</tr>
<tr>
<td>Statistics</td>
<td>432</td>
</tr>
<tr>
<td>Media Studies</td>
<td>435</td>
</tr>
<tr>
<td>Music</td>
<td>442</td>
</tr>
<tr>
<td>Ensemble</td>
<td>457</td>
</tr>
<tr>
<td>Music Education</td>
<td>459</td>
</tr>
<tr>
<td>Music Performance</td>
<td>461</td>
</tr>
<tr>
<td>Nursing</td>
<td>469</td>
</tr>
<tr>
<td>Nutrition</td>
<td>485</td>
</tr>
<tr>
<td>Peace and Conflict Studies</td>
<td>492</td>
</tr>
<tr>
<td>Philosophy</td>
<td>495</td>
</tr>
<tr>
<td>Physics and Astronomy</td>
<td>500</td>
</tr>
<tr>
<td>Astronomy</td>
<td>507</td>
</tr>
<tr>
<td>Political Science</td>
<td>511</td>
</tr>
<tr>
<td>Preprofessional Programs</td>
<td>519</td>
</tr>
<tr>
<td>Psychology</td>
<td>527</td>
</tr>
<tr>
<td>Public Health Education</td>
<td>536</td>
</tr>
<tr>
<td>Health</td>
<td>541</td>
</tr>
<tr>
<td>Religious Studies</td>
<td>545</td>
</tr>
<tr>
<td>School of Education Licensure Programs</td>
<td>552</td>
</tr>
<tr>
<td>Social Work</td>
<td>555</td>
</tr>
<tr>
<td>Sociology</td>
<td>561</td>
</tr>
<tr>
<td>Specialized Education Services</td>
<td>569</td>
</tr>
<tr>
<td>Cornelia Strong College</td>
<td>586</td>
</tr>
<tr>
<td>Students First Office</td>
<td>587</td>
</tr>
<tr>
<td>Academic Recovery Seminar</td>
<td>587</td>
</tr>
<tr>
<td>Teacher Education and Higher Education</td>
<td>588</td>
</tr>
<tr>
<td>Education</td>
<td>554</td>
</tr>
<tr>
<td>Theatre</td>
<td>600</td>
</tr>
<tr>
<td>Drama</td>
<td>600</td>
</tr>
<tr>
<td>University Teaching and Learning Commons</td>
<td>614</td>
</tr>
<tr>
<td>Foundations for Learning</td>
<td>614</td>
</tr>
<tr>
<td>Integrated Studies Lab</td>
<td>614</td>
</tr>
<tr>
<td>University Studies</td>
<td>614</td>
</tr>
<tr>
<td>Visual and Performing Arts, College of</td>
<td>615</td>
</tr>
<tr>
<td>Arts Administration</td>
<td>615</td>
</tr>
<tr>
<td>Women's and Gender Studies Program</td>
<td>619</td>
</tr>
</tbody>
</table>

## University History, Officers, Faculty, and Governance

- History of the University of North Carolina ........................................... 623
- The Board of Governors of the University of North Carolina .................. 623
- Officers of the University of North Carolina ....................................... 624
- Constituent Institutions of the University of North Carolina ............. 624
- History of the University of North Carolina at Greensboro .................. 625
- The Board of Trustees of the University of North Carolina at Greensboro .. 626
- Officers of the University of North Carolina at Greensboro ................ 626
- Faculty of the University of North Carolina at Greensboro .................. 627

## Academic References

- Enrollment and Degree Statistics ......................................................... 663
- Academic Program Inventory and CIP Codes ........................................... 666
- Undergraduate Area of Study (AOS) Codes ............................................ 667
- Major Codes (Undergraduate) ................................................................. 681
Equality of Educational Opportunity

The University of North Carolina at Greensboro is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, creed, gender, age, national origin, disability, military veteran status, political affiliation, or sexual orientation. Moreover, the University of North Carolina at Greensboro is open to people of all races and actively seeks to promote racial integration by recruiting and enrolling a larger number of black students.

This commitment is in keeping with Title IX of the Educational Amendments of 1972 and Section 504, Rehabilitation Act of 1973. The Affirmative Action Officer, 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 identity or expression, within its prohibited discriminatory conduct.

Equity in Athletics Statement

Pursuant to the federal Equity in Athletics Disclosure Act, information about equity in 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) and Counseling Center (336-334-5874). The School of Education houses the Nicholas A. Vacc Coun-

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 co-curricular activities that encourage understanding of and appreciation for all members of its community. UNCG will not tolerate any harassment of or discrimination against 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, religion, sex, sexual orientation, gender identity, national origin, political affiliation, genetic information, veteran status, disabling condition, or age. View the entire policy at http://policy.uncg.edu/university-policies/discriminatory_conduct.

Students who believe they have been treated unfairly should contact the Associate Vice Chancellor for Student Affairs at 336-334-5513. Any employee who believes he or she has been treated unfairly based on any of the above characteristics should contact his or her immediate supervisor, or the next level supervisor if the immediate supervisor is the subject of the allegation.

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, PO Box 26170, Greensboro, NC 27402-6170, 336-256-0397.
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, 2017; 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 2017–18
Announcements for 2016–17
Vol. 105

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.

The University of North Carolina at Greensboro Undergraduate Bulletin is edited and published by the

University Registrar’s Office
180 Mossman Building
The University of North Carolina at Greensboro
PO Box 26170, Greensboro, NC 27402-6170
## 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 2017

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 4, Friday</td>
<td>Undergraduate academic suspension appeals deadline</td>
</tr>
<tr>
<td>August 7–11, Mon.–Fri.</td>
<td>Orientation, advising, and registration for all students based on student population and classification</td>
</tr>
<tr>
<td>August 7, Monday</td>
<td>Fall semester opens</td>
</tr>
<tr>
<td>August 8, Tuesday</td>
<td>State of the Campus Address</td>
</tr>
<tr>
<td>August 14, Monday</td>
<td>Convocation Day</td>
</tr>
<tr>
<td>August 15, Tuesday</td>
<td>Classes begin, 8:00 a.m.</td>
</tr>
<tr>
<td>August 15–21, Tues.–Mon.</td>
<td>Late registration and schedule adjustment</td>
</tr>
<tr>
<td>August 21, Monday</td>
<td>Last day to change course(s) or course section(s) without special permission</td>
</tr>
<tr>
<td>August 21, Monday</td>
<td>Financial aid satisfactory academic progress appeals deadline; hours locked for financial aid purposes.</td>
</tr>
<tr>
<td>August 21, Monday</td>
<td>Last day to withdraw from a course for tuition and fees refund; course withdrawal policy in effect after this date.</td>
</tr>
<tr>
<td>August 22, Tuesday</td>
<td>Deadline for graduate students to apply to graduate in December 2017</td>
</tr>
<tr>
<td>August 28, Monday</td>
<td>Census reporting</td>
</tr>
<tr>
<td>September 1–30</td>
<td>Undergraduate students declare or change major in September.</td>
</tr>
<tr>
<td>September 4, Monday</td>
<td>Labor Day holiday. Classes dismissed; offices closed.</td>
</tr>
<tr>
<td>September 8, Friday</td>
<td>Final deadline for undergraduates to apply to graduate in December 2017</td>
</tr>
<tr>
<td>October 1, Sunday</td>
<td>Opening day for the financial aid priority filing period for the 2018-19 academic year; FAFSA (Free Application for Federal Aid) available.</td>
</tr>
<tr>
<td>October 5, Thursday</td>
<td>Founders Day</td>
</tr>
<tr>
<td>October 6, Friday</td>
<td>Instruction ends for Fall Break, 6:00 p.m.</td>
</tr>
<tr>
<td>October 9, Monday</td>
<td>Last day to withdraw from a course without incurring a WF grade (withdraw failing)</td>
</tr>
<tr>
<td>October 11, Wednesday</td>
<td>Classes resume after Fall Break, 8:00 a.m.</td>
</tr>
<tr>
<td>Oct. 11–Nov. 14, Wed.–Tues.</td>
<td>Spring semester and summer session advising for continuing students, by appointment</td>
</tr>
<tr>
<td>October 20, Friday</td>
<td>Final date for December doctoral candidates’ oral examinations</td>
</tr>
<tr>
<td>Oct. 23–Nov. 14, Mon.–Tues.</td>
<td>Spring and Summer 2018 registration for continuing students</td>
</tr>
<tr>
<td>November 1, Wednesday</td>
<td>Deadline for undergraduates to apply to student teach during Fall 2018</td>
</tr>
<tr>
<td>November 3, Friday</td>
<td>Deadline for filing dissertation and original signature pages with the Graduate School</td>
</tr>
<tr>
<td>November 13, Monday</td>
<td>Deadline for filing thesis with the Graduate School</td>
</tr>
<tr>
<td>November 21, Tuesday</td>
<td>Instruction ends for Thanksgiving holiday, 10:00 p.m.</td>
</tr>
<tr>
<td>November 27, Monday</td>
<td>Classes resume, 8:00 a.m.</td>
</tr>
<tr>
<td>November 29, Wednesday</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>November 30, Thursday</td>
<td>Final date for complete clearance of December graduate degree candidates.</td>
</tr>
<tr>
<td>November 30, Thursday</td>
<td>Deadline for final submission of thesis or dissertation to the Graduate School.</td>
</tr>
<tr>
<td>November 30, Thursday</td>
<td>Reading Day</td>
</tr>
<tr>
<td>December 1, Friday</td>
<td>Financial aid priority filing period ends for 2018–19 academic year.</td>
</tr>
<tr>
<td>Dec. 1 &amp; 2, Fri. &amp; Sat.;</td>
<td>Final examinations</td>
</tr>
<tr>
<td>Dec. 4–7, Mon.–Thurs.</td>
<td></td>
</tr>
<tr>
<td>December 8, Friday</td>
<td>December Commencement, Greensboro Coliseum</td>
</tr>
</tbody>
</table>

# 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.

## Spring 2018

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 2–5, Tues.–Fri.</td>
<td>Orientation, advising, and registration for all students based on student population and classification</td>
</tr>
<tr>
<td>January 2, Tuesday</td>
<td>Undergraduate academic appeals deadline</td>
</tr>
<tr>
<td>January 8, Monday</td>
<td>Classes begin, 8:00 a.m.</td>
</tr>
<tr>
<td>January 8–12, Mon.–Fri.</td>
<td>Late registration and schedule adjustment</td>
</tr>
<tr>
<td>January 12, Friday</td>
<td>Financial aid satisfactory academic progress appeals deadline; hours locked for financial aid purposes.</td>
</tr>
<tr>
<td>January 12, Friday</td>
<td>Last day to change course(s) or course section(s) without special permission</td>
</tr>
<tr>
<td>January 12, Friday</td>
<td>Last day to withdraw from a course for tuition and fees refund; course withdrawal policy in effect after this date.</td>
</tr>
<tr>
<td>January 15, Monday</td>
<td>Dr. Martin Luther King Jr. holiday. Classes dismissed; offices closed.</td>
</tr>
<tr>
<td>January 16, Tuesday</td>
<td>Deadline for graduate students to apply to graduate in May 2018</td>
</tr>
<tr>
<td>January 22, Monday</td>
<td>Census reporting</td>
</tr>
<tr>
<td>January 26, Friday</td>
<td>Final deadline for undergraduates to apply to graduate in May 2018</td>
</tr>
<tr>
<td>February 1–28</td>
<td>Undergraduate Students declare or change major in February.</td>
</tr>
<tr>
<td>February 15, Thursday</td>
<td>Deadline for undergraduates to apply to student teach during Spring 2019</td>
</tr>
<tr>
<td>March 2, Friday</td>
<td>Last day to withdraw from a course without incurring a WF  (withdraw failing)</td>
</tr>
<tr>
<td>March 3, Saturday</td>
<td>Instruction ends for Spring Break, 1:00 p.m.</td>
</tr>
<tr>
<td>March 12, Monday</td>
<td>Classes resume after Spring Break, 8:00 a.m.</td>
</tr>
<tr>
<td>Mar. 12–Apr. 18, Mon.–Wed.</td>
<td>Fall 2018 advising for continuing students, by appointment</td>
</tr>
<tr>
<td>March 14, Wednesday</td>
<td>Final date for May doctoral candidates’ oral examinations</td>
</tr>
<tr>
<td>March 21, Wednesday</td>
<td>Deadline for filing dissertation and original signature pages with the Graduate School</td>
</tr>
<tr>
<td>Mar. 26–Apr. 18, Mon.–Wed.</td>
<td>Fall 2018 registration for continuing students</td>
</tr>
<tr>
<td>March 30, Friday</td>
<td>Spring holiday. Classes dismissed; offices closed.</td>
</tr>
<tr>
<td>April 3, Tuesday</td>
<td>Deadline for filing thesis with the Graduate School</td>
</tr>
<tr>
<td>April 6, Friday</td>
<td>Student Excellence Day</td>
</tr>
<tr>
<td>April 25, Wednesday</td>
<td>Last day of classes.</td>
</tr>
<tr>
<td>April 26, Thursday</td>
<td>Final date for complete clearance of May candidates for graduate degrees. Deadline for final submission of thesis or dissertation to the Graduate School.</td>
</tr>
<tr>
<td>April 26, Thursday</td>
<td>Reading Day</td>
</tr>
<tr>
<td>April 27 &amp; 28, Apr. 30–May 3, Fri &amp; Sat., Mon.–Thurs.</td>
<td>Final examinations</td>
</tr>
<tr>
<td>May 4, Friday</td>
<td>May Commencement, Greensboro Coliseum</td>
</tr>
</tbody>
</table>

*Approved by the Faculty Senate May 6, 2015. Approved by the Chancellor June 10, 2015. Amended May 13, 2016. Amended December 12, 2016.*
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.

Summer 2018

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 7, Monday</td>
<td>MBA and BLS first summer session classes begin</td>
</tr>
<tr>
<td>May 10, Thursday</td>
<td>First summer session classes begin</td>
</tr>
<tr>
<td>May 14, Monday</td>
<td>Deadline for graduate students to apply to graduate in Summer 2018</td>
</tr>
<tr>
<td>May 28, Monday</td>
<td>Memorial Day holiday. Classes dismissed; offices closed.</td>
</tr>
<tr>
<td>June 1, Friday</td>
<td>Memorial Day makeup day; classes dismissed for Memorial Day are held on this date.</td>
</tr>
<tr>
<td>June 1, Friday</td>
<td>Final deadline for undergraduates to apply to graduate in Summer 2018</td>
</tr>
<tr>
<td>June 13, Wednesday</td>
<td>First summer session final examinations</td>
</tr>
<tr>
<td>June 14, Thursday</td>
<td>Second summer session classes begin</td>
</tr>
<tr>
<td>June 18, Monday</td>
<td>MBA and BLS first summer session final examinations</td>
</tr>
<tr>
<td>June 19, Tuesday</td>
<td>MBA and BLS second summer session classes begin</td>
</tr>
<tr>
<td>July 4, Wednesday</td>
<td>Independence Day holiday. Classes dismissed; offices closed.</td>
</tr>
<tr>
<td>July 20, Friday</td>
<td>Second summer session final examinations</td>
</tr>
<tr>
<td>July 31, Tuesday</td>
<td>MBA and BLS second summer session final examinations</td>
</tr>
<tr>
<td>August 3, Friday</td>
<td>Summer graduation date</td>
</tr>
</tbody>
</table>

Chancellor’s Welcome

I am delighted to welcome you to the University of North Carolina at Greensboro. A rich academic experience awaits you, punctuated by internship and community service opportunities, study abroad programs, club sports and many, many other activities. Take time to explore your interests, match them with our opportunities, immerse yourself, and be inspired along the way.

At UNCG, student success is our highest priority. Here you will find a dedicated and supportive university community ready to help as you explore intellectual challenges and discover the passions that will propel you toward a meaningful life. Our picturesque campus and the vibrant Greensboro community provide an ideal environment for intellectual and social discovery.

This Undergraduate Bulletin will be an invaluable resource as you embark upon your college 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 our university. It’s the first choice among many that will shape and distinguish your UNCG experience. I wish you the best.

Sincerely,

Franklin D. Gilliam Jr., Ph.D.
Chancellor
Introduction to UNCG

Profile

The following is reprinted from the Office of Institutional Research Fact Book, 2015–16 Data Set: http://ire.uncg.edu/pages/factbook.

History and Location

The University of North Carolina Greensboro is classified by The Carnegie Foundation as a Research University with High Research Activity. The university was established in 1891 and became coeducational in 1963. The campus is located 1 mile from the center of Greensboro, a city of 277,080. The Greensboro/Winston-Salem/High Point Combined Statistical Area has a population of approximately 1,611,243.

Academic Schools, Programs, and Degrees

Arts and Sciences; Business and Economics; Education; Health and Human Sciences; Nursing; Visual and Performing Arts; Graduate School; and, in conjunction with North Carolina Agricultural and Technical State University, the Joint School of Nanoscience and Nanoengineering. UNCG offers undergraduate programs in over 100 areas of study, 65 Masters programs, and 30 doctoral programs. In 2014–15, UNCG awarded 2,832 bachelor’s, 761 master’s, 60 specialist, and 129 doctoral degrees. Doctoral degrees were awarded in Consumer, Apparel, and Retail Studies; Chemistry; Communication Science and Disorders; Counseling; Economics; Education; English; Geography; History; Human Development and Family Studies; Information Systems and Operations Management; Kinesiology; Music; Nursing; Nutrition; Psychology; Public Health.

Faculty

In 2015–16, there were 1005.40 budgeted FTE faculty positions and the student/faculty ratio was 20:1. Fifty-five percent of the full-time faculty was tenured and eighty-one percent held a doctorate or terminal degree in their field. Average 2015–16 AAUP Salaries were $104,413 for full professors, $75,733 for associate professors, and $68,092 for assistant professors.

Enrollment

Fall 2015 resident headcount enrollment was 19,393 (17,365.25 FTE), including 15,951 (14,668 FTE) undergraduates and 3,442 (2,697.29 FTE) graduate students. Ninety-three percent of those accepted students enrolled. The average SAT score for enrolled first time freshmen was 1040 (Critical Reading plus Math). The middle fifty percent ranges for SAT scores were 470-560 for Critical Reading, 470-550 for Math, and 440-540 for Writing. The average ACT Composite score for enrolled first time freshmen was 23.0. The middle 50 percent ACT Composite score range was 20-25. Seventy-seven percent of Fall 2013 Freshmen returned in Fall 2015, and fifty-two percent of freshmen who entered in Fall 2009 graduated within six years.

Academic Programs

The university is organized into two colleges (Arts and Sciences; Visual and Performing Arts) and five 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 Nursing. Undergraduates have a choice of over 100 areas of study from which to select 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 30 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 the University Requirements and Academic Units sections 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. Multiple 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.

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 & Sustainability 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 following is reprinted from [http://www.uncg.edu/inside-uncg/inside-glance.htm](http://www.uncg.edu/inside-uncg/inside-glance.htm).

The University of North Carolina at Greensboro is a challenging, supportive and engaged community where learning is carried forward to Do something bigger altogether. Founded in 1891, UNCG is the largest and most diverse university in the Triad, serving nearly 19,000 students. Standing apart from other universities, the UNCG community is joined together by a shared value: We define excellence not only by the people we attract, but by the meaningful contributions they make.

UNCG's picturesque campus includes more than 30 academic buildings and 30 residence buildings on more than 200 acres. Opportunities for students include approximately 200 student organizations, 17 intercollegiate athletic teams, intramurals, club sports, recreation center, campus golf course, student newspaper, student literary magazine, student radio station, music and choral groups, drama and dance performance groups, concert and lecture series, film series, internships, Outdoor Adventures program, fraternities and sororities, and community service.

The following is reprinted from [http://admissions.uncg.edu/discover-greensboro.php](http://admissions.uncg.edu/discover-greensboro.php).

UNCG is located in Greensboro, North Carolina’s third-largest city. It’s about halfway between Atlanta and Washington, D.C. The Blue Ridge Mountains are just a two-hour drive to the west; the Atlantic Ocean is 3.5 hours to the east.

Greensboro’s weather is moderate, with mild winters and spectacular springs and falls. Average snowfall is less than four inches. Summer highs are typically in the 80s and 90s.

The population of Greensboro is 277,000. The Piedmont Triad area (including Greensboro, Winston-Salem, and High Point) is home to 1.6 million people. There are 10 other four-year colleges and universities in the Piedmont Triad.

There is so much to discover in Greensboro—museums, Broadway and local theatre, movies, galleries, coffee bars, concerts in the park, opera, ballet, and the symphony. Students also enjoy the nightlife in downtown Greensboro, where there are dozens of restaurants and nightclubs.

There’s no shortage of malls and shopping centers in Greensboro. Retailers such as Belk, Macy’s, Barnes & Noble, The Apple Store, Gap, and REI are located at Friendly Shopping Center, just two miles from campus. And restaurants abound in Greensboro, from the major chains to small family-owned eateries.

The city’s outstanding parks and recreation system puts the “green” in Greensboro with more than 170 parks, gardens, and facilities. So there are plenty of options—tennis, golf, swimming, biking, volleyball, or simply enjoying the...
miles of greenways. Greensboro is also home to the largest water park in the Carolinas, Wet 'n Wild Emerald Pointe. For those who prefer winter sports, the Greensboro Ice House is open year-round for skating and hockey.

Greensboro Coliseum, just a mile from campus, is the home court for UNCG's men's basketball team and hosts a variety of sporting events and concerts throughout the year. Baseball fans enjoy watching Greensboro Grasshoppers play in their downtown stadium, and soccer fans cheer for the Carolina Dynamo.

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

The following is reprinted from http://www.uncg.edu/inside-uncg/mission.

Approved by Chancellor Linda P. Brady, October 4, 2012.
Approved by the UNC Board of Governors, October 11, 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 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

Equality of Opportunity in the University


Admission to, employment by, and promotion in the University of North Carolina and all of its constituent institutions shall be on the basis of merit, and there shall be no unlawful discrimination against any person on the basis of race, color, religion, sex, sexual orientation, gender identity, national origin, age, disability, genetic information, or veteran status. (Chapter 1, Section 103)

UNCG’s Statement of Commitment to Equal Opportunity

The following is reprinted from http://web.uncg.edu/hr/o/PolicyManuals/StaffManual/SectionI/AAPlan/EOStatement.

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 and minorities will have an equal opportunity to be considered for and appointed to all vacant positions. All appointments, promotions, and all other personnel actions, such as compensation, benefits, transfers, training and educational programs, tuition assistance, travel assistance, research grants, support for graduate assistants, social and recreational programs, will be administered without regard to race, color, religion, sex (including pregnancy), gender identity, national origin, political affiliation, sexual orientation, genetic information and age, including sexual harassment, in such manner as is consistent with achieving a staff of diverse and competent persons. Unlawful discrimination, harassment, and retaliation are strictly prohibited.

Overall responsibility for the development and implementation of the University’s Affirmative Action Program resides with the chancellor. The Affirmative Action Officer has been given the responsibility to monitor the effectiveness of the University’s Affirmation Action Program and to assist in affirmative action policy and planning. This does not diminish in any way the responsibilities of deans, department heads, managers, and supervisors to assist in administering the affirmative action policy and planning through promulgation of information.

The University of North Carolina at Greensboro reaffirms its commitment to equality of opportunity in its relationships with all members of the university community.
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 on an evaluation of the applicant’s secondary school record and/or college record, including the overall grade point average, an optional essay for freshman applicants, 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 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.

Over-enrollment 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 website at http://admissions.uncg.edu or call the Undergraduate Admissions Office, Armfield-Preyer Admissions & Visitor Center, 336-334-5243, for complete admissions information.

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.

Adult Students

UNCG encourages qualified adult students to complete their undergraduate degrees.

Persons who are age 21 or older and have completed high school (or earned an adult high school diploma or GED) may be considered for admission. Persons under 21 years of age must have fulfilled the Secondary School Units Required 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 (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 in the SpartanLink portal (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 the 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 complete all steps to enrollment (found in the UNCG Enrollment Checklist in the SpartanLink portal).

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 fifth day of schedule adjustment.

Auditors Requiring a Record of Enrollment

Current UNCG Students

See the Auditing Courses topic in the Academic Regulations and Policy section.
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. A fee equal to in-state or out-of-state tuition rates is charged for each course audited.

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

UNCG Online 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 Online Learning, Becher-Weaver Building, 915 Northridge Street, 336-315-7044 or 1-866-334-2255. Only Visiting Auditors should apply through the Division of Online Learning; all others must follow regular admission and registration procedures (see previous information).

A Visiting Auditor may audit courses for a fee of $125.

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.

Division of Online Learning

The Division of Online 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, and events. Persons need not be admitted to UNCG in order to register for some of 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 Online Learning, Becher-Weaver Building, 915 Northridge Street. For information access the UNCG Online Web page at http://online.uncg.edu or call 336-315-7044 (toll free 1-866-334-2255).

Former UNCG Students

The following individuals must reapply for admission to UNCG by the posted deadline for the semester or summer term for which they wish to return:

- a former student who has been suspended or dismissed* for academic or disciplinary reasons,
- a former student who has not been enrolled for two consecutive terms (excluding summer), and
- a graduate of UNCG.

Readmission of former students is not automatic and students must meet prevailing admissions standards to be eligible to return to UNCG. This policy only applies to undergraduate degree seeking students.

* Former UNCG students who left on academic dismissal must also petition the university to return by submitting an Academic Dismissal Appeal. Contact the Students First Office, 061 McIver Bldg., 336-334-5730, for more information on the appeal process. Formerly dismissed students who successfully petition to return must agree to participate in a program sponsored by the Students First Office 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. Former students may not return during a summer term.

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 first-time undergraduate who is a degree-seeking student with no prior post-secondary experience (after high school). Summer is not considered a degree-seeking term.

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 12th grade.

Secondary School Units Required (minimum course requirements)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (emphasizing grammar, composition, and literature)</td>
<td>4</td>
</tr>
<tr>
<td>Foreign Language (2 units of one foreign language)</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics (Algebra I, Algebra II, Geometry, one advanced course beyond Algebra II)*</td>
<td>4</td>
</tr>
<tr>
<td>Science (including at least 1 unit in life or biological science, at least 1 unit in physical science, at least one laboratory course)</td>
<td>3</td>
</tr>
<tr>
<td>Social Science (1 unit in US history; 1 unit in history, economics, sociology, or civics)</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Required Units</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

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

Application Procedures for Freshmen

1. Complete the UNCG application online (https://spartanlink.uncg.edu), including essay. A $65 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 priority consideration for freshman admission is December 1, and March 1 is the official deadline. Applications received after March 1 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. 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, PO 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.

Some majors and programs have additional admission requirements noted in the program information in this Bulletin.

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 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 to be considered for UNCG scholarships.

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 Bulletin or contact the Graduate School Office, 241 Mossman Building, 336-334-5596, for admission information. The Graduate Bulletin is available on the Graduate School website at http://grs.uncg.edu.

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 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 and/or 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 Session, 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 Session should request a Summer Session Bulletin from the Division of Online 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 website.

**International Credentials**

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

Applicants who are US citizens, US nationals, US permanent residents, pending permanent residents, political asylees or refugees, undocumented students, and applicants under Defer Action status are considered “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 send an email 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 also must submit SAT results.

**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) is at www.uncg.edu/ipg/undergradapplicationprocedures.html or paper forms may be made available by request to the email ipc_adm@uncg.edu. Please read instructions carefully and complete all appropriate sections.
- A $65.00 (US currency) nonrefundable processing fee payable to UNCG must accompany your application.
- 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 US are required to have the institution(s) in the US 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 US-based secondary education system, if fewer than three years have been spent in the US 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 an Evidence-Based Reading and Writing (English) score of 400 or higher.
- ACT—American College Test with an English sub-score of 17 or higher.
- Successful completion of a college transferable English course (minimum requirement: grade of B or better). Must be taken at a regionally-accredited US 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.
Admissions

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.

Transfer Student International Admissions Criteria

Transfer applicants must request official transcripts from high school and each post-secondary institution attended. International and US 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) is at www.uncg.edu/ipg/undergradapplicationprocedures.html or paper forms may be made available by request to the email ipc_adm@uncg.edu. Please read instructions carefully and complete all appropriate sections.
- A $65.00 (US currency) non-refundable processing fee payable to UNCG must accompany your application.
- 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.
- 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 US are required to have the institution(s) in the US send the transcript(s) directly to UNCG.
- Official English translations of all academic records including certificates, degrees, or diplomas in original language of issue. Do not fax translations. Send OFFICIAL transcript(s) directly to UNCG.

NOTE: Students who have taken advanced examinations in high school, such as British A-levels, the German Arbitur, 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 also may be awarded university course credits. IB test scores must be sent to UNCG to assign the appropriate number of credit hours.

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 US-based secondary education system, if fewer than three years have been spent in the US 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 an Evidence-Based Reading and Writing (English) score of 400 or higher.
- ACT—American College Test with an English sub-score of 17 or higher.
- Successful completion of a college transferable English course (minimum requirement: grade of B or better). Must be taken at a regionally-accredited US 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.

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 Arbitur, 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 also may 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 US citizens, US nationals, US 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 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 US 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. You may also contact the International Admissions Coordinator in the International Programs Center at ipc_adm@uncg.edu to request an in-house credential evaluation be done on your translated international transcripts.

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.
- ACT — American College Test with an English sub-score of 17 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 October 1 for the spring semester. Final deadlines for transfer applicants are July 15 for fall and November 15 for spring (space permitting).

2. Submit 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 US must request that their high school counselors forward their transcripts directly to the Office of Undergraduate Admissions.

3. Submit certified copies of all post-secondary 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 US 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 US 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. You may also contact the International Admissions Coordinator in the International Programs Center at ipc_adm@uncg.edu to request an in-house credential evaluation be done on your translated international transcripts.

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:

- 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.
Admissions

- 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.
- ACT—American College Test with an English sub-score of 17 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 Online 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 Standing Policy.

Information about non-degree seeking registration may be obtained from the Division of Online 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 Office of Undergraduate Admissions or the Graduate School.

Part-Time Degree Students

Students who plan to enroll on a part-time basis and 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.

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 Agricultural and Technical 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. UNCG students will be awarded elective credit and quality points for ROTC courses completed at A&T through the Consortium.

Residency

The Residency Determination Service is the entity responsible for all undergraduate classifications of residency for tuition purposes in North Carolina. Residency classification for tuition purposes determines in-state or out-of-state status and may impact admission, tuition, scholarship, or financial aid eligibility.

A residency determination from RDS is required for undergraduates applying for admission, readmission, or transfer to any NC college or university, public or private, who wish to receive the benefits of in-state tuition and/or eligibility for state grants. Complete the RDS online interview process at http://www.ncresidency.org.

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 $65, 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 course 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 Office of Undergraduate Admissions.

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.

Summer Session
Currently enrolled UNCG students who are continuing their studies at UNCG may begin registering for summer courses in November, at the same time they register for spring 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-October by accessing the Summer Session Web page, or by contacting the Division of Online Learning (336-315-7044).

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

Transfer Articulation Services
Located in the Office of Undergraduate Admissions, 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 contact Transfer Articulation Services at transfercredit@uncg.edu.

Transfer equivalencies for courses that have been accepted for credit from other institutions, in-state and out-of-state, can be found on UNCG’s Transfer Evaluation System located at the following website: https://transfer.uncg.edu/TES.

The Transfer Articulation staff encourages all students who have accepted admission to the university to check the status of their transfer credit by reviewing their degree audit report regularly. Beyond admission to UNCG, 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 Policies and Limits

Regional Accreditation
UNC Greensboro is accredited by the Southern Association of Colleges and Schools Commission on Colleges. The primary service area for the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) includes Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia. SACSCOC does accept applications from international institutions that can meet its accreditation standards. The accreditation standards of this Commission require member institutions to analyze credit accepted for transfer in terms of level, content, quality, comparability, and degree program relevance; therefore, course credit for undergraduate degree-seeking students that originates from other SACSCOC member institutions can be readily evaluated by Transfer Articulation Services.

These requirements are consistent with other regional accrediting agencies that service other geographic areas. UNC Greensboro recognizes the accreditation standards of all regional agencies; course credit originating from any regionally accredited institution for undergraduate degree-seeking students can be readily evaluated by Transfer Articulation Services.

Non-Regionally-Accredited Institutions
Applicants from post-secondary institutions that are not accredited by regional agencies 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 2.0 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 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.

Repeated Courses
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.
Admissions

Programs and Articulation Agreements

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 NC community colleges and public universities in North Carolina, and has as its objective the smooth transfer of students, providing certain assurances to the transferring student by identifying community college courses that are appropriate for transfer as electives, and specifying courses that will satisfy pre-major and general education requirements.

The CAA establishes the procedures governing the transfer of credits for students who transfer from a North Carolina Community College to a constituent institution of the University of North Carolina. To be eligible for the transfer of credits under the CAA, the student must graduate from the community college with an Associate in Arts (AA) or Associate in Science (AS) degree and have an overall Grade Point Average (GPA) of at least 2.0 on a 4.0 scale and a grade of “C” or better in all CAA courses. Students who do not complete the degree are eligible to transfer credits on a course-by-course basis. Students officially enrolled in an AA or AS program at a North Carolina community college prior to Fall Semester 2014 are subject to the conditions and protections contained in the CAA in place at the time of their initial enrollment as long as they have remained continuously enrolled.

Community college graduates of the Associate in Arts or Associate in Science degree programs who have earned 60 semester hours in approved transfer courses with a grade of “C” or better will receive at least 60 semester hours of academic credit upon admission to UNC Greensboro. A student who completes the Associate in Arts or Associate in Science degree prior to transfer to UNC Greensboro will have fulfilled the university’s lower-division general education requirements, but not intermediate-level general education requirements like the College of Arts and Sciences’ foreign language requirement. Also, due to degree requirements in some majors, additional lower-division courses at UNC Greensboro may be required beyond the general education courses and pre-major courses taken at the community college.

Reverse Transfer Program

This program awards an associate degree to students who previously attended a NC community college and earned at least 16 community college course credits. Student will earn their associate degree while completing courses for a baccalaureate degree at the four year institution. There is no cost to participate in the Reverse Transfer program. Students should contact their community college for fees related to printed diplomas and participating in graduation ceremonies.

Students who transfer to a North Carolina university from one of the 58 North Carolina community colleges are given the opportunity to combine the credits earned at the university with credit already earned at the community college to determine if the associate degree requirements have been met.

Students with fewer than 16 credits may receive notification about the program after logging into UNCGenie. UNCGA and community colleges will determine student eligibility for the program. Students are responsible for opting in and the community college evaluates transcripts and awards associates degrees. The awarding of the associates degree will vary according to how many credits the student has earned.

Please see the official Frequently Asked Questions (FAQs) for eligibility and answers to all questions: www.northcarolina.edu/reversetransfer.

Students who participate in North Carolina’s Reverse Transfer Program and earn an Associate of Arts or Associate of Science will satisfy the university’s lower-level General Education Core (GEC) requirements per the Comprehensive Articulation Agreement. Requirements that are not met within this program are:

- intermediate-level General Education Core courses
- Writing/Speaking Intensive within the major

UNCG academic advisors can guide your completion of university degree requirements, not the degree requirements for other colleges. Participating students assume responsibility to understand and meet final associate degree requirements.

2Plus Programs

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 Office of Undergraduate Admissions or the community college involved.

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. Students admitted under the 2Plus agreement must notify Office of Undergraduate Admissions to change their major. A change in major may result in a change in the student’s admisssibility.

No combination of 2Plus and community college transfer credit may exceed 64 semester hours.

More details about 2Plus admission requirements are available at the 2Plus website: http://admissions.uncg.edu/students-2plus.php.

RN to BSN Articulation Agreement

This uniform, statewide academic progression agreement promotes education advancement opportunities for registered nurses moving between North Carolina community colleges and UNC Greensboro in order to complete BSN degrees. Specific details of the notice may be obtained from the UNC Greensboro Office of Undergraduate Admissions or the School of Nursing which include general education
Admissions

and nursing prerequisite courses. Students who follow the progression degree plan will meet entrance requirements to UNC Greensboro's RN to BSN programs.

Eligibility for the Uniform Articulation Agreement

A potential student must:

- enter a NC Community College Nursing program on or after Fall Semester, 2015.
- earn an Associate Degree in Nursing at a NC Community College with a GPA of at least 2.0.
- earn a grade of C or better in all courses included in the first three blocks of the progression plan.
- be licensed as an RN prior to applying to the RN to BSN program.

For more details of the agreement’s progression plan, please reference the UNCG School of Nursing website: http://nursing.uncg.edu/undergraduate/rnb.

NC School of Science and Math Articulation Agreement

In addition to examination programs, UNC Greensboro has an established articulation agreement with North Carolina School of Science and Mathematics (NCSSM) since 2010. NCSSM is the only secondary school in the UNC System. Students will be granted credit based on the course equivalencies and related requirements listed below. Students will be granted credit only, grades earned at NCSSM are not factored into a UNCG’s student grade point average.

It is required that students earn a grade of B or higher in all the NCSSM courses listed below; grades of B- or lower are not acceptable. Moreover, most NCSSM courses listed are part of a sequential program. A grade of a B or higher must be earned in all courses within the sequence to receive transfer credit.

<table>
<thead>
<tr>
<th>NCCSM Course</th>
<th>Hours Granted</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 434: AP Biology (I)</td>
<td>8</td>
<td>BIO 111, BIO 112</td>
</tr>
<tr>
<td>BI 436: AP Biology (II)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BI 438: AP Biology (III)</td>
<td>8</td>
<td>CHE 111, CHE 112, CHE 114, CHE 115</td>
</tr>
<tr>
<td>CH 401: AP Chemistry (I)</td>
<td>8</td>
<td>CHE 111, CHE 112, CHE 114, CHE 115</td>
</tr>
<tr>
<td>CH 402: AP Chemistry (II)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CH 405: AP Chemistry (Adv I)</td>
<td>8</td>
<td>CHE 111, CHE 112, CHE 114, CHE 115</td>
</tr>
<tr>
<td>CH 406: AP Chemistry (Adv II)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSC 402: AP Computer Sci A (I)</td>
<td>3</td>
<td>CSC 130</td>
</tr>
<tr>
<td>CSC 404: AP Computer Sci A (II)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSC 406: AP Computer Sci A (III)</td>
<td>3</td>
<td>CSC 230</td>
</tr>
<tr>
<td>CSC 410: Data Structures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA 404: AP Statistics (I)</td>
<td>3</td>
<td>STA 271</td>
</tr>
<tr>
<td>MA 406: AP Statistics (II)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA 408: AP Statistics (III)</td>
<td>6</td>
<td>MAT 191, MAT 292</td>
</tr>
<tr>
<td>MA 416: AP Calculus AB</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA 426: AP Calculus BC</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Secondary School Course Credit and Advanced Placement

Transfer credit or exemption from specific degree requirements may be earned by meeting university established minimum scores in recognized examination programs such as AP, IB, or SAT Subject Exams. Students should contact their secondary school counselors regarding dates and local test centers.

Cambridge International Examinations

Cambridge International A and AS Level course credit (and/or higher placement) may be awarded after evaluations of documentation. Please contact the International Programs Center or Transfer Articulation Services for further information.

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. Official score reports should be submitted with the application. AP exam scores reported on other transcripts will not be evaluated for transfer credit. Please visit the College Board’s AP Score Reporting Services website to order scores to be sent to UNC Greensboro: https://apscore.collegeboard.org/scores/score-reporting.

Please refer to the following website for a complete list of transfer credit awarded at UNC Greensboro for Advanced Placement exams: https://transfer.uncg.edu/TES/AP

College Board SAT: Writing Exam

Exemption from ENG 101 will be based on a score of 650 or above on the SAT Writing Exam. Questions about these exemptions appearing on a student’s degree evaluation should be directed to the Students First Office.

2017–18 UNCG Undergraduate Bulletin

23
Admissions

International Baccalaureate (IB) Program
Secondary school students enrolled in International Baccalaureate courses may receive college credit by taking IB examinations. Official score reports should be submitted with the application. IB exam scores reported on other transcripts will not be evaluated for transfer credit. Students should request that their test scores be sent to UNCG. Please visit the International Baccalaureate website for steps to order scores be sent to UNC Greensboro: www.ibo.org/programmes/diploma-programme/assessment-and-exams/requesting-transcripts.

Please refer to the following website for a complete list of transfer credit awarded at UNC Greensboro for IB exams: https://transfer.uncg.edu/TES/IB.

Credit For Military Training And Prior Learning Assessment
Military Course Credit
Elective credit for military training may be awarded where UNC Greensboro has comparable courses and upon receipt of an official transcript from the Community College of the Air Force or a Joint Services Transcript.

DSST Exams
The DSST Credit-by-Exam program offers students the opportunity to use their knowledge acquired outside of the classroom (perhaps from reading, on-the-job training, or independent study) to accomplish their educational goals. While the exams are funded for active-duty military, DSST exams are not just for those in the military. Adult learners, homeschooled students, and military veterans are also eligible to earn college credits through DSST. Students can visit their website to review offered exams, test preparation, and locate a test center: www.getcollegecredit.com.

Please refer to the following website for a complete list of transfer credit awarded at UNC Greensboro for DSST exams: https://transfer.uncg.edu/TES/DSST.

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. Students can visit their website to review offered exams, test preparation, and locate a test center: https://clep.collegeboard.org.

Please refer to the following website for a complete list of transfer credit awarded at UNCG Greensboro for CLEP subject exams: https://transfer.uncg.edu/TES/CLEP.

Transfer Students
A transfer student is defined as an undergraduate who has attended another postsecondary institution after graduating from high school. Well-qualified students with 24 transferable semester hours or more of college credit from a regionally accredited institution are encouraged to transfer to UNCG to continue their studies.

Requirements and Procedures
For consideration as a transfer, students must have at least a minimum 2.0 GPA 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 by UNCG 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 the following, by the above deadlines:

<table>
<thead>
<tr>
<th>Exam</th>
<th>Original Score</th>
<th>ReCentered Score</th>
<th>Hours Granted</th>
<th>Courses</th>
<th>University General Education Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>American History</td>
<td>700–800</td>
<td>750–800</td>
<td>6</td>
<td>HIS 211, HIS 212</td>
<td>GHP, GMO</td>
</tr>
<tr>
<td>American History</td>
<td>650–699</td>
<td>700–749</td>
<td>6</td>
<td>HIS 211, HIS 212</td>
<td>GHP, GMO</td>
</tr>
<tr>
<td>English Literature</td>
<td>700–800</td>
<td>750–800</td>
<td>3</td>
<td>ENG 212</td>
<td>GLT</td>
</tr>
<tr>
<td>English Literature</td>
<td>650–699</td>
<td>700–749</td>
<td>-</td>
<td>Exemption from ENG 212</td>
<td>n/a</td>
</tr>
<tr>
<td>European History</td>
<td>700–800</td>
<td>n/a</td>
<td>6</td>
<td>Elective credit</td>
<td>GHP, GPM, GMO, GL</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>550–800</td>
<td>570–800</td>
<td>3</td>
<td>Intermediate level met.</td>
<td>n/a</td>
</tr>
<tr>
<td>World History</td>
<td>n/a</td>
<td>750–800</td>
<td>6</td>
<td>Elective credit</td>
<td>GHP, GPM, GMO, GL</td>
</tr>
<tr>
<td>Writing</td>
<td>n/a</td>
<td>760–800</td>
<td>3</td>
<td>ENG 101</td>
<td>GRD</td>
</tr>
<tr>
<td>Writing</td>
<td>n/a</td>
<td>710–759</td>
<td>-</td>
<td>Exemption from ENG 101</td>
<td>n/a</td>
</tr>
</tbody>
</table>

* For tests taken before March 1995.
Admissions

1. UNCG application forms showing true and complete information.
2. Official transcript from the secondary school attended. Transfer students who are under the age of 21 or have less than 24 transferable credits must present 15 acceptable units of credit from an accredited secondary school as well as an ACT or SAT score sent directly from the testing agency. (See specific course units listed in information about 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 $65, not refundable and not applicable toward tuition and other costs.

After receipt of the above credentials, the UNCG undergraduate 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.

Veterans

Veterans Affairs benefit enrollment certification is handled by the University Registrar’s Office, 180 Mossman Building, 336-334-5946, veterans@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’s Office 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 Online Learning.

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 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, Refunds, and Financial Aid

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
Full-time UNCG student—one course per term without charge
Part-time UNCG student—$15.00 per course (limit of two audited courses per term)
Continual Learning visiting auditor requiring no record of enrollment—may audit courses for a fee of $125.
Visiting auditor requiring record of enrollment—standard tuition
See the Auditors topic in the Admission to the University section for details.

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 $65 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 http://parking.uncg.edu for details on parking regulations.

Transcript Fee
A fee (currently $8 per copy at the time this Bulletin was published) is charged for release of an official UNCG academic transcript. Additionally, the vendor that fulfills transcript orders charges a $2.75 processing fee.

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 or elsewhere.

Nursing majors are required to purchase uniforms and pay course fees for 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
https://sys.uncg.edu/financial-services-policy-11-1-student-refunds

Housing and Dining Plan Refunds
http://csh.uncg.edu/university-refund-appeals-committee
Waiver of 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://csh.uncg.edu/university-refund-appeals-committee

Tuition, Fees, and Payment

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

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.

UNCG Guidelines
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:

- All semester (fall and spring semester) academic credit hours attempted (includes repeated course work and failed course work)
- All transfer credit hours from UNC System schools and North Carolina Community Colleges that are accepted by UNCG
- All transfer credit hours not from a UNC System school or a North Carolina Community College completed after August 15, 2013
- WX, WT, and WF grades are not exempt from the tuition surcharge.

Hours Excluded from Tuition Surcharge Hours

- College Board’s Advanced Placement (AP) credit
- College Level Examination Program (CLEP) or similar programs’ credits
- Credit earned through any UNCG advanced placement, course validation or similar procedure
- Credit earned in summer sessions
- Transfer credit from institutions other than the UNC System schools and North Carolina Community Colleges completed prior to August 15, 2013
- Credit earned while enrolled as a high school student
- 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 University Registrar’s Office to obtain current information on their credit/semester hours.
Expenses, Payments, and Refunds

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]. The Request for Tuition Surcharge Waiver may be obtained from the University Registrar’s Office and must be submitted within 30 days of issuance of the written notice of tuition surcharge.

Student Credit Policy
Visit http://csh.uncg.edu/student-credit-policy.

Managing Your Student Loan
Visit http://csh.uncg.edu/managing-your-student-loan.
Academic Regulations and Policies

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
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 2017 for undergraduate students and was modified by Faculty Senate in April 2017.

Undergraduate students are expected to be aware at all times of their academic standing and are responsible for knowing whether or not they are on Academic Good Standing, Academic Warning, Academic Probation, Academic Suspension, or Academic Dismissal. Students may check their academic standing via UNCGenie.

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 term. Students may be placed on Academic Warning, Academic Probation, Academic Suspension, Academic Dismissal, or restored to Academic Good Standing based on their academic performance during Summer Session. Academic performance for both summer terms is evaluated at the end of Summer Session II.
Academic Good Standing Policy
(For degree-seeking students entering the university Fall 2014 and after. Students who entered the university as degree-seeking undergraduates prior to Fall 2014 are grandfathered into the policy last published in the 2013–14 Undergraduate Bulletin.)

To maintain Academic Good Standing at UNCG, undergraduate students will be required to satisfy all of the following requirements:

• Maintain a minimum 2.0 cumulative GPA.
• Earn 67% of their semester hours each term.

Failure to satisfy all of the requirements above will result in Academic Warning or Academic Probation.

Academic Warning
Academic Warning will occur when an undergraduate student maintains a minimum 2.0 cumulative GPA but earns less than 67% of their semester hours, which are locked at the end of the drop/add schedule adjustment period.

Students who fall on Academic Warning will be required to satisfy all of the following requirements during their next term of enrollment:

• Maintain a minimum 2.0 cumulative GPA.
• Earn 67% of their semester hours each term.
• Enroll in and successfully complete the requirements of the Academic Resources & Knowledge (ARK) Program.

Failure to meet the requirements for Academic Good Standing while on Academic Warning may result in Academic Probation. A student who is able to maintain a 2.0 cumulative GPA but does not earn 67% of their semester hours will continue on Academic Warning each consecutive semester until the required minimum percentage of hours is earned.

Academic Probation
Academic Probation will occur when an undergraduate student in Academic Good Standing or on Academic Warning fails to maintain a minimum 2.0 cumulative GPA.

Undergraduate students who fall on Academic Probation will be required to satisfy all of the following requirements during their next term of enrollment:

• Limit enrollment to a maximum of 16 semester hours each fall and spring term and eight (8) semester hours in the summer term until Academic Good Standing is restored.
• Earn a minimum 2.30 term GPA each term until a 2.0 cumulative GPA is restored.
• Enroll in and successfully complete the requirements of the ARS 120 course.

Failure to satisfy all of the Academic Probation requirements above may result in Academic Suspension at the end of the probationary term. A student who is able to restore a 2.0 cumulative GPA but does not earn 67% of their semester hours will be placed on Academic Warning.

In cases where circumstances beyond the student’s control have interfered with the student’s academic performance, students placed on Academic Probation may request immediate reinstatement by submitting an Academic Probation Appeal. Contact the Students First Office, 061 McIver Building, 336-334-5730, for more information on the appeal process.

Academic Suspension
Academic Suspension will occur when an undergraduate student on Academic Probation fails to maintain either a minimum 2.30 term GPA or a minimum 2.0 cumulative GPA.

All students who fall on Academic Suspension are ineligible to enroll at UNCG for one semester.

NOTE: Summer Session is not considered a term away for the purposes of Academic Suspension. After a one-semester suspension, students may apply for readmission to the university via the Office of Undergraduate Admissions.

If readmitted, upon return from Academic Suspension, an undergraduate student will be considered on Academic Probation and is required to satisfy all of the following requirements during their next term of enrollment:

• Limit enrollment to a maximum of 16 semester hours each fall and spring term and eight (8) semester hours in the summer term until Academic Good Standing is restored.
• Earn a minimum 2.30 term GPA each term until a 2.0 cumulative GPA is restored.
• Enroll in and successfully complete the requirements of the ARS 120 course.

Failure to satisfy all of the Academic Suspension requirements above may result in Academic Dismissal at the end of the term. A student who is able to earn a 2.3 term GPA or restore a 2.0 cumulative GPA but does not earn 67% of their semester hours will be placed on Academic Warning.

In cases where circumstances beyond the student’s control have interfered with the student’s academic performance, students placed on Academic Dismissal may request immediate reinstatement by submitting an Academic Dismissal Appeal. Contact the Students First Office, 061 McIver Building, 336-334-5730, for more information on the appeal process.

Academic Dismissal
Academic Dismissal will occur when an undergraduate student on Academic Probation after returning from Academic Suspension fails to maintain either a minimum 2.30 term GPA or a minimum 2.0 cumulative GPA.

All students who fall on Academic Dismissal are ineligible to enroll at UNCG for one academic year.

NOTE: Summer session is not considered a term away for the purposes of Academic Dismissal. After a one-year dismissal, students may request permission to return to the university by submitting a Return from Academic Dismissal Appeal and must apply for readmission to the university via the Office of Undergraduate Admissions. Contact the Students First Office, 061 McIver Building, 336-334-5730, for more information on the appeal and readmission process.

If readmitted, upon return from Academic Dismissal, an undergraduate student will be considered on Academic Probation and is required to satisfy all of the following requirements during their next term of enrollment:

• Limit enrollment to a maximum of 16 semester hours each fall and spring term and eight (8) semester hours in the summer term until Academic Good Standing is restored.
• Earn a minimum 2.30 term GPA each term until a 2.0 cumulative GPA is restored.
• Enroll in and successfully complete the requirements of the Academic Coaching in Transitions (ACT) Program.

Failure to satisfy all of the Academic Dismissal requirements above may result in Academic Dismissal at the end of the term. A student who is able to earn a 2.3 term GPA or restore a 2.0 cumulative GPA but does not earn 67% of their semester hours will be placed on Academic Warning.

In cases where circumstances beyond the student’s control have interfered with the student’s academic performance, students placed on Academic Dismissal may request immediate reinstatement by submitting an Academic Dismissal Appeal. Contact the Students First Office, 061 McIver Building, 336-334-5730, for more information on the appeal process.

Academic Appeals

In cases where circumstances beyond the student’s control have interfered with the student’s academic performance, students placed on Academic Suspension or Academic Dismissal may request immediate reinstatement by submitting an Academic Suspension Appeal or Academic Dismissal Appeal. Appeals must be submitted by the published deadlines, which are located in the academic calendar and the Undergraduate Bulletin. Events and/or circumstances that merit an appeal include officially documented unanticipated personal life events, officially documented unanticipated serious medical difficulty, and/or officially documented serious psychological difficulty. Students are strongly encouraged to contact the Students First Office for assistance before officially submitting an appeal.

An Academic Suspension Appeal or Academic Dismissal Appeal will be reviewed by the Academic Appeals Committee. Once an appeal has been submitted, students will be notified of the results of their appeal via their UNCG email account. All academic appeal decisions are final.

As mandated by the university, a student whose Academic Suspension Appeal or Academic Dismissal Appeal is approved must agree to participate in the designated Academic Recovery Program, coordinated within the Students First Office, during the next term of enrollment. Failure to participate in and successfully complete the requirements of the designated Academic Recovery Program will result in immediate Academic Dismissal at the end of the term.

Auditing Courses

Current 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 schedule adjustment.

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.

See the Auditors topic in the Admission to the University section for auditing options other than current UNCG students.

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 the Undergraduate 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. Inform each instructor as far in advance as possible when conflicts or absences can be anticipated (e.g., athletic team events, work, medical procedures, religious observances, etc.) by e-mail, phone, or by contacting the main office of the department that offers the course.
4. Provide appropriate documentation so that each instructor can make an informed decision as to whether or not the absence is excusable.
5. Initiation of requests to make-up work missed because of class absences. The decision to assist the student with make-up work, including tests, rests with the instructor.

6. Follow-up on all notices from the Registrar regarding course enrollment in order to correct registration.

Instructor’s Responsibility
1. Setting of reasonable regulations for class attendance as appropriate for class content, organization, methodology, and size.

2. Description of attendance policies in course syllabi and announcement in class, particularly at the beginning of each term.

3. Maintenance of class attendance records of enrolled students as appropriate for the attendance policy.

4. Exaction of penalties for unsatisfactory class attendance. Possible penalties are lowering the course grade, including a grade of F, and, in extreme circumstances, dropping the student from the course.

Dean of Students Office Responsibility
1. Notify each instructor on the student’s behalf when personal reasons (e.g., family emergency, illness, bereavement, birth of a child, military duty, etc.) prevent the student from properly notifying each instructor because of circumstances beyond the student’s control. The student or the student’s representative should contact the Dean of Students Office (336-334-5514) if the student is unable to make direct contact by e-mail or phone with each instructor or is unable to leave word with each instructor’s department.

2. Review documentation by a licensed health professional and confirm its receipt with each instructor if the student experiences a medical or psychological event that significantly impairs their ability to function successfully or safely as a student.

The student should be aware that assistance of the Dean of Students Office does not change in any way the outcome of the instructor’s decision regarding the student’s academic work, grades and performance in any given course.

Religious Observance

Approved by the Office of the Provost, August 2010

1. The university allows for a limited number of excused absences each academic year for religious observances required by the faith of the student.

2. Students must notify instructors of absences in advance of the date of the religious observance. Instructors have the authority to specify, via written notice to students, the amount of lead time required and may require that the nature of the religious observance be specified and the student’s participation be confirmed in writing by an official of the religious organization.

3. When appropriate notice is provided by a student, the student must be granted at least two excused absences per academic year under this policy and must be allowed to make up or waive work and tests missed due to these particular absences. With regard to any test or other assignment that a student would miss due to notice of a required religious observance, faculty members may require the student to complete the test or assignment in advance of the originally scheduled date of the test or assignment. Beyond the minimum terms and limits of this policy, instructors maintain authority to establish and enforce the attendance policy for the courses they are teaching.

4. The requirement for students to make such requests for excused absences applies only to days when the university is holding class.

Appeals

If a student thinks there is a discrepancy between the instructor’s exaction of a penalty for unsatisfactory class attendance and the stated policy or that there is an extenuating circumstance that may affect the instructor’s decision, then he or she should first make a request to the instructor. If desired, the student may further appeal to the Department Head, the Dean of the School or College, and the Provost, in that order.

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 Withdrawal Policy

The following requirements and procedures for maintaining Academic Good Standing became effective in Fall 1996 for newly admitted degree-seeking undergraduates (freshmen and transfer students), modified by Faculty Senate in April 1998 and modified again in November 2013 in compliance with UNCG Policy 400.1.1[R].

Withdrawing from Current Term Courses

16-semester-hour limit for course withdrawals

Beginning Fall 2014, all undergraduate students will be limited to withdrawing from a maximum of 16 semester credit hours during their undergraduate career. This limitation does not include course withdrawals completed within the course adjustment period (as identified on the Academic Calendar) that do not count as attempted hours and are not limited to 16 semester credit hours. Students who have not
exceeded their 16-semester-hour limit may withdraw from a course or courses after the course adjustment period and within the first eight weeks of the term without incurring a WF grade (Withdrawn Failing). Withdrawal from courses within the 16-semester-hour limit will be indicated on a transcript with a grade of WX.

Course withdrawals after eight weeks or in excess of 16 semester credit hours will incur a WF grade (Withdrawn Failing).

Courses of less than one semester’s duration, including Summer School courses, shall have shorter withdrawal deadlines (proportional to the course adjustment and eight-week deadline for the regular semester). All withdrawal deadlines are published on the University Registrar’s Office website.

All WX courses count as attempted hours and in tuition surcharge calculations, and are subject to academic standing, financial aid, and Satisfactory Academic Progress rules and calculations.

**Withdrawing from a course with extenuating circumstances**

Undergraduate students with appropriate cause, as determined by officially documented military deployment, medical, psychological, or unanticipated personal life events, or administrative reasons, may petition for an exemption from the 16-semester-hour limit and the eight-week deadline by initiating a Course Withdrawal Request through the Students First Office. The Course Withdrawal Request Committee, under the purview of the Students First Office, shall be responsible for authorizing Course Withdrawal Requests in consultation with the instructor of every course, and with other departments or agencies as needed. If a Course Withdrawal Request is authorized, all requested courses will be indicated on a transcript with a grade of WE (Withdrawn with Exception).

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

All WE courses count as attempted hours and are subject to financial aid and Satisfactory Academic Progress rules and calculations; they do not count in academic standing calculations, GPA calculation, or tuition surcharge calculations.

**Withdrawing from courses retroactively**

Undergraduate students shall be given one year following the term in which a course or courses were taken to submit a Course Withdrawal Request with the Students First Office. Students who seek to withdraw from a course or courses retroactively must meet the conditions under Withdrawing from courses within the 16-semester-hour limit will be indicated on a transcript with a grade of WE (Withdrawn Exception) for courses taken in Fall 2014 and thereafter. Students who have graduated may not withdraw from courses retroactively.

Neither the course withdrawal (WX) nor the course withdrawal with an exception (WE) can be replaced under the university’s Grade Replacement Policy or forgiven as part of the Academic Renewal Policy.

**Course Levels**

Course level numbers are structured as follows:

- 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 their assigned academic advisor. Students who have cumulative grade point averages of 3.0 may be authorized, in special circumstances and at the discretion of the Dean of Undergraduate Studies, to carry a maximum of 21 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. There are currently no non-credit courses available.

Physical Education Credit Limit Policy

Any university student may take up to 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

Students may enroll for no more than seven hours during each of the two summer sessions, unless permitted to take an increased load by their assigned academic advisor.

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 to only 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; amended March 4, 2015.

Academic Renewal allows formerly enrolled students who have been readmitted the possibility of having grades earned during their previous attendance period to be forgiven (excluded from GPA calculations). Students initiate the request for Academic Renewal by filing a form with the Students First Office.

Formerly enrolled students who left UNCG with a cumulative GPA below 2.00 may pre-qualify for academic renewal when:

- they have not been enrolled in any institution of higher education for a minimum of one year (one fall and one spring semester);

or, as an alternative:

- they have completed 24 hours of transferrable college credit with a 2.50 GPA since their last enrollment at UNCG.

Upon being readmitted and/or reactivated under the provisions of this policy, pre-qualified students may apply for Academic Renewal after earning at least a 2.30 GPA on their first 12 hours following re-enrollment. If a student earns fewer than 12 hours in their first term after re-enrollment, all hours and grades earned in consecutive terms (concluding with the term in which the 12 hours total is reached) will be considered for this requirement. If a student earns more than 12 hours in the first term after re-enrollment, all hours and grades earned in that term will be considered for the GPA requirement. Thereafter, the student must meet the standard for continuation in the university Academic Good Standing policy.
All Academic Renewal requests should be submitted to the Students First Office and will be reviewed for approval by the Academic Renewal Review Committee.

Upon meeting the Academic Renewal requirements, previously completed courses in which grades of a D+ or below were earned will be forgiven. The recomputed GPA will be calculated from the courses in which grades of C- or higher were earned. All courses taken will appear on the academic record and count toward attempted hours. Grades will be forgiven only once during a student’s career and cannot be reversed.

Students cannot combine the Academic Renewal Policy and the Grade Replacement Policy.

**Chancellor’s List**

Undergraduate 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
- be in Academic Good Standing

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 website after all grades have been processed for the respective fall or spring term. The achievement also appears on the academic transcript.

**Deans’ List**

Undergraduate students are eligible for the Deans’ List who meet the following criteria:

- carry six or more semester hours of course work graded on an A, B, C, D, or F basis
- earn a grade point average of 3.50 or better and have no grade below B- for the semester
- be in Academic Good Standing

The list is compiled at the end of each semester or when a grade change is processed after a semester for all students whose grade point average falls within the range at the time the report is prepared.

Recognition is accorded the recipients of this honor. The Deans’ List is published on the University Registrar’s website after all grades have been processed for the respective fall or spring term. The achievement also appears on the academic transcript.

**Final Course Examinations**

Final examinations may be required at the discretion of faculty and must be scheduled in course syllabi with information available to students on the first day of class.

**Change of Examination Schedule**

A student desiring to change the meeting time of a final exam should make the request directly to the class instructor. It is the instructor’s prerogative to grant such requests. In instances where students have three exams within a 24-hour period, they may apply to the University Registrar’s Office, 180 Mossman Building, for permission to change their exam schedules. The usual process is to change the middle exam in a sequence of three. All requests for changes in examinations must be filed with the University Registrar’s Office before Reading Day.

**Grade Appeal Policy**

If a student wishes to appeal an assigned grade, the student should first discuss the concerns with the instructor. If desired, the student may further appeal to the department head, the dean of the school or college, and the provost, in that order.

The following amendment to the appeal policy was approved by the 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 or school, or university.
- The instructor’s Attendance Policy differs from other instructors in the department, college or school, or university.
- The instructor’s Late Work Policy differs from other instructors in the department, college or school, or university.
- The grade distribution in the class in question is lower than in other sections of the same course.
- The student’s grade in the course is significantly lower than grades the student earned in similar courses.
- The grade in question will trigger probation, suspension, or loss of financial aid.

Please note that simple disagreement about what constitutes fair grading is not grounds for an appeal. Department or school handbooks and/or the instructor’s syllabus define standards for grading in that course. When a student elects to remain in a class after reading these materials, the 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 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.

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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points Awarded Per Hour of Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.3</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F/WF</td>
<td>0.0</td>
</tr>
</tbody>
</table>

**Grade Replacement Policy**

Except for courses with specific provision in the course description for repeated credit, a 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. Students must initiate the request by filing a form with the University Registrar’s Office to replace a grade.

- Grades can be replaced for courses taken Fall 2005 and thereafter.
- Only courses numbered 300-level and below may be repeated.
- During their undergraduate careers, students may request to replace the grades for a total of three courses, regardless of credit- 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.
- Grades earned as a result of Academic Integrity violations, which are recorded by the Dean of Students Office, may not be replaced by another grade.
- Grades earned in repeated courses will not be used to replace grades earned as part of a degree once it has been conferred.
- All grade replacements are final.
- The academic record will reflect all attempts and grades.
- The attempted hours from all courses will be counted for academic standing, tuition surcharge, and financial aid eligibility (as applicable).

- Students cannot combine the Grade Replacement and the Academic Renewal policies.

In the case of all other repeated courses, attempted hours and grade points from all attempts will be counted fully in the GPA; however, semester credit hours earned for the course will count only once in the total hours for the degree. Departmental policies may supersede this policy.

**Grade Reports**

Final course grades are made available to students at the end of each semester on UNCGenie, 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. See also the topic Incomplete Grades in this section.

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 Course Withdrawal.

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 Course Withdrawal.

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. The time line for which all deferred work must be submitted by a student is determined at the discretion of the instructor and should be clearly outlined via a written document summarizing the course work to be completed and any deadlines for submission. A student should not reregister for the course in order to remove the Incomplete. An Incomplete received during a semester or in summer session must be removed within six months from the last day of examinations in the term in which the course was taken. Current deadlines for removals of incompletes are published below.

An incomplete not removed within this time limit is automatically converted to an F by the university registrar. A graduating senior who incurs an incomplete and who has completed all requirements and enough semester hour credits and grade points to graduate may do so even though the Incomplete grade is outstanding. If the Incomplete is not removed within the required six months, it will be converted to F at the end of that period of time. When an Incomplete is removed, it may be replaced by A, B, C, D, F, or, in certain designated courses, P, NP, S, or U.

Incomplete Removal Deadlines
Incomplete grades must be removed by the deadlines stated below or they will be automatically converted to F on the student's academic record.

Note: These deadlines indicate the final date that an instructor may submit a grade change to remove the incomplete grade. The parameters for removing an incomplete grade, including any deadlines for which work must be submitted by a student, are at the discretion of the instructor.

Fall 2016
Incomplete grades earned during Fall 2016 must be removed by June 14, 2017.

Spring 2017
Incomplete grades earned during Spring 2017 must be removed by November 10, 2017.

Summer 2017
Incomplete grades earned during Summer 2017 must be removed by January 28, 2018.

Fall 2017
Incomplete grades earned during Fall 2017 must be removed by June 7, 2018.

Spring 2018
Incomplete grades earned during Spring 2018 must be removed by November 3, 2018.

Summer 2018
Incomplete grades earned during Summer 2018 must be removed by January 20, 2019.

Retroactive Grade Change
A retroactive grade change is a change in an officially recorded grade. A grade becomes officially recorded when the Registrar so stipulates. Except to correct clerical errors or to resolve an incomplete grade (see Incomplete Grades), a retroactive grade change is an extraordinary action and is granted only in the most compelling circumstances. No change may occur unless the instructor who gave the grade initiates the formal process of a retroactive grade change. The change must also be approved by the instructor’s department head and by the instructor’s dean.

Students who seek a retroactive grade change to a W are referred to the section on Withdrawing from Courses Retroactively in the Course Withdrawal Policy.

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

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, or departmental office is required when a student declares or changes major.

Declaring a Major
Many students declare a major when accepted into the university or during orientation programs, before initially registering for courses. Those who enter the university as an Exploratory major should declare a major prior to the completion of 45 semester hours. To earn a degree in a timely manner, several academic departments recommend that students declare a major even earlier in the academic career. Students should contact the department of the intended major or the Students First Office 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 the new major.
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 website: 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 in the Departments section for more information about the French and Spanish placement tests.

Mathematics Placement Test

The Math Placement Tests will determine your eligibility to enroll in MAT 120, MAT 190, or MAT 191. Certain entry level courses have no prerequisites; students who wish to enroll in MAT 112, MAT 115, MAT 150, or STA 108 may do so without a placement test.

All students with a sufficiently strong mathematics background are encouraged to take the placement test prior to registering for a math course. More information, including the request form, can be found at www.uncg.edu/mat/undergraduate/mathplacetest.html.

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 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 Office website. 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.

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.

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 website, http://online.northcarolina.edu/index.php.

Advising Codes

All undergraduates are required to meet each semester with their assigned academic 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.

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 university 1 has the option of enforcing:

1. the original requirements,
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 1 has the option of enforcing:

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

1 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 the topic Miscellaneous Fees and Expenses in the Expenses, Payments, and Refunds section. The fee is nonrefundable. The deadline dates for filing are also published each year in the Academic Calendar and on the University Registrar’s Office website.

Students who do not graduate in the semester for which they file a graduation application must refile for the next term in which they expect to complete their degrees.

Applications are accepted for a short period of time beyond the published deadlines in order to allow for extenuating circumstances; however, once the application for a term is disabled and deemed closed, students must apply to graduate for the next available term. These deadlines are not 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 listed on the University Registrar’s Office website. Visit http://commencementcentral.uncg.edu for information about the commencement ceremonies.

Commencement Participation Policy

Approved by the Chancellor, February 19, 2003

Students completing all degree requirements by the end of the spring semester are encouraged to participate in May Commencement. Students completing degree requirements by the end of the fall semester are encouraged to participate in the December Commencement. There is no ceremony in August for summer graduates.

Students completing degree requirements by the end of the Summer Session may participate in either the May (preceding the completion of the summer term) or the December (following the completion of the summer term) commencement ceremony by applying to graduate for the summer term, paying the graduation fee, and completing the RSVP form found at http://commencementcentral.uncg.edu. Note that the names of August graduates appear only in the December commencement program.
Please note: Degree candidates will neither earn degrees nor be graduated from the university until they have completed all degree requirements. Participation in a commencement ceremony does not presume graduation from the university.

Students who do not apply for graduation before the published deadline for any semester must apply for graduation during the next semester. Students who have applied for graduation but fail to meet the requirements must reapply for graduation by the published deadline for the semester in which they will fulfill the requirements.

Degrees are conferred only after all requirements are completed and the Board of Trustees has taken official action.

Visit http://commencementcentral.uncg.edu for information about the commencement ceremonies.

Supporting Offices

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

New Student Transitions and First Year Experience
229 McIver Building
336-334-5231
http://newstudents.uncg.edu

New undergraduates and their families are welcomed by a number of programs designed to assist with their transition into the UNC Greensboro community, such as Spartan Orientation, Advising, and Registration (SOAR) Rawkin’ Welcome Week, Spartan SPEARS, and the Foundations for Learning (FFL 100) course. SOAR, required for all new undergraduate students, allows students and families to 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.

New students are also required to attend NAVIGATE New Student Convocation and participate in Rawkin’ Welcome Week, which begins the weekend before the first day of classes, and attend curricular and co-curricular programs centered around the Keker First Year Common Read. Families are encouraged to stay connected to their students and UNCG through SOAR, Family Weekend, and social media.

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.

Tutoring and Academic Skills Programs (TASP), 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.

Students First Office
061 McIver
336-334-5730
http://studentsfirst.uncg.edu

The Students First Office (SFO) fosters a learner-centered experience for undergraduate success by serving as one of the first lines of response in helping UNCG students address any number of academic setbacks. SFO serves as the central advising center for all Exploratory (undecided) majors at UNCG and is also the academic one-stop-shop for assisting all undergraduate students with academic advising, academic appeals, university policies and procedures, and graduation planning.

SFO advisors are available to assist students with any of the following:

- advising and registration procedures
- academic standing policies
- academic renewal
- Starfish flags and kudos
- GPA calculation estimation
- course overload requests
- graduation plans
- exploring academic majors and minors
- academic and financial aid appeals
- academic and campus resources

During the academic year, the Students First Office offers walk-in assistance weekdays from 1:00-3:00 p.m. and is open for extended evening hours on Tuesdays until 7:00 p.m.

University Registrar’s Office (URO)
180 Mossman
336-334-5946
http://reg.uncg.edu

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.
Academic Regulations

Other services provided by this office include those listed below.

Certificates and/or 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 valid photo ID and legal documentation in the University Registrar’s Office is required to process a name change in person.

Commencement
The University Registrar’s Office coordinates the university commencement ceremony.

Graduation
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.

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 website, http://online.northcarolina.edu/index.php.

Major Changes and Advisor Assignments
The office coordinates major changes, faculty advisor assignments, tuition surcharge, and GEC course substitutions for UNCG courses.

Transcript of Academic Record
The University Registrar’s Office can provide an official UNCG transcript to any student upon submission of an online request. Transcript pick-up, mailing, and electronic PDF services are available. There is a fee for the issuance of a transcript. Call 336-334-5945 or visit the University Registrar’s Office website for complete instructions about obtaining UNCG transcripts.

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 Directory Information to the public without the student’s consent.

Directory Information is information in a student’s education record that would not generally be considered harmful or an invasion of privacy if disclosed. At UNC Greensboro, Directory Information consists of:

- Student’s first and last name
- Major field of study
- Dates of attendance
- Enrollment status
- Anticipated graduation date
- Degrees awarded
- Awards (including scholarships)

Additionally, UNC Greensboro designates some information as Limited-Use Directory Information. The use and disclosure of this information is restricted to: (1) university officials who have access, consistent with FERPA, to such information and only in conjunction with a legitimate educational interest and (2) external parties contractually affiliated with the university, provided such affiliation requires the sharing of Limited-Use Directory Information. Limited-Use Directory Information consists of:

- Local and permanent address
- Student e-mail address
- County, state, or US territory from which the student originally enrolled
- Telephone numbers
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- The most recent previous educational agency attended by the student

Suppression of Student Directory Information
Under the 1974 Family Educational Rights and Privacy Act (FERPA), the student has the right to request in writing that the disclosure of this information be withheld from persons outside the university. Please note that this information can only be suppressed from the public, not from university officials. The suppression request includes both Directory Information and Limited-Use Directory Information as defined by UNC Greensboro policy.

A student must file a form requesting suppression of information with the University Registrar’s Office. A request to suppress information must be filed while the student is still enrolled at the university.

Once a student’s information is suppressed, it will not be printed in the Commencement Program upon the student’s graduation, without the student’s written consent. The suppression of information remains in effect until revoked in writing by the student, even after the student is no longer enrolled at the university. Former students may request in writing that earlier suppression requests be revoked.

Parents’ Information
Information concerning parents of students (names, addresses, phone numbers, etc.) is not made available as it is not considered directory information.
Release of Grades and GPA Information
Grades and grade point averages are never released to agencies or persons outside the university without the written consent of the student, unless otherwise provided for by law. Grades and GPA information are not given out over the telephone.

Withdrawal from the University
Undergraduate students who find that they must withdraw from the university can do so by withdrawing from all courses through UNCGenie. Undergraduates who withdraw from all courses are considered to be withdrawn from the university and must seek reactivation or readmission through Undergraduate Admissions to return to school in subsequent terms.

Students withdrawing from the university within the first eight weeks of the term will be indicated on the transcript with a grade of WT (Withdrawn - Total). All WT courses count as attempted hours and are subject to financial aid and Satisfactory Academic Progress rules and calculations; they do not count in academic standing calculations, GPA calculation, or tuition surcharge calculations.

If a student withdraws from the university after the eight-week deadline, WF grades will be recorded. WF grades are calculated in the student’s GPA as F (failing) grades.

Withdrawal for Students Called to Active Military Duty

Military Call-Up Policy
Leaving Prior to the Completion of a Term
A student voluntarily or involuntarily called for active military duty in the Armed Services Reserve or the National Guard is eligible to elect one of the following options for leaving prior to the completion of a term:

A. Complete Withdrawal Option (without academic penalty)
- Tuition and general fees are fully refundable.
- Health fees are generally fully refundable, except for students who have used UNCG health services. These students would be billed at the service rate to a maximum charge equivalent to the health fee. Students who have enrolled in the Student Health Insurance program should contact the Agent for information on a pro-rated refund of premium.
- Room and board is refunded based on the number of weeks the room is occupied and the meals consumed.
- The student is still responsible for all miscellaneous charges such as library fines, parking tickets, health service charges, etc.

In order to be eligible for a refund under these guidelines, the student must contact the University Registrar’s Office and provide the following:
- a copy of his or her call-up papers; these serve as documentation for the refund of tuition and fees
- a mailing address to which the student would like the refund to be sent

The University Registrar’s Office will notify appropriate offices of the student’s withdrawal including Undergraduate Studies, the Graduate School, Financial Aid Office, Housing and Residence Life, and the Cashiers and Student Accounts Office.

In order for a student living in UNCG housing to receive a refund from the Department of Housing and Residence Life, room keys must be returned to the appropriate office.

If a student is receiving financial aid when called to active duty, financial aid must be repaid according to federal and state guidelines before a refund will be issued by the UNCG.

B. Early Exam Option
A student who is required to report for military duty not earlier than four calendar weeks prior to the date a semester ends as stated in the official catalog of the UNCG (or after completion of at least 75% of the enrollment period in a non-standard semester) may, when authorized by the instructor, take the final exam early and be given full credit for all courses that have an average grade of C or better. Students are not eligible for refunds for which they receive credit.

C. Incomplete Grade Option
A student who is required to report for military duty prior to the completion of a term may take a grade of incomplete in a course and complete it upon release from active duty. Course completion may be accomplished by independent study or by retaking the course without payment of tuition and fees. Under federal financial aid policies, a course that is retaken in this manner may not be counted toward a student’s enrollment load. An eligible student who receives an incomplete for any course is not entitled to a refund of tuition or fees paid.

Returning to UNCG Within the Same Term
A student called for active duty and subsequently released within the time frame to re-enroll during the semester of withdrawal may pursue re-enrollment within the same term. UNCG will make every effort to accommodate the request. Individual contacts with faculty involved will determine appropriateness of returning to a course.

Returning to UNCG at the Start of a New Term
A student voluntarily or involuntarily called for active military duty in the Armed Services, Armed Services Reserves, or the National Guard who wants to return to UNCG must submit an application for readmission to UNCG Undergraduate Admissions.

The returning student is eligible to have the application fee waived if:
1. The student selects the option to pay by check during the application process.
2. The student notifies the UNCG VA Certifying Official of the intent to return and provides a copy of orders, confirming dates of call to active duty.

The re-enrolled student is technically ineligible to participate in early registration for the term of re-enrollment; however, UNCG will arrange a priority window to assist the student in returning with appropriate classes that are applicable toward the field of study.
Academic Regulations
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:
   a. General education core (GEC): 36–37 s.h. (minimum)
   b. General education marker courses (may also satisfy General Education core and/or major requirements)
   c. Additional College/School requirements
   d. Major subject and related areas: as required by program
   e. Electives: as required by program

   Total minimum s.h.: 122

2. A grade point average on the semester hours attempted of not less than 2.0

3. At least 36 s.h. of courses at the 300 course level or above

4. At least 31 s.h. in residence at 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 academic units—Joseph M. Bryan School of Business and Economics; School of Education; School of Health and Human Sciences; School of Nursing; and the College of Visual and Performing Arts—have structured their individual degree programs to comply with this all-university degree framework.

Students who are undecided about their major are advised through the College of Arts and Sciences Advising Center (CASA). CASA advisors help these students determine the major program (in the College or one of the professional schools) that is best suited for them while they complete courses in the General Education Core.

Average Time To Graduation
Many factors affect both the length of time and the number of semester hours an individual student will require to complete the baccalaureate degree. At 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.
University Requirements

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 co-curriculum.

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 (GECS) 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 area are indicated by one of the following abbreviations following the course title and credit:

GE Core Category Abbreviations

GFA Fine Arts
GHP Historical Perspectives
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

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, artiste 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 categories listed below.

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.)

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 requirements listed below.

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 (section 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 section I above and/or courses required for the major.
University Requirements

Waivers of Marker Courses for for Incoming Students Transferring 60 or More Hours
Students who initially enroll with 60 or more transfer hours are required to take just one WI course and one SI 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 Course Schedule in UNCGenie for complete General Education core and marker listings.

For additional information, refer to:
- General Education Program topic in the University Requirements section of this Bulletin
- College of Arts and Sciences Additional Requirements (CAR) topic in the College of Arts and Sciences portion of the Academic Units and Areas of Study section of this Bulletin.

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)

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 (WI) 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 websites. 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 the following for additional information:
http://library.uncg.edu/info/help/classes_and_tours.aspx
and
http://library.uncg.edu/research/tutorials/

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

Listed below are the current graduate and undergraduate course prefixes.

ACC   Accounting
ADS   African American and African Diaspora Studies
APD   Apparel Product Design
ARE   Art Education
ARH   Art History
ARS   Academic Recovery Seminar
ART   Studio Art
ASL   American Sign Language
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
CRS   Consumer, Apparel, and Retail Studies
CSC   Computer Science
CSD   Communication Sciences and Disorders
CST   Communication Studies
CTP   Comprehensive Transition and Postsecondary Education
CTR   Community and Therapeutic Recreation
DCE   Dance
ECO   Economics
EDU   Teachers Academy and Licensure Programs
ELC   Educational Leadership and Cultural Foundations
ENG   English
ENS   Ensemble
ENT   Entrepreneurship
ENV   Environmental & Sustainability Studies
ERM   Educational Research Methodology
FFL   Foundations for Learning
FIN   Finance
FMS   Freshman Seminars
FRE   French
GEN   Genetic Counseling
GEO   Geography
GER   German
GRC   Grogan College
GRK   Greek
GRO   Gerontology
HDF   Human Development and Family Studies
HEA   Public Health
HED   Higher Education
HHS   School of Health and Human Sciences
HIS   History
HSS   Honors Programs
IAR   Interior Architecture
IGS   International and Global Studies
IPC   International Programs
IPS   Integrated Professional Studies
ISC   Integrated Science
ISL   Integrated Studies Lab
University Requirements

ISM  Information Systems and Operations Management
ITA  Italian
JNS  Japanese Studies
KIN  Kinesiology
LAT  Latin
LIS  Library and Information Studies
LLC  Languages, Literatures, and Cultures
MAT  Mathematics
MBA  Master of Business Administration
MGT  Management
MKT  Marketing
MLS  Master of Arts in Liberal Studies
MST  Media Studies
MUE  Music Education
MUP  Music Performance
MUS  Music
NAN  Nanoscience
NTR  Nutrition
NUR  Nursing
PCS  Peace and Conflict Studies
PHI  Philosophy
PHY  Physics
POR  Portuguese
PSC  Political Science
PSY  Psychology
RCO  Ashby Residential College
RCS  Retailing and Consumer Studies
REL  Religious Studies
RUS  Russian
SCM  Supply Chain Management
SES  Specialized Education Services
SOC  Sociology
SPA  Spanish
SSC  Social Sciences
STA  Statistics
STH  Sustainable Tourism and Hospitality
STR  Strong College
SWK  Social Work
TED  Teacher Education
THR  Theatre
UNS  University Studies
VPA  Visual and Performing Arts
WCV  Western Civilization
WGS  Women’s and Gender Studies

Course Numbers and Levels

Course level numbers are structured as listed below.
- 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.

Course Type Abbreviations with Instructional Delivery Method

ACT—Physical Activity
A course requiring students to participate in physical training, physical conditioning, or other physical exercise activities, sports, or games.

CLN—Clinical
A course requiring medical or healthcare focused experiential work where students test, observe, experiment, or practice a field or discipline in a hands on or simulated environment.

COL—Colloquia
A course requiring students to participate in an unstructured or informal meeting for the exchange of views on a specific topic with an expert or qualified representative of the field or discipline.

DSC—Recitation
A course requiring the extended expression of thought supported by generally-accepted principals or theorems of a field or discipline led by a teaching assistant or instructor under the guidance of a permanent faculty member, which often supplements or expands upon the content of a related or corequisite course.

DTS—Dissertation or Thesis
Dissertation or thesis.
ENS—Recital, Performance, or Ensemble

A course requiring recital, performance, or ensemble focused experiential work, where students practice in group settings or rehearse and ultimately perform works of music, dance, or theatre for a jury or audience.

IND—Individual Study

A course requiring students to participate in individualized, independent, directed, or guided studies under the supervision of an expert or qualified representative of the field or discipline that cannot be otherwise classified as INI, PRC, or ENS.

INI—Internship, Field Experience, or Cooperative Education

A course requiring students to participate in a partnership, professional employment, work experience, or cooperative education with an entity external to the institution, generally under the supervision of an employee of the given external entity. Does not include organized course meetings.

INT—Internship, Field Experience, or Cooperative Education

A course requiring students to participate in a partnership, professional employment, work experience, or cooperative education with an entity external to the institution, generally under the supervision of an employee of the given external entity. Includes organized course meetings with instructor.

LAB—Lab

A course requiring scientific or research focused experiential work where students test, observe, experiment, or practice field or discipline in a hands-on environment.

LEC—Lecture

A course requiring the extended expression of thought supported by generally accepted principals or theorems of a field or discipline led by an expert or qualified representative of the field or discipline.

LEL—Lecture and Lab

A course that requires the combined attributes of a Lecture course and a Lab course.

PRC—Practicum

A course requiring students to participate in an approved project or proposal that practically applies previously studied theory of the field or discipline under the supervision of an expert or qualified representative of the field or discipline. Includes organized course meetings with instructor.

PRF—Recital, Performance, or Ensemble

A course requiring recital, performance, or ensemble focused experiential work, where students practice or rehearse during individual lessons in works of music, dance, or theatre.

PRI—Practicum

A course requiring students to participate in an approved project or proposal that practically applies previously studied theory of the field or discipline under the supervision of an expert or qualified representative of the field or discipline. Does not include organized course meetings.

SAB—Study Abroad

A course (primarily face to face) that is taught by a school, not in the United States, that a UNCG student is taking as part of an international learning experience approved by the International Programs Office and where UNCG awards academic credit.

SEM—Seminar

A course requiring students to participate in structured conversation or debate focused on assigned readings, current or historical events, or shared experiences led by an expert or qualified representative of the field or discipline.

STT—Student Teaching

A course requiring students to instruct or teach at an entity external to the institution, generally as part of the culminating curriculum of a teacher education or certification program.

STU—Studio

A course requiring visual or aesthetic focused experiential work where students test, observe, experiment, or practice a field or discipline in a hands-on environment.

WEB—Web Course, Fully Online

A course delivered in a fully online setting. While Web-based, may in other aspects resemble Lecture, Lab, Seminar, Clinical, or other organized course instructional formats.

WLC—Lecture with Web Components

A hybrid course with both online and face-to-face components requiring regular organized course meetings. No more than 50% classroom space will be assigned to Web hybrid courses.

WLL—Lecture and Lab with Web Components

A hybrid course with both online and face-to-face components requiring regular organized classroom and lab based meetings. No more than 50% classroom space will be assigned to Web hybrid courses.

Course Description

The description of a course is necessarily brief and is intended to give students a concise overview of course content. A course syllabus, which contains complete details about a course’s content and requirements, may be obtained from the department or instructor.

Course Prerequisites and/or Corequisites

A prerequisite is a course that must be completed before another course may be taken. A corequisite is a course that must be taken concurrently with another course. Prerequisites and corequisites are indicated with the heading Prerequisite or Corequisite followed by the requirements that must be met before that course may be taken. A student may not enroll in a course without having completed the proper prerequisites unless these prerequisites have been waived by the head of the department in which the course is offered.

Cross-Listed Courses

Each semester a number of courses are cross-listed with courses taught in a different department. These courses meet in the same room at the same time but have different course prefixes and may have different numbers. Cross-listed courses are listed under the Cross Listed Courses heading.
University Requirements

(“Same as . . .”). Students should be aware of cross-listings before registering in order to avoid taking a course for which they will not receive additional credit.

Frequency of Course Offering

Many courses indicate the semester(s) in which they are usually offered. This information is listed under the Offered heading:

- Fall and Spring—course usually offered both fall and spring semesters.
- Fall and Spring and Summer—course usually offered fall and spring semesters and summer session.
- (Fall or Spring)—course usually offered either fall or spring semesters.
- (Fall or Spring or Summer)—course may be offered fall semester, or spring semester, or summer session.
- (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.

General Education Requirement Abbreviations

See the General Education Program topic in the University Requirements section.

Other Course Restrictions

Some courses carry additional restrictions (Freshmen only; Majors only; etc.). Such restrictions are also listed in the prerequisite notation.

Repeat-for-Credit Notation

Some courses may be repeated for credit under special circumstances. Such information is listed in the Notes.

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 the topic on Grading in the Academic Regulations and Policies Section.

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.

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 under the Notes heading—such as “Students may not earn credit for both . . .” Students should be aware of such equivalencies before registering in order to avoid taking a course for which they will not receive additional credit.

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 Undergraduate AOS (Area of Study) Codes in the Academic References section.

Also refer to the Academic Units section for a complete list of available areas of study by school and/or department.

Major Description And Program Requirements

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

Major Description

The following information is always included at the beginning of the major listing:

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 and Sciences have College Additional Requirements (CAR) in addition to the General Education require-
ments. General Education core and marker requirements, including specific courses specified by the program, are listed prior to the major requirements.

**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. Core courses are those courses required of all students in the major, regardless of concentration. Concentration requirements are additional courses required only for a specific concentration.

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 the 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.

**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 secondary academic concentrations.

**Electives**

Most programs do not specify which electives a student must take although some may make suggestions. Electives are those courses taken to complete the hours required for the degree after fulfilling General Education requirements and major, related and/or other program requirements.

**Minors**

A minor is a formalized curricular sequence taken by a student outside his or her major area of study. Programs that can be taken as minors are described following descriptions of the major and second major. A minimum of 15 hours in a department is required to complete an area of study as a minor. Several areas of study can be taken only as minors. See individual programs for details.

**Special Curriculum Option (Plan II)**

For students whose 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 Students First Office 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 director of the Students First Office 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 (the faculty members and director of the Students First Office).
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 director of the Students First Office. 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

John Z. Kiss, Professor and Dean of the College
Chuck Bolton, Professor and Associate Dean
Dayna Touron, Professor and Associate Dean
Stanley Faeth, 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.

Departments

The College of Arts and Sciences is composed of the following departments:
- Anthropology
- 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
- Sociology

Special Academic Programs in the College of Arts and Sciences

The College also includes the following special and interdepartmental programs:
- African American and African Diaspora Studies
- Archaeology
- Freshman Seminars
- Environmental & Sustainability Studies
- Humanities
- Integrated Science
- International and Global Studies

Preprofessional Programs
- Social Sciences
- Student-Designed Interdisciplinary Program
- Women’s and Gender Studies

Advising

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

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 pursuing a B.A. or B.S. degree in the College of Arts and Sciences must also complete the requirements listed below.

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

Students in the college must distribute the 12 semester hours required by GEC in the Humanities as follows:
- GLT, 6 s.h.
- GFA, 3 s.h.
- GPR, 3 s.h.

Historical Perspectives (GHP)

CAR Subcategories
- GPM—Pre-Modern Historical Perspectives
- GMO—Modern Historical Perspectives

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

Natural Sciences (GNS)

CAR Subcategories
- GLS—Life Science
- GPS—Physical Science

Students must complete a total of 9–10 s.h. in GNS courses, with at least one course chosen from the Life Science (GLS) list and at least one course chosen from the Physical Science (GPS) list. One of the three must include a laboratory.

Social and Behavioral Sciences (GSB)

Students must complete a total of 9 s.h. 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 US 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 s.h. of Global (GL) or Global Non-Western (GN) courses.

Petitions for exemption from the foreign language requirement will be considered only in the most exceptional circumstances when an otherwise qualified student has submitted evidence that the Modified Foreign Language Program in Spanish cannot provide appropriate accommodations for his or her disability or language-learning difficulty. Students with documented learning disabilities or demonstrable long-standing difficulties learning a foreign language can apply for the Modified Foreign Language Program through which they may demonstrate proficiency. In very rare cases, a substitution for the 203 and/or 204 level of a foreign language may be considered.

The following reasons do not merit an appeal:

• Change of major from a professional school to the College of Arts and Sciences, or change within the College of Arts and Sciences from a B.F.A. to a B.A. degree.
• Concerns about grade point average (GPA)
• Dislike of the requirement
• Failure to plan adequately for the graduation timeline, including interruptions of the foreign language sequence that make future foreign language success more difficult
• Failure to succeed in a single course
• Misunderstanding of the degree requirements
• Differences in General Education requirements between the College of Arts and Sciences and previously attended institutions
• Waivers or substitutions offered by previously attended institutions

Please contact College of Arts and Sciences Advising at 336-334-4361 for further information.

For information concerning the Modified Foreign Language Program, see:
www.uncg.edu/lhc/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 6 s.h. 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.

General Education and/or 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. For more information, see the General Education Program topic in the University Requirements section of this Bulletin.

Majors

Requirements for each of the degrees offered by the College of Arts and Sciences are included in the descriptions of majors, concentrations, and minors under the respective departments.

Major Requirements

Major requirements are described for each program listed. A course cross-listed in the major department must be taken within the major and counts toward the total hours in the major.

Minor Requirements

Most departments and interdepartmental programs of the College offer a minor program which may be taken in conjunction with a major. A minor usually requires 15 to 21 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.
Academic Units

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.

Undergraduate Areas of Study in the College of Arts and Sciences
See also the comprehensive AOS Codes table in the Academic References section.

<table>
<thead>
<tr>
<th>Department or Program</th>
<th>Degree</th>
<th>Major Name</th>
<th>Major Code</th>
<th>Hours Req</th>
<th>Area of Study (Licensure)</th>
<th>AOS Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American and African Diaspora Studies</td>
<td>B.A.</td>
<td>African American and African Diaspora Studies</td>
<td>AADS</td>
<td>122</td>
<td>African American and African Diaspora Studies</td>
<td>U803</td>
</tr>
<tr>
<td>African American and African Diaspora Studies</td>
<td>B.A.</td>
<td>African American and African Diaspora Studies</td>
<td>AADS</td>
<td>122</td>
<td>Cultural Arts</td>
<td>U865</td>
</tr>
<tr>
<td>African American and African Diaspora Studies</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>18</td>
<td>African American Studies</td>
<td>U815</td>
</tr>
<tr>
<td>Anthropology</td>
<td>B.A.</td>
<td>Anthropology</td>
<td>ANTH</td>
<td>122</td>
<td>Anthropology</td>
<td>U101</td>
</tr>
<tr>
<td>Anthropology</td>
<td>B.A.</td>
<td>Anthropology</td>
<td>ANTH</td>
<td>122</td>
<td>Anthropology (Social Studies High School Teaching)</td>
<td>U102</td>
</tr>
<tr>
<td>Anthropology</td>
<td>Minor</td>
<td>Anthropology</td>
<td>ANTH</td>
<td>15</td>
<td>Anthropology</td>
<td>U101</td>
</tr>
<tr>
<td>Archaeology</td>
<td>B.A.</td>
<td>Special Programs in Liberal Studies</td>
<td>SPLS</td>
<td>122</td>
<td>Archaeology</td>
<td>U808</td>
</tr>
<tr>
<td>Arts and Sciences, College of</td>
<td>B.A.</td>
<td>Special Programs in Liberal Studies</td>
<td>SPLS</td>
<td>—</td>
<td>Student-Designed Interdisciplinary</td>
<td>U807</td>
</tr>
<tr>
<td>Arts and Sciences, College of</td>
<td>—</td>
<td>Undecided</td>
<td>UNDC</td>
<td>—</td>
<td>Arts and Sciences Undecided</td>
<td>U249</td>
</tr>
<tr>
<td>Bachelor of Arts in Liberal Studies</td>
<td>B.A.</td>
<td>Special Programs in Liberal Studies</td>
<td>SPLS</td>
<td>122</td>
<td>Interdepartmental Studies Undecided</td>
<td>U800</td>
</tr>
<tr>
<td>Bachelor of Arts in Liberal Studies</td>
<td>B.A.</td>
<td>Special Programs in Liberal Studies</td>
<td>SPLS</td>
<td>122</td>
<td>Humanities</td>
<td>U820</td>
</tr>
<tr>
<td>Bachelor of Arts in Liberal Studies</td>
<td>B.A.</td>
<td>Special Programs in Liberal Studies</td>
<td>SPLS</td>
<td>122</td>
<td>Professional Studies</td>
<td>U873</td>
</tr>
<tr>
<td>Biology</td>
<td>B.A.</td>
<td>Biology</td>
<td>BIOL</td>
<td>122</td>
<td>Biology</td>
<td>U117</td>
</tr>
<tr>
<td>Biology</td>
<td>B.A.</td>
<td>Biology</td>
<td>BIOL</td>
<td>—</td>
<td>Biology 2Plus</td>
<td>U220</td>
</tr>
<tr>
<td>Biology</td>
<td>B.A.</td>
<td>Biology</td>
<td>BIOL</td>
<td>122</td>
<td>Comprehensive Science (High School Teaching Licensure)</td>
<td>U119</td>
</tr>
<tr>
<td>Biology</td>
<td>B.S.</td>
<td>Biology</td>
<td>BIOL</td>
<td>122</td>
<td>Biology</td>
<td>U116</td>
</tr>
<tr>
<td>Biology</td>
<td>B.S.</td>
<td>Biology</td>
<td>BIOL</td>
<td>—</td>
<td>Biology 2Plus</td>
<td>U114</td>
</tr>
<tr>
<td>Biology</td>
<td>B.S.</td>
<td>Biology</td>
<td>BIOL</td>
<td>122</td>
<td>Biotechnology</td>
<td>U214</td>
</tr>
<tr>
<td>Biology</td>
<td>B.S.</td>
<td>Biology</td>
<td>BIOL</td>
<td>—</td>
<td>Biotechnology 2Plus</td>
<td>U703</td>
</tr>
<tr>
<td>Department or Program</td>
<td>Degree</td>
<td>Major Name</td>
<td>Major Code</td>
<td>Hours Req</td>
<td>Area of Study (Licensure)</td>
<td>AOS Code</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>---------------</td>
<td>---------------------</td>
<td>------------</td>
<td>-----------</td>
<td>--------------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Biology</td>
<td>B.S.</td>
<td>Biology</td>
<td>BIOL</td>
<td>122</td>
<td>Comprehensive Science (High School Teaching Licensure)</td>
<td>U218</td>
</tr>
<tr>
<td>Biology</td>
<td>B.S.</td>
<td>Biology</td>
<td>BIOL</td>
<td>122</td>
<td>Environmental Biology</td>
<td>U118</td>
</tr>
<tr>
<td>Biology</td>
<td>B.S.</td>
<td>Biology</td>
<td>BIOL</td>
<td>122</td>
<td>Human Biology</td>
<td>U863</td>
</tr>
<tr>
<td>Biology</td>
<td>Minor</td>
<td>Biology</td>
<td>BIOL</td>
<td>17</td>
<td>Biology</td>
<td>U117</td>
</tr>
<tr>
<td>Biology</td>
<td>Second Major Only</td>
<td>Pre Dentistry</td>
<td>PRED</td>
<td>—</td>
<td>Pre Dentistry</td>
<td>U209</td>
</tr>
<tr>
<td>Biology</td>
<td>Second Major Only</td>
<td>Pre Medicine</td>
<td>PREM</td>
<td>—</td>
<td>Pre Medicine</td>
<td>U201</td>
</tr>
<tr>
<td>Biology</td>
<td>Second Major Only</td>
<td>Pre Physical Therapy</td>
<td>PHYT</td>
<td>—</td>
<td>Pre Physical Therapy</td>
<td>U203</td>
</tr>
<tr>
<td>Biology</td>
<td>Second Major Only</td>
<td>Pre Veterinary</td>
<td>PVET</td>
<td>—</td>
<td>Pre Veterinary</td>
<td>U213</td>
</tr>
<tr>
<td>Chemistry and Biochemistry</td>
<td>B.A.</td>
<td>Chemistry</td>
<td>CHEM</td>
<td>122</td>
<td>Chemistry</td>
<td>U121</td>
</tr>
<tr>
<td>Chemistry and Biochemistry</td>
<td>B.A.</td>
<td>Chemistry</td>
<td>CHEM</td>
<td>122</td>
<td>Chemistry (High School Teaching Licensure)</td>
<td>U125</td>
</tr>
<tr>
<td>Chemistry and Biochemistry</td>
<td>B.S.</td>
<td>Biochemistry</td>
<td>BCHE</td>
<td>122</td>
<td>Biochemistry</td>
<td>U860</td>
</tr>
<tr>
<td>Chemistry and Biochemistry</td>
<td>B.S.</td>
<td>Chemistry</td>
<td>CHEM</td>
<td>122</td>
<td>Biochemistry</td>
<td>U124</td>
</tr>
<tr>
<td>Chemistry and Biochemistry</td>
<td>B.S.</td>
<td>Chemistry</td>
<td>CHEM</td>
<td>122</td>
<td>Chemistry</td>
<td>U123</td>
</tr>
<tr>
<td>Chemistry and Biochemistry</td>
<td>B.S.</td>
<td>Chemistry</td>
<td>CHEM</td>
<td>122</td>
<td>Chemistry (High School Teaching Licensure)</td>
<td>U126</td>
</tr>
<tr>
<td>Chemistry and Biochemistry</td>
<td>B.S.</td>
<td>Chemistry</td>
<td>CHEM</td>
<td>122</td>
<td>Chemistry Research</td>
<td>U168</td>
</tr>
<tr>
<td>Chemistry and Biochemistry</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>19</td>
<td>Chemistry</td>
<td>U121</td>
</tr>
<tr>
<td>Chemistry and Biochemistry</td>
<td>Second Major Only</td>
<td>Pre Pharmacy</td>
<td>PREP</td>
<td>—</td>
<td>Pre Pharmacy</td>
<td>U211</td>
</tr>
<tr>
<td>Chemistry and Biochemistry</td>
<td>Standard Professional I</td>
<td>Chemistry</td>
<td>CHEM</td>
<td>—</td>
<td>Chemistry Licensure</td>
<td>U102</td>
</tr>
<tr>
<td>Classical Studies</td>
<td>B.A.</td>
<td>Classical Studies</td>
<td>CLAS</td>
<td>122</td>
<td>Classical Archaeology</td>
<td>U352</td>
</tr>
<tr>
<td>Classical Studies</td>
<td>B.A.</td>
<td>Classical Studies</td>
<td>CLAS</td>
<td>122</td>
<td>Classical Civilization</td>
<td>U354</td>
</tr>
<tr>
<td>Classical Studies</td>
<td>B.A.</td>
<td>Classical Studies</td>
<td>CLAS</td>
<td>122</td>
<td>Classical Language and Literature</td>
<td>U357</td>
</tr>
<tr>
<td>Classical Studies</td>
<td>B.A.</td>
<td>Classical Studies</td>
<td>CLAS</td>
<td>122</td>
<td>Latin (High School Teaching Licensure)</td>
<td>U129</td>
</tr>
<tr>
<td>Classical Studies</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>15</td>
<td>Classical Studies</td>
<td>U350</td>
</tr>
<tr>
<td>Classical Studies</td>
<td>SAC</td>
<td>—</td>
<td>—</td>
<td>18</td>
<td>Classical Studies (second academic concentration)</td>
<td>U130</td>
</tr>
<tr>
<td>Classical Studies</td>
<td>Standard Professional I</td>
<td>Classical Studies</td>
<td>CLAS</td>
<td>—</td>
<td>Latin Licensure</td>
<td>U103</td>
</tr>
<tr>
<td>Communication Studies</td>
<td>B.A.</td>
<td>Communication Studies</td>
<td>CMST</td>
<td>122</td>
<td>Communication Studies</td>
<td>U137</td>
</tr>
</tbody>
</table>
## Academic Units

<table>
<thead>
<tr>
<th>Department or Program</th>
<th>Degree</th>
<th>Major Name</th>
<th>Major Code</th>
<th>Hours Req</th>
<th>Area of Study (Licensure)</th>
<th>AOS Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Studies</td>
<td>Minor</td>
<td>Communication Studies</td>
<td>CMST</td>
<td>18</td>
<td>Communication Studies</td>
<td>U137</td>
</tr>
<tr>
<td>Computer Science</td>
<td>B.S.</td>
<td>Computer Science</td>
<td>CMPS</td>
<td>122</td>
<td>Computer Science</td>
<td>U180</td>
</tr>
<tr>
<td>Computer Science</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>15</td>
<td>Computer Science</td>
<td>U180</td>
</tr>
<tr>
<td>English</td>
<td>B.A.</td>
<td>English</td>
<td>ENGL</td>
<td>122</td>
<td>English</td>
<td>U155</td>
</tr>
<tr>
<td>English</td>
<td>B.A.</td>
<td>English</td>
<td>ENGL</td>
<td>122</td>
<td>English (Secondary Education Licensure)</td>
<td>U157</td>
</tr>
<tr>
<td>English</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>18</td>
<td>English</td>
<td>U155</td>
</tr>
<tr>
<td>Environmental &amp; Sustainability Studies</td>
<td>B.A.</td>
<td>Special Programs in Liberal Studies</td>
<td>SPLS</td>
<td>122</td>
<td>Environmental Studies</td>
<td>U879</td>
</tr>
<tr>
<td>Environmental &amp; Sustainability Studies</td>
<td>B.A.</td>
<td>Special Programs in Liberal Studies</td>
<td>SPLS</td>
<td>122</td>
<td>Sustainability Studies</td>
<td>U874</td>
</tr>
<tr>
<td>Environmental &amp; Sustainability Studies</td>
<td>B.A.</td>
<td>Special Programs in Liberal Studies</td>
<td>SPLS</td>
<td>122</td>
<td>Environmental &amp; Sustainability Studies</td>
<td>U876</td>
</tr>
<tr>
<td>Environmental &amp; Sustainability Studies</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>21</td>
<td>Environmental Studies</td>
<td>U825</td>
</tr>
<tr>
<td>Environmental &amp; Sustainability Studies</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>18</td>
<td>Sustainability Studies</td>
<td>U868</td>
</tr>
<tr>
<td>Geography</td>
<td>B.A.</td>
<td>Geography</td>
<td>GEOG</td>
<td>122</td>
<td>Earth Science/ Environmental Studies</td>
<td>U167</td>
</tr>
<tr>
<td>Geography</td>
<td>B.A.</td>
<td>Geography</td>
<td>GEOG</td>
<td>122</td>
<td>Geographic Information Science</td>
<td>U164</td>
</tr>
<tr>
<td>Geography</td>
<td>B.A.</td>
<td>Geography</td>
<td>GEOG</td>
<td>122</td>
<td>Geography</td>
<td>U163</td>
</tr>
<tr>
<td>Geography</td>
<td>B.A.</td>
<td>Geography</td>
<td>GEOG</td>
<td>122</td>
<td>Geography (Secondary Education Licensure)</td>
<td>U169</td>
</tr>
<tr>
<td>Geography</td>
<td>B.A.</td>
<td>Geography</td>
<td>GEOG</td>
<td>122</td>
<td>Urban Planning</td>
<td>U165</td>
</tr>
<tr>
<td>Geography</td>
<td>Minor</td>
<td>Geography</td>
<td>GEOG</td>
<td>18</td>
<td>Geography</td>
<td>U163</td>
</tr>
<tr>
<td>History</td>
<td>B.A.</td>
<td>History</td>
<td>HIST</td>
<td>122</td>
<td>History</td>
<td>U175</td>
</tr>
<tr>
<td>History</td>
<td>B.A.</td>
<td>History</td>
<td>HIST</td>
<td>—</td>
<td>History (Secondary Education Licensure)</td>
<td>U177</td>
</tr>
<tr>
<td>History</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>15</td>
<td>History</td>
<td>U175</td>
</tr>
<tr>
<td>Integrated Science</td>
<td>B.A.</td>
<td>Special Programs in Liberal Studies</td>
<td>SPLS</td>
<td>122</td>
<td>Integrated Science</td>
<td>U834</td>
</tr>
<tr>
<td>Integrated Science</td>
<td>B.A.</td>
<td>Special Programs in Liberal Studies</td>
<td>SPLS</td>
<td>122</td>
<td>Integrated Science (Secondary Science Licensure)</td>
<td>U837</td>
</tr>
<tr>
<td>Interior Architecture</td>
<td>B.F.A.</td>
<td>Interior Architecture</td>
<td>IARC</td>
<td>127</td>
<td>Interior Architecture</td>
<td>U540</td>
</tr>
<tr>
<td>Interior Architecture</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>18</td>
<td>Interior Architecture</td>
<td>U547</td>
</tr>
<tr>
<td>International and Global Studies</td>
<td>B.A.</td>
<td>Special Programs in Liberal Studies</td>
<td>SPLS</td>
<td>122</td>
<td>Asian Studies</td>
<td>U824</td>
</tr>
<tr>
<td>International and Global Studies</td>
<td>B.A.</td>
<td>Special Programs in Liberal Studies</td>
<td>SPLS</td>
<td>122</td>
<td>International and Global Affairs and Development</td>
<td>U821</td>
</tr>
<tr>
<td>International and Global Studies</td>
<td>B.A.</td>
<td>Special Programs in Liberal Studies</td>
<td>SPLS</td>
<td>122</td>
<td>International and Global Arts and Belief Systems</td>
<td>U822</td>
</tr>
<tr>
<td>International and Global Studies</td>
<td>B.A.</td>
<td>Special Programs in Liberal Studies</td>
<td>SPLS</td>
<td>122</td>
<td>International and Global Human Rights</td>
<td>U829</td>
</tr>
<tr>
<td>International and Global Studies</td>
<td>B.A.</td>
<td>Special Programs in Liberal Studies</td>
<td>SPLS</td>
<td>122</td>
<td>Latin American and Caribbean Studies</td>
<td>U823</td>
</tr>
<tr>
<td>Department or Program</td>
<td>Degree</td>
<td>Major Name</td>
<td>Major Code</td>
<td>Hours Req</td>
<td>Area of Study (Licensure)</td>
<td>AOS Code</td>
</tr>
<tr>
<td>----------------------</td>
<td>--------</td>
<td>------------</td>
<td>------------</td>
<td>-----------</td>
<td>---------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>International and Global Studies</td>
<td>B.A.</td>
<td>Special Programs in Liberal Studies</td>
<td>SPLS</td>
<td>122</td>
<td>Russian Studies</td>
<td>U802</td>
</tr>
<tr>
<td>International and Global Studies</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>18</td>
<td>African Studies</td>
<td>U818</td>
</tr>
<tr>
<td>International and Global Studies</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>18</td>
<td>Asian Studies</td>
<td>U819</td>
</tr>
<tr>
<td>International and Global Studies</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>18</td>
<td>European Studies</td>
<td>U826</td>
</tr>
<tr>
<td>International and Global Studies</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>18</td>
<td>International and Global Studies</td>
<td>U861</td>
</tr>
<tr>
<td>International and Global Studies</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>18</td>
<td>Latin American and Caribbean Studies</td>
<td>U828</td>
</tr>
<tr>
<td>International and Global Studies</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>18</td>
<td>Russian Studies</td>
<td>U827</td>
</tr>
<tr>
<td>Languages, Literatures, and Cultures</td>
<td>B.A.</td>
<td>Languages, Literatures, and Cultures</td>
<td>LLCU</td>
<td>122</td>
<td>Applied Languages: French K–12 Teaching Licensure</td>
<td>U381</td>
</tr>
<tr>
<td>Languages, Literatures, and Cultures</td>
<td>B.A.</td>
<td>Languages, Literatures, and Cultures</td>
<td>LLCU</td>
<td>122</td>
<td>Applied Languages: Spanish K–12 Teaching Licensure</td>
<td>U384</td>
</tr>
<tr>
<td>Languages, Literatures, and Cultures</td>
<td>B.A.</td>
<td>Languages, Literatures, and Cultures</td>
<td>LLCU</td>
<td>122</td>
<td>French and Francophone Studies</td>
<td>U383</td>
</tr>
<tr>
<td>Languages, Literatures, and Cultures</td>
<td>B.A.</td>
<td>Languages, Literatures, and Cultures</td>
<td>LLCU</td>
<td>122</td>
<td>German Studies</td>
<td>U382</td>
</tr>
<tr>
<td>Languages, Literatures, and Cultures</td>
<td>B.A.</td>
<td>Languages, Literatures, and Cultures</td>
<td>LLCU</td>
<td>122</td>
<td>Global Languages and Communities</td>
<td>U380</td>
</tr>
<tr>
<td>Languages, Literatures, and Cultures</td>
<td>B.A.</td>
<td>Spanish</td>
<td>SPAN</td>
<td>122</td>
<td>Spanish</td>
<td>U227</td>
</tr>
<tr>
<td>Languages, Literatures, and Cultures</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>15</td>
<td>American Sign Language</td>
<td>U385</td>
</tr>
<tr>
<td>Languages, Literatures, and Cultures</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>15</td>
<td>Chinese</td>
<td>U867</td>
</tr>
<tr>
<td>Languages, Literatures, and Cultures</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>15-21</td>
<td>French and Francophone Studies</td>
<td>U383</td>
</tr>
<tr>
<td>Languages, Literatures, and Cultures</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>15</td>
<td>German</td>
<td>U382</td>
</tr>
<tr>
<td>Languages, Literatures, and Cultures</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>15</td>
<td>German Online</td>
<td>U172</td>
</tr>
<tr>
<td>Languages, Literatures, and Cultures</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>15</td>
<td>Russian</td>
<td>U160</td>
</tr>
<tr>
<td>Languages, Literatures, and Cultures</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>15-21</td>
<td>Spanish</td>
<td>U227</td>
</tr>
<tr>
<td>Mathematics and Statistics</td>
<td>B.A.</td>
<td>Mathematics</td>
<td>MATH</td>
<td>122</td>
<td>Mathematics</td>
<td>U179</td>
</tr>
<tr>
<td>Mathematics and Statistics</td>
<td>B.A.</td>
<td>Mathematics</td>
<td>MATH</td>
<td>122</td>
<td>Mathematics (High School Teaching Licensure)</td>
<td>U183</td>
</tr>
<tr>
<td>Mathematics and Statistics</td>
<td>B.S.</td>
<td>Mathematics</td>
<td>MATH</td>
<td>122</td>
<td>Mathematics</td>
<td>U181</td>
</tr>
<tr>
<td>Mathematics and Statistics</td>
<td>B.S.</td>
<td>Mathematics</td>
<td>MATH</td>
<td>122</td>
<td>Statistics</td>
<td>U184</td>
</tr>
<tr>
<td>Mathematics and Statistics</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>15</td>
<td>Mathematics</td>
<td>U179</td>
</tr>
<tr>
<td>Mathematics and Statistics</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>15</td>
<td>Statistics</td>
<td>U192</td>
</tr>
</tbody>
</table>
### Academic Units

<table>
<thead>
<tr>
<th>Department or Program</th>
<th>Degree</th>
<th>Major Name</th>
<th>Major Code</th>
<th>Hours Req</th>
<th>Area of Study (Licensure)</th>
<th>AOS Code</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Media Studies</strong></td>
<td>B.A.</td>
<td>Media Studies</td>
<td>MDST</td>
<td>122</td>
<td>Media Studies</td>
<td>U134</td>
</tr>
<tr>
<td><strong>Media Studies</strong></td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>18</td>
<td>Media Studies</td>
<td>U849</td>
</tr>
<tr>
<td><strong>Media Studies</strong></td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>18</td>
<td>Radio</td>
<td>U848</td>
</tr>
<tr>
<td><strong>Philosophy</strong></td>
<td>B.A.</td>
<td>Philosophy</td>
<td>PHIL</td>
<td>122</td>
<td>Philosophy</td>
<td>U189</td>
</tr>
<tr>
<td><strong>Philosophy</strong></td>
<td>B.A.</td>
<td>Philosophy</td>
<td>PHIL</td>
<td>122</td>
<td>Philosophy Online</td>
<td>U245</td>
</tr>
<tr>
<td><strong>Philosophy</strong></td>
<td>B.A.</td>
<td>Philosophy</td>
<td>PHIL</td>
<td>122</td>
<td>Philosophy Prelaw</td>
<td>U190</td>
</tr>
<tr>
<td><strong>Philosophy</strong></td>
<td>B.A.</td>
<td>Philosophy</td>
<td>PHIL</td>
<td>122</td>
<td>Philosophy Prelaw Online</td>
<td>U246</td>
</tr>
<tr>
<td><strong>Philosophy</strong></td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>18</td>
<td>Philosophical Ethics</td>
<td>U194</td>
</tr>
<tr>
<td><strong>Philosophy</strong></td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>18</td>
<td>Philosophy</td>
<td>U189</td>
</tr>
<tr>
<td><strong>Physics and Astronomy</strong></td>
<td>B.A.</td>
<td>Physics</td>
<td>PHYS</td>
<td>122</td>
<td>Physics</td>
<td>U191</td>
</tr>
<tr>
<td><strong>Physics and Astronomy</strong></td>
<td>B.A.</td>
<td>Physics</td>
<td>PHYS</td>
<td>122</td>
<td>Physics (High School Teaching Licensure)</td>
<td>U195</td>
</tr>
<tr>
<td><strong>Physics and Astronomy</strong></td>
<td>B.S.</td>
<td>Physics</td>
<td>PHYS</td>
<td>122</td>
<td>Physics (High School Teaching Licensure)</td>
<td>U196</td>
</tr>
<tr>
<td><strong>Physics and Astronomy</strong></td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>15</td>
<td>Physics</td>
<td>U191</td>
</tr>
<tr>
<td><strong>Physics and Astronomy</strong></td>
<td>Second Major Only</td>
<td>Pre Engineering</td>
<td>PREN</td>
<td>—</td>
<td>Pre Engineering</td>
<td>U205</td>
</tr>
<tr>
<td><strong>Political Science</strong></td>
<td>B.A.</td>
<td>Political Science</td>
<td>PSCI</td>
<td>122</td>
<td>Political Science</td>
<td>U197</td>
</tr>
<tr>
<td><strong>Political Science</strong></td>
<td>B.A.</td>
<td>Political Science</td>
<td>PSCI</td>
<td>122</td>
<td>Political Science (Secondary Education Licensure)</td>
<td>U199</td>
</tr>
<tr>
<td><strong>Political Science</strong></td>
<td>B.A.</td>
<td>Political Science</td>
<td>PSCI</td>
<td>122</td>
<td>Prelaw</td>
<td>U198</td>
</tr>
<tr>
<td><strong>Political Science</strong></td>
<td>B.A.</td>
<td>Political Science</td>
<td>PSCI</td>
<td>122</td>
<td>American Politics</td>
<td>U235</td>
</tr>
<tr>
<td><strong>Political Science</strong></td>
<td>B.A.</td>
<td>Political Science</td>
<td>PSCI</td>
<td>122</td>
<td>Global Politics</td>
<td>U236</td>
</tr>
<tr>
<td><strong>Political Science</strong></td>
<td>B.A.</td>
<td>Political Science</td>
<td>PSCI</td>
<td>122</td>
<td>Public Affairs</td>
<td>U237</td>
</tr>
<tr>
<td><strong>Political Science</strong></td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>15</td>
<td>Political Science</td>
<td>U197</td>
</tr>
<tr>
<td><strong>Political Science</strong></td>
<td>Second Major Only</td>
<td>Prelaw</td>
<td>PREL</td>
<td>—</td>
<td>Prelaw</td>
<td>U207</td>
</tr>
<tr>
<td><strong>Psychology</strong></td>
<td>B.A.</td>
<td>Psychology</td>
<td>PSYC</td>
<td>122</td>
<td>Psychology</td>
<td>U215</td>
</tr>
<tr>
<td><strong>Psychology</strong></td>
<td>B.A.</td>
<td>Psychology</td>
<td>PSYC</td>
<td>122</td>
<td>Psychology (Secondary Education Licensure)</td>
<td>U217</td>
</tr>
<tr>
<td><strong>Psychology</strong></td>
<td>B.S.</td>
<td>Psychology</td>
<td>PSYC</td>
<td>122</td>
<td>Psychology</td>
<td>U230</td>
</tr>
<tr>
<td><strong>Psychology</strong></td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>18–19</td>
<td>Psychology</td>
<td>U215</td>
</tr>
<tr>
<td><strong>Religious Studies</strong></td>
<td>B.A.</td>
<td>Religious Studies</td>
<td>RELS</td>
<td>122</td>
<td>Religious Studies</td>
<td>U219</td>
</tr>
<tr>
<td><strong>Sociology</strong></td>
<td>B.A.</td>
<td>Sociology</td>
<td>SOCI</td>
<td>122</td>
<td>Criminology</td>
<td>U222</td>
</tr>
<tr>
<td><strong>Sociology</strong></td>
<td>B.A.</td>
<td>Sociology</td>
<td>SOCI</td>
<td>122</td>
<td>Sociology</td>
<td>U221</td>
</tr>
<tr>
<td><strong>Sociology</strong></td>
<td>B.A.</td>
<td>Sociology</td>
<td>SOCI</td>
<td>122</td>
<td>Sociology (Secondary Education Licensure)</td>
<td>U223</td>
</tr>
<tr>
<td><strong>Sociology</strong></td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>15</td>
<td>Sociology</td>
<td>U221</td>
</tr>
<tr>
<td><strong>Women’s and Gender Studies</strong></td>
<td>B.A.</td>
<td>Women’s and Gender Studies</td>
<td>WGST</td>
<td>122</td>
<td>Women’s and Gender Studies</td>
<td>U871</td>
</tr>
<tr>
<td><strong>Women’s and Gender Studies</strong></td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>18</td>
<td>Women’s and Gender Studies</td>
<td>U871</td>
</tr>
</tbody>
</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
William O. Brown, Professor and Associate Dean
Joseph Erba, 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

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

Requirements for Majoring or Minoring in Bryan School Programs
Students pursuing a major or minor in the Bryan School of Business and Economics must have a cumulative grade point average no less than a 2.0 on 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://bryan.uncg.edu/advise.
## Undergraduate Areas of Study in the Joseph M. Bryan School of Business and Economics

See also the comprehensive AOS Codes table in the Academic References section.

<table>
<thead>
<tr>
<th>Department or Program</th>
<th>Degree</th>
<th>Major</th>
<th>Major Code</th>
<th>Hours Req</th>
<th>Area of Study (Licensure)</th>
<th>AOS Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting and Finance</td>
<td>B.S.</td>
<td>Accounting</td>
<td>ACCT 122</td>
<td>Accounting</td>
<td>U301</td>
<td></td>
</tr>
<tr>
<td>Accounting and Finance</td>
<td>B.S.</td>
<td>Accounting</td>
<td>ACCT —</td>
<td>Accounting 2Plus</td>
<td>U713</td>
<td></td>
</tr>
<tr>
<td>Accounting and Finance</td>
<td>B.S.</td>
<td>Finance</td>
<td>FINC 122</td>
<td>Finance</td>
<td>U360</td>
<td></td>
</tr>
<tr>
<td>Accounting and Finance</td>
<td>B.S.</td>
<td>Finance</td>
<td>FINC —</td>
<td>Finance 2Plus</td>
<td>U361</td>
<td></td>
</tr>
<tr>
<td>Accounting and Finance</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>15</td>
<td>Accounting</td>
<td>U719</td>
</tr>
<tr>
<td>Bryan School of Business and Economics</td>
<td>—</td>
<td>Undecided</td>
<td>UNDC —</td>
<td>Business Major Undecided</td>
<td>U399</td>
<td></td>
</tr>
<tr>
<td>Bryan School of Business and Economics</td>
<td>—</td>
<td>Undecided</td>
<td>UNDC —</td>
<td>Information Systems and Supply Chain Management Undecided</td>
<td>U322</td>
<td></td>
</tr>
<tr>
<td>Bryan School of Business and Economics</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>21</td>
<td>Business</td>
<td>U398</td>
</tr>
<tr>
<td>Consumer, Apparel, and Retail Studies</td>
<td>B.S.</td>
<td>Consumer, Apparel, and Retail Studies</td>
<td>CARS 122</td>
<td>Apparel Design</td>
<td>U545</td>
<td></td>
</tr>
<tr>
<td>Consumer, Apparel, and Retail Studies</td>
<td>B.S.</td>
<td>Consumer, Apparel, and Retail Studies</td>
<td>CARS 122</td>
<td>Global Apparel and Related Industries</td>
<td>U864</td>
<td></td>
</tr>
<tr>
<td>Consumer, Apparel, and Retail Studies</td>
<td>B.S.</td>
<td>Consumer, Apparel, and Retail Studies</td>
<td>CARS 122</td>
<td>Retailing and Consumer Studies</td>
<td>U539</td>
<td></td>
</tr>
<tr>
<td>Consumer, Apparel, and Retail Studies</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>15</td>
<td>Retailing and Consumer Studies</td>
<td>U539</td>
</tr>
<tr>
<td>Economics</td>
<td>B.A.</td>
<td>Economics</td>
<td>ECON 122</td>
<td>Economics</td>
<td>U305</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>B.A.</td>
<td>Economics</td>
<td>ECON —</td>
<td>Economics 2Plus</td>
<td>U777</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>B.S.</td>
<td>Economics</td>
<td>ECON 122</td>
<td>Economics</td>
<td>U717</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>B.S.</td>
<td>Economics</td>
<td>ECON —</td>
<td>Economics 2Plus</td>
<td>U716</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>18</td>
<td>Economics</td>
<td>U305</td>
</tr>
<tr>
<td>Information Systems and Supply Chain Management</td>
<td>B.S.</td>
<td>Information Systems and Supply Chain Management</td>
<td>ISSC 122</td>
<td>Information Systems</td>
<td>U313</td>
<td></td>
</tr>
<tr>
<td>Information Systems and Supply Chain Management</td>
<td>B.S.</td>
<td>Information Systems and Supply Chain Management</td>
<td>ISSC —</td>
<td>Information Systems 2Plus</td>
<td>U779</td>
<td></td>
</tr>
<tr>
<td>Information Systems and Supply Chain Management</td>
<td>B.S.</td>
<td>Information Systems and Supply Chain Management</td>
<td>ISSC 122</td>
<td>Supply Chain Management</td>
<td>U339</td>
<td></td>
</tr>
<tr>
<td>Information Systems and Supply Chain Management</td>
<td>B.S.</td>
<td>Information Systems and Supply Chain Management</td>
<td>ISSC —</td>
<td>Supply Chain Management 2Plus</td>
<td>U786</td>
<td></td>
</tr>
<tr>
<td>Information Systems and Supply Chain Management</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>15</td>
<td>Information Technology</td>
<td>U318</td>
</tr>
<tr>
<td>Management</td>
<td>B.S.</td>
<td>Business Administration</td>
<td>BADM 122</td>
<td>Business Studies</td>
<td>U331</td>
<td></td>
</tr>
<tr>
<td>Management</td>
<td>B.S.</td>
<td>Business Administration</td>
<td>BADM —</td>
<td>Business Studies 2Plus</td>
<td>U704</td>
<td></td>
</tr>
<tr>
<td>Management</td>
<td>B.S.</td>
<td>Business Administration</td>
<td>BADM 122</td>
<td>Business Studies Online</td>
<td>U338</td>
<td></td>
</tr>
<tr>
<td>Management</td>
<td>B.S.</td>
<td>Business Administration</td>
<td>BADM —</td>
<td>Business Studies Online 2Plus</td>
<td>U722</td>
<td></td>
</tr>
</tbody>
</table>
### Academic Units

<table>
<thead>
<tr>
<th>Department or Program</th>
<th>Degree</th>
<th>Major</th>
<th>Major Code</th>
<th>Hours Req</th>
<th>Area of Study (Licensure)</th>
<th>AOS Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management</td>
<td>B.S.</td>
<td>Business Administration</td>
<td>BADM 122</td>
<td>122</td>
<td>Human Resources</td>
<td>U326</td>
</tr>
<tr>
<td>Management</td>
<td>B.S.</td>
<td>Business Administration</td>
<td>BADM —</td>
<td>—</td>
<td>Human Resources 2Plus</td>
<td>U705</td>
</tr>
<tr>
<td>Management</td>
<td>B.S.</td>
<td>Business Administration</td>
<td>BADM 122</td>
<td>122</td>
<td>Management</td>
<td>U304</td>
</tr>
<tr>
<td>Management</td>
<td>B.S.</td>
<td>International Business Studies</td>
<td>INTB —</td>
<td>—</td>
<td>International Business 2Plus</td>
<td>U831</td>
</tr>
<tr>
<td>Management</td>
<td>B.S.</td>
<td>International Business Studies</td>
<td>INTB 122</td>
<td>122</td>
<td>International Business Studies</td>
<td>U830</td>
</tr>
<tr>
<td>Management</td>
<td>Standard Professional I</td>
<td>Business Administration</td>
<td>BADM —</td>
<td>—</td>
<td>Business Education Licensure</td>
<td>U1.12</td>
</tr>
<tr>
<td>Marketing, Entrepreneurship, and Hospitality &amp; Tourism</td>
<td>B.A.</td>
<td>Sustainable Tourism and Hospitality</td>
<td>STHP 122</td>
<td>122</td>
<td>Sustainable Tourism and Hospitality</td>
<td>U457</td>
</tr>
<tr>
<td>Marketing, Entrepreneurship, and Hospitality &amp; Tourism</td>
<td>B.S.</td>
<td>Entrepreneurship</td>
<td>ENTR 122</td>
<td>122</td>
<td>Entrepreneurship</td>
<td>U718</td>
</tr>
<tr>
<td>Marketing, Entrepreneurship, and Hospitality &amp; Tourism</td>
<td>B.S.</td>
<td>Entrepreneurship</td>
<td>ENTR —</td>
<td>—</td>
<td>Entrepreneurship 2Plus</td>
<td>U866</td>
</tr>
<tr>
<td>Marketing, Entrepreneurship, and Hospitality &amp; Tourism</td>
<td>B.S.</td>
<td>Marketing</td>
<td>MKTG 122</td>
<td>122</td>
<td>Marketing</td>
<td>U327</td>
</tr>
<tr>
<td>Marketing, Entrepreneurship, and Hospitality &amp; Tourism</td>
<td>B.S.</td>
<td>Marketing</td>
<td>MKTG —</td>
<td>—</td>
<td>Marketing 2Plus</td>
<td>U707</td>
</tr>
<tr>
<td>Marketing, Entrepreneurship, and Hospitality &amp; Tourism</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>15</td>
<td>Entrepreneurship</td>
<td>U832</td>
</tr>
<tr>
<td>Marketing, Entrepreneurship, and Hospitality &amp; Tourism</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>15</td>
<td>Professional Selling</td>
<td>U346</td>
</tr>
<tr>
<td>Marketing, Entrepreneurship, and Hospitality &amp; Tourism</td>
<td>Standard Professional I</td>
<td>Marketing</td>
<td>MKTG —</td>
<td>—</td>
<td>Marketing Education Licensure</td>
<td>UL.13</td>
</tr>
</tbody>
</table>
School of Education

324 School of Education Building

Randy D. Penfield, Professor and Dean of School
Jewell Cooper, Professor and Associate Dean for Academic and Student Affairs
Terry Ackerman, Professor and Associate Dean for Research and Assessment

The School of Education is comprised of six departments:

- 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 and 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 (Visual and Performing Arts; 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 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.
### Undergraduate Areas of Study in the School of Education

See also the comprehensive AOS Codes table in the Academic References section.

<table>
<thead>
<tr>
<th>Department or Program</th>
<th>Degree</th>
<th>Major Name</th>
<th>Major Code</th>
<th>Hours Req</th>
<th>Area of Study (Licensure)</th>
<th>AOS Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialized Education Services</td>
<td>B.S.</td>
<td>Professions in Deafness</td>
<td>PRDF</td>
<td>124</td>
<td>Advocacy and Services for the Deaf</td>
<td>U931</td>
</tr>
<tr>
<td>Specialized Education Services</td>
<td>B.S.</td>
<td>Professions in Deafness</td>
<td>PRDF</td>
<td>125</td>
<td>Interpreter Preparation</td>
<td>U932</td>
</tr>
<tr>
<td>Specialized Education Services</td>
<td>B.S.</td>
<td>Professions in Deafness</td>
<td>PRDF</td>
<td>127</td>
<td>K–12 Deaf and Hard of Hearing (K–12 Licensure)</td>
<td>U162</td>
</tr>
<tr>
<td>Specialized Education Services</td>
<td>B.S.</td>
<td>Special Education: General Curriculum</td>
<td>SPED</td>
<td>127</td>
<td>Special Education (K–12 Licensure)</td>
<td>U265</td>
</tr>
<tr>
<td>Specialized Education Services</td>
<td>B.S.</td>
<td>Special Education: General Curriculum</td>
<td>SPED</td>
<td>—</td>
<td>Special Education: General Curriculum Teacher Licensure 2Plus</td>
<td>U785</td>
</tr>
<tr>
<td>Teacher Education and Higher Education</td>
<td>B.S.</td>
<td>Elementary Education</td>
<td>ELED</td>
<td>122</td>
<td>Elementary Education (K–6 Licensure)</td>
<td>U251</td>
</tr>
<tr>
<td>Teacher Education and Higher Education</td>
<td>B.S.</td>
<td>Elementary Education</td>
<td>ELED</td>
<td>—</td>
<td>Elementary Education 2Plus (K–6 Licensure)</td>
<td>U788</td>
</tr>
<tr>
<td>Teacher Education and Higher Education</td>
<td>B.S.</td>
<td>Middle Grades Education</td>
<td>MDED</td>
<td>124–128</td>
<td>Language Arts (6–9 Licensure)</td>
<td>U256</td>
</tr>
<tr>
<td>Teacher Education and Higher Education</td>
<td>B.S.</td>
<td>Middle Grades Education</td>
<td>MDED</td>
<td>124–128</td>
<td>Math (6–9 Licensure)</td>
<td>U257</td>
</tr>
<tr>
<td>Teacher Education and Higher Education</td>
<td>B.S.</td>
<td>Middle Grades Education</td>
<td>MDED</td>
<td>124–128</td>
<td>Science (6–9 Licensure)</td>
<td>U258</td>
</tr>
<tr>
<td>Teacher Education and Higher Education</td>
<td>B.S.</td>
<td>Middle Grades Education</td>
<td>MDED</td>
<td>124–128</td>
<td>Social Studies (6–9 Licensure)</td>
<td>U259</td>
</tr>
<tr>
<td>Teacher Education and Higher Education</td>
<td>Standard Professional I</td>
<td>French</td>
<td>FREN</td>
<td>—</td>
<td>French Licensure</td>
<td>UL10</td>
</tr>
<tr>
<td>Teacher Education and Higher Education</td>
<td>Standard Professional I</td>
<td>Spanish</td>
<td>SPAN</td>
<td>—</td>
<td>Spanish Licensure</td>
<td>UL11</td>
</tr>
<tr>
<td>Teacher Education and Higher Education and Specialized Education Services</td>
<td>B.S.</td>
<td>Elementary Education and Special Education: General Curriculum Dual Major</td>
<td>SPEL</td>
<td>127</td>
<td>Elementary Education and Special Education</td>
<td>U252</td>
</tr>
</tbody>
</table>
In the School of Health and Human Sciences, academic programs are offered through the Department of Communication Sciences and Disorders, the Department of Community and Therapeutic Recreation, the Department of Human Development and Family Studies, the Department of Kinesiology, the Department of Nutrition, the Department of Peace and Conflict Studies, the Department of Public Health Education, and the Department of Social Work. There is also a graduate program in Genetic Counseling. Each department and program offers varied courses for all university students and programs of study leading to undergraduate and graduate majors and minors in their respective areas. The school’s programs are designed to meet specialized interests of students and also the requirements of state and national accrediting agencies and professional associations.

The Department of Communication Sciences and Disorders provides opportunities for the study of normal speech, language, and hearing and the associated disorders, leading to the bachelor of science degree in Speech Pathology and Audiology. The courses offered in this program are professional and prepare the student for further study at the graduate level. Faculty and students in Communication Sciences and Disorders provide services to clients in the University Speech and Hearing Center, and engage in cooperative work with area schools, hospitals, and other human service agencies. In addition, a Master of Arts degree is offered, preparing clinicians to serve children, youth, and adults with communication disorders. There is also a Ph.D. degree offering advanced study in teaching and research.

In the Department of Community and Therapeutic Recreation a student majoring in Recreation and Parks Management may choose from two areas of concentration: Therapeutic Recreation or Community Recreation and Event Planning. These concentrations lead to the bachelor of science degree. A Community and Therapeutic Recreation and a minor in Travel, Tourism, and Commercial Recreation, in addition to a master of science (M.S.) degree, are also available. The undergraduate program has been fully accredited by the NRPA/AALR Council on Accreditation since 1981.

The Program in Genetic Counseling offers an interdisciplinary master of science degree. The program is accredited by the American Board of Genetic Counseling (ABGC). Applicants admitted to the program are expected to enroll as full-time students, registering for the required courses for each of the four semesters of the program and the intervening summer sessions.

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 Kinesiology and Physical Education and Health Teacher Education (licensure track). The department also offers a minor in Sport Coaching and Community Youth and Sport Development. Kinesiology prepares students for careers in preventive and rehabilitative exercise and fitness, and may be tailored to meet the needs and interests of students planning graduate study in athletic training, medicine, occupational therapy, or physical therapy. This department also offers graduate studies leading to the master’s degree and doctoral degrees.

The Department of Nutrition offers undergraduate studies with majors in Human Nutrition and Dietetics, Nutrition and Wellness, and Nutrition Science and graduate programs for the master’s degree, doctoral degree, and a post-baccalaureate dietetic internship certificate. The undergraduate Human Nutrition and Dietetics concentration (also known as the Didactic Program in Dietetics) and the Dietetic Internship program are accredited by the Commission on Accreditation for Dietetics Education of the American Dietetic Association.

The Department of Peace and Conflict Studies offers the Post-Baccalaureate Certificate and Master of Arts. Peace and Conflict Studies is an area of interdisciplinary study focusing on conflict management and resolution. Students receive professional preparation including strategies for building peaceful and just social systems, communities, and societies.

The Department of Public Health Education offers the Public Health major, leading to the bachelor of science degree. Within the Public Health major, students may select a concentration in Community Health Education or Health Studies. The Community Health Education concentration is a professional program preparing graduates to become Health Educators. The requirements of the Community Health Education concentration meet the professional standards of the field of Health Education allowing graduating students to sit for the Certified Health Education Specialist (CHES) national credentialing exam. An online Health Studies concentration is available for those looking for a pre-professional or non-professional degree option. A Health Studies minor is also available. The department also offers graduate studies leading to a
master of public health (M.P.H.) degree and the doctor of philosophy (Ph.D.) degree in community health education. As a complement to the academic enterprise of the department, faculty, and students within Public Health Education are also actively involved in local and national research and outreach.

The Department of Social Work prepares undergraduate students for entry level generalist social work positions in public and private social service agencies, health care organizations, courts, and school systems. The master of social work degree, offered in collaboration with N.C. A&T State University, is the only joint program of its kind in the nation. The B.S.W. and J.M.S.W. programs are both accredited by the Council on Social Work Education.

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.

### Undergraduate Areas of Study in the School of Health and Human Sciences

See also the comprehensive AOS Codes table in the Academic References section.

<table>
<thead>
<tr>
<th>Department or Program</th>
<th>Degree</th>
<th>Major Name</th>
<th>Major Code</th>
<th>Hours Req</th>
<th>Area of Study (Licensure)</th>
<th>AOS Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Sciences and Disorders</td>
<td>B.S.</td>
<td>Speech Pathology and Audiology</td>
<td>SPAU</td>
<td>122</td>
<td>Speech Pathology and Audiology</td>
<td>U143</td>
</tr>
<tr>
<td>Community and Therapeutic Recreation</td>
<td>B.S.</td>
<td>Recreation and Parks Management</td>
<td>RPMT</td>
<td>122</td>
<td>Community Recreation and Event Planning</td>
<td>U442</td>
</tr>
<tr>
<td>Community and Therapeutic Recreation</td>
<td>B.S.</td>
<td>Recreation and Parks Management</td>
<td>RPMT</td>
<td>122</td>
<td>Therapeutic Recreation</td>
<td>U413</td>
</tr>
<tr>
<td>Community and Therapeutic Recreation</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>15</td>
<td>Community and Therapeutic Recreation</td>
<td>U441</td>
</tr>
<tr>
<td>Community and Therapeutic Recreation</td>
<td>Second Major Only</td>
<td>Pre Occupational Therapy</td>
<td>PROT</td>
<td>—</td>
<td>Pre Occupational Therapy</td>
<td>U206</td>
</tr>
<tr>
<td>Health and Human Sciences, School of</td>
<td>—</td>
<td>Undecided</td>
<td>UNDC</td>
<td>—</td>
<td>Health and Human Sciences</td>
<td>U499</td>
</tr>
<tr>
<td>Health and Human Sciences, School of</td>
<td>B.S.</td>
<td>—</td>
<td>PHLT</td>
<td>—</td>
<td>Pre-Health Studies and/or Sciences</td>
<td>U446</td>
</tr>
<tr>
<td>Health and Human Sciences, School of</td>
<td>B.S.</td>
<td>—</td>
<td>PHLT</td>
<td>—</td>
<td>Pre-Nursing Interest</td>
<td>U456</td>
</tr>
<tr>
<td>Health and Human Sciences, School of</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>15</td>
<td>Gerontology</td>
<td>U240</td>
</tr>
<tr>
<td>Human Development and Family Studies</td>
<td>B.S.</td>
<td>Human Development and Family Studies</td>
<td>HDFS</td>
<td>—</td>
<td>Birth through Kindergarten Teacher Licensure Online 2Plus</td>
<td>U543</td>
</tr>
<tr>
<td>Human Development and Family Studies</td>
<td>B.S.</td>
<td>Human Development and Family Studies</td>
<td>HDFS</td>
<td>—</td>
<td>Birth through Kindergarten Teacher Licensure Online 2Plus</td>
<td>U746</td>
</tr>
<tr>
<td>Human Development and Family Studies</td>
<td>B.S.</td>
<td>Human Development and Family Studies</td>
<td>HDFS</td>
<td>122</td>
<td>Birth thru Kindergarten Teacher Licensure</td>
<td>U526</td>
</tr>
<tr>
<td>Human Development and Family Studies</td>
<td>B.S.</td>
<td>Human Development and Family Studies</td>
<td>HDFS</td>
<td>122</td>
<td>Child, Youth, and Family Development</td>
<td>U513</td>
</tr>
<tr>
<td>Human Development and Family Studies</td>
<td>B.S.</td>
<td>Human Development and Family Studies</td>
<td>HDFS</td>
<td>122</td>
<td>Early Care and Education</td>
<td>U531</td>
</tr>
<tr>
<td>Human Development and Family Studies</td>
<td>B.S.</td>
<td>Human Development and Family Studies</td>
<td>HDFS</td>
<td>—</td>
<td>Early Care and Education Online 2Plus</td>
<td>U544</td>
</tr>
<tr>
<td>Human Development and Family Studies</td>
<td>B.S.</td>
<td>Human Development and Family Studies</td>
<td>HDFS</td>
<td>122</td>
<td>Early Care and Education Wake County</td>
<td>U535</td>
</tr>
<tr>
<td>Department or Program</td>
<td>Degree</td>
<td>Major Name</td>
<td>Major Code</td>
<td>Hours Req</td>
<td>Area of Study (Licensure)</td>
<td>AOS Code</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>------------</td>
<td>------------------------------------------------</td>
<td>------------</td>
<td>-----------</td>
<td>-----------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Human Development and Family Studies</td>
<td>B.S.</td>
<td>Human Development and Family Studies</td>
<td>HDFS</td>
<td>—</td>
<td>Early Care and Education 2Plus</td>
<td>U532</td>
</tr>
<tr>
<td>Human Development and Family Studies</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>18</td>
<td>Human Development and Family Studies</td>
<td>U514</td>
</tr>
<tr>
<td>Human Development and Family Studies</td>
<td>Standard</td>
<td>Human Development and Family Studies</td>
<td>HDFS</td>
<td>—</td>
<td>B–K Teacher Licensure</td>
<td>UL20</td>
</tr>
<tr>
<td>Kinesiology</td>
<td>B.S.</td>
<td>Kinesiology</td>
<td>KINE</td>
<td>122</td>
<td>Kinesiology</td>
<td>U460</td>
</tr>
<tr>
<td>Kinesiology</td>
<td>B.S.</td>
<td>Kinesiology</td>
<td>KINE</td>
<td>128</td>
<td>Physical Education and Health Teacher Education (K–12 Dual Licensure)</td>
<td>U409</td>
</tr>
<tr>
<td>Kinesiology</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>21</td>
<td>Community Youth Sport Development</td>
<td>U443</td>
</tr>
<tr>
<td>Kinesiology</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>21</td>
<td>Sport Coaching</td>
<td>U410</td>
</tr>
<tr>
<td>Kinesiology</td>
<td>Standard</td>
<td>Kinesiology</td>
<td>KINE</td>
<td>—</td>
<td>Physical Education License</td>
<td>UL18</td>
</tr>
<tr>
<td>Nutrition</td>
<td>B.S.</td>
<td>Nutrition</td>
<td>NUTR</td>
<td>122</td>
<td>Human Nutrition and Dietetics</td>
<td>U552</td>
</tr>
<tr>
<td>Nutrition</td>
<td>B.S.</td>
<td>Nutrition</td>
<td>NUTR</td>
<td>122</td>
<td>Nutrition and Wellness</td>
<td>U533</td>
</tr>
<tr>
<td>Nutrition</td>
<td>B.S.</td>
<td>Nutrition</td>
<td>NUTR</td>
<td>122</td>
<td>Nutrition Science</td>
<td>U550</td>
</tr>
<tr>
<td>Nutrition</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>18</td>
<td>Nutrition</td>
<td>U553</td>
</tr>
<tr>
<td>Peace and Conflict Studies</td>
<td>B.A.</td>
<td>Peace and Conflict Studies</td>
<td>PCST</td>
<td>122</td>
<td>Peace and Conflict Studies</td>
<td>U560</td>
</tr>
<tr>
<td>Peace and Conflict Studies</td>
<td>B.A.</td>
<td>Peace and Conflict Studies</td>
<td>OPCS</td>
<td>122</td>
<td>Peace and Conflict Studies Online</td>
<td>U562</td>
</tr>
<tr>
<td>Peace and Conflict Studies</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>15</td>
<td>Peace and Conflict Studies Online</td>
<td>U569</td>
</tr>
<tr>
<td>Public Health Education</td>
<td>B.S.</td>
<td>Public Health Education</td>
<td>PHTH</td>
<td>122</td>
<td>Community Health Education</td>
<td>U407</td>
</tr>
<tr>
<td>Public Health Education</td>
<td>B.S.</td>
<td>Public Health Education</td>
<td>PHTH</td>
<td>—</td>
<td>Community Health Education 2Plus</td>
<td>U789</td>
</tr>
<tr>
<td>Public Health Education</td>
<td>B.S.</td>
<td>Public Health Education</td>
<td>PHTH</td>
<td>122</td>
<td>Health Studies Online</td>
<td>U415</td>
</tr>
<tr>
<td>Social Work</td>
<td>B.S.W.</td>
<td>Social Work</td>
<td>SOWK</td>
<td>122</td>
<td>Social Work</td>
<td>U894</td>
</tr>
<tr>
<td>Social Work</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>15</td>
<td>Social Work</td>
<td>U894</td>
</tr>
</tbody>
</table>
Lloyd International Honors College

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

Omar H. Ali, Professor and Dean of the College
Rebecca Muich, Assistant Dean
Angela Bolte, Assistant Dean
Christopher Kirkman, Senior Academic Honors Advisor and Coordinator of International Honors
Maria Hayden, Coordinator of Data and Student Records/Honors Academic Advisor
Julie Boyer, Coordinator of Admissions and Academic Advisor
Tiera Moore, Coordinator of Programming and Academic Advisor
Domonique Edwards, Community Outreach Coordinator
Linda Dunston-Stacey, Budget and Operations Manager
Margaret Patton, Administrative Assistant

Lloyd International Honors College (LIHC), a member of the National Collegiate Honors Council, provides motivated, high achieving undergraduate students in all fields of study with an enhanced education that has an international focus. LIHC is an intellectually engaged community devoted to fostering critical thinking, global awareness, and strong preparation for professional, civic, and personal pursuits using experiential learning opportunities and innovative pedagogies of performance, play, and improvisation.

Admission to Lloyd International Honors College

Admission to Lloyd International Honors College is required to take courses offered by the Honors College and to participate in many of Lloyd International Honors College’s programs. To apply for admission, students must submit a completed application form online for the International Honors Program or the Disciplinary Honors Program. Minimum requirements to be considered for admission depend on the applicant’s status at the time of application. Admission to the college is competitive. Meeting minimum requirements does not guarantee admission.

Incoming First-Year Students

To be eligible to apply for admission to Lloyd International Honors College, the prospective student must meet minimum test score or high school GPA requirements set by the college, which can be found on the college’s website.

Transfer Students

An aggregate transferable GPA of 3.30 is required from all former institutions. Transcripts to verify the aggregate GPA should be submitted to Undergraduate Admissions from all prior institutions attended.

Continuing UNCG Students

Continuing UNCG students must have at least a 3.30 UNCG GPA. They must meet with an Honors academic advisor to receive the application for current students.

Lloyd International Honors College Petition Policy

Incoming first-year UNCG students who do not meet one of the specified criteria for admission to Lloyd International Honors College may petition the dean for admission. When the candidate makes a persuasive case that he or she is fully capable of succeeding in International Honors, the dean may admit the student. A student admitted through the petition process will be expected to meet all of the requirements for maintaining good standing in the International Honors Program, and is subject to the same rules as other Honors College students, including the conditions requiring suspension or removal from the college.

Programs

Lloyd International Honors College offers three enhanced academic programs—the International Honors Program and the Disciplinary Honors Program. Students who complete both the International Honors Program and the Disciplinary Honors Program are recognized for their high achievement and awarded Full University Honors. Students interested in pursuing these programs must consult with an International Honors College academic advisor before enrolling in Honors courses.

International Honors

The International Honors Program is designed to complement and enrich the university’s General-Education Program for students in any major. Students who complete the International Honors Program replace regular general-education courses with Honors general-education courses, reach the intermediate level of language competency in a second language, and complete a semester of study abroad, thus providing themselves with a solid liberal education with international and global perspectives, that is a valuable foundation for study in any major and for life after graduation.

Disciplinary Honors

The Disciplinary Honors Program allows students in all majors to do Honors work in their majors or in upper-division interdisciplinary studies. Through Disciplinary Honors, students have the opportunity to study topics in depth and to do research under the supervision of a faculty member, thus giving themselves a competitive advantage when applying to graduate school or beginning a career.

Community College Transfers

- Durham Technical Community College (NC)
- Haywood Community College (NC)
- Robeson Community College (NC)
- Southwestern Community College (NC)

Students who graduate from the four listed community colleges with a college-transferable 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 course work, 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
• 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 the four listed community colleges must submit a Transfer Application to UNCG through the UNCG Undergraduate 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.

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 (15–25 students) and foster discussion, collaboration, and mutual discovery among students and faculty. Typically, Honors courses fulfill a variety of university and departmental requirements.

There are several types of Honors courses:
• Honors Seminars in which students explore interdisciplinary topics in greater breadth and/ or depth than in typical courses while fulfilling General Education Core requirements;
• Honors sections of regular 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 faculty member on a topic of mutual interest;
• The Senior Honors Project in which a student, under the guidance of a professor, produces a research project.
• Disciplinary Honors Contract courses that allow students to enhance a regular undergraduate course and receive Honors credit for that course. Note: Honors Contract courses can be used only to fulfill Disciplinary Honors Program requirements; they cannot be used to fulfill International Honors Program requirements.

The variety of Honors courses, and particularly the chance to customize one’s curriculum through tutorials and independent studies, means that students have considerable control over their own education. Moreover, many of the advanced Honors courses, such as the Senior Honors Project, allow students to do original and sophisticated work, and are an excellent preparation for graduate school, professional training, and other post-graduation endeavors.

Honors Academic Advising
Lloyd International Honors College staff offers advanced group and individual advising to help students discover the best ways to take advantage of Honors at 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 orientations for both International Honors and Disciplinary Honors, the annual Honors Symposium, the Artist-in-Residence program, Food for Thought, Monday Play!, CelebriTea, Bon Voyage, Bon Retour, the Performing Life series, lectures and special performances, field trips, and community service projects. Honors students can participate in the Honors Ambassadors program, the OWLS Peer Mentoring program, the Gray Hall Fellows program, and the Student Reflection Leaders program.

Honors Abroad Experiences
In collaboration with 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 Honors Council bestows the Student Excellence Award, the university’s highest academic undergraduate honor, on outstanding seniors. The college also hosts an annual banquet to honor those students who have successfully completed one of Lloyd International Honors College’s programs.
Honors Housing

North and South Spencer Honors Residence Halls and Gray Honors Residence Hall are housing options for Honors students only and are required for incoming freshmen living on campus. Incoming Honors freshmen may apply to live in North and South Spencer Residence Halls upon their acceptance into the International Honors program. Gray Honors Residence Hall serves sophomore through senior Honors students who are interested in Undergraduate Research and/or community engagement. South Spencer Hall is the Honors Collaborative, in which incoming and current Honors students as well as non-Honors students may reside. Current Honors students who desire to live in the Honors Residence Halls must be in good standing (have a 3.30 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 Nursing

112 Moore Nursing Building

Robin Remsburg, Professor and Dean
Debra C. Wallace, Professor and Senior Associate Dean for Research and Innovation
Heidi V. Krowchuk, Associate Professor and Associate Dean for Academic Programs
Lynne P. Levallen, Professor and Associate Dean for Academic Affairs

Mission Statement

UNCG School of Nursing is a learner-centered community preparing nurse generalists, advanced practice nurses, educators, and researchers to make a difference in the lives of individuals, families, populations, and communities.

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 and administration. The School, along with the Bryan School of Business and Economics, offers the M.S.N./M.B.A. The School of Nursing offers the Doctor of Nursing Practice to prepare advanced practice nurses and executive nurse leaders. The School of Nursing offers the Ph.D. in Nursing to prepare nurses as scientists in academia and industry.

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 Commission on Collegiate Nursing Education (CCNE), One Dupont Circle NW, Suite 530, Washington, DC 20036-1120. (www.aacn.nche.edu/ccne-accreditation).

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.
Undergraduate Areas of Study in the School of Nursing
See also the comprehensive AOS Codes table in the Academic References section.

<table>
<thead>
<tr>
<th>Department or Program</th>
<th>Degree</th>
<th>Major Name</th>
<th>Major Code</th>
<th>Hours Req</th>
<th>Area of Study (Licensure)</th>
<th>AOS Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing</td>
<td>B.S.N.</td>
<td>Nursing</td>
<td>NURS</td>
<td>122</td>
<td>Nursing</td>
<td>U701</td>
</tr>
<tr>
<td>Nursing</td>
<td>B.S.N.</td>
<td>Nursing</td>
<td>NURS</td>
<td>—</td>
<td>RN 2Plus Program</td>
<td>U710</td>
</tr>
<tr>
<td>Nursing</td>
<td>B.S.N.</td>
<td>Nursing</td>
<td>NURS</td>
<td>—</td>
<td>RN ROTC 2Plus Program</td>
<td>U770</td>
</tr>
<tr>
<td>Nursing</td>
<td>B.S.N.</td>
<td>Nursing</td>
<td>NURS</td>
<td>122</td>
<td>RN to B.S.N.</td>
<td>U702</td>
</tr>
</tbody>
</table>
As the premier, most comprehensive, and largest set of visual and performing arts programs in North Carolina, we transform lives by providing exceptional artistic and scholarly experiences. Our vision is to build on our reputation by becoming one of the top arts institutions in the nation. The UNCG College of Visual and Performing Arts will make the arts essential to all in North Carolina, the Southeast, and the Nation.

The UNCG College of Visual and Performing Arts is guided and informed by our beliefs and commitments to:

**Excellence and Innovation**
Foster curiosity, creativity, skill development, and dissemination of artistic practice, pedagogy, research, and scholarship at the highest level.

**Access and Inclusivity**
Serve the population of North Carolina and the nation by modeling an inclusive, collaborative, and student-oriented academic culture.

**Equity and Ethics**
Commit to equitable academic policies, curricular design, and decision-making with mutual respect, accountability, and cooperation.

**Community and Place**
Engage with local and global socio-political artistic performance, pedagogy, and scholarship.

The UNCG College of Visual and Performing Arts helps students transform passion into professional purpose. Our unique pathway to career success unlocks creativity and assists students to develop into a visual or performing artist, scholar, or arts educator.

The College of Visual and Performing Arts comprises the Schools of Art, Dance, Music, and Theatre. The Schools offer a variety of degree programs within the bachelor of arts, the bachelor of fine arts, and the bachelor of music degrees. All students wishing to enter one of the professional degree tracks, the B.M. or the B.F.A., must audition or interview for placement. Refer to each School’s bulletin for specific information concerning auditions and admissions procedures.

In addition to the degrees and courses housed within the Schools of Art, Dance, Music, and Theatre, a number of interdisciplinary courses in the arts are offered. The College of Visual and Performing Arts offers the interdisciplinary B.A. in Arts Administration and the minor in Musical Theatre. Please see the listing of VPA courses, which are open to students in any major.

---

### Undergraduate Areas of Study in the College of Visual and Performing Arts

See also the comprehensive AOS Codes table in the Academic References section.

<table>
<thead>
<tr>
<th>Department or Program</th>
<th>Degree</th>
<th>Major Name</th>
<th>Major Code</th>
<th>Hours Req</th>
<th>Area of Study (Licensure)</th>
<th>AOS Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>B.A.</td>
<td>Art</td>
<td>ART</td>
<td>122</td>
<td>Art History</td>
<td>U110</td>
</tr>
<tr>
<td>Art</td>
<td>B.A.</td>
<td>Art</td>
<td>ART</td>
<td>122</td>
<td>Studio Art</td>
<td>U105</td>
</tr>
<tr>
<td>Art</td>
<td>B.F.A.</td>
<td>Art</td>
<td>ART</td>
<td>128</td>
<td>Art Education (K–12 Teaching)</td>
<td>U108</td>
</tr>
<tr>
<td>Art</td>
<td>B.F.A.</td>
<td>Art</td>
<td>ART</td>
<td>128</td>
<td>New Media and Design</td>
<td>U112</td>
</tr>
<tr>
<td>Art</td>
<td>B.F.A.</td>
<td>Art</td>
<td>ART</td>
<td>128</td>
<td>Painting</td>
<td>U113</td>
</tr>
<tr>
<td>Art</td>
<td>B.F.A.</td>
<td>Art</td>
<td>ART</td>
<td>128</td>
<td>Photography</td>
<td>U886</td>
</tr>
<tr>
<td>Art</td>
<td>B.F.A.</td>
<td>Art</td>
<td>ART</td>
<td>128</td>
<td>Printmaking and Drawing</td>
<td>U887</td>
</tr>
<tr>
<td>Art</td>
<td>B.F.A.</td>
<td>Art</td>
<td>ART</td>
<td>128</td>
<td>Sculpture and Ceramics</td>
<td>U115</td>
</tr>
<tr>
<td>Art</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>18</td>
<td>Art History</td>
<td>U103</td>
</tr>
<tr>
<td>Art</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>15</td>
<td>Art History for Artists</td>
<td>U128</td>
</tr>
<tr>
<td>Art</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>15</td>
<td>New Media and Design</td>
<td>U156</td>
</tr>
<tr>
<td>Art</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>15</td>
<td>Painting</td>
<td>U158</td>
</tr>
<tr>
<td>Art</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>15</td>
<td>Photography</td>
<td>U166</td>
</tr>
<tr>
<td>Art</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>15</td>
<td>Printmaking and Drawing</td>
<td>U170</td>
</tr>
</tbody>
</table>
## Academic Units

<table>
<thead>
<tr>
<th>Department or Program</th>
<th>Degree</th>
<th>Major Name</th>
<th>Major Code</th>
<th>Hours Req</th>
<th>Area of Study (Licensure)</th>
<th>AOS Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>15</td>
<td>Sculpture and Ceramics</td>
<td>U174</td>
</tr>
<tr>
<td>Art</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>18</td>
<td>Studio Art</td>
<td>U105</td>
</tr>
<tr>
<td>Art</td>
<td>Standard Professional I</td>
<td>Art</td>
<td>ART</td>
<td>—</td>
<td>Art Licensure (Standard Professional I)</td>
<td>UL01</td>
</tr>
<tr>
<td>Dance</td>
<td>B.A.</td>
<td>Dance</td>
<td>DANC</td>
<td>122</td>
<td>Dance Studies</td>
<td>U435</td>
</tr>
<tr>
<td>Dance</td>
<td>B.A.</td>
<td>Dance</td>
<td>DANC</td>
<td>122</td>
<td>Dance Studies (K–12 Licensure)</td>
<td>U437</td>
</tr>
<tr>
<td>Dance</td>
<td>B.F.A.</td>
<td>Dance</td>
<td>DANC</td>
<td>128</td>
<td>Dance B.F.A.</td>
<td>U458</td>
</tr>
<tr>
<td>Dance</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>15</td>
<td>Dance</td>
<td>U406</td>
</tr>
<tr>
<td>Music</td>
<td>B.A.</td>
<td>Music</td>
<td>MUSI</td>
<td>123</td>
<td>General Music</td>
<td>U602</td>
</tr>
<tr>
<td>Music</td>
<td>B.A.</td>
<td>Music</td>
<td>MUSI</td>
<td>—</td>
<td>Music Undecided</td>
<td>U699</td>
</tr>
<tr>
<td>Music</td>
<td>B.M.</td>
<td>Music Education</td>
<td>MEDU</td>
<td>125</td>
<td>Choral and General Music Education (Special Subject Area Licensure)</td>
<td>U626</td>
</tr>
<tr>
<td>Music</td>
<td>B.M.</td>
<td>Music Education</td>
<td>MEDU</td>
<td>125</td>
<td>Instrumental and General Music Education (Special Subject Area Licensure)</td>
<td>U629</td>
</tr>
<tr>
<td>Music</td>
<td>B.M.</td>
<td>Performance</td>
<td>PRFM</td>
<td>123</td>
<td>Brass and Percussion</td>
<td>U637</td>
</tr>
<tr>
<td>Music</td>
<td>B.M.</td>
<td>Performance</td>
<td>PRFM</td>
<td>123</td>
<td>Composition</td>
<td>U607</td>
</tr>
<tr>
<td>Music</td>
<td>B.M.</td>
<td>Performance</td>
<td>PRFM</td>
<td>123</td>
<td>Jazz Performance</td>
<td>U618</td>
</tr>
<tr>
<td>Music</td>
<td>B.M.</td>
<td>Performance</td>
<td>PRFM</td>
<td>123</td>
<td>Keyboard Performance</td>
<td>U636</td>
</tr>
<tr>
<td>Music</td>
<td>B.M.</td>
<td>Performance</td>
<td>PRFM</td>
<td>128</td>
<td>Strings</td>
<td>U638</td>
</tr>
<tr>
<td>Music</td>
<td>B.M.</td>
<td>Performance</td>
<td>PRFM</td>
<td>128</td>
<td>Voice Performance</td>
<td>U635</td>
</tr>
<tr>
<td>Music</td>
<td>B.M.</td>
<td>Performance</td>
<td>PRFM</td>
<td>123</td>
<td>Woodwinds</td>
<td>U639</td>
</tr>
<tr>
<td>Music</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>18</td>
<td>Music</td>
<td>U429</td>
</tr>
<tr>
<td>Music</td>
<td>Standard Professional I</td>
<td>Music Education</td>
<td>MEDU</td>
<td>—</td>
<td>Music Educ Licensure</td>
<td>UL21</td>
</tr>
<tr>
<td>Theatre</td>
<td>B.A.</td>
<td>Drama</td>
<td>DRAM</td>
<td>122</td>
<td>Drama</td>
<td>U880</td>
</tr>
<tr>
<td>Theatre</td>
<td>B.A.</td>
<td>Drama</td>
<td>DRAM</td>
<td>124</td>
<td>Acting</td>
<td>U881</td>
</tr>
<tr>
<td>Theatre</td>
<td>B.F.A.</td>
<td>Drama</td>
<td>DRAM</td>
<td>124</td>
<td>Design and Technical Production</td>
<td>U888</td>
</tr>
<tr>
<td>Theatre</td>
<td>B.F.A.</td>
<td>Drama</td>
<td>DRAM</td>
<td>128</td>
<td>Theatre Education (K–12 Licensure)</td>
<td>U883</td>
</tr>
<tr>
<td>Theatre</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>18</td>
<td>Drama</td>
<td>U147</td>
</tr>
<tr>
<td>Theatre</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>18</td>
<td>Technical Theatre</td>
<td>U884</td>
</tr>
<tr>
<td>Theatre</td>
<td>Standard Professional I</td>
<td>Drama</td>
<td>DRAM</td>
<td>—</td>
<td>Theatre Education</td>
<td>UL04</td>
</tr>
<tr>
<td>Department or Program</td>
<td>Degree</td>
<td>Major Name</td>
<td>Major Code</td>
<td>Hours Req</td>
<td>Area of Study (Licensure)</td>
<td>AOS Code</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>--------------</td>
<td>--------------------</td>
<td>------------</td>
<td>-----------</td>
<td>---------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Visual and Performing Arts, College of</td>
<td>B.A.</td>
<td>Arts Administration</td>
<td>ARAD</td>
<td>122</td>
<td>Arts Administration</td>
<td>U640</td>
</tr>
<tr>
<td>Visual and Performing Arts, College of</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>18</td>
<td>Arts Administration</td>
<td>U878</td>
</tr>
<tr>
<td>Visual and Performing Arts, College of</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>15</td>
<td>Musical Theatre</td>
<td>U877</td>
</tr>
</tbody>
</table>
Departments, Programs, and Courses

Accelerated Bachelor’s to Graduate Degree Program (ADP)

See this topic in the Application, Admission, and Registration section of the Graduate School Bulletin.
Department of Accounting and Finance
Bryan School of Business and Economics

383 Bryan Building
336-334-5647
www.uncg.edu/bryan/acc

Faculty
Daniel Winkler, Professor and Head of Department
Professors Brown, Iyer, Winkler
Associate Professors An, Harden, Huang, Jones, Lulseged, Upton
Assistant Professor Lei
Lecturers Cromartie, 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 and is sufficiently broad to qualify graduates for a wide range of entry-level, business-related positions; and prepares students for further graduate-level studies in areas such as accounting, finance, law, and business administration.

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 controller-ship or treasury work in non-financial businesses as well as a wide array of careers in financial services and banking. In addition, the degree may lead to positions in risk management and real estate departments of public agencies and private corporations as well as insurance and real estate companies.

At the graduate level, the Bryan School offers courses in finance as part of the Master of Business Administration (MBA) program.

Student Learning Goals
Critical thinking, quantitative aptitude, teamwork, and good communication skills are necessary to function effectively in today’s highly competitive, global environment. In order to assure that our graduates are prepared to meet the challenges of the future:

- Students will demonstrate problem solving skills and demonstrate technical competence necessary for entry-level accounting careers or entry into graduate programs in accounting.
- Students will demonstrate the ability to communicate effectively and efficiently.
- Students will have an understanding of ethical decision-making and understand the role of professional ethics including the importance of ethical conduct and decisions to the sustainability of the accounting profession.
- Finance students will be able to create forward-looking financial statements.
- Finance students will be able to analyze the current financial condition of the firm.
- Finance students will be able to thoroughly understand the mathematical process and application of capital budgeting.
- Finance Students will thoroughly understand the concepts of the time value of money (TVM), the characteristics of traditional financial securities, and the valuation of these securities.

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 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 Information Systems in Organizations
MAT 120 Calculus with Business Applications
or
MAT 191 Calculus I

Global Sustainability Elective
One chosen from the list below or other approved Global Sustainability elective.
ECO 100 Economics of a Global Sustainable Society
ENT 130/BUS 130 Entrepreneurship in a Sustainable Global Environment
ENV 110 Introduction to Sustainability Studies
LLC 120 Global Crossings: Topics in Images, Media, and Texts
LLC 130 Global Green: Cultures of Production and/or Consumption
STH 200 Introduction to Sustainable Development

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 Information Systems in Organizations
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.

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 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 (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 with Business Applications
   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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
4 courses carrying GL/GN markers, 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 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

And one of the following courses:
ACC 450 Accounting, Ethics, and International Business
FIN 410 Business Finance II
FIN 442 Investments
FIN 450 Derivatives
ISM 425 Business Analytics
or a 500 level ACC elective

Transfer credit is 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 Information Systems in Organizations

MAT 120 Calculus with Business Applications
or
MAT 191 Calculus I

Global Sustainability Elective
One chosen from the list below or other approved Global Sustainability elective.
ECO 100 Economics of a Global Sustainable Society
ENT 130/BUS 130 Entrepreneurship in a Sustainable Global Environment
ENV 110 Introduction to Sustainability Studies

LLC 120 Global Crossings: Topics in Images, Media, and Texts
LLC 130 Global Green: Cultures of Production and/or Consumption
STH 200 Introduction to Sustainable Development

General Program Requirements
1. Minimum grade of C (2.0) 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 under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (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 with Business Applications 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
Accounting and Finance

GL/GN—Global/Global Non-Western Perspectives
4 courses carrying GL/GN markers, 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
Students must earn a grade of C or better in each course used to meet these requirements.

1. Required
   - FIN 330 Financial Institutions and Markets
   - FIN 410 Business Finance II
   - FIN 442 Investments

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 450 Derivatives
   - 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 350 Economic and Business Statistics II

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.

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
   - 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.

Business Minor
See Business Minor under the listing Business and Economics, School of in the Academic Departments, Programs, and Courses section.

Accounting Disciplinary Honors
Requirements
Consult the departmental office. See also 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)
The course focuses on the ethical import of accounting in modern organizations and international business.
Prerequisite: Grade of C or better in ACC 319 or FIN 410

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

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.
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.
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
Accounting and Finance

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 and Spring and 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 of 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 315

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

African American and African Diaspora Studies students will be able to apply these theories and methods to better understand the social, political, and economic problems facing people of African descent. In addition, students graduating with the major will be well prepared for leadership in the African American community, in particular, and American society in general. The African American and African Diaspora Studies Program is committed to offering an academically challenging curriculum coupled with a solid foundation of liberal arts education.

The Cultural Arts concentration is for majors interested in developing their knowledge of African American performance, art, film, and music. Students who pursue this concentration will enhance their understanding of how culture, history, politics, gender, and art intersect.

I General Education Core Requirements (GEC)

See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (3 s.h.)
ADS 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.)
ADS 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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
Four 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 CAR requirements in the Academic Units section. See the GEC Course Summary Table for approved CAR courses.

GMO/GPM—Historical Perspectives (3 s.h.)
Student selects 3 s.h. from GMO or GPM list, depending on category used to satisfy GHP requirement.

GLS/GPS—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 coursework through course number 204.

WI—Writing Intensive Courses
A total of four WI courses.

IV Major and Related Area Requirements
Minimum 30 semester hours as detailed below.

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

1. Required
  ADS 201 Introduction to African American Studies
   ADS 210 Blacks in American Society: Social, Economic, and Political Perspectives
   ADS 315 Theories and Paradigms in African American Studies
   ADS 410 Seminar in African American Studies

2. Required
   ADS 376 Africana Literature
   or
   ENG 374 Early African American Writers
   or
   ENG 376 African American Writers after the 1920s

3.
   ADS 356 The Making of the African Diaspora
   or
   HIS 301 Race and Slavery
   or
   HIS 389 West Africa during the Atlantic Slave Trade

Additional ADS and Related Area Courses (12 s.h.)

African American Studies Concentration
Student selects 12 s.h. from courses listed below.

ADS 200 African American Art History
ADS 260 Understanding Race
ADS 300 African American Poetry
ADS 305 Special Topics in African American Studies
ADS 310 The Portrayal of African Americans in Film
ADS 320 The African American Athlete
ADS 325 Black Women in the U.S.
ADS 330 Black Music as Cultural History: 1960–1980
ADS 351 Race and Gender in Black Performance
ADS 400 Independent Study
ADS 492 Internship in African American Studies
ADS 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 440 Colliding Worlds: Forming America
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
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
MUS 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
ADS 400 Independent Study
Student selects 3 additional courses (9 s.h.) from:
ADS 200 African American Art History
ADS 310 The Portrayal of African Americans in Film
ADS 330 Black Music as Cultural History: 1960–1980
ADS 351 Race and Gender in Black Performance

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

African American and African Diaspora Studies as a Second Major
Students who wish to declare a second major in African American and African Diaspora Studies must complete all requirements for the African American and African Diaspora Studies major.

African American Studies Minor
Required: minimum of 18 semester hours
AOS Code: U815
Requirements
Two courses are required as listed below.
ADS 201 Introduction to African American Studies
ADS 210 Blacks in American Society: Social, Economic, and Political Perspectives
Student selects the remaining 12 hours from any of the courses listed in Additional ADS and Related Area Courses under the African American and African Diaspora Studies major.

African American and African Diaspora Studies Courses (ADS)
ADS 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
Notes: Formerly AFS 200.
ADS 201 Introduction to African American Studies (3:3)
Introduction to African American culture through a historical and social perspective.
Offered: Fall and Spring and Summer
Distribution: GE Core: GHP, CAR: GMO
Notes: Formerly AFS 201.
ADS 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 and Spring and Summer
Distribution: GE Core: GSB
Notes: Formerly AFS 210.
ADS 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
Distribution: GE Core: GSB
Notes: Formerly AFS 260.
ADS 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.
Notes: Formerly AFS 300.
ADS 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 and Spring and Summer
Notes: May be repeated for credit when topic varies. Formerly AFS 305.
ADS 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. Formerly AFS 306.
ADS 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
Notes: Formerly AFS 310.
ADS 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: ADS 201 and ADS 210, junior or senior standing, or permission of instructor
Offered: Fall and Spring
Notes: Formerly AFS 315.
ADS 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
Notes: Formerly AFS 320.
ADS 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.
Prerequisite: ADS 201 and ADS 210 recommended.
Offered: Fall or Spring
Notes: Formerly AFS 325.

African American and African Diaspora Studies
African American and African Diaspora Studies

ADS 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
Notes: Formerly AFS 330.

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

ADS 356 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.
Notes: Formerly AFS 356; formerly AFS 355.

ADS 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
Notes: Formerly AFS 376.

ADS 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 and Spring and Summer
Notes: Formerly AFS 400.

ADS 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 s.h. of AADS core requirements (ADS 201, ADS 210, ENG 374 or ENG 376, HIS 301 or HIS 302 or HIS 389); junior or senior status; and permission of instructor
Offered: Fall and Spring
Notes: Formerly AFS 410.

ADS 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: ADS 201 and ADS 210; ENG 374 or ENG 376; HIS 301 or HIS 302 or HIS 389. For AAD minors: ADS 201, ADS 210, and two AAD-related courses
Notes: Interns must show 40 on-site hours each semester for each s.h. of credit sought. Formerly AFS 492.

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

ADS 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.
Notes: Formerly AFS 554.

ADS 589 Experimental Course
This number reserved for experimental courses. Refer to the Course Schedule for current offerings.
Department of Anthropology
College of Arts and Sciences

426 Graham Building
336-334-5132
www.uncg.edu/ant

Faculty
Robert Anemone, Professor and Head of Department
Professors Andreatta, Murphy
Associate Professors Egeland, Nash
Assistant Professor Stine
Senior Lecturer Davis
Lecturers Stuart, Nachman

Anthropology is a broad discipline which includes biological anthropology—the study of humans as biological animals; cultural anthropology—the study of humankind in a cultural perspective; archaeology—the recovery and interpretation of ancient human cultural remains; and linguistics—the study of language in culture and society.

The undergraduate major provides for extensive study in cultural anthropology, archaeology, and biological anthropology. Majors who develop a particular interest in one of the subdisciplines may pursue a concentration in that area, or they may choose to take electives in multiple sub-fields. Majors have opportunities to work closely with members of the faculty on current research projects in the lab and in the field. Internships in various agencies are also available.

Anthropology as a major prepares individuals to pursue many avenues of career development. It is the basis for a career as a professional anthropologist. Anthropology combined with other courses of study as double majors enhances career possibilities and professional development. There are, moreover, increasing opportunities for anthropologists to work in government agencies, non-profits, and business. In such settings, anthropological knowledge of biology, culture, and long term patterns of cultural change may be applied to the solution of human problems.

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, biological anthropology, and cultural anthropology. It provides a solid foundation for both a basic liberal arts education as well as for one of the concentrations in anthropology.

Student Learning Goals
Upon completion of the program, Anthropology majors will be able to: demonstrate a broad knowledge of cultural diversity, ethnocentrism, and cultural relativity; analyze the social, political, and religious structure of diverse societies; distinguish Old, New, and Post-Processual Archaeology, including the ability to recover and analyze artifacts from archaeological sites; demonstrate knowledge of the mechanisms of biological evolution and analyze fossil evidence for such; analyze phonemes, parts of speech, and the basic phrase structure of languages.

I General Education Core Requirements (GEC)
See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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.)
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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
Four 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.
Anthropology

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 CAR requirements in the Academic Units section. See the GEC Course Summary Table for approved CAR courses.

GMO/GPM—Historical Perspectives (3 s.h.)
Student selects 3 s.h. from GMO or GPM list, depending on category used to satisfy GHP requirement.

GLS/GPS—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
All anthropology majors must complete a minimum of 34 semester hours in anthropology above the 100 level with an overall GPA in the major of at least a 2.0, including the courses as listed below.

1. Core Courses (16 s.h.)
   ATY 213 Introduction to Cultural Anthropology
   ATY 253 Introduction to Biological Anthropology
   ATY 253L Introduction to Biological Anthropology Laboratory
   ATY 258 Introduction to Archaeology
   ATY 363 History of Anthropological Theory
   ATY 595 Contemporary Issues in Anthropology

2. Methods (3 s.h.)
   ATY 360 Methods in Archaeology
   or
   ATY 361 Methods in Biological Anthropology
   or
   ATY 362 Methods in Cultural Anthropology

3. Electives (15 s.h.)
   Five additional ATY courses at the 200 level or above.
   Two (2) of these must be at the 400 or 500 level (in addition to ATY 595).
   Although not a requirement beyond the 34 hours minimum, majors may choose to take additional courses in any of the subdisciplines: archaeology, cultural anthropology, or biological anthropology. Students may select appropriate courses in consultation with a faculty member in one of the subdisciplines.

V 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
1. Required (9 s.h.)
   ATY 213 Introduction to Cultural Anthropology
   ATY 253 Introduction to Biological Anthropology
   ATY 258 Introduction to Archaeology

2. One methods course (3 s.h.)
   ATY 360 Methods in Archaeology
   ATY 362 Methods in Cultural Anthropology
   ATY 453 Human Osteology

3. One elective at the 300 level (3 s.h.)

4. One elective at the 400 or 500 level (3 s.h.)

Anthropology Minor
Required: minimum of 15 semester hours
AOS Code: U101
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 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 & Sustainability Studies
   ATY 253 Introduction to Biological Anthropology
   ATY 258 Introduction to Archaeology
   ATY 360 Methods in Archaeology
   ATY 362 Methods in Cultural Anthropology
   ATY 370 Historical Archaeology
   ATY 453 Human Osteology

5. Physical Anthropology—Especially useful for majors in archaeology, biology, chemistry, nutrition, and psychology
   ATY 253 Introduction to Biological Anthropology
   ATY 331 Race and Human Diversity
   ATY 359 Forensic Anthropology
   ATY 455 Human Evolution
   ATY 453 Human Osteology
   ATY 559 Disease and Nutrition in Ancient Populations

---

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 and Spring
   Distribution: GE Core: GNS, CAR: GLS

ATY 253L Introduction to Biological Anthropology Laboratory (0:0:3)
   Laboratory supporting ATY 253.
   Corequisite: ATY 253
   Offered: Fall and Spring
   Notes: No grade is awarded with this course number. Grades are awarded with the lecture course.

ATY 258 Introduction to Archaeology (3:3)
   Development of culture from its Paleolithic beginnings through the rise of early civilizations.
   Distribution: GE Core: GSB, GE Marker: GN

ATY 301 Witch Hunts and Legal Anthropology (3:3)
   A survey and exploration of the way that law produces culture and culture produces law through witch hunts, European and American witch trials, and significant legal cases in American Law.
   Offered: Offered as an experimental course Spring 2015.

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

ATY 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 310 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: All 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 Race and Human Diversity (3:3)
Examines human biological diversity and the notion of “race” from a biocultural perspective.

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 Art and Archaeology (3:3)
Explores the art, architecture, religious beliefs, technologies, and political organization of the Pre-Columbian societies of Mesoamerica and South America such as the Maya, Moche, Aztec, and Inka.
*Distribution: GE Core: GFA; 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 Human Growth and Development (3:3)
Examines human growth and development from an evolutionary perspective including consideration of the adolescent growth spurt, age at menarche and menopause, life history theory, and differences between the sexes.

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 (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 (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 Disaster, Self, and Society (3:3)
The anatomy of disasters examined from both anthropological and sociological perspectives. Case studies are presented through several conceptual lenses for clarifying individual, social, cultural, and political responses to catastrophic events.
*Prerequisite: 3 s.h. of course work with a prefix of ATY or SOC; or permission of instructor
Notes: Offered as an experimental course Fall 2013.
Cross Listed: Same as SOC 377*

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 400 Cults and Conspiracy Theories (3:3)
An anthropological survey of cults, brainwashing, conspiracies, conspiracy theories, and the process of identity construction, initiation, and cultural practice as socio-cultural phenomena.
*Offered: Offered as an experimental course Fall 2015 and Fall 2014*
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 Colliding Worlds: Forming America (3:3)
Historical archaeological approach documenting the American experience for immigrant, enslaved, and freed African, Chinese, Irish, and other workers who crossed the seas, contributing to American culture.

ATY 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 Environmental Anthropology (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 453 Human Osteology (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
Notes: Formerly ATY 553.

ATY 455 Human Evolution (3:3)
Biological and cultural evolution of humans from prehistoric forms.
Prerequisite: ATY 253 or BIO 105 or BIO 110
Notes: Open to juniors and seniors only. Formerly ATY 555.

ATY 462 Archaeology of the Southeastern United States (3:3)
Investigation of indigenous cultural development in North America from earliest Paleo-Indian evidence to the European Contact Period, with special emphasis on the archaeology of southeastern North America including North Carolina.
Prerequisite: ATY 258 or permission of instructor

ATY 465 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
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 (field notes, 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 and Spring and 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 and Spring and 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 Applying Archaeology in the Real World (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 Applying Anthropology in the Real World (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 Food and Culture in a Global Context (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 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.

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 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.

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 589 Experimental Course
This number reserved for experimental courses. Refer to the Course Schedule for current offerings.
Archaeology Program
College of Arts and Sciences

1104 Moore Humanities and Research Administration
336-334-5214
www.uncg.edu/arc

Committee Members
Maura K. Heyn, Chair, Archaeology Program, Department of Classical Studies
Charles Egeland, Department of Anthropology
A. Asa Eger, Department of History
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 Regall, Department of Geography
Jeffrey S. Soles, Department of Classical Studies, Emeritus
Roy Stine, Department of Geography
Linda Stine, Department of Anthropology

The Archaeology Program at UNCG introduces students to past civilizations and cultures around the globe and to the analytical methods, techniques, and theories that archaeologists use to facilitate their study. The major is designed to develop anthropological, historical, and geographical perspectives in archaeological research, encompassing prehistoric and early historic cultures. The Program’s faculty is actively involved in research and/or fieldwork in the Mediterranean region, the Middle East, North America and South America, and students participate in these or other field work projects in addition to meeting classroom requirements. Graduates of the Program are prepared for advanced training in archaeology and museum studies; cultural resource management; team leading in a variety of settings; and other professions for which critical thinking and good communication skills are necessary.

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 under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)
Student selects 3 s.h. from GPR list.

GHP—Historical Perspectives (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.

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.

GHP—Historical Perspectives (3 s.h.)
CCI 211 Introduction to Greek Archaeology
CCI 212 Introduction to Roman Archaeology

GL—Global/Global Non-Western Perspectives
Four courses carrying GL/GN markers, at least one of which must carry the GN marker.

Required
ATY 258 Introduction to Archaeology
CCI 211 Introduction to Greek Archaeology
CCI 212 Introduction to Roman Archaeology

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 CAR requirements in the Academic Units section. See the GEC Course Summary Table for approved CAR courses.

GMO/GPM—Historical Perspectives (3 s.h.)
Student selects 3 s.h. from GMO or GPM list, depending on category used to satisfy GHP requirement.

GLS/GPS—Natural Sciences (3–4 s.h.)
Student selects 3–4 s.h. from GNS/GLS or GPS list.
Archaeology

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 33 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 (15 s.h.)
   ATY 258 Introduction to Archaeology
   ATY 360 Methods in Archaeology
   CCI 211 Introduction to Greek Archaeology
   CCI 212 Introduction to Roman Archaeology
   GEO 121 Introduction to Geographic Information Science

2. Area Requirements (6 s.h.)
   Three (3) hours from each category.
   Old World Archaeology
   ATY 341 Paleolithic Archaeology
   CCI 312 The Art and Archaeology of Egypt
   CCI 313 Archaeology of the Aegean
   CCI 314 Ancient Cities
   HIS 380 Topics in the Near and Middle East
   New World Archaeology
   ATY 334 Latin American Art and Archaeology
   ATY 340 North American Archaeology
   ATY 370 Historical Archaeology
   ATY 434 Archaeology of South America
   ATY 462 Archaeology of the Southeastern United States

3. Analytical Methods and Techniques (6 s.h.)
   ATY 477 Zooarchaeology
   ATY 479 Analysis of Archaeological Data
   ATY 453 Human Osteology
   ATY 559 Disease and Nutrition in Ancient Populations
   ATY 578/HIS 578 Research Methods in Historical Archaeology
   GEO 314 Physical Geography: Landscape Processes
   GEO 314L Physical Geography Laboratory
   GEO 357 Principles of Cartography
   GEO 359 Remote Sensing of Environment
   GEO 421 Geographic Information Science
   No more than 3 s.h. may come from any of the following:
   ATY 378 Historical Archaeology Field Techniques
   ATY 478 Field Methods in Archaeology
   CCI 401 Archaeological Practicum
   CCI 450 Internship in Classical Studies

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 308 Lost Tribes and Sunken Lands
   ATY 440 Colliding Worlds: Forming America
   ATY 449 Gender Archaeology
   ATY 501 Selected Topics in Anthropology
   ATY 523 Applying Archaeology in the Real World
   CCI 360 Archaeology of the Roman Provinces: Britain and Gaul
   CCI 365 Archaeology of the Roman Provinces: Asia Minor and Syria
   CCI 450 Internship in Classical Studies
   CCI 475 Archaeology of Death in the Classical World
   CCI 512 The Archaeology of Roman Daily Life
   GEO 358 Geographic Information Systems
   HIS 220 The Ancient World

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.
School of Art

College of Visual and Performing Arts

138 Gatewood Studio Arts Center
336-334-5248
www.uncg.edu/art

Faculty
Lawrence Jenkens, Professor and Director of the School of Art
Professors Ananian, Lee, Maggio
Associate Professors Blair, Campbell-Thomas, Cassidy, Dimock, Holian, Lim, Lixl-Purcell, Meanley, Perrill, Stephan, Walton, Wasserboehr
Assistant Professors Oring, Spillane
Lecturers Ellis, Gantt, C. Thomas

The School 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 School of Art is founded on three passionately held principles:

- First, that the exploration of ideas through the visual arts is both necessary and culturally valuable;
- Second, that an understanding of visual communication within contemporary society is critical for an informed world view; and
- Third, that an appreciation and knowledge of art history, past and present, is essential to both young scholars and developing artists.

In the School of Art, committed faculty, who actively exhibit and publish nationally and internationally, model the high standards we hold our students to in the visual arts, art history, and art education. Our students individually challenge, explore, and push the boundaries of their given field, whether it be establishing an independent vision or perspective in the studio, exploring new facets of art history, or developing their own voices as art educators. Through this diversity, our program offers students a strong, self-motivated course of study where majors have meaningful contact with faculty across disciplines, methodologies, and practices.

The school’s studio and art education facilities are located in the Maud F. Gatewood Studio Arts Building on Highland Avenue. Art historians have offices located in the Weatherspoon Art Museum.

Art Major: New Media and Design; Painting; Photography; Printmaking and Drawing; and Sculpture and 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 under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
Four courses carrying GL/GN markers, at least one of which must carry the GN marker.

Required
ARH 112 Survey of Non-Western Art

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
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
- ART 105 Foundations Seminar
- 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 is taken in the fall. Minimum grade of C- required in ART 105 in order to receive major credit for the course.

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 is taken in the 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. Required
   - ART 221 Life Drawing I
   - ART 340 Concepts in Time-based Media
   - ART 341 Letters, Signs, and Symbols
   - ART 344 Digital Darkroom
   - ART 345 Introduction to Web Design
2. New Media and Design courses
   - ART courses from those numbered in the 340s, 390s, 490s, 540s, ART 373: 6 s.h.
3. Advanced New Media and Design courses:
   - ART courses from those numbered in the 440s or 540s: 9 s.h.
4. ART 447 New Media and/or Design Capstone
5. Art or related electives: 6 s.h.
   (recommended that these courses be at 300 level or above)

Painting Concentration
1. Required
   - 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. Required
   ART 221 Life Drawing I
   ART 285 Photography I
   ART 384 Photojournalism and Documentary Photography
   ART 385 Photography II
   ART 386 Studio Lighting for Photography
   ART 387 Alternative Photographic Processes
   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 388 Photographic Interaction
   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. Required
   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. Required
   ART 221 Life Drawing I
   ART 281 Ceramics I
   ART 322 Variable Topics in Drawing
   ART 353 Metal Casting
   ART 354 Metal Sculpture
   ART 355 Sculpture I
   ART 356 Sculpture II
   ART 381 Ceramics II
   ART 459 Sculpture and/or Ceramics Studio Capstone
   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
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.

Requirements

I General Education Core Requirements (GEC)

See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (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.)
Student selects 6 s.h. from GSB list.

II General Education Marker Requirements
See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
Four 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 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
ART 120 Fundamentals of Drawing
ART 140 Foundation Design I
ART 150 Three-Dimensional Foundations I
ART 220 Intermediate Drawing
ART 240 Foundations Design 2
ART 253 Three-Dimensional Foundations II

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.

Studio Art
ART 221 Life Drawing I

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, Drawing and Printmaking, or Sculpture and Ceramics beyond the Studio Foundation, Studio Art, and 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

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 353 Metal Casting
ART 354 Metal Sculpture
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 3.0 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 3.0 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.
Requirements

I  General Education Core Requirements (GEC)

See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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
   ARH 111 Survey of Western Art: Renaissance–Contemporary

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)
   Student selects 3 s.h. from GPR list.

GHP—Historical Perspectives (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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
   Four courses carrying GL/GN markers, at least one of which must carry the GN marker.

   Required
   ARH 112 Survey of Non-Western Art

   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 CAR requirements in the Academic Units section. See the GEC Course Summary Table for approved CAR courses.

GMO/GPM—Historical Perspectives (3 s.h.)
   Student selects 3 s.h. from GMO or GPM list, depending on category used to satisfy GHP requirement.

GLS/GPS—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.  Required
   ARH 110 Survey of Western Art: Prehistory–Renaissance
   ARH 111 Survey of Western Art: Renaissance–Contemporary
   ARH 112 Survey of Non-Western Art

2.  Required
   ARH 219 Sophomore Seminar in Art History

3.  6–7 s.h. of studio art
   Must include 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 321 Early Italian Renaissance Art, 1300-1480
   - ARH 322 Art of the Italian High Renaissance and Maniera, 1480-1600
   - 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 395 Florence and the Medici
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

The following course is available only in the fall:
ART 150 Three-Dimensional Foundations I

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

The following course is available only in the spring:
ART 253 Three-Dimensional Foundations II

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.)
   a. ARE 367 Child Art and Teaching
   b. Choose one from below.
      ART 100 Introduction to Art
      ARH 110 Survey of Western Art: Prehistory–Renaissance
      ARH 111 Survey of Western Art: Renaissance–Contemporary
   c. Choose one from below.
      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
1. Required core courses (12 s.h.)
   a. ART 232 Painting I
   b. ARE 367 Child Art and Teaching
   c. Choose one from below.
      ART 100 Introduction to Art
      ARH 110 Survey of Western Art: Prehistory–Renaissance
      ARH 111 Survey of Western Art: Renaissance–Contemporary
   d. Choose one from below.
      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 History Minor
Required: minimum of 18 semester hours
AOS Code: U103
Requirements
Minimum grade of C in all courses taken to fulfill the minor requirements.
1. Required
   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
2. Six (6) additional semester hours of Art History courses at the 300 level or above

Art History for Artists Minor
Required: minimum of 15 semester hours
AOS Code: U128
Requirements
Minimum grade of C in all courses taken to fulfill the minor requirements.
1. Required
   ARH 219 Sophomore Seminar in Art History
2. A minimum of an additional 12 s.h. of Art History courses.
   • At least 9 s.h. must be at the 300 level or above.
   • These selections must be different from courses taken to fulfill the Art History requirements for the B.F.A.

New Media and Design Minor
Required: minimum of 18 semester hours
AOS Code: U156
Requirements
Minimum grade of C in all courses taken to fulfill the minor requirements.
1. Three (3) s.h. chosen from courses listed below.
   ARH 110 Survey of Western Art: Prehistory–Renaissance
   ARH 111 Survey of Western Art:
       Renaissance–Contemporary
   ARH 112 Survey of Non-Western Art
   ART 100 Introduction to Art
2. Both listed below are required.
   ART 140 Foundation Design I
   ART 240 Foundations Design 2
3. Nine (9) s.h. chosen from courses listed below
   ART 340 Concepts in Time-based Media
   ART 341 Letters, Signs, and Symbols
   ART 344 Digital Darkroom
   ART 345 Introduction to Web Design
   ART 441 Books and Images
   ART 442 Image Sequencing/Sequential Images
   ART 445 Three-Dimensional Design
   ART 446 Graphic Design
   ART 448 Variable Topics in New Media and Design
   ART 540 Digital Visualization and Methods
   ART 545 Interactive Web Design

Photography Minor
Required: minimum of 18 semester hours
AOS Code: U166
Requirements
Minimum grade of C in all courses taken to fulfill the minor requirements.
1. Three (3) s.h. chosen from the courses listed below.
   ARH 110 Survey of Western Art: Prehistory–Renaissance
   ARH 111 Survey of Western Art:
       Renaissance–Contemporary
   ARH 112 Survey of Non-Western Art
   ART 100 Introduction to Art
2. Both of the courses listed below are required.
   ART 140 Foundation Design I
   ART 285 Photography I
3. Nine (9) s.h. chosen from the courses listed below.
   ART 384 Photojournalism and Documentary Photography
   ART 385 Photography II
   ART 387 Alternative Photographic Processes
   ART 388 Photographic Interaction
   ART 393 Practicum/Internship in Art Careers
Printmaking and Drawing Minor
Required: minimum of 18 semester hours
AOS Code: U170

Requirements
Minimum grade of C in all courses taken to fulfill the minor requirements.

1. Three (3) s.h. chosen from the courses listed below.
   ARH 110 Survey of Western Art: Prehistory–Renaissance
   ARH 111 Survey of Western Art: Renaissance–Contemporary
   ARH 112 Survey of Non-Western Art
   ART 100 Introduction to Art

2. All of the courses listed below are required.
   ART 120 Fundamentals of Drawing
   ART 220 Intermediate Drawing
   ART 328 Etching I
   ART 329 Lithography I

3. Three (3) s.h. chosen from the courses listed below.
   ART 221 Life Drawing I
   ART 326 Woodcut and Wood Engraving
   ART 349 Expanded Print Media

Sculpture and Ceramics Minor
Required: minimum of 18 semester hours
AOS Code: U174

Requirements
Minimum grade of C in all courses taken to fulfill the minor requirements.

1. All of the courses listed below are required.
   ARH 111 Survey of Western Art: Renaissance–Contemporary
   ART 150 Three-Dimensional Foundations I
   ART 253 Three-Dimensional Foundations II
   ART 355 Sculpture I

2. Six (6) s.h. chosen from the courses listed below.
   ART 281 Ceramics I
   ART 353 Metal Casting
   ART 354 Metal Sculpture
   ART 381 Ceramics II

Studio Art Minor
Required: minimum of 18 semester hours
AOS Code: U105

Requirements
Minimum grade of C in all courses taken to fulfill the minor requirements.

1. Three (3) s.h. chosen from the courses listed below.
   ARH 110 Survey of Western Art: Prehistory–Renaissance
   ARH 111 Survey of Western Art: Renaissance–Contemporary
   ARH 112 Survey of Non-Western Art
   ART 100 Introduction to Art

2. Core studio courses
   ART 120 Fundamentals of Drawing
   ART 140 Foundation Design I
   ART 220 Intermediate Drawing
   ART 221 Life Drawing I

Art Disciplinary Honors
Requirements
A minimum of twelve semester hours as defined below.

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

ARE 360 Foundations of Art Education I (3:2:1)
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 practice ARE 363 theory into practice by planning and delivering art instruction, including an art exhibit, 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 366 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.

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

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; GE Marker: GL
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 twentieth-first. Works of major artists in traditional and new media are included.
Distribution: GE Core: GFA; GE Marker: GL
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 BC 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 BC to the death of Constantine in AD 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 321 Early Italian Renaissance Art, 1300-1480 (3:3)
Italian Art from 1300-1480 with particular focus on painting and sculpture in Florence.
Prerequisite: ART 100 or ARH 111 or ARH 395 or permission of instructor

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

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.
Art

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 ARH 312.

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 ADS 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 ARH 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: Completion of 15 or more undergraduate hours in Art History or graduate status in the Art Department or written permission of the instructor
Notes: Formerly ART 500.

ARH 501 Topics in the History of Art (3:3)
Special topics in the history of art, ancient to contemporary.
Prerequisite: Completion of 15 or more undergraduate hours in Art History or graduate status in the Art Department or written permission of the instructor
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 589 Experimental Course
This number reserved for experimental courses. Refer to the Course Schedule for current offerings.

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 and Spring
Distribution: GE Core: GFA
Notes: ART majors may not take this course for credit

ART 105 Foundations Seminar (1:0:3)
Becoming a successful student and great artist requires so much more than raw talent. This course connects the dots between creative, productive habits, scholarly pursuits, and professional planning.
- Registration Restriction: B.A. ART major with a concentration in Studio Art; or permission of instructor
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 and Spring

ART 123 Introduction to Visual Art Practices (3:1:6)
This studio course introduces non-majors to traditional and contemporary visual art practices and relates these practices to broader cultural contexts external to visual art.
Distribution: GE Marker: GFA

ART 140 Foundation Design I (3:1:6)
Basic course in fundamentals of design. Work in two and three dimensions.
Offered: Fall and Spring

ART 150 Three-Dimensional Foundations I (3:1:6)
Fundamentals in three dimensional concepts of form, space, and structure.
Offered: Fall and 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 and Spring

ART 221 Life Drawing I (3:1:6)
Figure drawing from the model.
Prerequisite: ART 220
Offered: Fall and Spring

ART 222 The Artist’s Sketchbook (3:1:6)
An intermediate level investigation into the methodology of keeping an artist’s sketchbook through practice, investigation of contemporary and historical examples, collaborative work, and on-site drawing.
Prerequisite: ART 120
Offered: Even Summer

ART 223 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 and Spring and 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 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 hand-built forms.
Offered: Fall and 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 and Spring

ART 321 Life Drawing II (3:1:6)
Continuation of ART 221.
Prerequisite: ART 221
Offered: Fall and Spring
Notes: May be repeated once for credit.

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, VPA 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 and 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 and 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 and 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 342 Experimental Course: Storyboarding for Animation (3:3)
An introduction to the visual storytelling and storyboarding techniques of animation, including story development and compositional strategies.
Prerequisite: ART 221
Offered: Offered Spring 2017

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 and Spring

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 mold-making and foundry processes.
Prerequisite: ART 253 or permission of instructor
Notes: May be repeated for credit.

ART 354 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 253
Notes: Formerly ART 348.

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 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 and 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 386 Studio Lighting for Photography (3:1:6)
Advanced photographic study of studio lighting practices and techniques, both traditional and exploratory.
Prerequisite: ART 285, ART 385

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 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 447 New Media and/or Design Capstone (3:1:6)

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 and 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 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 447 New Media and/or Design Capstone (3:1:6)

Through independent and student-directed studio work and discipline-based writing and speaking intensive projects, students will engage in analytical discourse related to professional practice as a new media artist and designer in preparation to exhibit, present, and promote their work.
Prerequisite: ART major, New Media and Design concentration; ART 441 or ART 442 or ART 445 or ART 446 or ART 545

ART 448 Variable Topics in New Media and Design (3:2:3)

An advanced level New Media and Design course with a topical focus. Please check departmental listing for current description.
Prerequisite: Permission of instructor
Notes: May be repeated for credit when topic varies.

ART 449 Experimental Course: 3D Digital Animation (3:3)

Advanced studio course that explores the creation of narrative, performance, and meaning through animation in a digital working environment.
Prerequisite: ART 340
Offered: Offered Spring 2017

ART 459 Sculpture and/or Ceramics Studio Capstone (3:1:6)

Independent studio course with Speaking Intensive component. Students make a body of self-directed work in preparation for the Senior BFA Exhibition. This includes preparation, installation, documentation, and presentation of sculptures.
Prerequisite: ART 355, ART 356, and ART 481
Notes: May be repeated once for credit with permission of instructor. Taught as Speaking Intensive (SI).

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 and Spring

ART 498 Independent Study (3:1:6)

Students complete work demonstrating technical accomplishment and self-motivation. Sequence of work must be submitted for juried senior show.
Prerequisite: Senior status and permission of instructor
Offered: Fall and Spring
ART 499 Independent Study (3:1:6)
Students complete work demonstrating technical accomplishment and self-motivation. Sessions on portfolio presentation and preparation.
Prerequisite: Senior status and permission of instructor
Offered: Fall and Spring

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 and 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 and Spring
The Special Programs in Liberal Studies Major: Student-Designed Interdisciplinary Concentration (SPLS)—B.A.
Degree: Bachelor of Arts
AOS Code: U807

The Special Programs in Liberal Studies Major: Student-Designed Interdisciplinary Concentration is available only to students in the Lloyd International Honors College (LIHC) whose academic goals are not adequately served by a single major, or combination of majors, second majors, and minors, available in the College of Arts and Sciences or in one of the professional schools.

Students selecting this option must have a 3.30 GPA at the time of application. Students pursuing this option must satisfy all College Additional Requirements and meet all university academic regulations. A plan must represent a coherent academic program of study. The option may not be used as a way of circumventing the requirements of an established major, and plans (see below) that constitute only minor changes to an existing major will not be approved. The procedure for requesting approval is as follows:

1. LIHC students must consult with an honors college advisor before requesting approval. The advisor will interview the student and ask them to begin compiling a preliminary list of course work and fields the student wishes to put together. Once the honors college advisor is satisfied with the student’s seriousness in pursuing the option, the student will schedule a meeting with the associate dean in the college with oversight of the program.

2. The student will meet with the associate dean to identify an advisor. A faculty member in the college must agree to serve as the student’s advisor, to take responsibility for helping the student design an approved plan of study and for monitoring the student’s progress. The student and the advisor devise a plan of study for the major. The plan consists of:
   a. a brief statement describing the aims and intentions of the proposed major, and explaining why no existing major or combination of majors, second majors, or minors can be used to pursue those aims;
   b. a list of courses (minimum of 27 semester hours) that will constitute the major. The list of courses must include SDI 400: Capstone Experience (1–3). Capstone experiences will be unique to each plan and can include internship, service-learning, individual reading and research, etc.;
   c. either a list of courses or a narrative paragraph explaining how the student will satisfy (or has satisfied) the college’s liberal education, foreign language, and writing-intensive requirements; and
   d. the student and his/her advisor should make every effort to ensure that courses included in the plan are in fact offered with reasonable frequency; not all courses listed in the bulletin will be available with sufficient frequency to ensure timely graduation.

The plan is initially submitted to the associate dean of the college for review. The associate dean will ensure that the plan meets all the requirements noted above and will send a copy of the plan to the LIHC honors council for their review and approval. Copies of the approved plan will be sent by the associate dean to the student and the major advisor.

Any changes to the plan after it has been submitted must be approved by the associate dean. Generally, modifications will only be approved because some of the approved courses have become unavailable or because a new course appears to be better suited to the plan than one that was originally included.

**Student-Designed Interdisciplinary Course (SDI)**

SDI 400 Capstone Experience (1–3:0:3–9)
Can include reading and research, performance, internship, study abroad, service learning, etc. Available to qualified students upon recommendation of an instructor.

Prerequisite: Senior in SDIP and permission of instructor
Ashby Residential College

---

**Warren Ashby Residential College**  
*University Teaching and Learning Commons*

124 Mary Foust Hall  
336-334-5915  
http://utlc.uncg.edu/residentialcolleges/ashby

**Faculty**  
- Sara Littlejohn, Program Chair of Ashby Residential College, Department of English  
- Christine Flood, Associate Program Chair of Ashby Residential College, Department of History  
- Will Dodson, Residential College Coordinator of Ashby Residential College, Department of English and Department of Media Studies  
- Rebecca Adams, Department of Sociology  
- Frances C. Arndt, Director Emeritus, Department of English  
- Murray D. Arndt, Director Emeritus, Department of English  
- Elizabeth Chiseri-Strater, Department of English  
- Margaret Hood, Department of Biology  
- Lynda Kellam, Jackson Library and Department of Political Science  
- Larry Lavender, School of Dance  
- Jay Lennartson, Department of Geography  
- Matthew McNees, Department of English  
- Mark Moser, Department of History  
- Bennett Ramsey, Department of Religious Studies

**Ashby Residential College Core Values**  
Liberal education, multiliteracies, innovative learning, and social justice.

**Vision Statement**  
Ashby Residential College is a home on campus where students can relate serious academic studies to communal issues and personal development. Ashby upholds a tradition that fosters friendships, a commitment to life-long learning, and a responsibility to the community.

**Mission Statement**  
Ashby Residential College, founded in 1970, is the oldest residential college in North Carolina. We foster a holistic academic community grounded in liberal education and multiliteracies. Our primary intellectual and social commitments are to global engagement, social justice, and multiliteracies, which includes sustainability, wellness, and global human rights. Our innovative, multidisciplinary curriculum and self-governing activities encourage students to:

- Integrate and apply knowledge to societal challenges with progressively higher levels of explorations and expectations;
- Organize, plan, and implement projects that foster personal development, innovation, leadership, and civic engagement; and
- Develop with faculty, staff, and alumni a strong and diverse community connected by a respect for individuality and a balance between public and private values.

**Overview**  
Ashby Residential College, founded in 1970, is the oldest residential college in North Carolina. We foster a holistic academic community grounded in liberal education and multiliteracies. Our primary intellectual and social commitments are to global engagement, social justice, and multiliteracies, which includes sustainability, wellness, and global human rights. We value faculty-student interactions and emphasize small-seminar classes that meet UNCG general education requirements. In-house programs provide support in terms of advising, library access, research, and developing skills in speaking and writing. Self-governing activities encourage students to integrate and apply knowledge to societal challenges, implement projects that foster personal development, innovation, leadership, and civic engagement. Mary Foust Hall houses approximately 120 co-ed freshmen and sophomores. All students who have been admitted to UNCG automatically qualify for application to Ashby. Anyone who wishes to receive more information about the program is encouraged to contact the Ashby Office, located in 124 Mary Foust Hall, 336-334-5915, and to visit the website: http://ashby.uncg.edu.

**Ashby Residential College in Mary Foust** is an inclusive, two-year program that offers a unique living and learning environment for a co-ed student community of approximately 120 freshmen and sophomores with a limited number of Upper-Class Mentor participants. Ashby is a small college but with immediate and complete access to the diverse facilities, programs, and departments of a larger university. Ashby provides a setting that encourages innovative study, small classes, unity of academic and social experiences, and close student-faculty contacts. A Residential College Coordinator, who serves on the faculty, resides in the hall. Other faculty members have offices in the residence hall. Students and faculty serve on governing committees and participate together in special events within the community.

Every semester, the Ashby curriculum includes approximately eighteen courses taught by faculty from departments across campus. These courses meet UNCG general education requirements as well as requirements for a variety of majors. All students are asked to participate in one of the ARC multidisciplinary core courses, which represent four to five integrated courses from the Ashby curriculum, and to choose another class from the other curricular offerings, which represent a wide range of academic subjects. These seminars, along with varied types of independent study and community service work, make up approximately six hours of a student’s semester course load. The remaining semester hours are taken within the greater university. Ashby students are not only full members of UNCG, but are also encouraged to participate in the life of the university.
Ashby Residential College Courses (RCO)

RCO 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.
Distribution: GE Core: GRD
Notes: Equivalent credit to ENG 101 and/or FMS 115; students may receive credit for only one of RCO 101 or ENG 101 or FMS 115.

RCO 102 College Writing II (3:3)
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.
Distribution: GE Core: GRD
Notes: Equivalent credit to ENG 102 and/or FMS 116; students may receive credit for only one of RCO 102 or ENG 102 or FMS 116.

RCO 112 Contemporary Topics in Mathematics (3:3)
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 and 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 115 College Algebra (3:3)
Practical mathematical topics including Algebraic expressions, exponents, radicals, factoring, solving equations and inequalities, graphing, polynomial and rational functions.
• Registration Restriction: Admission to a Residential College
Distribution: GE Core: GMT

RCO 120 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.
Prerequisite: Permission of instructor
Distribution: GE Marker: GL

RCO 121 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.
Prerequisite: Permission of instructor

RCO 133 Residential College Seminar in the Art of Discourse (3:3)
Focus on community service in readings and field experience. Topics vary relevant to the instructor’s area of expertise.
Prerequisite: Permission of instructor

RCO 155 Residential College Seminar in the Art of Discourse (3:3)
An introduction to discourse in global professional, social, digital, and academic contexts, with an emphasis on oral communication and professional written and digital documents.
• Registration Restriction: Admission to a Residential College
Distribution: GE Core: GRD

RCO 201 Residential College Seminar in Historical Perspectives: Premodern (3:3)
Historical study of human culture from ancient times to the 17th century.
Prerequisite: Permission of instructor
Distribution: GE Core: GHP, CAR: GPM
Notes: May be repeated for credit when topic varies.

RCO 202 Residential College Seminar in Historical Perspectives: Modern (3:3)
Historical study of human culture from the 17th century to the present.
Prerequisite: Permission of instructor
Distribution: GE Core: GHP, CAR: GMO
Notes: May be repeated for credit when topic varies.

RCO 203 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: Permission of instructor
Distribution: GE Core: GPR
Notes: May be repeated for credit when topic varies.

RCO 204 Residential College Seminar in Literature and Rhetoric (3:3)
Study of works of literature and the social and historical contexts from which they come.
Prerequisite: Permission of instructor
Offered: Fall or Spring
Distribution: GE Core: GLT
Notes: May be repeated for credit when topic varies.

RCO 205 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: Permission of instructor
Distribution: GE Core: GSB
Notes: May be repeated for credit when topic varies.
Ashby Residential College

RCO 206 Residential College Studies in the Arts (3:3)
Lecture and/or seminar in the arts.
Prerequisite: Permission of instructor
Distribution: GE Core: GFA
Notes: May be repeated for credit when topic varies.

RCO 211 Residential College Seminar in Historical Perspectives: Premodern (3:3)
Historical study of human culture from ancient times to the 17th century.
Prerequisite: Permission of instructor
Distribution: GE Core: GHP, GE Marker: GN, CAR: GPM
Notes: May be repeated for credit when topic varies.

RCO 212 Residential College Seminar in Historical Perspectives: Modern (3:3)
Historical study of human culture from the 17th century to the present.
Prerequisite: Permission of instructor
Distribution: GE Core: GHP, GE Marker: GN, CAR: GMO
Notes: May be repeated for credit when topic varies.

RCO 213 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: Permission of instructor
Distribution: GE Core: GHP, GE Marker: GN
Notes: May be repeated for credit when topic varies.

RCO 214 Residential College Seminar in Literature and Rhetoric (3:3)
Study of works of literature and the social and historical contexts from which they come.
Prerequisite: Permission of instructor
Distribution: GE Core: GPR, GE Marker: GN
Notes: May be repeated for credit when topic varies.

RCO 215 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: Permission of instructor
Distribution: GE Core: GSB, GE Marker: GN
Notes: May be repeated for credit when topic varies.

RCO 221 Residential College Seminar in Historical Perspectives: Premodern (3:3)
Historical study of human culture from ancient times to the 17th century.
Prerequisite: Permission of instructor
Distribution: GE Core: GHP, GE Marker: GL, CAR: GPM
Notes: May be repeated for credit when topic varies.

RCO 222 Residential College Seminar in Historical Perspectives: Modern (3:3)
Historical study of human culture from the 17th century to the present.
Prerequisite: Permission of instructor
Distribution: GE Core: GHP, GE Marker: GL, CAR: GMO
Notes: May be repeated for credit when topic varies.

RCO 223 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: Permission of instructor
Distribution: GE Core: GPR, GE Marker: GL
Notes: May be repeated for credit when topic varies.

RCO 224 Residential College Seminar in Literature and Rhetoric (3:3)
Study of works of literature and the social and historical contexts from which they come.
Prerequisite: Permission of instructor
Distribution: GE Core: GLT, GE Marker: GL
Notes: May be repeated for credit when topic varies.

RCO 225 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: Permission of instructor
Distribution: GE Core: GFA

RCO 226 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: Permission of instructor
Distribution: GE Core: GFA

RCO 236 Residential College Seminar in Non-Western Fine Arts (3:3)
A global historical survey of non-Western art form(s) within historical, cultural, and material contexts. Students will explore the art form(s) through global historical texts that emphasize artistic technique and production.
Distribution: GE Core: GFA

RCO 239 Non-Western Fine Arts Seminar (3:3)
A global historical survey of non-Western art form(s) through an examination of historical, cultural, and material contexts. Students will explore the art form(s) through global historical texts and in-class experiential practice.
Prerequisite: Permission of instructor
Distribution: GE Core: GFA

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: Permission of instructor
Distribution: GE Core: GFA, GE Marker: GL
Notes: May be repeated for credit when topic varies.

RCO 253 Ashby Residential College Seminar in Life Sciences (3:3)
Conceptual explorations in the life sciences related to the Ashby Residential College curriculum focus of peace studies.
Distribution: GE Core: GNS; CAR: GPS
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 varies. 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: Permission of instructor
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: Permission of instructor
Notes: May be repeated for credit when topic varies.
RCO 306 Music in Context (3:3)
Consideration of musical works in social, artistic, and economic contexts.
Prerequisite: Permission of instructor
Distribution: GE Core: GFA, GE Marker: GL
RCO 390 Research Capstone (3:3)
Locating and using primary and/or secondary source materials, published and unpublished. Variable topics, related to residential colleges’ curriculum. Offerings may include digital publications, fieldwork, or professional development research.
• Registration Restriction: Admission to a Residential College
RCO 589 Experimental Course
This number reserved for experimental courses. Refer to the Course Schedule for current offerings.
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 under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (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 GRD list.
GSB—Social and Behavioral Sciences (6 s.h.)
Student selects 6 s.h. from GSB list.

II General Education Marker Requirements
See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
Four 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

See CAR requirements in the Academic Units section. See the GEC Course Summary Table for approved CAR courses.

GMO/GPM—Historical Perspectives (3 s.h.)

Student selects 3 s.h. from GMO or GPM list, depending on category used to satisfy GHP requirement.

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 required. Proficiency may be demonstrated by native proficiency in a language other than English, by placement test, or by completion of a foreign language sequence through the 204 level or equivalent.

Students in the BLS Program who have previously completed a foreign language through the 102 level, with a subsequent learning gap of five years or more, may apply to the program for permission to use culture-track courses in English (from a list pre-approved by the College Appeals Committee) as substitutions for the intermediate-level 203 and 204 language classes.

WI—Writing Intensive Courses

A total of four WI courses.

IV Major Requirements

Minimum of 30 semester hours above the 200 level including the courses as listed below.

1. Core Courses (6 s.h.)
   BLS 300 Seminar in Humanities
   BLS 301 Pathways: Reading and Writing in the Humanities

2. Distribution Requirement (12 s.h.)
   At least one course from each of the topic areas listed below.
   a. Literature
      BLS 320 Selected Topics: Literature
      BLS 321 Reading the Human Experience
      BLS 322 Revolutionary Lives
      BLS 323 Contemporary Short Stories
      BLS 325 Mystery, Mayhem, and Murder
      BLS 326 Telling Stories: The Memoir
   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

3. Area of Emphasis (9 s.h.)
   At least three (3) additional courses in one of the topic areas listed below.
   a. Literature
      BLS 320 Selected Topics: Literature
      BLS 321 Reading the Human Experience
      BLS 322 Revolutionary Lives
      BLS 323 Contemporary Short Stories
      BLS 325 Mystery, Mayhem, and Murder
      BLS 326 Telling Stories: The Memoir
      BLS 327 Contemporary Asian Literature
   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

Bachelor of Arts in Liberal Studies
Bachelor of Arts in Liberal Studies

I General Education Core Requirements (GEC)

See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (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 GRD list.

GSB—Social and Behavioral Sciences (6 s.h.)
   Student selects 6 s.h. from GSB list.

II General Education Marker Requirements

See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
   Four 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
See CAR requirements in the Academic Units section. See the GEC Course Summary Table for approved CAR courses.

GMO/GPM—Historical Perspectives (3 s.h.)
Student selects 3 s.h. from GMO or GPM list, depending on category used to satisfy GHP requirement.

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 required. Proficiency may be demonstrated by native proficiency in a language other than English, by placement test, or by completion of a foreign language sequence through the 204 level or equivalent.
Students in the BLS Program who have previously completed a foreign language through the 102 level, with a subsequent learning gap of five years or more, may apply to the program for permission to use culture-track courses in English (from a list pre-approved by the College Appeals Committee) as substitutions for the intermediate-level 203 and 204 language classes.

WI—Writing Intensive Courses
A total of four WI courses.

IV Major Requirements
Minimum of 30 semester hours above the 100 level including the courses as listed below.
1. Core Requirements (9 s.h.)
   ENG 327/ENT 327 Writing for Professionals and Entrepreneurs
   CST 341 Communication and Workplace Relationships
   PHI 361 Ethical Issues in Business
2. Distribution Requirements (6 s.h.)
   a. Humanities
      BLS 321 Reading the Human Experience
      or
      BLS 363 Ethics and Technology
      or
      BLS 385 American Motherhood
   b. Social Sciences
      CST 315 Persuasion and Social Influence
      or
      PSY 444 Changing Behavior in Real World Settings
      or
      SOC 354 Work and Gender
3. Area of Emphasis (12 s.h.)
   Select four courses in consultation with your advisor. The area of emphasis can focus on a variety of topics or be customized to the student’s professional aspirations. Courses may come from the Bachelor of Arts in Liberal Studies Humanities and/or Social Sciences Concentrations, other university courses, and approved transfer courses.

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

V 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 under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (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.)
Bachelor of Arts in Liberal Studies

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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
   Four 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
See CAR requirements in the Academic Units section. See the GEC Course Summary Table for approved CAR courses.

GMO/GPM—Historical Perspectives (3 s.h.)
Student selects 3 s.h. from GMO or GPM list, depending on category used to satisfy GHP requirement.

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 required.
   Proficiency may be demonstrated by native proficiency in a language other than English, by placement test, or by completion of a foreign language sequence through the 204 level or equivalent.
   Students in the BLS Program who have previously completed a foreign language through the 102 level, with a subsequent learning gap of five years or more, may apply to the program for permission to use culture-track courses in English (from a list pre-approved by the College Appeals Committee) as substitutions for the intermediate-level 203 and 204 language classes.

WI—Writing Intensive Courses
   A total of four WI courses.

IV Major Requirements
Minimum of 30 semester hours above the 100 level as provided below.
1. Core Courses and Intermediate Seminar
   a. To be completed as early in the major as is feasible:
      SSC 300 Doing Social Sciences
      SSC 301 Contemporary Issues in the Social Sciences
   b. To be completed at the approximate midpoint of the major:
      SSC 350 Inequality in a Changing World

2. Distribution Requirement
   Select three courses from the list in section 3, each from a different department.

3. Area of Emphasis
   At least three additional courses in one of the departments listed below. Area of Emphasis cannot be in the same discipline as an additional or previously completed major.

   Anthropology
   ATY courses at the 300 level or above

   Communication Studies
   CST courses at the 300 level or above

   Economics
   ECO courses at the 300 level or above
   ECO 201 Principles of Microeconomics

   Geography
   GEO courses at the 300 level or above
   Excluding the Earth Science courses listed below.
   GEO 311 Weather and Climate
   GEO 312 Geomorphology of North America
   GEO 314 Physical Geography: Landscape Processes
   GEO 330 Elements of Hydrology
   GEO 359 Remote Sensing of Environment
   GEO 510 Biogeography
   GEO 511 Advanced Weather and Climate—Synoptic Climatology
   GEO 559 Advanced Remote Sensing—Imaging
   GEO 570 Applied Physical Geography

   Political Science
   PSC 240 The International System
   PSC courses at the 300 level or above

   Psychology
   PSY courses at the 300 level or above
   PSY 240 Principles of Learning
   PSY 280 Cognitive Psychology

   Sociology
   SOC courses at the 300 level or above
   SOC 201 Social Problems

4. Capstone Seminar (3 s.h.)
   To be completed in the final semester of the major.
   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)
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
Offered: Fall and Spring and Summer
Notes: May be repeated for credit when topics vary.

BLS 301 Pathways: Reading and Writing in the 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 and Spring and Summer
Notes: May be repeated for credit when topics vary.

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 and Spring and 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 Revolutionary Lives (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
Offered: Fall and Spring and Summer
Notes: May be repeated for credit when topics vary.

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 and Spring and 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

Bachelor of Arts in Liberal Studies
Bachelor of Arts in Liberal Studies

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 and Spring and 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 and Spring and 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 and Spring and 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 and Spring and Summer
BLS 589 Experimental Course
This number reserved for experimental courses. Refer to the Course Schedule for current offerings.

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 350 Inequality in a Changing World (3:3)
This course introduces major schools of social science theory from several areas of study and applies them to the study and explanation of domestic and global inequality.
Prerequisite: SSC 300; SSC 301; 12 s.h. in residence at UNCG (can include SSC 300 and SSC 301); SPLS major with a concentration in Social Sciences

SSC 400 Senior Seminar in the Social Sciences (3:3)
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 and Spring and Summer
Notes: May be repeated once for credit, for up to 6 s.h.

SSC 589 Experimental Course
This number reserved for experimental courses. Refer to the Course Schedule for current offerings.
Department of Biology
College of Arts and Sciences
312 Eberhart Building
336-334-5391
www.uncg.edu/bio

Faculty
Stanley H. Faeth, Professor and Head of Department
Professors Adamson, Cannon, Henrich, Hershey, Kalcounis-Ruepell, Kirchoff, Lacey, Leise, Lepri, Rublee, Ruepell, Stav, Steimle
Associate Professors Hens, Katula, Lajeunesse, Patel, Remington, Schug, Tomkiel Dean, Wasserberg
Assistant Professors Jia, Tsui,
Lecturers Battigelli, Bundy, Craven, Green, Hood, Horton, Ingraham, Kennedy, Lamb, Loreth, Maxwell, Ramos, Rumph, Rushforth, Somers, Taylor, Tomlin

Adjunct Faculty
Adjunct Professors Johnston, McIntosh, Pratap
Adjunct Clinical Professor Lipford
Adjunct Associate Professor Blake
Adjunct Clinical Associate Professor Hopkins
Adjunct Assistant Professor Homeyack

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 Major (BIOL)—B.A. OR B.S.
Degree: Bachelor of Arts or 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—B.A., U117
Comprehensive Science High School Teaching Licensure—B.A., U119
Biology—B.S., U116
Biotechnology—B.S., U214
Comprehensive Science High School Teaching Licensure—B.S., U218
Environmental Biology—B.S., U118
Human Biology—B.S., U863

Biology Major: Biology Concentration (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 Preprofessional Programs. Both study and laboratory facilities are available to advanced undergraduates.

I General Education Core Requirements (GEC)

See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
Four 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 CAR requirements in the Academic Units section. See the GEC Course Summary Table for approved CAR courses.

Additional Qualifications
- A minimum of 30 semester hours of Biology courses above the 100 level.
- A maximum of 4 s.h. 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.

Core Courses
In meeting the requirement for hours above the 100 level, all B.A. in Biology majors must complete the following core courses; completion of at least four of these requirements is strongly recommended prior to enrollment in courses numbered 400 and higher.

1. Ecology
   BIO 301 Principles of Ecology
2. Cell Biology
   BIO 355 Cell Biology
3. Genetics
   BIO 392 Genetics
4. Evolution
   BIO 330 Evolution
5. Two laboratory courses
   BIO 315 Ecology and Evolution Laboratory
   BIO 375 Cell Biology and Genetics Laboratory

V Related Area Requirements
1. Required
   CHE 111 General Chemistry I
   CHE 112 General Chemistry I Laboratory
   CHE 114 General Chemistry II
   CHE 115 General Chemistry II Laboratory
2. Required
   MAT 151 Precalculus II
   or
   MAT 191 Calculus I

Optional
- CHE 351 Organic Chemistry I
- CHE 352 Organic Chemistry II
- CHE 354 Organic Chemistry Laboratory
- MAT 292 Calculus II

VI Electives
Electives sufficient to complete the 122 semester hours required for the degree.
Biology Major: 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 Preprofessional Programs. 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 six of those hours from courses taken at UNCG
2. A grade point average of at least 2.50 for biology courses completed at UNCG

Students already admitted to the 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 under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
Four 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 CAR requirements in the Academic Units section. See the GEC Course Summary Table for approved CAR courses.

GMO/GPM—Historical Perspectives (3 s.h.)
Student selects 3 s.h. from GMO or GPM list, depending on category used to satisfy GHP requirement.

GLS/GPS—Natural Sciences (3–4 s.h.)

Required:
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

Program Qualifications
BIO 111 Principles of Biology I
BIO 112 Principles of Biology II

Additional Qualifications
- A minimum of 30 semester hours of Biology courses above the 100 level.
- A maximum of 4 s.h. 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.

Core Courses
In meeting the requirement for hours above the 100 level, all B.A. in Biology majors must complete the following core courses; completion of at least four of these requirements is strongly recommended prior to enrollment in courses numbered 400 and higher.

1. Ecology
   BIO 301 Principles of Ecology
2. Cell Biology
   BIO 355 Cell Biology
3. Genetics
   BIO 392 Genetics
4. Evolution
   BIO 330 Evolution
5. Two laboratory courses
   BIO 315 Ecology and Evolution Laboratory
   BIO 375 Cell Biology and Genetics Laboratory

V Related Area Requirements

1. Required
   CHE 111 General Chemistry I
   CHE 112 General Chemistry I Laboratory
   CHE 114 General Chemistry II
   CHE 115 General Chemistry II Laboratory
2. Required
   MAT 151 Precalculus II
   or
   MAT 191 Calculus I

Recommended
The department highly recommends the courses listed below in addition to the required courses listed above.

1. Recommended
   CHE 351 Organic Chemistry I
   CHE 352 Organic Chemistry II
   CHE 354 Organic Chemistry Laboratory
2. Recommended
   MAT 191 Calculus I
   MAT 292 Calculus II
3. Recommended
   STA 271 Fundamental Concepts of Statistics
4. Recommended
   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.

a. 1. Required
   GEO 103 Introduction to Earth Science
2. One or more of the courses listed below.
   GEO 111 Physical Geology
   GEO 205 Environmental Change: Its Nature and Impact
   GEO 311 Weather and Climate
   GEO 314 Physical Geography: Landscape Processes

b. 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. Required
   TED 535 Literacy in the Content Area
2. Required
   ERM 401 Assessment I: Accountability in Our Nation’s Schools
   ERM 402 Assessment II: Standardized Tests
   ERM 403 Assessment III: Classroom Assessment
3. Required
   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. Required
   TED 445 Human Diversity, Teaching, and Learning
5. Required
   TED 559 Teaching Practices and Curriculum in Science
6. The course provided below for 12 s.h.
   TED 465 Student Teaching and Seminar: Secondary School
7. Strongly recommended
   LIS 120/TED 120 Introduction to Instructional Technology for Educational Settings

VII Electives
Electives sufficient to complete the 122 semester hours required for the degree.
Biology Major: Biology Concentration (BIOL)—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: Biology, U116

The Bachelor of Science degree is offered for those students aspiring to a professional career in biology, and for those students with particularly strong interests in the discipline. See also Preprofessional Programs. A student pursuing the Bachelor of Science is expected to develop a stronger background in mathematics and related sciences and to attain a greater understanding of biology than will a student pursuing a Bachelor of Arts degree. Bachelor of Science students will also be strongly encouraged to undertake an individual research project with a faculty member during their junior and/or senior year.

I General Education Core Requirements (GEC)
See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
Four 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 CAR requirements in the Academic Units section. See the GEC Course Summary Table for approved CAR courses.

GMO/GPM—Historical Perspectives (3 s.h.)
Student selects 3 s.h. from GMO or GPM list, depending on category used to satisfy GHP requirement.

GLS/GPS—Natural Sciences (3–4 s.h.)
Required:
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
Program Qualifications
BIO 111 Principles of Biology I
BIO 112 Principles of Biology II

Additional Qualifications
• A minimum of 30 semester hours of Biology courses above the 100 level.
• A maximum of 4 s.h. 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.

B.S. in Biology Core Courses
In meeting the requirement for hours above the 100 level, all B.S. 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. Evolution
   BIO 330 Evolution
5. Two laboratory courses
   BIO 315 Ecology and Evolution Laboratory
   BIO 375 Cell Biology and Genetics Laboratory
6. One additional course at the 500 level

Strongly Recommended
BIO 499 Undergraduate Research
BIO 493 Honors Work

V Related Area Requirements
1. Required
   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. Required
   MAT 191 Calculus I
   or
   STA 271 Fundamental Concepts of Statistics
3. Required
   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 sufficient to complete the 122 semester hours required for the degree.

Biology Major: Biotechnology Concentration (BIOL)—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: U214

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.

I General Education Core Requirements (GEC)
See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
   Four 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 CAR requirements in the Academic Units section. See the GEC Course Summary Table for approved CAR courses.

GMO/GPM—Historical Perspectives (3 s.h.)
   Student selects 3 s.h. from GMO or GPM list, depending
   on category used to satisfy GHP requirement.
GLS/GPS—Natural Sciences (3–4 s.h.)
   Required:
   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
Program Qualifications
BIO 111 Principles of Biology I
BIO 112 Principles of Biology II
Additional Qualifications
• A minimum of 30 semester hours of Biology courses above the 100 level.
• A maximum of 4 s.h. 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.

B.S. in Biology Core Courses
In meeting the requirement for hours above the 100 level, all B.S. 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. Evolution
   BIO 330 Evolution
5. Two laboratory courses
   BIO 315 Ecology and Evolution Laboratory
   BIO 375 Cell Biology and Genetics Laboratory
6. One additional course at the 500 level

Strongly Recommended
BIO 499 Undergraduate Research
BIO 493 Honors Work

Biotechnology Concentration
1. Required
   BIO 481 General Microbiology
   BIO 494 Introduction to Biotechnology
   BIO 535 Biochemistry: Metabolic Regulation in Health and Disease
   The course listed below for at least 1 s.h.
   BIO 596 Molecular Biological Approaches in Research
2. At least one course chosen from the courses listed below.
   BIO 479 Neurobiology
   BIO 497 Internship in Biology
   BIO 499 Undergraduate Research
   BIO 528 Microbial Ecology
   BIO 538 Human Evolutionary Genetics
   BIO 540 Genes and Signals
   BIO 573 Drugs and the Brain
   BIO 578 Hormones in Action
   BIO 583 Virology
   BIO 584 Immunology
   BIO 586 Cell Cycle and Cancer
   BIO 587 Epigenetics
   BIO 590/MAT 590 Introduction to Mathematical Models in Biology
   BIO 595 Advanced Genetics

V Related Area Requirements
1. Required
   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. Required
   MAT 191 Calculus I
   MAT 292 Calculus II
   or
   STA 271 Fundamental Concepts of Statistics
3. Required
   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 sufficient to complete the 122 semester hours required for the degree.

Biology Major: 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 Preprofessional Programs. A student pursuing the Bachelor of Science is expected to develop a stronger background in mathematics and related sciences and to attain a greater understanding of biology than will a student pursuing a Bachelor of Arts degree. Bachelor of Science students will also be strongly encouraged to undertake an individual research project with a faculty member during their junior and/or senior year.

Students seeking admission to the 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 six of those hours from courses taken at UNCG
2. A grade point average of at least 2.50 for biology courses completed at UNCG

Students already admitted to the 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 under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
Four 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 CAR requirements in the Academic Units section. See the GEC Course Summary Table for approved CAR courses.

GMO/GPM—Historical Perspectives (3 s.h.)
Student selects 3 s.h. from GMO or GPM list, depending on category used to satisfy GHP requirement.

GLS/GPS—Natural Sciences (3–4 s.h.)
Required:
BIO 112 Principles of Biology II

IV Major Requirements

Program Qualifications
BIO 111 Principles of Biology I
BIO 112 Principles of Biology II

Additional Qualifications
• A minimum of 30 semester hours of Biology courses above the 100 level.
• A maximum of 4 s.h. 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.

B.S. in Biology Core Courses
In meeting the requirement for hours above the 100 level, all B.S. 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.

GMO—Historical Perspectives (3 s.h.)
Student selects 3 s.h. from GMO or GPM list, depending on category used to satisfy GHP requirement.

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.
Biology

1. Ecology
   BIO 301 Principles of Ecology
2. Cell Biology
   BIO 355 Cell Biology
3. Genetics
   BIO 392 Genetics
4. Evolution
   BIO 330 Evolution
5. Two laboratory courses
   BIO 315 Ecology and Evolution Laboratory
   BIO 375 Cell Biology and Genetics Laboratory
6. One additional course at the 500 level

**Strongly recommended**
BIO 499 Undergraduate Research
BIO 493 Honors Work

V  Related Area Requirements

1. Required
   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. Required
   MAT 191 Calculus I
   MAT 292 Calculus II
   or
   STA 271 Fundamental Concepts of Statistics

3. Required
   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

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.

a. Required
   1. Required
      GEO 103 Introduction to Earth Science
   2. 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

b. 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. Required
      TED 535 Literacy in the Content Area
   2. Required
      ERM 401 Assessment I: Accountability in Our Nation’s Schools
      ERM 402 Assessment II: Standardized Tests
      ERM 403 Assessment III: Classroom Assessment
   3. Required
      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. Required
      TED 445 Human Diversity, Teaching, and Learning
   5. Required
      TED 559 Teaching Practices and Curriculum in Science
   6. The course listed below for 12 s.h.
      TED 465 Student Teaching and Seminar: Secondary School
   7. Strongly recommended
      LIS 120/TED 120 Introduction to Instructional Technology for Educational Settings

VII  Electives

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

**Biology Major: Environmental Biology Concentration (BIOL)—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: U118

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.

I  General Education Core Requirements (GEC)

See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
Four 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 CAR requirements in the Academic Units section. See the GEC Course Summary Table for approved CAR courses.

GMO/GPM—Historical Perspectives (3 s.h.)
Student selects 3 s.h. from GMO or GPM list, depending on category used to satisfy GHP requirement.

GLS/GPS—Natural Sciences (3–4 s.h.)
Required:
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
Program Qualifications
BIO 111 Principles of Biology I
BIO 112 Principles of Biology II

Additional Qualifications
- A minimum of 30 semester hours of Biology courses above the 100 level.
- A maximum of 4 s.h. 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.

B.S. in Biology Core
In meeting the requirement for hours above the 100 level, all B.S. 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. Evolution
   BIO 330 Evolution
5. Two laboratory courses
   BIO 315 Ecology and Evolution Laboratory
   BIO 375 Cell Biology and Genetics Laboratory
6. One additional course at the 500 level

Strongly Recommended
BIO 499 Undergraduate Research
BIO 493 Honors Work

Environmental Biology Concentration
1. Required
   BIO 431 The Biosphere
2. One course chosen from the advanced Biology courses listed below.
   BIO 361 Biology and Conservation of Sea Turtles
   BIO 422 Plant Diversity
   BIO 441 Invertebrate Zoology
   BIO 470 Vertebrate Zoology
   BIO 554 Vascular Plant Systematics
3. At least one additional course chosen from the advanced Biology courses listed below.
   BIO 420 Marine Biology
   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 and Biogeochemistry
   BIO 522 Landscape Ecology
### Biology Major: Human Biology Concentration (BIOL)—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:** U863

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.

### General Education Core Requirements (GEC)

- **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.)**  
  Student selects 3 s.h. from GNS list.
- **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

### General Education Marker Requirements

- **GL/GN—Global/Global Non-Western Perspectives**  
  Four 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.

### College of Arts and Sciences Additional Requirements (CAR)

- **GMO/GPM—Historical Perspectives (3 s.h.)**  
  Student selects 3 s.h. from GMO or GPM list, depending on category used to satisfy GHP requirement.
- **GLS/GPS—Natural Sciences (3–4 s.h.)**  
  Required  
  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.

### Major Requirements

**Program Qualifications**

- BIO 111 Principles of Biology I  
- BIO 112 Principles of Biology II  
- Additional Qualifications  
  - A minimum of 30 semester hours of Biology courses above the 100 level.
  - A maximum of 4 s.h. 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.
B.S. in Biology Core

In meeting the requirement for hours above the 100 level, all B.S. 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. Evolution
   BIO 330 Evolution
5. Two laboratory courses
   BIO 315 Ecology and Evolution Laboratory
   BIO 375 Cell Biology and Genetics Laboratory
6. One additional course at the 500 level

Strongly Recommended
BIO 499 Undergraduate Research
BIO 493 Honors Work

Human Biology Concentration

1. Required
   BIO 277 Human Physiology
   or
   BIO 271 Human Anatomy
2. At least three courses chosen from the following:
   BIO 425 Biological Clocks
   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 535 Biochemistry: Metabolic Regulation in Health and Disease
   BIO 536 Biology of Aging
   BIO 538 Human Evolutionary Genetics
   BIO 555 Vertebrate Reproduction
   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

V Related Area Requirements

B.S. in Biology Base

1. Required
   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. Required
   MAT 191 Calculus I
   MAT 292 Calculus II

Strongly Recommended
   STA 271 Fundamental Concepts of Statistics

3. Required
   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
PHI 520 Advanced Topics in Biomedical Ethics
PSY 346 The Psychology of Gender
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

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

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.

Requirements
1. Introductory Biology
   BIO 111 Principles of Biology I
   and
   BIO 112 Principles of Biology II
2. Any three of the following four core biology courses:
   Ecology
   BIO 301 Principles of Ecology
   Cell Biology
   BIO 355 Cell Biology
   Genetics
   BIO 392 Genetics
   Evolution
   BIO 330 Evolution
3. Required
   Completion of the courses listed below may also count toward completion of the 18 s.h. requirement.
   BIO 271 Human Anatomy
   or
   BIO 277 Human Physiology

Biology Minor
Required: minimum of 17 semester hours
AOS Code: U117

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.

Requirements
1. Required
   BIO 111 Principles of Biology I

BIO 112 Principles of Biology II
2. Any two of the four core biology courses listed below.
   Ecology
   BIO 301 Principles of Ecology
   Cell Biology
   BIO 355 Cell Biology
   Genetics
   BIO 392 Genetics
   Evolution
   BIO 330 Evolution

Biology Standard Professional I License Only
Students who have already completed an undergraduate degree and who are now seeking the Standard Professional I License in Biology must complete the requirements for a B.A. or B.S. in Biology at 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 Disciplinary Honors
Requirements
Eighteen semester hours to consist of the courses listed below.
- 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 100 Orientation to the Biology Major (1:1)

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

Notes: Offered as an experimental course Fall 2015.

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 and 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 and 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 and 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.

Corequisite: BIO 111L
Offered: Fall and Spring
Distribution: GE Core: GNS, CAR: GLS
Notes: May not be taken more than twice.

BIO 111L Principles of Biology I Lab (0:0:3)

Laboratory supporting BIO 111.

Corequisite: BIO 111
Notes: No grade is awarded with this course number. Grades are awarded with the lecture course.

BIO 112 Principles of Biology II (4:3:3)

Prerequisite for 300-level courses and above. This course includes laboratory. Fundamental principles of biology including botany, zoology, evolution, and ecology.

Corequisite: BIO 112L
Offered: Fall and Spring
Distribution: GE Core: GNS, CAR: GLS
Notes: A passing grade in lecture must be achieved for successful completion of this course. May not be taken more than twice.

BIO 112L Principles of Biology II Lab (0:0:3)

Laboratory supporting BIO 112.

Corequisite: BIO 112
Notes: No grade is awarded with this course number. Grades are awarded with the lecture course.

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 and 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: Minimum grade of C- in both BIO 110 and BIO 112
Offered: Fall and Spring
Notes: May not be taken more than twice.

BIO 315 Ecology and Evolution Laboratory (2:1:3)

This course is designed to help students understand, via hands-on activities, how species and populations evolve and how species and individuals interact with one another and with their environment.

Prerequisite: Either BIO 301 or BIO 330
Corequisite: If not completed as a prerequisite, either BIO 301 or BIO 330

BIO 330 Evolution (3:3)

Fundamental principles of evolutionary biology, including processes and patterns of biological evolution and an overview of the historical and contemporary biodiversity resulting from evolution.

Prerequisite: Minimum grade of C- in both BIO 111 and BIO 112
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: Minimum grade of C- in both BIO 111 and BIO 112; CHE 114 (or equivalent)
Offered: Fall and 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: Minimum grade of C- in both BIO 111 and BIO 112 and permission of instructor
Offered: Odd Years
Notes: May not be taken more than twice. Travel fees involved; see instructor for details.

BIO 375 Cell Biology and Genetics Laboratory (2:1:3)
Laboratory and online course that integrates modern genetic, cellular, and molecular techniques and methods to understand the concept of the gene to phenotype in biology and human health.
Prerequisite: Either BIO 355 or BIO 392
Corequisite: If not completed as a prerequisite, either BIO 355 or BIO 392

BIO 392 Genetics (3:3)
Mendelism and modern trends in genetics.
Prerequisite: Minimum grade of C- in both BIO 111 and BIO 112
Offered: Fall and 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: One of BIO 301, BIO 330, BIO 355, or BIO 392
Offered: Spring

BIO 422 Plant Diversity (4:3:3)
Introduction to plant, fungi, and protista kingdoms. Emphasis on structure, reproduction, and life cycles of the organisms.
Prerequisite: BIO 330 or BIO 301 or BIO 392
Offered: Fall
Notes: Passing grade in lecture must be achieved for successful completion of this course. May not be taken more than twice.
Formerly BIO 322.

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 330, BIO 355, BIO 392
Offered: Fall

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 minimum grade of C- in both BIO 111 and BIO 112
Notes: Students cannot receive credit for both this course and BIO 439 or PSY 438 or PSY 438L.
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 minimum grade of C- in both BIO 111 and BIO 112
Offered: Alt Spring
Notes: Students cannot receive credit for both this course and BIO 439 or PSY 438 or PSY 438L.
Cross Listed: Same as PSY 438L.

BIO 441 Invertebrate Zoology (4:3:3)
Major invertebrate groups with emphasis on their phylogenetic relationships, ecology, physiology, evolution, and structural adaptations of representative types. Weekend coastal field trip may be required.
Prerequisite: BIO 330
Offered: Occ Spring
Notes: Includes a laboratory component. May not be taken more than twice. Students cannot receive credit for both BIO 341 and BIO 441. Formerly BIO 341.

BIO 453 Vertebrate Morphogenesis (4:3:3)
Vertebrate development focused on cellular and molecular mechanisms of induction, differentiation, and morphogenetic processes that give rise to the adult body plan. Laboratory includes study of vertebrate embryos and adult specimens.
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 470 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 330
Offered: Fall
Notes: May be repeated for credit if the topic of study changes. A maximum of 6 s.h. of any combination of BIO 370 and BIO 470. Formerly BIO 370.
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 Fall
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 470, or BIO 441
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 488 Essentials of Toxicology (3:3)
This course is designed to introduce undergraduate students to the fundamentals of toxicology and serve as the key introductory course for students who require a background in toxicology.
Prerequisite: Grade of C- or better in BIO 111, BIO 112, BIO 301, and BIO 355; or permission of instructor
BIO 493 Honors Work (3–6)
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. A maximum of 6 s.h. of any combination of BIO 493, BIO 496, BIO 497, and/or BIO 499 allowed.
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 375
Offered: Spring
BIO 496 Science Pedagogy for Learning Assistants (1:1:3)
Students learn about current research in science pedagogy in a weekly seminar and apply their knowledge to support active learning and inquiry as in-class learning assistants in a biology course.
Prerequisite: Permission of instructor
Notes: May be repeated once for a total of 2 s.h. A maximum of 6 s.h. total of any combination of BIO 493, BIO 496, BIO 497, or BIO 499 may be counted toward the BIOL major.
BIO 497 Internship in Biology (1–3:0:3–9)
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 330, BIO 355, and 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. A maximum of 6 s.h. of any combination of BIO 493, BIO 496, BIO 497, and/or BIO 499 allowed.
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 330, BIO 355, BIO 392; and permission of instructor
Notes: May be repeated for up to 6 s.h. credit with departmental permission. A maximum of 6 s.h. of any combination of BIO 493, BIO 496, BIO 497, and/or BIO 499 allowed.
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, sensorimotor 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 519 Introduction to Nanotechnology (3:3)
This course introduces students to the emerging field of nanotechnology and exposes them to current research and topics that are being influenced by nanomaterials including biology, healthcare, and the environment.
Prerequisite: BIO 392; BIO 355; CHE 342; CHE 351; or permission of instructor

BIO 520 Ecosystem Ecology and Biogeochemistry (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; or permission of instructor
Offered: Alt Spring

BIO 522 Landscape Ecology (3:3)
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 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 and 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 538 Human Evolutionary Genetics (3:3)
Study of primary literature testing hypotheses about human ancestry and evolution using molecular genetic methods.
Prerequisite: BIO 330 and BIO 392; or permission of instructor

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 330; or permission of instructor.
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: Minimum grade of C- in both BIO 111 and 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 courses selected from BIO 301, BIO 322, BIO 341, BIO 355, BIO 370, BIO 392, BIO 554; or permission of instructor

BIO 554 Vascular Plant Systematics (4:3:3)
Principles, methods, and the history of systematic biology are covered in the context of vascular plant classification and evolution.
Prerequisite: BIO 330 or BIO 301 or BIO 392
Offered: Spring
Notes: Passing grade in lecture must be achieved for successful completion of this course. May not be taken more than twice.
Formerly BIO 454; formerly BIO 354.

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 425, BIO 453, BIO 464, BIO 470, or BIO 477

BIO 556 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 courses selected from BIO 301, BIO 330, BIO 355, BIO 392, BIO 554; or permission of instructor
Offered: Odd Spring

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 355 and either 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 355 and BIO 392; 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
Biology

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 590 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: Minimum grade of C- in BIO 111 and minimum grade of B- in BIO 112 and either MAT 191 or STA 271; or permission of instructor
Notes: Formerly BIO 491.
Cross Listed: Same as MAT 590.

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 330 and 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 in the Bryan School of Business and Economics

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

1. Cumulative GPA of 2.0 in all courses taken for the Business minor
2. Complete the courses listed below.
   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.
The Department of Chemistry and Biochemistry offers five undergraduate programs: the Bachelor of Science in Chemistry, the Bachelor of Science in Biochemistry, the Bachelor of Science in Chemistry with a Concentration in Biochemistry, the Bachelor of Science in Chemistry with a Concentration in Research, and the Bachelor of Arts in Chemistry. A licensure program to prepare students to teach high school chemistry is offered. The Master of Science in Chemistry, Master of Science in Chemistry with Biochemistry Concentration, and Ph.D. in Medicinal Chemistry are offered at the graduate level (see the 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 medical, dental, or pharmaceutical professions.

The department emphasizes the opportunity for students to engage in undergraduate research. Many of our majors do so, principally in their junior and senior years, and this provides excellent training for those who intend to continue their studies at the graduate level.

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 education in the biochemical sciences, for medical, dental, or pharmaceutical professions, or for employment in biotechnology, pharmaceutical, and chemical industries. Students who complete the Bachelor of Science in Biochemistry will meet all or most of the academic requirements for admission to medical, dental, veterinary, or pharmacy schools.

The curriculum involves a solid foundation of Chemistry and Biology courses, along with core and advanced elective courses in Biochemistry. Undergraduate research is encouraged, and students may collaborate with participating faculty from a variety of departments (Chemistry, Biology, Nutrition, Physics, and Kinesiology).

This program follows the biochemistry curriculum recommendations of the American Society of Biochemists and Molecular Biologists.

I General Education Core Requirements (GEC)

See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
Four 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 CAR requirements in the Academic Units section. See the GEC Course Summary Table for approved CAR courses.

GMO/GPM—Historical Perspectives (3 s.h.)
Student selects 3 s.h. from GMO or GPM list, depending on category used to satisfy GHP requirement.

GLS/GPS—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 353 Organic Laboratory Techniques
CHE 355 Intermediate Organic Chemistry Lab

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

Qualified
The course listed below is taken as an audit.
CHE 401 Chemistry Seminar Introduction

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. Required
   MAT 191 Calculus I
   MAT 292 Calculus II

2. Required
   a. Required
      BIO 111 Principles of Biology I
      BIO 112 Principles of Biology II
   b. Select one from the courses listed below.
      BIO 392 Genetics
      BIO 355 Cell Biology

3. Required
   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

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

   The independent study courses listed below also qualify.
   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.)
   Select one or more of the courses listed below.
   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
   The course listed below is strongly recommended if
   not used as Advanced Biochemistry elective.
   BIO 494 Introduction to Biotechnology

VI Electives
   Electives should be sufficient to complete the 122 semes-
   ter 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.) provides sound education in
   chemistry but is less specialized and more flexible than the
   B.S. program. It offers solid preparation for those planning
to enter medicine or dentistry, secondary school teaching,
technical writing, sales, or various other vocations within
the chemical industry. In fact, by electing some additional
courses in chemistry beyond the minimum required, the
   student may prepare for graduate work under this program
   as well as under the B.S. While this program allows a more
flexible arrangement of schedules, the student should work
closely with a chemistry advisor to be certain that the proper
sequence of chemistry and related area courses are taken with
regard to the prerequisites.

I General Education Core Requirements (GEC)
   See complete GEC requirements under General Educa-
   tion Program in the University Requirements section. See the
   GEC Course Summary Table for approved courses.
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 (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 complete GEC requirements under General Educa-
   tion Program in the University Requirements section. See the
   GEC Course Summary Table for approved courses.

   GL/GN—Global/Global Non-Western Perspectives
   Four 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 College of Arts and Sciences Additional
   Requirements (CAR)
   See CAR requirements in the Academic Units section. See
   the GEC Course Summary Table for approved CAR courses.
   GMO/GPM—Historical Perspectives (3 s.h.)
   Student selects 3 s.h. from GMO or GPM list, depending
   on category used to satisfy GHP requirement.
   GLS/GPS—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.
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. Required
   CHE 111 General Chemistry I
   CHE 112 General Chemistry I Laboratory
   CHE 114 General Chemistry II
   CHE 115 General Chemistry II Laboratory
   CHE 331 Quantitative Analysis
   CHE 333 Quantitative Analysis Laboratory
   CHE 342 Inorganic Chemistry
   CHE 351 Organic Chemistry I
   CHE 352 Organic Chemistry II
   CHE 353 Organic Laboratory Techniques
   CHE 355 Intermediate Organic Chemistry Lab
   CHE 402 Chemistry Seminar

   CHE 406 Introductory Physical Chemistry
   or
   CHE 461 Physical Chemistry I

   The course listed below is taken as an audit.
   CHE 401 Chemistry Seminar Introduction

2. Two courses from those listed below.
   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

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. Required
   MAT 191 Calculus I
   MAT 292 Calculus II

   CHE 111 General Chemistry I
   CHE 112 General Chemistry I Laboratory
   CHE 114 General Chemistry II
   CHE 115 General Chemistry II Laboratory
   CHE 331 Quantitative Analysis
   CHE 333 Quantitative Analysis Laboratory
   CHE 342 Inorganic Chemistry
   CHE 351 Organic Chemistry I
   CHE 352 Organic Chemistry II
   CHE 353 Organic Laboratory Techniques
   CHE 355 Intermediate Organic Chemistry Lab
   CHE 402 Chemistry Seminar

   CHE 406 Introductory Physical Chemistry
   or
   CHE 461 Physical Chemistry I

   The course listed below is taken as an audit.
   CHE 401 Chemistry Seminar Introduction

2. Required
   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. Additional chemistry courses above the 100 level may be taken.

The course listed below is recommended as a GRD requirement.

CST 105 Introduction to Communication Studies

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 under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (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

2017–18 UNCG Undergraduate Bulletin
Chemistry and Biochemistry

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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
    Four 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 CAR requirements in the Academic Units section. See the GEC Course Summary Table for approved CAR courses.

GMO/GPM—Historical Perspectives (3 s.h.)
    Student selects 3 s.h. from GMO or GPM list, depending on category used to satisfy GHP requirement.

GLS/GPS—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. Required
    CHE 111 General Chemistry I
    CHE 112 General Chemistry I Laboratory
    CHE 114 General Chemistry II
    CHE 115 General Chemistry II Laboratory
    CHE 331 Quantitative Analysis
    CHE 333 Quantitative Analysis Laboratory
    CHE 342 Inorganic Chemistry
    CHE 351 Organic Chemistry I
    CHE 352 Organic Chemistry II
    CHE 353 Organic Laboratory Techniques
    CHE 355 Intermediate Organic Chemistry Lab
    CHE 402 Chemistry Seminar
    CHE 406 Introductory Physical Chemistry
    or
    CHE 461 Physical Chemistry I

Qualified
    The course listed below is taken as an audit:
    CHE 401 Chemistry Seminar Introduction

2. Two courses from among those listed below.
    CHE 420 Chemical Principles of Biochemistry
    CHE 421 Chemical Principles of Biochemistry
    or
    CHE 442 Advanced Inorganic Chemistry I
    CHE 556 Biochemistry I
    and
    CHE 557 Biochemistry II
    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

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. Required
    MAT 191 Calculus I
    MAT 292 Calculus II

2. Required
    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 items listed below.

1. Required
   - BIO 111 Principles of Biology I
   - BIO 112 Principles of Biology II
2. Required
   - GEO 103 Introduction to Earth Science
   - And one or more from the courses listed below.
     - 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 courses below must be taken in a specified sequence, terminating in student teaching in the spring semester of the senior year. See below and the online Secondary Education Handbook for more information.

1. Required
   - TED 535 Literacy in the Content Area
2. Required
   - ERM 401 Assessment I: Accountability in Our Nation’s Schools
   - ERM 402 Assessment II: Standardized Tests
   - ERM 403 Assessment III: Classroom Assessment
3. Required
   - TED 401 Child and Adolescent Development and Learning

   Qualified
   - Each of the courses listed below requires 25 hours of internship in the schools.
     - SES 401 Understanding and Teaching Students with Disabilities in Inclusive Settings
     - TED 403 Teaching English Learners with Diverse Abilities
4. Required
   - This course requires 25 hours of internship in the schools.
     - TED 445 Human Diversity, Teaching, and Learning
5. Required
   - This course requires 50 hours of internship in the schools.
     - TED 559 Teaching Practices and Curriculum in Science

   Sequence
   - The courses should be taken in the sequence below.

   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 and AOS Codes:
- Chemistry, U123
- Chemistry Research, U168
- Biochemistry, U124

The Chemistry Major (B.S.) provides very thorough undergraduate training in chemistry and an excellent background for students planning to undertake graduate work or to enter the chemical industry. It differs from the B.A. in requiring additional advanced courses in chemistry and/or related sciences. Students who complete this program will be certified to the American Chemical Society upon graduation as having fulfilled the Society's rigorous requirements for undergraduate professional training. The sequence in which the required courses are taken is important, and the student should work closely with a chemistry advisor in planning a schedule.
The concentration in Chemistry Research offers students the option to specialize in research and be exposed to three or more years of research. The concentration is designed to prepare students for graduate study in chemistry, biochemistry, medicine, and related professions or for employment in chemistry, biochemistry, or related industries. The exposure to research will build strong research, communication, and leadership skills. Such skills are in great demand.

The concentration in Biochemistry offers students the option to specialize in biochemistry within the curriculum leading to the B.S. in Chemistry. This concentration is designed to prepare students for graduate study in biochemistry, medicine and related professions, or for employment in biochemistry or biotechnology related industries. The sequence in which the required courses are taken is important, and the student should work closely with a chemistry advisor in planning a schedule.

I General Education Core Requirements (GEC)

See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (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 the course below.
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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
Four 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 CAR requirements in the Academic Units section. See the GEC Course Summary Table for approved CAR courses.

GMO/GPM—Historical Perspectives (3 s.h.)
Student selects 3 s.h. from GMO or GPM list, depending on category used to satisfy GHP requirement.

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. 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 353 Organic Laboratory Techniques
CHE 355 Intermediate Organic Chemistry Lab
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

Qualified

The course below is taken as an audit.
CHE 401 Chemistry Seminar Introduction

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. Required
   a. Required
      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 353 Organic Laboratory Techniques
      CHE 355 Intermediate Organic Chemistry Lab
      CHE 402 Chemistry Seminar
      CHE 406 Introductory Physical Chemistry
      or
      CHE 461 Physical Chemistry I
      CHE 499 Senior Thesis
   b. Each of the courses below 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 course below is taken for 2 s.h.
      CHE 492 Senior Research
d. The course below is taken as an audit
      CHE 401 Chemistry Seminar Introduction

2. Two courses from those listed below.
   CHE 420 Chemical Principles of Biochemistry
   or
   CHE 442 Advanced Inorganic Chemistry I
   CHE 481 Synthetic Techniques
   CHE 531 Instrumental Analysis
   CHE 553 Advanced Organic Chemistry I
   CHE 555 Organometallic Chemistry

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 353 Organic Laboratory Techniques
CHE 355 Intermediate Organic Chemistry Lab
CHE 402 Chemistry Seminar
CHE 407 Introductory Physical Chemistry Laboratory
CHE 461 Physical Chemistry I
CHE 462 Physical Chemistry II
CHE 531 Instrumental Analysis
CHE 533 Instrumental Analysis Laboratory
CHE 556 Biochemistry I
CHE 557 Biochemistry II
CHE 558 Biochemistry Laboratory

Qualified

The course below is taken as an audit.
CHE 401 Chemistry Seminar Introduction

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.
Chemistry and Biochemistry

1. Required
   MAT 191 Calculus I
   MAT 292 Calculus II
   MAT 293 Calculus III

2. Required
   PHY 291 General Physics I with Calculus
   PHY 292 General Physics II with Calculus

3. At least one course selected from those listed below.
   CHE 490 Internship in Chemistry and Biochemistry
   CHE 493 Honors Work
   CHE 536 Computational Chemistry
   CHE 553 Advanced Organic Chemistry I
   CHE 555 Organometallic Chemistry
   BIO 355 Cell Biology
   BIO 392 Genetics
   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
   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 431 Microcomputer Interfacing for Scientists
   PHY 421 Modern Physics with Quantum Mechanics
   PHY 426 Electricity and Magnetism II

   The courses below count only when combined for a minimum of 2 s.h. and will count as one course toward fulfilling the requirement.
   CHE 491 Senior Research
   CHE 492 Senior Research

   The course below counts only when taken for multiple instances for a combined minimum of 2 s.h. and will count as one course toward fulfilling the requirement.
   CHE 570 Special Topics in Chemistry

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. Required
   MAT 191 Calculus I
   MAT 292 Calculus II

2. Required
   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

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
   Select 3–4 s.h. from the courses listed below.
   CHE 491 Senior Research
   CHE 492 Senior Research

2. Required
   BIO 111 Principles of Biology I
   BIO 112 Principles of Biology II
   BIO 392 Genetics

3. Required
   MAT 191 Calculus I
   MAT 292 Calculus II

4. Required
   PHY 291 General Physics I with Calculus
   PHY 292 General Physics II with Calculus

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.

The course listed below is recommended as a GRD requirement.
   CST 105 Introduction to Communication Studies

Chemistry Research Concentration

Electives should be sufficient to complete the 122 semester hours required for the degree. Additional advanced mathematics courses are advised.

The course listed below is recommended as a GRD requirement.
   CST 105 Introduction to Communication Studies

Biochemistry Concentration

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

One additional advanced biology course is strongly recommended. Examples include the courses listed below.
   BIO 355 Cell Biology
BIO 481 General Microbiology

The course listed below is recommended as a GRD requirement.
CST 105 Introduction to Communication Studies

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 under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
Four 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 CAR requirements in the Academic Units section. See the GEC Course Summary Table for approved CAR courses.

GMO/GPM—Historical Perspectives (3 s.h.)
Student selects 3 s.h. from GMO or GPM list, depending on category used to satisfy GHP requirement.

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

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.

Required
CHE 111 General Chemistry I
CHE 112 General Chemistry I Laboratory
CHE 114 General Chemistry II
CHE 115 General Chemistry II Laboratory
CHE 331 Quantitative Analysis
CHE 333 Quantitative Analysis Laboratory
CHE 342 Inorganic Chemistry
CHE 351 Organic Chemistry I
CHE 352 Organic Chemistry II
CHE 353 Organic Laboratory Techniques
CHE 355 Intermediate Organic Chemistry Lab
Chemistry and Biochemistry

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

Qualified
The course below is taken as an audit.
CHE 401 Chemistry Seminar Introduction

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. Required
   MAT 191 Calculus I
   MAT 292 Calculus II
   MAT 293 Calculus III

2. Required
   PHY 291 General Physics I with Calculus
   PHY 292 General Physics II with Calculus

At least one course selected from those listed below.
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

The courses below count only when combined for a minimum of 2 s.h. and will count as one course toward fulfilling the requirement.
CHE 491 Senior Research
CHE 492 Senior Research

The course below counts only when taken for multiple instances for a combined minimum of 2 s.h. and will count as one course toward fulfilling the requirement.
CHE 570 Special Topics in Chemistry

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 courses as listed below.

1. Required
   BIO 111 Principles of Biology I
   BIO 112 Principles of Biology II

2. Required
   a. Required
      GEO 103 Introduction to Earth Science
   b. One or more from the courses listed below.
      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 courses below must be taken in a specified sequence, terminating in student teaching in the spring semester of the senior year. See below and the online Secondary Education Handbook for more information.

1. Required
   TED 535 Literacy in the Content Area

2. Required
ERM 401 Assessment I: Accountability in Our Nation’s Schools
ERM 402 Assessment II: Standardized Tests
ERM 403 Assessment III: Classroom Assessment

3. Required
TED 401 Child and Adolescent Development and Learning

Qualified
Each of the courses listed below requires 25 hours of internship in the schools.
SES 401 Understanding and Teaching Students with Disabilities in Inclusive Settings
TED 403 Teaching English Learners with Diverse Abilities

4. Required
This course requires 25 hours of internship in the schools.
TED 445 Human Diversity, Teaching, and Learning

5. Required
This course requires 50 hours of internship in the schools.
TED 559 Teaching Practices and Curriculum in Science

6. Required
This course should be taken for 12 s.h.
TED 465 Student Teaching and Seminar: Secondary School

7. Strongly recommended
LIS 120/TED 120 Introduction to Instructional Technology for Educational Settings

Sequence
The courses should be taken in the sequence below.

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
Complete a minimum of 19 semester hours in chemistry as provided below.
1. Required
CHE 114 General Chemistry II
CHE 115 General Chemistry II Laboratory
2. Eight (8) semester hours must be at the 300 level or above
3. No more than 8 semester hours may come from the introductory-level courses listed below.
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 and 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 and Spring and 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 and Spring and 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 and Spring and Summer
Distribution: GE Core: GNS, CAR: GPS
Chemistry and Biochemistry

CHE 110 Introductory Chemistry Laboratory (1:0:3)
Designated 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 and Spring and 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 and Spring and 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 and Spring and 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 and Spring and 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 and Spring and 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 and Spring and 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 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 and Summer I
Notes: May be repeated for credit for up to 3 s.h.

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 and Summer II
Notes: May be repeated for credit for up to 3 sh.

CHE 311 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 353
Offered: Fall and Summer
Notes: May not be taken more than twice.

CHE 352 Organic 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 355 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 356 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: CHEM and BCHE majors must take CHE 355 concurrently. Other students must take CHE 354 concurrently unless they have previous credit for an equivalent course.
Offered: Spring and Summer
Notes: May be repeated only once.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 353</td>
<td>Organic Laboratory Techniques (1:0:4)</td>
<td></td>
<td>Basic techniques for organic chemistry laboratory, with introduction of separation, characterization, and analysis of organic compounds including use of instrumental methods. To accompany CHE 351 for chemistry and biochemistry majors.</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: CHEM or BCHE major</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Corequisite: CHE 351</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Offered: Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHE 354</td>
<td>Organic Chemistry Laboratory (1:0:4)</td>
<td></td>
<td>Laboratory work to accompany CHE 352. Includes basic techniques of organic laboratory practice plus preparations involving representative reactions.</td>
</tr>
<tr>
<td></td>
<td>Corequisite: CHE 352 must be taken concurrently.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Offered: Fall and Summer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHE 355</td>
<td>Intermediate Organic Chemistry Lab (2:1:4)</td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: Chemistry or Biochemistry major; grade of C (2.0) or better in CHE 351 and CHE 353 or CHE 354.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Corequisite: CHE 352</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Offered: Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHE 372</td>
<td>Introduction to Laboratory Methods (2:2)</td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: CHE 205 or CHE 351</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Offered: Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHE 391</td>
<td>Junior Research (1–3:0:3–9)</td>
<td></td>
<td>Junior-level research in chemistry and biochemistry. Participation in a research project directed by a faculty supervisor.</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: CHE 352 and CHE 353 (or CHE 354) or CHE 331 and CHE 333 and permission of instructor</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Offered: Fall and Summer</td>
<td></td>
<td>Notes: May be repeated for credit for up to three (3) credits.</td>
</tr>
<tr>
<td>CHE 392</td>
<td>Junior Research (1–3:0:3–9)</td>
<td></td>
<td>Junior-level research in chemistry and biochemistry. Participation in a research project directed by a faculty supervisor.</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: CHE 352 with CHE 353 (or CHE 354) or CHE 331 with CHE 333; and permission of instructor</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Offered: Spring and Summer (session II only)</td>
<td></td>
<td>Notes: May be repeated for credit for up to three (3) credits.</td>
</tr>
<tr>
<td>CHE 401</td>
<td>Chemistry Seminar Introduction (0:1)</td>
<td></td>
<td>Preparation for seminar. Attendance at weekly seminars given by visiting speakers, faculty, and students.</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: CHE 355 or CHE 372, CHEM or BCHE major, junior standing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Offered: Fall and Spring</td>
<td></td>
<td>Notes: Grade: Pass/Not Pass (P/NP). Should be taken in the term preceding CHE 402.</td>
</tr>
<tr>
<td>CHE 402</td>
<td>Chemistry Seminar (1:1)</td>
<td></td>
<td>Oral reports and discussion of topics from the current chemistry literature by students, staff, and guest lecturers. Attendance at weekly seminars is required.</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: CHE 401, senior standing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Offered: Fall and Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHE 405</td>
<td>Nutritional Biochemistry (3:3)</td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Offered: Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHE 406</td>
<td>Introductory Physical Chemistry (4:4)</td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: Two semesters of chemistry beyond general chemistry, MAT 292, one year of physics</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Offered: Fall</td>
<td></td>
<td>Notes: Students cannot receive credit for both CHE 406 and CHE 461 toward an undergraduate degree</td>
</tr>
<tr>
<td>CHE 407</td>
<td>Introductory Physical Chemistry Laboratory (1:0:4)</td>
<td></td>
<td>Laboratory work related to CHE 406 with emphasis on mathematical treatment of experimental data and communication of results in report form.</td>
</tr>
<tr>
<td></td>
<td>Corequisite: CHE 406</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Offered: Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHE 420</td>
<td>Chemical Principles of Biochemistry (3:3)</td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: CHE 352, BIO 111 and BIO 112 strongly recommended</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Offered: Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHE 442</td>
<td>Advanced Inorganic Chemistry I (3:3)</td>
<td></td>
<td>Modern concepts of chemical bonding and its application to inorganic reactions and periodic relationships.</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: CHE 342, CHE 406 or CHE 461</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Corequisite: CHE 406 or CHE 461 may be taken concurrently.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Offered: Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHE 461</td>
<td>Physical Chemistry I (4:4)</td>
<td></td>
<td>Chemical thermodynamics and equilibrium processes covered, including phase equilibria, thermodynamics of solutions, kinetics, and electrochemistry.</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: MAT 292 and PHY 292</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Offered: Fall</td>
<td></td>
<td>Notes: Students cannot receive credit for both CHE 461 and CHE 466 toward an undergraduate degree</td>
</tr>
<tr>
<td>CHE 462</td>
<td>Physical Chemistry II (3:3)</td>
<td></td>
<td>Subject material deals with microscopic world including introductions to quantum mechanics, molecular spectroscopy, and statistical mechanics.</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: CHE 461</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Offered: Spring</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Chemistry and Biochemistry

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 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 355
Offered: Fall

CHE 490 Internship in Chemistry and Biochemistry (3:0:12)
Practical experience in local industrial setting. Includes biweekly meeting with Departmental internship coordinator. Students must complete 12 hours a week at an internship site.
Prerequisite: CHE 333 and CHE 355; junior status; overall GPA of 3.0 or better; and permission of instructor
Offered: Fall and Spring and 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 and 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 and 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 and Spring and 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 353 (or CHE 354), and 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.


Classical Studies

Department of Classical Studies
Including Classical Civilization, Greek, and Latin

College of Arts and Sciences

1104 Moore Humanities and Research Administration
336-334-5214
www.uncg.edu/cla

Faculty
Maura K. Heyn, Associate Professor and Head of Department
Professor Shelmerdine
Associate Professors Murphy, Parker, Wharton, Zarecki

Visiting Lecturers Keyser, Le Blanc

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 and 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 prelaw 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 Programs in Liberal Studies Major: Archaeology Concentration.

Classical Studies Courses Meeting Both GEC and CAR Requirements
In addition, most CCI 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 (GEC: GHP/CAR: 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 under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
Four courses carrying GL/GN markers; at least one course must carry the GN marker.

Must Include the courses as provided below.
1. Two (2) courses (6 s.h.) in the same foreign language
   GRK 203 Intermediate Ancient Greek I
   and
   GRK 204 Intermediate Ancient Greek II
   or
   LAT 203 Intermediate Latin I
   and
   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 CAR requirements in the Academic Units section. See the GEC Course Summary Table for approved CAR courses.

GMO/GPM—Historical Perspectives (3 s.h.)
Student selects 3 s.h. from GMO or GPM list, depending on category used to satisfy GHP requirement.

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 chosen from below.
   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. Three (3) s.h. in material culture chosen from below.
   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

Classical Civilization Concentration

1. 6 s.h. in core courses as listed below.
   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 courses listed below.
   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 courses listed below.
   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 courses listed below or one of the above categories.
   CCI 206 Classical Origins of the English Language
   CCI 207 Ancient Sports and Society
   CCI 240 Ancient Warfare
   CCI 323 The World of Alexander the Great
   CCI 327 The Age of Constantine
   CCI 330 Women in Antiquity
   CCI 336 Language Change
   CCI 340 Ancient Cosmology
   CCI 350 Roman Law and Society
   CCI 370 Classical Rhetoric and Culture
   CCI 401 Archaeological Practicum
   CCI 450 Internship in Classical Studies
   CCI 455 UNCG in Rome
   CCI 490 Seminar in Classical Studies

V 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. Required
   LAT 101 Elementary Latin I
   and
   LAT 102 Elementary Latin II

The course listed below may also be used to fulfill this requirement; enrollment by placement exam or permission of instructor:

   LAT 140 Elementary Latin Review

2. Required
   CCI 202 Introduction to Roman Civilization

3. Required
   CCI 205 Mythology
Classical Studies

4. 6–9 s.h. in civilization courses selected from courses listed below.
   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. Required
   GRK 201 Elementary Ancient Greek I
   GRK 202 Elementary Ancient Greek II
2. Required
   CCI 201 Introduction to Greek Civilization
3. Required
   CCI 205 Mythology
4. 6 s.h. in civilization courses selected from courses listed below.
   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 as detailed below.

1. To promote proficiency in Latin by providing courses which focus on grammatical analysis and reading of Latin texts with understanding, and which cover a range of genres and authors;
2. To make available a full variety of courses in literature, civilization, and advanced language training to ensure students a broad base of cultural and linguistic experiences;
3. To promote an understanding of and appreciation for the Classical foundations of the Western tradition.

Requirements
Minimum of 33 semester hours distributed as follows, with a minimum GPA overall, 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 as listed below.
   CCI 201 Introduction to Greek Civilization
   CCI 202 Introduction to Roman Civilization
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 the courses listed below.
   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. Required
   CCI 205 Mythology
   and
   3 additional s.h. in Classical literature chosen from the courses listed below.
   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 the courses listed below or one of the above categories.
CCI 206 Classical Origins of the English Language
CCI 207 Ancient Sports and Society
CCI 240 Ancient Warfare
CCI 323 The World of Alexander the Great
CCI 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

6. 2 s.h. of the course listed below.
LAT 198 Latin Sight Reading

7. 1 s.h. of the course listed below.
LAT 199 Convosational and Modern Latin

8. 3 s.h. in an advanced seminar chosen from the courses listed below.
CCI 405 Advanced Studies in Mythology
CCI 407 Roman Myth and Legend
CCI 475 Archaeology of Death in the Classical World
CCI 490 Seminar in Classical Studies
CCI 502 History of Latin Literature
CCI 512 The Archaeology of Roman Daily Life

In addition, students must meet additional requirements in Professional Education (see School of Education Licensure Programs) including the courses listed below.

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.
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.

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 Mycenaeans, Archaic, Classical, and Hellenistic periods of Greek civilization.
Distribution: GE Core: GHP, GE Marker: GL, CAR: GPM
CCl 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

CCl 227 Comparative Studies in World Epic (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

CCl 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

CCl 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

CCl 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: GFA, GE Marker: GL

CCl 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

CCl 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

CCl 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.

CCl 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.

CCl 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

CCl 322 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: CCl 201 or CCl 211 or permission of instructor

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

CCl 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

CCl 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

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

CCl 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: CCl 201, CCl 202, or CCl 205
Distribution: GE Marker: GL

CCl 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.
• Registration Restriction: Sophomore standing or above

CCl 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

CCl 345 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: CCl 202 or CCl 324 or permission of instructor
Distribution: GE Marker: GL

CCl 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: CCl 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 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

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

CCI 502 History of Latin Literature (3:3)
A survey of Latin literature in English translation from the third century BC 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.
Prerequisite: CLAS Major (any concentration); SPLS major, Archaeology concentration (U808), or admission to the M.Ed. in Latin program

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 BC to Marcus Aurelius’ death in AD 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
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

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 and/or 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: 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: CAR: GFL

GRK 303 Greek Drama (3:3)
Selected works of Sophocles, Aeschylus, Euripides, and Aristophanes.
Prerequisite: GRK 204 or permission of instructor

GRK 304 Greek Drama (3:3)
Selected works of Sophocles, Aeschylus, Euripides, and Aristophanes.
Prerequisite: GRK 204 or permission of instructor

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

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

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

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

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 credit; 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

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

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

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), appropriate score on the Latin placement exam, or permission of instructor
Distribution: 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, appropriate score on the Latin placement exam, or permission of instructor
Distribution: 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

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

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

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

LAT 314 Love and Sex in Ancient Rome (3:3)
Selected readings that reveal ancient Roman attitudes and practices regarding love and sex. Latin authors will include Ovid, Catullus, and Lucretius. 
Prerequisite: LAT 204 or permission of instructor
Notes: Offered as an experimental course Spring 2014.

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

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

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 Student Teaching and Seminar in Latin (12)  
Supervised student teaching of Latin. Observation, participation, and appropriate classroom teaching experience for a semester with weekly seminar.  
Prerequisite: LAT 552; CLAS major with Latin licensure (UI29); senior standing; 2.75 cumulative GPA; 3.0 GPA in LAT courses above the 100 level  
Notes: Grade: Pass/Not Pass (P/NP).

LAT 493 Honors Work (3–6)  
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
http://uncg.edu/csd

Faculty
Robert Mayo, Professor and Interim Chair of Department
Professors Hooper, Kamhi
Academic Professional Professors Flynn
Associate Professors Hinton, Lundgren, Shapley, Tucker
Academic Professional Associate Professors Fox-Thomas, Mankoff, McDonald
Academic Professional Assistant Professors Hamuka, Harrington, Myers, Ramsey, Williams

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. All undergraduates will register with the major code of SPAU, but will not be allowed to take CSD courses at the 300 level or above until formally accepted into the major.

Student Learning Goals
Students majoring in Speech Pathology and Audiology will be able to meet the standards detailed below.
• Identify the foundations of normal communication (speech, language, hearing).

Explain the theories and processes involved in the identification and evaluation of communication disorders.
• Identify disorders of receptive and expressive written and oral language (phonology, morphology, syntax, semantics, and pragmatics).
• Identify disorders of speech production (articulation, voice, and fluency).
• Describe the cognitive and social aspects of communication.
• Relate issues of cultural diversity to communication and its disorders.
• Explain relationships of hearing and hearing disorders to speech and language development and disorders.
• Analyze and measure hearing function.
• Describe habilitation and rehabilitation of individuals with hearing impairment.

Admission Requirements
1. Students must be formally admitted to the Speech Pathology and Audiology Major. Only students with a written acceptance will be permitted to enroll in required courses at the 300 level or above.
2. Applicants for admission to the Speech Pathology and Audiology major may apply only after completion and/or transfer of 55 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 is a minimum requirement and simple compliance does not automatically imply admission. In all cases, admission is competitive and limited by space available in the program.
4. Students seeking admission to the Speech Pathology and Audiology Major should proceed as detailed below.
   a. Secure an official transcript(s) of undergraduate course work completed at colleges and universities other than UNCG, and an unofficial transcript from 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 must maintain a 2.50 GPA.
2. Students who earn a grade of D+ or below, as consistent with university policy, in a major course will be placed on academic probation. Students must repeat the course at UNCG within the probationary period. If the student
Communication Sciences and Disorders

...does not earn a grade of C or better the student will be dismissed from the major. No more than one course can be taken at an outside institution. Courses must be taken at a four-year university.

3. Failure to comply with all university regulations, including the Academic Integrity Policy, will result in dismissal from the major.

CSD Residency Requirement

Students seeking an undergraduate degree in Communication Sciences and Disorders may not apply more than three semester hours from another college or university toward upper division (300 level or above) major coursework, unless prior written permission is received from the Department Chair. For the purpose of departmental residency, courses taken at schools in the Greater Greensboro Consortium (Bennett College, Elon University, Greensboro College, GTCC, Guilford College, High Point University, North Carolina A&T State University) will be counted toward the 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 under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (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.)
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.)
PSY 121 General Psychology
Student selects additional 3 s.h. from GSB list.

II General Education Marker Requirements

See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
Four courses carrying GL/GN markers; at least one course must carry the GN marker.

Required
6 s.h. of a foreign language through the 102 level

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. Required
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 Speech Sound Disorders
CSD 337 Language Disorders
CSD 476 Structured Clinic Observations

CSD 556 Aural Rehabilitation
or
CSD 557 Pediatric Aural Rehabilitation

CSD 588 Neurology of Speech, Language and Hearing

B. Speech-language pathology
Students preparing for graduate study in speech-language pathology are required to take the courses listed below.
CSD 338 Voice and Fluency Disorders
CSD 550 Diagnostic Procedures: Inquiry, Observation and Measurement
IV. Related Area Requirements

Required
ISM 110 Business Computing I
PSY 121 General Psychology

SES 101 American Sign Language I
or
ASL 101 Elementary American Sign Language I

STA 108 Elementary Introduction to Probability and Statistics
Student selects additional 3 s.h. from GSB list not selected to fulfill the GEC requirement.
Student selects additional 3 s.h. from GNS list not selected to fulfill the GEC requirement.
6 s.h. of a foreign language through the 102 level*
   *Foreign language 102 may be substituted by a second-level sign language course.

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

Communication Sciences and Disorders

Disciplinary Honors

Requirements
1. Admission to Lloyd International Honors College
2. Required
   CSD 490 Senior Honors Project
3. 9 s.h. of 300-level or higher course work in CSD chosen from the courses listed below.
   a. Must select one of the two courses listed below.
      CSD 493 Honors Independent Study
      CSD 494 Honors Seminar in Communication Disorders
   b. Honors sections of the courses listed below.
      CSD 308 Language and Speech Development
      CSD 336 Speech Sound Disorders
      CSD 471 Honors Clinical Practice in Speech-Language Pathology
      CSD 550 Diagnostic Procedures: Inquiry, Observation and Measurement
      CSD 588 Neurology of Speech, Language and Hearing
   c. Honors Contracts of the courses listed below.
      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 and 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.
Communication Sciences and Disorders

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 6 s.h. 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 Speech Sound Disorders (3:3)
Assessment and treatment procedures of speech and sound disorders.
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 471 Honors Clinical Practice in Speech-Language Pathology (3:2:4)
Supervised clinical experience in the treatment of communication disorders to select undergraduate students majoring in Speech Language Pathology and Audiology (SPAU).
• Registration Restriction: Enrollment in CSD Disciplinary Honors program; or permission of instructor
Prerequisite: CSD 336, CSD 337, CSD 338

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 and Sciences

102 Ferguson Building
336-334-5297

Faculty
Christopher N. Poulos, Professor and Head of Department
Professors Jovanovic, Schwartzman
Associate Professors Bracci, Carlone, Glenn, Kellett, Kinefuchi, LeGreco, Natalie, Olson
Lecturers Cuny, Dunning, Ellis, Fairfield-Artman, Manning, McCall, Steger, Sullivan

Mission Statement
We teach and research communication to connect people, create change, and work toward a just world.

Commitments
- We engage communication knowledge to understand, advance, and challenge human interaction processes locally and globally.
- We promote the centrality of communication to personal, professional, and public lives.
- We seek to invigorate our collective moral imagination to build a world of hope, justice, and peace.
- We engage pressing social and relational issues through written and spoken communication, active research and teaching, and involvement in the world around us.
- We foster learning and application of communication knowledge and skill to transform relationships and communities.
- We affirm, practice, and teach service and community engagement.
- We teach the art of living well together.

Values
We actively value and promote:
- Honesty
- Trust
- Respect
- Fairness
- Responsibility
- Care
- Ethics
- Justice
- Courage
- Equality
- Creativity
- Compassion
- Engagement
- Critical Thinking
- Holistic Thinking
- Incremental Thinking

- Learner-centered practice
- Independence
- Interdependence
- Difference
- Relationships
- Connection
- Self-discipline
- Focus
- Service

Philosophy of Scholarship
We believe that communication is formative and foundational to human identities, relationships, and communities—and that ethical and strategically effective communication can be the means of critiquing, constructing, and transforming identities, relationships, and communities.

We engage in communication scholarship in the form of research, teaching, and service that:
- Integrates dialogue and other approaches to communication as the foundation for scholarly inquiry and application to the world
- Cultivates diversity and respect for differences
- Promotes change that leads to more democratic, just, and peaceful relationships and communities
- Engages creative partnerships of faculty, students, and other stakeholders in addressing contemporary challenges and opportunities for improving communication

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 and African Diaspora Studies, Anthropology, Business, English, Media Studies, Philosophy, Political Science, Psychology, Sociology, and Women’s and Gender Studies. Additionally the Department participates in 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 under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

- **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 (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

- **GSB—Social and Behavioral Sciences (6 s.h.)**
  - Student selects 6 s.h. from GSB list.

#### II General Education Marker Requirements

See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

- **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.

---

4.1.11

---

2017–18 UNCG Undergraduate Bulletin

---

179
Communication Studies

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 CAR requirements in the Academic Units section. See the GEC Course Summary Table for approved CAR courses.

GMO/GPM—Historical Perspectives (3 s.h.)
Student selects 3 s.h. from GMO or GPM list, depending on category used to satisfy GHP requirement.

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
   • All must be 300 level or above.
   • Six hours must be at the 400 and/or 500 level.

VI Electives

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

Communication Studies as a Second Academic Concentration for Elementary Education Majors

Required: 18 semester hours

Requirements

1. Required core courses
   a. 6 s.h. from either of the courses listed below.
      - CST 105 Introduction to Communication Studies
      - CST 200 Communication and Community
   b. Either of the two courses listed below.
      - CST 311 Deliberation and Decision Making
      - CST 305 Persuasion in Western Culture

   2. 12 s.h. from the courses listed below.
      - 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
AOS Code: U137

The Communication Studies minor is designed to offer interested students from other disciplines a broad, flexible foundation in key areas of the field.

Requirements

1. Required
   - CST 105 Introduction to Communication Studies

2. 3 s.h. at the 200 level chosen from the courses listed below.
   - CST 200 Communication and Community
   - CST 207 Relational Communication
   - CST 210 Communicating Ethically

3. At least 12 s.h. of CST electives at the 300 level or above.

Communication Studies Disciplinary Honors Requirements

Consult the departmental office. See also Honors Programs.

Communication Studies Courses (CST)

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

Distribution: GE Core: GRD

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

CST 200 Communication and Community (3:3:1)
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.
Communication Studies

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

CST 343 Crisis Communication (3:3)
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
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 and 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.
• Registration Restriction: Junior or senior standing
CST 417 Communication and Friendship (3:3)
Course focuses on communication in friendships, via a close examination of friendships in everyday and popular culture contexts. Ethnographic methodology and dialectical, narrative, and identity theory frame our study.

CST 420 Environmental Communication (3:3)
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

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 BUIS 540, ENT 540, PCS 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: Alt 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 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
The Department of Community and Therapeutic Recreation is committed to offering an academically challenging program of undergraduate education coupled with a solid foundation of a liberal arts education. The program has been accredited by the NRPA/Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT) since 1981.

Mission Statement
The Department of Community and Therapeutic Recreation prepares recreation, park, and leisure services professionals to enhance health, wellness, and quality of life among individuals and communities through excellence in teaching, research, and community engagement.

Vision Statement
The Department of Community and Therapeutic Recreation aims to shape individuals and communities to be healthy, active, inclusive, and empowered through recreation and parks.

Values
The Department of Community and Therapeutic Recreation is guided by the execution of its mission and vision by the following fundamental values. We value:

- recreation as a basic human need and right of all people;
- enhanced health, wellness, and quality-of-life for individuals and communities;
- human growth and development through opportunities for self-expression, creativity, and self-determination;
- protection and equitable access to parks, open space, and other natural resources; and
- inclusive communities.

Recreation and Parks Management Major: Community Recreation and Event Planning Concentration (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 and Therapeutic Recreation

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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
   Four 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 Concentration Requirements
1. Required
   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 423 Meeting and Event Planning and Management
   CTR 451/ENT 451/STH 451 Service Management
   CTR 511 Financing and Budgeting in Recreation and Parks
   CTR 544 Recreation, Parks, and Health

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 courses listed below.
   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. Required
   CST 105 Introduction to Communication Studies

   ENG 102 College Writing II
   or
   ENG 103 Essentials of Professional and Business Writing

   MAT 115 College Algebra
   or
   STA 108 Elementary Introduction to Probability and Statistics
   MAT courses numbered higher than the specified course are also accepted.

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

   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 & Sustainability Studies, Political Science, and Sociology.

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

Recreation and Parks Management Major: Therapeutic Recreation Concentration (RPMT)—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: U413

I General Education Core Requirements (GEC)
   See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.
III Major Concentration Requirements

Both field experiences are typically offered only during the summer sessions and should not be taken during the same summer; students should plan accordingly.

1. Required
   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 Clinical Procedures in Therapeutic Recreation
   CTR 338 Client Assessment in Therapeutic Recreation
   CTR 416 Management in Recreation and Parks
   CTR 417 Internship in Recreation and Parks
   CTR 433 Trends and Issues in Therapeutic Recreation
   CTR 437 Interventions and Facilitation Techniques in Therapeutic Recreation
   CTR 511 Financing and Budgeting in Recreation and Parks

2. An overall GPA of 2.0 or better is required prior to registration for the courses listed below.
   CTR 315 Practicum in Recreation and Parks
   CTR 417 Internship in Recreation and Parks

3. Select two from the courses listed below.
   CED 574 Contemporary Topics in Counseling
   CTR 316 Leisure for Older Adults
   CTR 342 Recreation Area and Facility Development
   CTR 535 Animal Assisted Therapy
   GRO 201 Envisioning Your Old Age
   HDF 211 Human Development Across the Life Span
   HDF 302 Infant and Child Development
   HDF 303 Adolescent Development: From Puberty to Young Adulthood
   HDF 304 Adult Development
   KIN 376 Biomechanics of Sport and Physical Activity
   KIN 386 Motor Development and Learning
   KIN 579 Exercise and Older Adults
   PHI 301 Topics in Philosophy
   PSY 444 Changing Behavior in Real World Settings
   PSY 470 Psychological Disorders of Children
   SES 101 American Sign Language I
   or
   ASL 101 Elementary American Sign Language I

4. Required
   MAT courses numbered higher than the specified course are also accepted.
Community and Therapeutic Recreation

CST 105 Introduction to Communication Studies
ENG 102 College Writing II
or
ENG 103 Essentials of Professional and Business Writing

MAT 115 College Algebra
or
STA 108 Elementary Introduction to Probability and Statistics

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

IV Related Area Requirements
Courses
BIO 111 Principles of Biology I

BIO 271 Human Anatomy
or
KIN 291 Clinical Human Anatomy

BIO 277 Human Physiology
or
KIN 292 Clinical Human Physiology

CED 310 Helping Skills
HDF 211 Human Development Across the Life Span
HEA 113 Medical Terminology for Public Health Professionals
PSY 121 General Psychology
PSY 341 Abnormal Psychology

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.

Requirements
1. All students completing a minor in community and therapeutic recreation must complete the courses as listed below for a total of 9 s.h.

CTR 101 Leisure and American Lifestyles
or
CTR 111 Introduction to Recreation and Parks

CTR 212 Leadership in Recreation and Parks
or
CTR 213 Program Planning in Recreation and Parks

CTR 416 Management in Recreation and Parks

2. In addition, all students must select 6–9 s.h. 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 451/ENT 451/STH 451 Service Management

Therapeutic Recreation
CTR 231 Introduction to Therapeutic Recreation
CTR 314 Recreation Services with Underrepresented Groups
CTR 332 Clinical Procedures in Therapeutic Recreation
CTR 338 Client Assessment in Therapeutic Recreation
CTR 433 Trends and Issues in Therapeutic Recreation
CTR 437 Interventions and 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.

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.

Prerequisite: Major other than RPMT.
Distribution: GE Core: GSB
Notes: 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.
- Prerequisite: 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.
- Distribution: GE Core: GSB
- 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 214 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 215 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 224 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 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).
- Notes: Formerly RPM 316.

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

CTR 333 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 333.

CTR 341 Commercial Recreation Management (3:3)
- Principles and practices of commercial recreation management; administrative considerations for selection, use, design, and implementation of commercial recreation programs.
- Notes: Formerly RPM 304.

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 434 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 346.
CTR 445 Financing Recreation and Parks (3:3)
Financial methods and techniques utilized in recreation and parks agencies. Importance of budgeting, and risk management aspects of program development.
Prerequisite: CTR 315 or permission of instructor
Notes: Formerly RPM 445.
CTR 446 Recreation Facility Management (3:3)
Comprehensive understanding of the 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 446.
CTR 447 Interventions and Facilitation Techniques in Therapeutic Recreation (3:3)
This course will prepare students to plan, implement, and evaluate a variety of therapeutic recreation using various therapeutic facilitation techniques. Relevant efficacy research and theoretical foundations will be included.
Prerequisite: Pr. or Coreq.: CTR 231
Notes: Formerly RPM 447.
CTR 448 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 448.
CTR 449 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 449.
CTR 450 Advanced Clinical Fieldwork (6:6)
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 450.
CTR 451 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 451.
CTR 452 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 452.
CTR 453 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 453.
CTR 454 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 454.
CTR 455 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 455.
CTR 456 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 456.
CTR 457 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 457.
CTR 458 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 458.
CTR 459 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 459.
CTR 460 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 460.
CTR 461 Management in Recreation and Parks (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 461.
CTR 462 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 462.
CTR 463 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 463.
CTR 464 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 464.
CTR 465 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 465.
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-making, conflict management, problem solving, and managing diversity.
Prerequisite: CTR 416
Notes: Formerly RPM 446.

CTR 451 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 CTR 450; formerly RPM 450.
Cross Listed: Same as ENT 451, STH 451.

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

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 Financing and Budgeting in Recreation and Parks (3:3)
Examination of the financial needs and techniques utilized in recreation and parks. Emphasis on philosophy, terminology, and measurement of economies, revenue streams, and budgets.
Registration Restriction: Senior RPMT major; or permission of instructor
Prerequisite: CTR 315
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 544 Recreation, Parks, and Health (3:3)
Examination of evidence regarding the impacts of recreation, parks, green space, and leisure on the health and well-being of individuals and communities.
Prerequisite: Senior standing or graduate student; or permission of instructor

CTR 589 Experimental Course
This number reserved for experimental courses. Refer to the Course Schedule for current offerings.
Notes: Formerly RPM 589.
Office of Comprehensive Transition
and Postsecondary Education

Beyond Academics
3607 Moore Humanities and Research Administration
336-334-3855
http://beyondacademics.uncg.edu

Comprehensive Transition and
Postsecondary Education Courses (CTP)

CTP 104 Principles of Advocacy (3:3)
Introduction to principles of advocacy with emphasis on self-determination and personal responsibility in relationship to self, peers and community.

Prerequisite: Integrative Community Studies student

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

Prerequisite: Integrative Community Studies student

CTP 111 Academic Success Planning (3:3)
Introduction to student-centered academic planning and goal setting with an emphasis on strategies for success in a college environment.

Prerequisite: Integrative Community Studies student

CTP 124 Human Rights (3:3)
Overview of concepts related to human rights, including Universal Declaration of Human Rights, different civil rights movement in the U.S., and the impact of discrimination on marginalized groups.

Prerequisite: Integrative Community Studies student

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

Prerequisite: Integrative Community Studies student

CTP 158 Introduction to Dimensions of Campus and Community (3:2:3)
Introduction to exploring a new campus community and making the most out of what it has to offer socially and recreationally, given individual interest and desires.

Prerequisite: Integrative Community Studies student

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

CTP 190 First Year Practicum (2:0:6)
Course designed to enhance student’s understanding of personal management and success through experiential learning activities.

Prerequisite: Integrative Community Studies student

Notes: May be repeated once for credit.

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

Prerequisite: Integrative Community Studies student

CTP 204 Self-Determination and Community Engagement (4:3:3)
Through this course, students will explore and apply knowledge of the relationship between personal advocacy and self-determination in the context of community engagement.

Prerequisite: Integrative Community Studies student

CTP 206 Financial Security on a Budget (3:3)
Expanding knowledge of personal finance methods and strategies for maximizing financial resources as a student in college.

Prerequisite: CTP 106; Integrative Community Studies student

CTP 211 Navigating College Life (3:3)
Interactive seminar designed to build on student’s knowledge of personal responsibility skills required for successful navigation of life on campus and in community.

Prerequisite: Integrative Community Studies student

CTP 214 Legislative Action (4:3:3)
Exploration of the basic functions of the various branches and areas of government, legislative processes, options for taking action, and personal interaction with legislators and public officials.

Prerequisite: Integrative Community Studies student

CTP 224 Holistic Success Planning (3:3)
Provides opportunities for deeper engagement with person-centered planning process through class-led meetings and activities.

Prerequisite: Integrative Community Studies student

CTP 257 Career Exploration (3:2:3)
Exploration of personal interests and strengths related to career goals: resume building, informational interviewing, and other discovery-related activities.

Prerequisite: Integrative Community Studies student

CTP 258 Comprehensive Transition and Postsecondary Education (3:2:3)
Follow-up to CTP 158, with emphasis on personal reflection and development of ability to adapt to a variety of social and recreational activities and/or settings in the greater community.

Prerequisite: CTP 158; Integrative Community Studies student

Notes: May be repeated once for credit.

CTP 267 Internship Preparation (3:2:3)
Professional preparation and planning for 156 hour internship experience.

Prerequisite: CTP 257; Integrative Community Studies student

CTP 290 Sophomore Practicum (2:0:6)
Course designed to give students an opportunity to further develop personal management and success through experiential learning activities.

Prerequisite: Integrative Community Studies student

Notes: May be repeated once for credit.
CTP 291 Independent Study (3:3)
Course is designed to provide the student with an opportunity to participate in the creation of academic learning experiences that are foundational to the ICS program of study through an independent academic project.

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

Prerequisite: Integrative Community Studies student

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

Prerequisite: CTP 224; Integrative Community Studies student

CTP 324 Directing Your Resources (3:3)
Interactive seminar designed to broaden knowledge of philosophy of self-direction and practical strategies for building self-directed supports in the community.

Prerequisite: CTP 224; CTP 314; or permission of instructor; Integrative Community Studies student

CTP 326 Personal Financial Planning Seminar (3:3)
Interactive seminar providing overview of taxpayer rights and responsibilities, tax regulations, and expansion of asset building strategies. Culmination of CTP finance curriculum offering basis for development of post-college financial plan.

Prerequisite: CTP 106; CTP 206; CTP 306; Integrative Community Studies student

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

CTP 393 Internship (2:0:6)
Practical experience in the desired career field.

Prerequisite: CTP 257; CTP 267; Integrative Community Studies student

Notes: May be repeated once for credit.

CTP 404 Senior Seminar (3:3)
Interactive seminar that focuses on the development of presentation skills and strategies for the effective use of the senior capstone portfolio as a tool for sustained self-direction.

Prerequisite: Integrative Community Studies student

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

CTP 459 Senior Practicum (3:3)
Guided practice of activities designed to increase self-direction skills.

Prerequisite: Integrative Community Studies student

CTP 490 Senior Capstone Portfolio (3:3)
Development of senior portfolio that outlines student progress and overall command of the learning outcomes within the program of study.

Prerequisite: Integrative Community Studies student

Notes: May be repeated once for credit.

CTP 492 Internship and Job Development (3:0:9)
Practical experience in desired career field with emphasis on development of skills necessary to identify job-related needs and negotiate with potential employers.

Prerequisite: CTP 257; CTP 267; CTP 393; Integrative Community Studies student

Notes: May be repeated once for credit.

CTP 589 Experimental Course
This number reserved for experimental courses. Refer to the Course Schedule for current offerings.
Computer Science

Department of Computer Science

College of Arts and Sciences

167 Petty Building
336-256-1112
www.uncg.edu/cmp

Faculty
Stephen R. Tate, Professor and Head of Department
Professors Blanchet-Sadri, Sadri, Suthaharan
Associate Professors Deng, Fu, Green
Assistant Professors Manda, Mohanty
Senior Lecturer Armstrong
Lecturer Ariyawansa

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 (www.abet.org).

Students must maintain a grade point average of at least 2.0 in the core courses, required electives, and required supporting discipline courses.

Because computer science courses change rapidly, it is recommended that the sequence CSC 130, CSC 230, CSC 330 be completed within four (4) consecutive semesters.

I General Education Core Requirements (GEC)
See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
Four 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 CAR requirements in the Academic Units section. See the GEC Course Summary Table for approved CAR courses.

GMO/GPM—Historical Perspectives (3 s.h.)
Student selects 3 s.h. from GMO or GPM list, depending on category used to satisfy GHP requirement.

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. Required
   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 471 Principles of Database Systems
   CSC 490 Senior Capstone
   CSC 553 Theory of Computation
   CSC 562 Principles of Operating Systems
   CSC Electives
      Additional 12 s.h., selected from any CSC course at the 300 level or above.

V Supporting Discipline Requirements
1. Required
   MAT 191 Calculus I
   MAT 292 Calculus II
   PHI 222 Ethics in the Computer Age
   STA 271 Fundamental Concepts of Statistics
   or
   STA 290 Introduction to Probability and Statistical Inference
   MAT 293 Calculus III
   MAT 310 Elementary Linear Algebra

   MAT 390 Ordinary Differential Equations
   STA 301 Statistical Methods
   STA 352 Statistical Inference

VI Science Requirements
1. Choose one of the options listed below.
   • 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. Additional 4 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 nine (9) semester hours in residence at UNCG]
AOS Code: U180

The minor in computer science consists of at least 15 semester hours of work as detailed below. The Computer Science Minor requires 3 to 4 semesters to complete.

Requirements
1. Required
   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
   CSC 261 Computer Organization and Assembly Language
   CSC 339 Concepts of Programming Languages

2. One of the courses listed below.
   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

Computer Science Honors
Requirements
A minimum of twelve semester hours as detailed below.
1. 6 s.h. of contract Honors courses chosen from those below.
   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
Computer Science

CSC 130 Introduction to Computer Science (3:2:2)
  Prerequisite: Grade of at least C (2.0) in CSC 130

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

CSC 250 Foundations of Computer Science I (3:3)
- 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)
  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 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 Capstone (3:3)

Application of classroom knowledge and skills in computer science to solve real-world problems and to develop research and development skills.

Prerequisite: Permission of instructor; student must be in the final semester of major coursework.

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 510 Big Data and Machine Learning (3:3)

Big data definitions and characteristics, computing environment for big data management and processing, machine learning models and algorithms, and scaling up machine learning (high dimensionality reduction).

Prerequisite: CSC 330; MAT 191; STA 271
Corequisite: CSC 567; MAT 292

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
Computer Science

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)
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)
Directed study in Computer Science.

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
http://bryan.uncg.edu/cars

Faculty
Nancy Hodges, Professor and Chair of Department
Professor Jin
Associate Professors Carrico, Su, Watchavessringkan
Assistant Professor Min
Lecturers Kemerly, Wood

The Consumer, Apparel, and Retail Studies Department offers three major concentrations: Apparel Design, Global Apparel and Related Industries, and Retailing and Consumer Studies. These concentrations prepare students for positions with companies that focus on the process of concept to consumer for apparel and consumer-related products. Graduates may take positions in apparel design, apparel product development, fashion trend forecasting and analysis, quality control, sourcing, merchandising, buying, and retail management.

During the first two years of study, students will complete the majority of their general education requirements and begin introductory consumer, apparel, and retailing courses. In order to develop a strong knowledge base and build upon previously learned concepts, many of these courses are sequential and must be completed in the established order.

The apparel design concentration requires students to think creatively and technically. Students must draw freehand and on the computer, make patterns, and construct garments.

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 retail-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 Design, U545
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.

I General Education Core Requirements (GEC)
See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (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.)
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.)
   SOC 101 Introduction to Sociology
   or
   PSY 121 General Psychology

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

II General Education Marker Requirements

   See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives

   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 Requirements

   Required for All Concentrations

   1. Core Courses

   CRS 242 Design Principles and Technology
   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
   or
   CRS 262 Fashion Marketing and Communication

   CRS 312 Technical Apparel Analysis
   CRS 331 Professional Development: Consumer, Apparel, and Retail Industries
   CRS 363 Global Sourcing of Apparel and Related Consumer Products
   CRS 481 Contemporary Professional Issues in Consumer, Apparel, and Retail Studies

   2. Internship

   CRS 332 Internship: Consumer, Apparel, and Retail Industries
   or
   six (6) s.h. of approved electives earned while studying abroad. These courses may not be used to satisfy any other degree requirements.

   Additional Requirements by Concentration

   Apparel Product Design

   APD 200 Fundamentals of Apparel Product Development
   APD 244 Visual Communication for the Textile Products Industry
   APD 251 Studio I: Garment Construction
   APD 252 Studio II: Patternmaking and Draping
   APD 310 Portfolio Development for Apparel Design
   APD 341 Studio III: Advanced Patternmaking and Draping
   APD 443 Studio IV: Creative and Technical Design

   Global Apparel and Related Industries

   RCS 264 Fashion Retail Management
   RCS 361 Fundamentals of Retail Buying and Merchandising
   RCS 464 Global Retail Strategy and Management
   RCS 584 Advanced Retail Analysis

   Retailing and Consumer Studies

   RCS 264 Fashion Retail Management
   RCS 361 Fundamentals of Retail Buying and Merchandising
   RCS 363 Visual Merchandising and Product Presentation
   RCS 464 Global Retail Strategy and Management
   RCS 560 Advanced Retail Buying and Merchandising
   RCS 584 Advanced Retail Analysis

IV Related Area Requirements

   Required for All Concentrations

   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

   Additional Requirements by Concentration

   Global Apparel and Related Industries

   ACC 201 Financial Accounting
   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

   ACC 201 Financial Accounting
   ECO 201 Principles of Microeconomics
   ECO 250 Economic and Business Statistics I
   MKT 320 Principles of Marketing
V Electives

Apparel Product Design
- 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
- 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
- 6 s.h. of approved electives earned while studying abroad may substitute for the internship listed in Major Requirements. These courses may not be used to satisfy any other degree requirements.

Retailing and Consumer Studies
- 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

Business Minor
See Business Minor under the listing Business and Economics, School of in the Academic Departments, Programs, and Courses section.

Retailing and Consumer Studies Minor
Required: minimum of 15 semester hours
AOS Code: U539

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
1. Required courses (9 s.h.)
   - CRS 231 Introduction to Apparel and Related Industries: From Concept to Consumer
   - CRS 255 Consumer Behavior in Apparel and Related Industries
   - CRS 262 Fashion Marketing and Communication
2. The remaining courses can be selected from the courses listed below, provided prerequisites are met
   - CRS 312 Technical Apparel Analysis
   - CRS 321 Social Psychology of Dress
   - CRS 372 Survey of Historic Costume
   - CRS 363 Global Sourcing of Apparel and Related Consumer Products
   - RCS 361 Fundamentals of Retail Buying and Merchandising
   - RCS 363 Visual Merchandising and Product Presentation
   - RCS 464 Global Retail Strategy and Management

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 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: Minimum grade of C (2.0) in CRS 242
Offered: Fall
Notes: Formerly TDM 244.

APD 251 Studio I: Garment Construction (3:2:3)
An examination and evaluation of ready-to-wear apparel including terminologies, production techniques and price/quality relationships.
Prerequisite: Grade of C or better in APD 200
Offered: Fall
Notes: Formerly TDM 251.

APD 252 Studio II: Patternmaking and Draping (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: Minimum grade of C (2.0) in APD 200
Offered: Spring
Notes: Formerly APD 250; formerly TDM 250.

APD 303 Studio III: Draping (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 252
Notes: Formerly APD 342; formerly TDM 342.

APD 310 Portfolio Development for Apparel Design (3:2:3)
Development of a professional design portfolio that will emphasize investigation of specific apparel markets, target customers, seasons and fabrications, and various illustrative techniques.
Prerequisite: Minimum grade of C (2.0) in APD 244 and APD 252

APD 341 Studio III: Advanced Patternmaking and Draping (3:2:3)
Development of apparel designs by flat pattern and draping techniques and original design process.
Prerequisite: Minimum grade of C (2.0) in APD 252
Notes: Formerly TDM 341.
Consumer, Apparel, and Retail Studies

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 Studio IV: Creative and Technical 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: Minimum grade of C (2.0) in APD 244 and APD 341
Notes: Formerly TDM 443.

APD 444 Product Design Studio VI: 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 or better in APD 244 and APD 443
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 231 and CRS 312
Notes: Formerly TDM 452.

APD 454 Textile Design I (1:2:3)
Design and color rendering of textile products. Emphasis on textile applications for design and production.
Prerequisite: Grade of C (2.0) or better in APD 244
Notes: Formerly APD 445; formerly TDM 452.

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

Consumer, Apparel, and 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 242 Design Principles and Technology (3:2:3)
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.

- Registration Restriction: CARS major
Notes: Formerly ADP 242; formerly TDM 242.

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 262 Fashion Marketing and Communication (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 RCS 262; formerly RCS 362; formerly TDM 362.

CRS 312 Technical Apparel Analysis (3:2:3)
Overview of the physical structure and properties of fiber, yarn, fabric, and apparel. Examination and evaluation of ready-to-wear apparel and related consumer goods from a consumer perspective.
Prerequisite: CRS 211
Corequisite: CRS 312L
Notes: Formerly TDM 312.

CRS 312L Technical Apparel Analysis Lab (0:3)
Laboratory supporting CRS 312.
Prerequisite: CRS 211
Corequisite: CRS 312L
Notes: No grade is awarded with this course number. Grades are awarded with the lecture course.

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.
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 252 for Apparel Design concentration. RCS 361 for GARI and RCS concentrations.
Notes: Formerly TDM 461.
CRS 332 Internship: Consumer, Apparel, and Retail Industries (6:3:5)
Campus-monitored, structured internship experiences in off-campus businesses, minimum 300 supervised clock hours. Application and development of professional skills directly related to the student’s concentration in the major.
Prerequisite: CRS 331; overall GPA of 2.20; 18 s.h. in major; restricted to CARS majors.
Offered: Summer
Notes: May not be taken concurrently with CRS 331. Formerly TDM 462.

CRS 363 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: Minimum grade of C (2.0) in CRS 231
Notes: Formerly CRS 463; formerly TDM 463.

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.
Prerequisite: Permission of instructor
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 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 Apparel Design concentration: APD 341. For GARI concentration: RCS 464. For RCS concentration: 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 540 Apparel Brand Management (3:3)
All aspects of managing an apparel brand portfolio, including creating and positioning the brand, establishing brand equity and differentiation, and providing a brand experience for global apparel consumers.
Prerequisite: CRS 321

CRS 550 Apparel Costing and Pricing (3:3)
Cost analysis and pricing strategies for apparel and related consumer products, including market research, fashion design, manufacturing, and retailing.
Prerequisite: CRS 363
Notes: Formerly TDM 550.

CRS 553 Operations Management (3:3)
Operations management concepts and practices as applied to apparel and related consumer products, including production planning, control, and improvement techniques.
Prerequisite: CRS 363
Notes: Formerly TDM 553.

CRS 560 Apparel Manufacturing (3:3)
 Apparel manufacturing processes and technologies, including materials, equipment, and production systems.
Prerequisite: CRS 363
Notes: Formerly TDM 560.

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 264 Fashion Retail Management (3:3)
Knowledge and skills in retail operation strategy and management. Emphasis will be placed on applications of operation management concepts as well as the role of technology employed to manage inventory.
Notes: Formerly RCS 364.
Consumer, Apparel, and Retail Studies

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: Minimum grade of C (2.0) in both MAT 115 and either RCS 264 or MKT 326
Notes: Formerly TDM 361.

RCS 363 Visual Merchandising and Product Presentation (3:3)
Skill development in product presentation. Conceptualization and implementation of store displays based on an understanding of visual merchandising concepts and theories as well as planning strategies and techniques.
Prerequisite: CRS 242 and RCS 264

RCS 464 Global Retail Strategy and Management (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 264 or MKT 326
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 Advanced Retail Analysis (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.

RCS 589 Experimental Course
This number reserved for experimental courses. Refer to the Course Schedule for current offerings.
Department of Counseling and Educational Development

School of Education

228 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.

There are no undergraduate areas of study offered by this department. Please see the Graduate School Bulletin for graduate programs.

Counseling And Educational Development Courses (CED)

CED 210 Career and/or 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 392 Love, Sex, and Relationships: Skills for Building Satisfying, Healthy Relationships (3:3)
This course promotes students’ knowledge and skills that foster satisfying and healthy personal relationships. Students will learn strategies to strengthen all relationships, with a primary focus upon intimate partnerships.
Distribution: GE Core: GSB

CED 393 Adult Violence and Victimization (3:3)
This course examines the dynamics of intimate partner violence, sexual assault, and elder abuse. Students will learn about community-based prevention and intervention approaches to addressing these issues.
Distribution: GE Core: GSB

CED 516 Entrepreneurship in Clinical Settings (3:3)
Designed to teach students how to effectively build and implement a successful business model for the design and delivery of clinical practices, or related services.
• Registration Restriction: Advanced undergraduate student, graduate student, Vision student; or permission of instructor
Cross Listed: Same as ENT 616.
Notes: Formerly CED 616.

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.
School of Dance
College of Visual and Performing Arts
323 Coleman Building
336-334-5570
http://performingarts.uncg.edu

Faculty
Janet Lilly, Professor and Director of the School of Dance
Professor Green
Associate Professors Cyrus, Gee, Parrish, Sullivan
Assistant Professor Höffing, Young
APT Assistant Professor Waegerle

Mission Statement
Within the context of UNCG’s comprehensive liberal arts curriculum, the School of Dance offers bachelors and Masters degrees that provide specialized skills for a variety of careers in the evolving field of dance. The school’s primary goal is to teach students the imaginative, critical, and technical skills essential to the creative process and to scholarly inquiry. Our comprehensive curricula foster inclusive learning and intellectual curiosity framed by an engagement with cultural diversity, community outreach, and global issues as related to dance. The school prepares undergraduate and graduate students for further study and successful and productive lives as artists, educators, and scholars at the state, regional, national and international levels.

UNCG is an accredited institutional member of the National Association of Schools of Dance. The school’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 School 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 school. Prospective students apply to audition on the College of Visual and Performing Arts website and complete an on-site audition class and writing sample.

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: 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 under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GLT—Literature (3 s.h.)
Student selects 3 s.h. from GLT list.

GFA—Fine Arts (6 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 (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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
Four courses carrying GL/GN markers; at least one course must carry the GN marker.

Required
DCE 205 Dance History I: World Dance Traditions or MUS 343 Music Cultures of the World

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
DCE 505 Choreographies and Choreographers
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
DCE 305 Dance History II: Dance in the United States

III Major 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 205 Dance History I: World Dance Traditions
   or
   MUS 343 Music Cultures of the World
   DCE 305 Dance History II: Dance in the United States
   DCE 505 Choreographies and Choreographers
3. Dance Theory and Practice
   DCE 217 Exploration and Improvisation in 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
   DCE 360 Dance Production
4. Dance Technique
   a. Minimum 2 s.h. from the contemporary dance sequence listed below.
      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
   b. Minimum 2 s.h. from the ballet sequence listed below.
      DCE 113 Introduction to Ballet
      DCE 114 Ballet I
      DCE 214 Ballet II
      DCE 314 Ballet III
      DCE 414 Ballet IV
   c. Minimum 1 s.h. from the courses listed below.
      DCE 132 African Dance I
      DCE 232 African Dance II
      DCE 332 African Dance III
   d. 1 s.h. from the courses listed below.
      DCE 132 African Dance I
      DCE 133 Tap Dance I
      DCE 216 Jazz Dance II
   e. Minimum 2 s.h. chosen from the courses listed below.
      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
   f. Additional 2 s.h. from the courses listed below or item letter e above.
      DCE 216 Jazz Dance II
      DCE 232 African Dance II
      DCE 316 Jazz Dance III
      DCE 332 African Dance III
   g. Grade of B (3.0) or better in 2 s.h. chosen from the courses listed below.
      DCE 212 Contemporary Dance II
      DCE 214 Ballet II
      DCE 216 Jazz Dance II
      DCE 230 Somatic Practices in Dance
      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 330 Iyengar Yoga: Somatic Practice
      DCE 332 African Dance III
      DCE 412 Contemporary Dance IV
      DCE 414 Ballet IV
   h. Additional credits for a total of 12 s.h. in dance technique may include any of the above or the course listed below.
      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

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
AOS Code: 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 under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GLT—Literature (3 s.h.)
Student selects 3 s.h. from GLT list.
GFA—Fine Arts (6 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 (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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
Four courses carrying GL/GN markers; at least one course must carry the GN marker.

Required
DCE 205 Dance History I: World Dance Traditions
or
MUS 343 Music Cultures of the World

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
DCE 505 Choreographies and Choreographers

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
DCE 305 Dance History II: Dance in the United States

III Major Requirements
50 semester hours, including at least 24 hours at the 300 level or higher
1. Recommended (3 s.h.)
DCE 117 Movement as a Medium
2. Dance Appreciation and History (9 s.h.)
DCE 205 Dance History I: World Dance Traditions
or
MUS 343 Music Cultures of the World
DCE 305 Dance History II: Dance in the United States
DCE 505 Choreographies and Choreographers
3. Dance Theory and Practice (11 s.h.)
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.)
a. Minimum 2 s.h. from contemporary dance sequence listed below.
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

b. Minimum 2 s.h. from ballet sequence listed below.
DCE 113 Introduction to Ballet
DCE 114 Ballet I
DCE 214 Ballet II
DCE 314 Ballet III
DCE 414 Ballet IV

c. Minimum 1 s.h. from the courses listed below.
DCE 132 African Dance I
DCE 232 African Dance II
DCE 332 African Dance III

d. 1 s.h. chosen from the courses listed below.
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

e. Minimum 2 s.h. from the courses listed below.
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

f. Additional 2 s.h. from the courses listed below or item letter e above.
DCE 216 Jazz Dance II
DCE 232 African Dance II
DCE 316 Jazz Dance III
DCE 332 African Dance III

g. Grade of B (3.0) or better in 2 s.h. chosen from the courses listed below.
DCE 212 Contemporary Dance II
DCE 214 Ballet II
DCE 216 Jazz Dance II
DCE 230 Somatic Practices in Dance
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 330 Iyengar Yoga: Somatic Practice
DCE 332 African Dance III

DCE 412 Contemporary Dance IV
DCE 414 Ballet IV

h. Additional credits for a total of 12 s.h. in dance technique may include any of the above or the course listed below.
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 courses below must be completed as part of or in addition to the B.A. degree requirements.

1. Required
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

2. 12 s.h. as listed below.
   a. Required
      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
   b. One from the courses listed below.
      DCE 114 Ballet I
      DCE 214 Ballet II
      DCE 314 Ballet III

3. 11 s.h. as listed below.
   a. Required
      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
   b. One from the courses listed below.
      DCE 114 Ballet I
      DCE 214 Ballet II
      DCE 314 Ballet III

4. 1 s.h. from the course listed below.
   DCE 463 Seminar in Dance Education
Dance

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: Choreography and Performance (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: U458

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 contemporary 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 under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GLT—Literature (3 s.h.)
Student selects 3 s.h. from GLT list.

GFA—Fine Arts (6 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 (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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
Four courses carrying GL/GN markers; at least one course must carry the GN marker.

Required
DCE 205 Dance History I: World Dance Traditions
or
MUS 343 Music Cultures of the World

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
DCE 455 Arts and Entrepreneurship: Career Strategies for Artists

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
DCE 205 Dance History I: World Dance Traditions

Additional SI and WI Requirements for Dance Major: Choreography and Performance (DANC)—B.F.A.

Additional SI (Speaking Intensive) Course
Required
DCE 505 Choreographies and Choreographers

Additional WI (Writing Intensive) Course
Required
DCE 305 Dance History II: Dance in the United States

III Major Requirements

1. Dance technique
   a. Grade of B or higher in 6 s.h. from the courses listed below.
      DCE 312 Contemporary Dance III
      DCE 314 Ballet III
      DCE 324 Contemporary Dance: Theory and High Intermediate-Level Technique
      DCE 332 African Dance III
      DCE 412 Contemporary Dance IV
      DCE 414 Ballet IV
      DCE 424 Contemporary Dance: Theory and Advanced Level Technique
   b. 4 s.h. from the courses listed below.
      DCE 113 Introduction to Ballet
      DCE 114 Ballet I
DCE 214 Ballet II
DCE 314 Ballet III
DCE 414 Ballet IV
c. 1 s.h. from the courses listed below.
DCE 232 African Dance II
DCE 332 African Dance III
d. 3 s.h. from the courses listed below.
DCE 216 Jazz Dance II
DCE 230 Somatic Practices in Dance
DCE 231 Global Dance Forms
DCE 232 African Dance II
DCE 233 Tap Dance II
DCE 316 Jazz Dance III
DCE 330 Iyengar Yoga: Somatic Practice
DCE 332 African Dance III
DCE 333 Tap Dance II
DCE 351 Capoeira History and Practice
e. 10 s.h. from categories a, b, c, or d above

2. Dance History, Theory, and Practice
a. Required
DCE 205 Dance History I: World Dance Traditions
or
MUS 343 Music Cultures of the World
DCE 217 Exploration and Improvisation in 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 355 Dance Production Practicum II
DCE 359 Foundations for Dance Education
DCE 360 Dance Production
DCE 417 Contact Improvisation
DCE 453 Choreography III: Group Forms
DCE 470 Creative Synthesis in Dance
or
DCE 487 Performance Theory and Practice
DCE 505 Choreographies and Choreographers
DCE 455/ENT 455/VPA 455 Arts and Entrepreneurship: Career Strategies for Artists
or
THR 284 Arts Management
or
THR 584 Theatre Management
DCE 553 Screen Dance
b. The course below must be taken twice
DCE 255 Dance Production Practicum I
c. Recommended
DCE 117 Movement as a Medium

3. Dance performance
6 s.h. selected from the courses listed below.
DCE 143 Dance Performance Workshop
DCE 243 Dance Repertory II
DCE 250 Dance Performance Practicum
DCE 343 Repertory III
DCE 443 Advanced Dance Repertory
• Must include at least 2 s.h. as listed below.
  DCE 343 Repertory III
or
  DCE 443 Advanced Dance Repertory
• May include no more than 2 s.h. of the course listed below.
  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:
Choreography and Performance (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
AOS Code: U459
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 under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GLT—Literature (3 s.h.)
Student selects 3 s.h. from GLT list.
GFA—Fine Arts (6 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 (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.
Dance

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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
   Four courses carrying GL/GN markers; at least one course must carry the GN marker.

   Required
      DCE 205 Dance History I: World Dance Traditions
      or
      MUS 343 Music Cultures of the World

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
      DCE 505 Choreographies and Choreographers

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
      DCE 305 Dance History II: Dance in the United States

III Major Requirements

1. Dance technique
   a. Grade of B or higher in 6 s.h. from the courses listed below.
      DCE 312 Contemporary Dance III
      DCE 314 Ballet III
      DCE 324 Contemporary Dance: Theory and High Intermediate-Level Technique
      DCE 332 African Dance III
      DCE 412 Contemporary Dance IV
      DCE 414 Ballet IV
      DCE 424 Contemporary Dance: Theory and Advanced Level Technique
   b. 4 s.h. from the courses listed below.
      DCE 113 Introduction to Ballet
      DCE 114 Ballet I
      DCE 214 Ballet II
      DCE 314 Ballet III
      DCE 414 Ballet IV

   c. 1 s.h. from the courses listed below.
      DCE 232 African Dance II
      DCE 332 African Dance III

   d. 3 s.h. from the courses listed below.
      DCE 216 Jazz Dance II
      DCE 230 Somatic Practices in Dance
      DCE 231 Global Dance Forms
      DCE 232 African Dance II
      DCE 233 Tap Dance II
      DCE 316 Jazz Dance III
      DCE 330 Iyengar Yoga: Somatic Practice
      DCE 332 African Dance III
      DCE 531 Capoeria History and Practice

   e. 10 s.h. from categories a, b, c, or d above

2. Dance History, Theory, and Practice
   a. Required
      DCE 205 Dance History I: World Dance Traditions
      or
      MUS 343 Music Cultures of the World

      DCE 217 Exploration and Improvisation in 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 355 Dance Production Practicum II
      DCE 359 Foundations for Dance Education
      DCE 360 Dance Production
      DCE 417 Contact Improvisation
      DCE 470 Creative Synthesis in Dance
      or
      DCE 487 Performance Theory and Practice

      DCE 505 Choreographies and Choreographers
      DCE 553 Screen Dance

   b. The course below must be taken twice
      DCE 255 Dance Production Practicum I

   c. Recommended
      DCE 117 Movement as a Medium

3. Dance performance
   6 s.h. selected from the courses listed below.
   DCE 143 Dance Performance Workshop
   DCE 243 Dance Repertory II
   DCE 250 Dance Performance Practicum
   DCE 343 Repertory III
   DCE 443 Advanced Dance Repertory
• Must include at least 2 s.h. as listed below.
  DCE 343 Repertory III
  or
  DCE 443 Advanced Dance Repertory
• May include no more than 2 s.h. of the course listed below.
  DCE 250 Dance Performance Practicum

4. Dance Electives to total 78 s.h. in Dance

IV Teacher Licensure Requirements
The courses below must be completed as part of or in addition to the B.F.A. degree requirements.

1. Required
   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

2. 12 s.h. as listed below.
   a. Required
      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
   b. One from the courses listed below.
      DCE 114 Ballet I
      DCE 214 Ballet II
      DCE 314 Ballet III

3. 11 s.h. as listed below.
   a. Required
      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
   b. One from the courses listed below.
      DCE 114 Ballet I
      DCE 214 Ballet II
      DCE 314 Ballet III

4. 1 s.h. from the course listed below.
   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 above the 100 level.

Requirements
1. Required
   DCE 101 Introduction to Dance
   DCE 200 Dance Appreciation
2. 3 s.h. Technique selected from the courses listed below.
   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 as listed below.
1. 3 s.h. of the course listed below
   DCE 493 Honors Work
   The course listed below may be substituted with permission of the instructor and the department Honors liaison.
   DCE 470 Creative Synthesis in Dance
2. 3 s.h. of the course listed below, taken as an Honors contract course
   DCE 505 Choreographies and Choreographers
3. 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 and Spring
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 and 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 and 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 and 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 and 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 and 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 and 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 and Spring
Notes: May be repeated for a maximum of two (2) credits.

DCE 134 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 in historical and cultural contexts through a variety of critical lenses. Course includes lectures, discussions, analysis of dance on film, concert attendance, and practical dance experiences.
Offered: Fall and Spring
Notes: May be repeated for a maximum of two (2) credits.

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 206 Dance History: Global, Cultural, and Historical Considerations (3:3)
Overview of dance history in cultural and historical contexts, from its earliest documentation to current practices, including the emergence of new dance forms through transmigration.
- Registration Restriction: Students must be simultaneously enrolled in OPDI (the Online Professional Development Institute of the National Dance Education Organization).

DCE 212 Contemporary Dance II (1–3:0:3–9)
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 and Spring
Notes: May be repeated for credit.

DCE 214 Ballet II (1–2:0:3–6)
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 and 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 and Spring
Notes: May be repeated for unlimited 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 and 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 and Spring
Notes: May be repeated for credit.

DCE 234 Dance Repertory II (1:0:3)
Development of performance skills for dancers placed at the 200-technique level or higher through rehearsals and performances of a dance work choreographed by dance faculty or professional dance artists.
Prerequisite: Pr. or Coreq.: DCE 212 or DCE 214 or higher
Offered: Fall or Spring
Notes: May be repeated for credit.

DCE 245 Creative Process for Dance Integration (2:0:9)
An exploration of arts integration through use of the creative process as a method for developing movement and integrating dance into other subjects.
Notes: Students must be simultaneously enrolled in OPDI 105, offered through the Online Professional Development Institute of the National Dance Education Organization, to earn UNCG credit. Students not enrolled in OPDI 105 will be withdrawn from the UNCG course.

DCE 250 Dance Performance Practicum (1:0:3)
Extensive rehearsal culminating in formal or informal presentation of choreography created by students.
Prerequisite: Open by audition or invitation
Offered: Fall and Spring
Notes: May be repeated for a maximum of five credits. Grade: Pass/Not Pass (P/NP).

DCE 253 Choreography I: Craft (3:2:3)
Study of the elements of time, space, and design as they are artistically significant in dance.
Prerequisite: DCE 217; DANC major

DCE 255 Dance Production Practicum I (1:0:3)
Supervised experience in introductory level technical production work supporting dance performances.
Offered: Fall and Spring
Notes: May be repeated for credit.

DCE 259 Introduction to Laban Movement Analysis (1:0:3)
An exploratory introduction to LMA through movement integration.
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 and 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.
- Registration Restriction: DANC major
Prerequisite: Any WI course (DCE 205 recommended)
Offered: Fall
Notes: All sections are taught as WI (Writing Intensive).

DCE 312 Contemporary Dance III (1–3:0:3–6)
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 and Spring
Notes: May be repeated for credit.

DCE 314 Ballet III (1–2:0:5)
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 and 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, VPA 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 330 Iyengar Yoga: Somatic Practice (1:0:3)
Study of a somatic artform as articulated in the Iyengar Yoga method. Iyengar Yoga focuses on alignment, sequencing of poses and yoga philosophy through the study of Patanjali’s Yoga Sutras.
Notes: May be repeated twice for credit.

DCE 332 African Dance III (1:0:3)
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.
Prerequisite: Junior or senior status or permission of instructor

DCE 341 Dance Kinesiology and Applied Teaching Practices (3:0:9)
Introduction to the field of dance kinesiology with an emphasis on applied teaching practices. Emphasis on the anatomy of the body as it pertains to dance movement and evaluating technique.
Notes: Requires simultaneous enrollment in OPDI 110 (offered through the Online Professional Development Institute of the National Dance Education Organization). Students not enrolled in OPDI 110 will be withdrawn from the course.

DCE 343 Repertory III (1:0:3)
Development of performance skills for dancers placed at the 300-level technique or higher through rehearsals and performances of a dance work choreographed by dance faculty or professional dance artists.
Prerequisite: Pr. or Coreq.: Dance 312 or higher
Offered: Fall and 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 and 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 and 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 360 Dance Production (3:2:2)
Theory and practice in technical production areas of dance performance. Topics include lighting, sound, costumes, scenery, and video and production management. Laboratory work with department dance concerts and events.
- Registration Restriction: DANC major or minor
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 and 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
Offered: Fall and Spring

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 and 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 and 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 426 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 and Spring
Notes: May be repeated for credit. Enrollment by audition or by invitation of the instructor.

DCE 443 Choreography III: Group Forms (3:2:3)
Study of choreographic works viewed through six thematic lenses: non-narrative dance, myth, gender and sexuality, culturally specific explorations, social and political commentary, and music and choreography.
Prerequisite: DCE 217 and DCE 253

DCE 453 Choreography III: Group Forms (3:2:3)
Study of and experience in developing choreographic materials for various sized groups. Special emphasis on techniques for the integration of formal values and artistic intention.
Prerequisite: DCE 217 and DCE 253

DCE 455 Arts and Entrepreneurship: Career Strategies for 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.
• Registration Restriction: ARAD, DANC, DRAM, MEDU, MUSI, or PRFM major; or permission of instructor
Offered: Fall
Cross Listed: Same as ENT 455, VPA 455.

DCE 456 Field Study: Dance in New York City (1)
A study trip to experience dance and performance in New York City; activities include attending dance concerts, classes, and meeting with dancers who live and work in NYC.
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 and 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.
• Registration Restriction: senior status in DANC B.F.A. major; or permission of instructor
Prerequisite: Grades of B or higher in DCE 453 and DCE 553; 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 and Spring
Notes: May be repeated for a maximum of 6 s.h.

DCE 476 Selected Topics in Dance (1–3)
Current topics and issues in dance as art, education, or therapy for students with sufficient preparation for intensive study of identified area.
Prerequisite: Permission of instructor
Notes: May be repeated for credit if topic varies, up to a maximum of nine credits.

DCE 477 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 Choreographies and Choreographers (3:3)
Exploration of concert dance over the twentieth and twenty-first centuries in a variety of geographic areas. Through various critical lenses, this course analyzes the choreographic production of influential dance makers.
Prerequisite: DANC major; DCE 305

DCE 530 Pilates: Movement Fundamentals for Dancers (1:1)
The course is designed to develop core strength, flexibility, posture, and range of motion and covers the fundamentals of Pilates with an emphasis on breathing, alignment, and core stability.
• Registration Restriction: DANC major; or permission of instructor
Notes: May be repeated twice for credit.

DCE 531 Capoeira History and Practice (3:1:3)
Introduction to the history and practice of Brazilian capoeira, with emphasis on the style known as capoeira angola. Includes readings, discussion, film viewing and studio practice.
• Registration Restriction: DANC major, Junior standing or above; or permission of instructor
Notes: May be repeated once for credit.

DCE 553 Screen Dance (3:3)
Exploration of how dance and dance film technologies work best together and why, including composing for the camera, recording dancers in action, and editing footage to create original work.
Prerequisite: DCE 253, DCE 453, graduate standing in dance program; or permission of instructor

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 559 Laban Movement Analysis (1:1:2)
An introduction to Laban Movement Analysis through movement integration, observation, critical research, notation, and analysis.
Prerequisite: DANC major; or permission of instructor
Notes: May be repeated once for credit.

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 562 Advanced Study in Somatic Practices (3:3)
Advanced work in a somatic practice. Areas of study include foundations, reading the body, student and teacher issues, resource lectures, and practice teaching.
Prerequisite: DCE 340 and DCE 630; or permission of instructor

DCE 589 Experimental Course
This number reserved for experimental courses. Refer to the Course Schedule for current offerings.
The Department of Economics offers both Bachelor of Science and Bachelor of Arts undergraduate degrees through the Bryan School of Business and Economics. These undergraduate programs prepare students for careers in business, government, or not-for-profit organizations that involve the application of economic analysis and methods to business, social, and other issues. The department’s electives enable students to further develop their knowledge by applying these skills to economic problems and specific topics of study. Upper-division seminar courses encourage open discourse of economic topics to deepen the application of theory and economic analysis. Economics majors may elect to earn credit hours while serving in an internship to gain work experience and better prepare for their careers in the field of study.

The Bachelor of Arts (B.A.) in Economics degree builds on a comprehensive liberal arts education in the sciences, humanities, and arts and develops the student’s ability to apply economic reasoning and analysis to issues of concern in economics, public and social policy, and other disciplines in the humanities and social sciences. The BA in Economics provides the flexibility to take courses outside the department and the opportunity to double major in disciplines outside the Bryan School of Business & Economics. Students in the B.A. program can choose to double major in the liberal arts, the social sciences, or the natural sciences.

The Bachelor of Science (B.S.) in Economics builds on the analytical business foundation required of all Bryan School of Business & Economics students and develops the student’s ability to apply economic reasoning and analysis to business and public policy issues. Curriculum under the B.S. degree provides the opportunity to develop synergies with other areas of study within the Bryan School.

The department offers an Accelerated Degree Program (A.D.P.) that allows exceptional UNCG undergraduate students to complete a bachelor’s degree and the M.A. in Applied Economics in 5 years—only two additional semesters of course work beyond the bachelor’s degree. Students interested in this program or the UNCG masters in Applied Economics program are encouraged to speak with economics faculty or an advisor early in their undergraduate studies for course selection and sequencing.

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

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
AOS Code: U305

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
4. Grades of C (2.0) or better in each ECO course used to meet major requirements

I General Education Core Requirements (GEC)
See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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

GHP—Historical Perspectives (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 with Business Applications 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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
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 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
1. Required
ECO 101 Introduction to Economics or
ECO 201 Principles of Microeconomics

ECO 202 Principles of Macroeconomics
ECO 250 Economic and Business Statistics I
ECO 301 Intermediate Microeconomic Theory
ECO 302 Intermediate Macroeconomic Theory
ISM 110 Business Computing I
PHI 361 Ethical Issues in Business

MAT 120 Calculus with Business Applications or
MAT 191 Calculus I

2. Economics electives: 15 s.h. at the 300 level or above

IV Electives
Electives sufficient to complete 122 total semester hours required for degree.
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 Code: U717

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
4. Grades of C (2.0) or better in each ECO course used to meet major requirements

I General Education Core Requirements (GEC)
See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (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 with Business Applications 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

II General Education Marker Requirements
See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
4 courses carrying GL/GN markers, 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
1. Required
ECO 101 Introduction to Economics or ECO 201 Principles of Microeconomics
ECO 202 Principles of Macroeconomics
ECO 250 Economic and Business Statistics I
ECO 300 The International Economy
ECO 301 Intermediate Microeconomic Theory
ECO 302 Intermediate Macroeconomic Theory
2. 9 s.h. of ECO electives at the 300 level or above

IV Related Area Requirements
ACC 201 Financial Accounting or ACC 218 Financial Statement Preparation and Disclosures
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 102 College Writing II or other approved ENG course
MKT 309 Business Communications or ECO WI/SI course
MAT 120 Calculus with Business Applications
or
MAT 191 Calculus I
or
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 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.

Business Minor
See Business Minor under the listing Business and Economics, School of in the Academic Departments, Programs, and Courses section.

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 Honors
Consult the departmental office. See also Honors Programs.

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.
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 219 Essential Mathematics for Economics (3:3)
Pre-calculus mathematical applications in economics. Provides mathematical tools for upper-level courses in economics.
Prerequisite: At least one year of high school algebra.

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: An acceptable score on the mathematics placement test or any one of the following: MAT 115, MAT 120, MAT 150, MAT 151, MAT 190, MAT 191, MAT 292

ECO 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; MAT 120 or MAT 191
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Description</th>
<th>Prerequisites</th>
<th>Offered</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 201</td>
<td>Principles of Microeconomics (3:3)</td>
<td>Principle of supply and demand, the nature of the firm, management decision-making, demand, market structures, competitive strategies, finance, costs, supply, pricing, RD, and mergers.</td>
<td>ECO 101, ECO 201; or permission of instructor.</td>
<td>Fall, Spring</td>
<td></td>
</tr>
<tr>
<td>ECO 202</td>
<td>Intermediate Macroeconomic Theory (3:3)</td>
<td>Intermediate level analysis of national income and employment with attention to fiscal and monetary policy, theories of business fluctuations, and economic growth.</td>
<td>ECO 202</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECO 301</td>
<td>Managerial Economics (3:3)</td>
<td>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.</td>
<td>ECO 250</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECO 311</td>
<td>The Economics of Entrepreneurship (3:3)</td>
<td>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.</td>
<td>ECO 101, ECO 201</td>
<td>Fall, Spring</td>
<td>Cross Listed: Same as ENT 312.</td>
</tr>
<tr>
<td>ECO 312</td>
<td>Economics of Technology (3:3)</td>
<td>Economic analysis of technological change. Topics include sources of productivity, inventive activity, entrepreneurship, innovation strategy, RD management, patenting, and technology assessment.</td>
<td>ECO 101, ECO 201</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECO 313</td>
<td>The Economics of Entrepreneurship (3:3)</td>
<td>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.</td>
<td>ECO 101, ECO 201</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECO 314</td>
<td>Quantitative Analysis I (3:3)</td>
<td>Introduction to mathematical methods in economics. Includes applications of mathematics to consumer and production theory, equilibrium analysis, input-output models, and optimization.</td>
<td>Minimum grade of B (3.0) in MAT 120 or minimum grade of C (2.0) in MAT 191; ECO 201</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECO 315</td>
<td>Sports Economics (3:3)</td>
<td>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.</td>
<td>ECO 101, ECO 201</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECO 316</td>
<td>Money and Economic Activity (3:3)</td>
<td>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.</td>
<td>ECO 202</td>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>ECO 317</td>
<td>Economic and Business Statistics II (3:3)</td>
<td>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.</td>
<td>ECO 250</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECO 318</td>
<td>The Economics of European Integration (3:3)</td>
<td>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.</td>
<td>ECO 201, ECO 202</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECO 319</td>
<td>Government and Business (3:3)</td>
<td>Government regulation and control of markets. Emphasis on antitrust laws and economics as well as control by regulation.</td>
<td>ECO 101 or ECO 201</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECO 320</td>
<td>Environmental and Natural Resource Economics (3:3)</td>
<td>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.</td>
<td>ECO 101, ECO 201</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECO 321</td>
<td>Introduction to Industrial Organization (3:3)</td>
<td>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.</td>
<td>ECO 201</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECO 322</td>
<td>Public Economics Seminar (3:3)</td>
<td>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).</td>
<td>ECO 301</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECO 323</td>
<td>Internship: Experiential Learning in Economics (1–3:0:3–9)</td>
<td>Campus-monitored, supervised off-campus internships that involve the application of economic analysis and methods and develop professional skills. Minimum of fifty supervised internship hours per one credit hour earned.</td>
<td>Minimum overall GPA of 2.50 and permission of instructor</td>
<td></td>
<td>Registration Restriction: ECON major Notes: May be repeated for a total of 6 s.h.</td>
</tr>
<tr>
<td>ECO 324</td>
<td>International Monetary Economics Seminar (3:3)</td>
<td>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.</td>
<td>ECO 302</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Economics
Economics

ECO 467 Economic Growth and Development Seminar (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 302
Offered: Spring

ECO 470 Labor Economics Seminar (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 301
Offered: Fall
Notes: Formerly ECO 370.

ECO 490 Health Economics Seminar (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 301
Notes: Formerly ECO 390.

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: Permission of instructor
Notes: May be repeated for credit with approval of department head.

ECO 513 Directed Studies in Economics I (1–3)
Individual study of economic problems of special interest to the student. Regular conferences with instructor required.
Prerequisite: 21 s.h. of economics and permission of instructor

ECO 518 American Economic History (3:3)
Evolution of the American economy with emphasis on economic performance through time measured against goals of full employment, price stability, and rapid growth.
Prerequisite: ECO 201
Offered: Spring
Notes: Course taught as Writing Intensive (WI) and Speaking Intensive (SI).
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 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 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
Rochelle Brock, Professor and Chair of the Department
Professors Hudak, Hytten, Reitzug, Shapiro, Villaverde
Associate Professors Ayers, Bettez, Lashley, Peck
Assistant Professors Kappler Hewitt
Clinical Assistant Professors Clarida, Davis
Visiting Professor Citty, Coble, Culmer

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. Please see the Graduate School Bulletin for graduate programs.

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.
Distribution: GE Core: GPR

ELC 381 Cultural Foundations of Education (3:3)
Introduction to the ideological, ethical, and cultural dimensions of schooling, as well as the competing visions of education used to engage students in relevant issues of school life.

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 404 Entrepreneurship and Innovation in Community Leadership (3:3)
A service-learning designated course using experiential learning to prepare students for positions of organizational leadership required in preparation for self-sufficiency and potential self-employment within any community context.
Prerequisite: Junior or senior standing
Notes: Course has service-learning designation.
Cross Listed: Same as ENT 404.

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

Faculty
Randy Penfield, Professor and Chair of the Department
Professors Ackerman, Challoub-Deville, Luecht
Associate Professors Henson, Willse
Assistant Professors Boyce, Chouinard
Clinical Assistant Professor Sunnassee

There are no undergraduate areas of study offered by this department. Please see the Graduate School Bulletin for graduate programs.

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 405 Measurement and Assessment in Teaching (3:3)
The fundamentals of measurement and assessment used in teaching middle and secondary grades, including the concepts of assessment types, assessment development, reliability, validity, interpreting test results.
Notes: Taught as an experimental course 2014-15.

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 computers for descriptive statistical analysis, and interpretation of results.
Prerequisite: Elementary algebra
Notes: Formerly ERM 617.

ERM 589 Experimental Course
This number reserved for experimental courses. Refer to the Course Schedule for current offerings.
Department of English

College of Arts and Sciences

3143 Moore Humanities and Research Administration
336-334-5311
www.uncg.edu/eng

Faculty
Scott Romine, Professor and Head of the Department
Professors Baker, Dischell, Ferguson, Hodgkins, Kilcup, Langenfeld, Moraru, Nova, Parker, Rijkin, Wallace, Weyler, Yarbrough
Associate Professors Applegarth, Clarke, Cuda, Dowd, Feather, Jones, Keith, Moore, Morrissette, Myers, Roderick, Sanchez, Vines
Assistant Professors Hirsu
Academic Professionals Clark, Kennedy, Reynolds, Sabatino, Whitaker
Senior Lecturer Lim, Scudder

The Department of English offers courses in major authors, in all major literary periods, in literary theory, in linguistics and rhetoric, in journalism, and in writing essays, fiction, and poetry. Senior-graduate courses are available to advanced students, and the graduate program offers the full range of literary and rhetorical studies leading to the M.A. and Ph.D. The creative writing program offers courses both to undergraduates seeking the B.A. degree and to graduate students seeking the M.F.A. degree.

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 under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
  Four 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  College of Arts and Sciences Additional Requirements (CAR)

See CAR requirements in the Academic Units section. See the GEC Course Summary Table for approved CAR courses.

GMO/GPM—Historical Perspectives (3 s.h.)
Student selects 3 s.h. from GMO or GPM list, depending on category used to satisfy GHP requirement.

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

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

English without Teacher Licensure

Core Requirements

1. Historical Perspectives
   a. Medieval to Enlightenment
      One (1) course from those listed below.
      ENG 211 Major British Authors: Medieval to Eighteenth Century
      ENG 213 Transcultural Literatures: Medieval to Enlightenment
      ENG 251 Major American Authors: Colonial to Romantic
   b. Romantic to Postmodern
      One (1) course from those listed below.
      ENG 212 Major British Authors: Romantic to Modern
      ENG 214 Transcultural Literatures: Romantic to Postmodern
      ENG 252 Major American Authors: Realist to Modern

2. Perspectives on Literature
   a. Pre-1800
      Two (2) courses in literature before 1800 (only one of which may be Shakespeare) from those listed below.
      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 Restoration and 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
      ENG 339 Shakespeare: Early Plays and Sonnets
      or ENG 340 Shakespeare: Later Plays
      or ENG 540 Shakespeare
   b. Post-1800
      One (1) course in literature after 1800 from those listed below.
      ENG 315 Postcolonial Literatures
      ENG 316 Studies in Human Rights and Literature
      ENG 331 Women in Literature
      ENG 333 Southern Writers
      ENG 344 The Romantic Period
      ENG 345 The Victorian Period
      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 357 Modernism
      ENG 358 Modern Poetry
      ENG 359 Contemporary Poetry
      ENG 373 American Romanticism
      ENG 374 Early African American Writers
      ENG 375/WGS 375 Topics in Native American and Indigenous Studies
      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

3. Contemporary Theoretical Approaches
   ENG 303 Critical Approaches to the Study of Literature

4. Approaches to Rhetoric
   One course from those listed below.
   ENG 304 History and Theory of Rhetoric
   ENG 305 Contemporary Rhetoric
   ENG 306 Digital Rhetoric

**English Elective Requirements**

Five courses in English at or above the 200 level

**English with High School Teaching Licensure**

**Core Requirements**

1. Historical Perspectives
   a. Medieval to Enlightenment
      One (1) course from those listed below.
      ENG 211 Major British Authors: Medieval to Eighteenth Century
      ENG 213 Transcultural Literatures: Medieval to Enlightenment
      ENG 251 Major American Authors: Colonial to Romantic
   b. Romantic to Postmodern
      One (1) course from those listed below.
      ENG 212 Major British Authors: Romantic to Modern
      ENG 214 Transcultural Literatures: Romantic to Postmodern
      ENG 252 Major American Authors: Realist to Modern

2. Perspectives on Literature
   a. Pre-1800
      Two (2) courses in literature before 1800 (only one of which may be Shakespeare) from those listed below.
      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 Restoration and 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
      ENG 339 Shakespeare: Early Plays and Sonnets or
      ENG 340 Shakespeare: Later Plays or
      ENG 540 Shakespeare

   b. Post-1800
      One (1) course in literature after 1800 from those listed below.
      ENG 315 Postcolonial Literatures
      ENG 316 Studies in Human Rights and Literature
      ENG 331 Women in Literature
      ENG 333 Southern Writers
      ENG 344 The Romantic Period
      ENG 345 The Victorian Period
      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 357 Modernism
      ENG 358 Modern Poetry
      ENG 359 Contemporary Poetry
      ENG 373 American Romanticism
      ENG 374 Early African American Writers
      ENG 375/WGS 375 Topics in Native American and Indigenous Studies
      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
English

ENG 582 Modern Drama
3. Contemporary Theoretical Approaches
   ENG 303 Critical Approaches to the Study of Literature
4. Approaches to Rhetoric
   One course from those listed below.
   ENG 304 History and Theory of Rhetoric
   ENG 305 Contemporary Rhetoric
   ENG 306 Digital Rhetoric

Additional Requirements
1. Required
   ENG 322 The Teaching of Writing
   ENG 321 Linguistics for Teachers
2. World Literature
   One course from those listed below.
   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
3. Additional courses
   Two (2) 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. Core
   Three (3) courses from those listed below.
   ENG 211 Major British Authors: Medieval to Eighteenth Century
   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. Linguistics
   One (1) course chosen from those listed below.
   ENG 321 Linguistics for Teachers
   ENG 262 Sociolinguistics
   ENG 302 Second Language Acquisition
3. Electives
   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
   One (1) course chosen from those listed below.
   ENG 211 Major British Authors: Medieval to Eighteenth Century
   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
   One (1) course chosen from those listed below.
   ENG 251 Major American Authors: Colonial to Romantic
   ENG 252 Major American Authors: Realist to Modern
3. Required
   ENG 303 Critical Approaches to the Study of Literature
4. Required
   ENG 321 Linguistics for Teachers
5. Required
   ENG 324 Teaching Writing in Elementary and Middle Grades
6. Required
   ENG 310 Young Adult Literature
7. Multicultural Literature:
   One (1) 200- or 300-level multicultural literature course
8. Required
   TED 530 Middle Grades Language Arts
9. Required
   TED 495 Middle Grades Teacher Education Capstone Seminar

**English Minor**
Required: minimum 18 semester hours
AOS Code: U155

The courses listed below satisfy the College Reasoning and Discourse (CRD) requirement and do not, therefore, count as part of the hours for an English minor.
   ENG 101 College Writing I
   ENG 102 College Writing II

English minors have wide choice among courses offered in fulfilling the minimum of 18 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. Required
   Two (2) courses chosen from those listed below.
   ENG 201 European Literary Classics: Ancient to Renaissance
   ENG 202 European Literary Classics: Enlightenment to Modern
   ENG 211 Major British Authors: Medieval to Eighteenth Century
   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. Additional courses
   No more than 6 s.h. at the 100 level (but see head note, above) and at least 6 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 as described below.
1. Honors course work
   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 courses listed below.
   a. English Honors
      English honors courses above the 100 level, including the course listed below.
      ENG 494 Honors Seminar
   b. English Honors work
      ENG 493 Honors Work
   c. Contract Honors courses
      Contract Honors courses in English at the 300 level or above
   d. 500-level course
      Any 500-level course in English
   e. Non-English honors course
      Any other Honors course outside of the English department (up to 3 s.h.)
2. Required
   Three (3) s.h. of the course listed below.
   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 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 research-based writing, focused on analysis, argument, and critical reflection using the tenets of rhetoric. Instruction in drafting, revising, and compilation of a final portfolio.

*Offered: Fall and 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 and 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 101 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 100
Offered: Fall and Spring
Distribution: GE Core: GLT
ENG 102 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 103 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 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 and Spring
Distribution: GE Core: GRD
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 and 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 and 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 and Spring
Distribution: GE Core: 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 Grain 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 and 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 and 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 and Spring
Distribution: GE Core: GLT, GE Marker: GL
ENG 203 Academic English for Speakers of Other Languages (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 and Spring
Distribution: GE Core: GRD
ENG 204 Topics in Global Literature (3:3)
Variable topics. Offerings may include Southern Writers, Literature and Revolution, and Holocaust Literature.
Offered: Alt Years
Distribution: GE Core: GLT, GE Marker: GL
ENG 205 Topics in Non-Western Literature (3:3)
Variable topics, with emphasis on regional interconnections. Offerings may include South Asian Diaspora, Comparative Indigenous Writings, Postcolonial Childhood, Afro-Caribbean Writers, and Australasian Writers.
Offered: Alt Years
Distribution: GE Core: GLT, GE Marker: GN
ENG 206 Topics in Social Sciences (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 207 Topics in Non-Western Literature (3:3)
Variable topics, with emphasis on regional interconnections. Offerings may include South Asian Diaspora, Comparative Indigenous Writings, Postcolonial Childhood, Afro-Caribbean Writers, and Australasian Writers.
Offered: Alt Years
Distribution: GE Core: GLT, GE Marker: GN
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, Comparative Indigenous Writings, 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)
Variable topics. Offerings may include Southern Writers, Literature and Revolution, and Holocaust Literature.
Offered: Alt Years
Distribution: GE Core: GLT, GE Marker: GL
ENG 211 Major British Authors: Medieval to Eighteenth Century (3:3)
Major poets, dramatists, satirists read within the context of their times: Marie de France, Chaucer, Shakespeare, Milton, Behn, Pope, Swift, and others.
Prerequisite: Sophomore standing or ENGL major or permission of instructor
Offered: Fall and 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 and 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 215 Literature and Film (3:3)
Selected short stories, novels, plays, film scripts and their film versions, with emphasis on rendering literary values into film.
Distribution: GE Core: GFA
Notes: Formerly ENG 329.

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 and 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 222 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 and 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 Special Topics: Speculative Fiction (3:3)
Historical and critical study of texts from various kinds of speculative fiction, such as fantasy, science fiction, and utopian and/or dystopian writing.
Distribution: GE Core: GLT
Notes: May be repeated once for credit when topic changes.

ENG 236 Genre Literature (3:3)
Selected writers from a popular kind (genre) of literature, such as horror, spy, crime, fantasy, sports. Topic to vary.

ENG 251 Major American Authors: Colonial to Romantic (3:3)
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 and 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 and 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

ENG 290 The Rhetoric of Social Movements (3:3)
An examination of the verbal and non-verbal rhetorical strategies of groups and individuals attempting to effect social change, and the counter-strategies of those who oppose them.
Distribution: GE Marker: GL

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 and Spring

ENG 304 History and Theory of Rhetoric (3:3)
An introduction to major rhetorical theories and philosophies in their socio-historical context from the ancient Greeks through the twentieth century.
Prerequisite: ENG 101
Distribution: GE Core: GHP

ENG 305 Contemporary Rhetoric (3:3)
Introduction to contemporary rhetorical theory and practice; practice with writing and reading in a variety of genres/disciplines using tools of rhetoric.
English

ENG 306 Digital Rhetoric (3:3)
Study of rhetorical theory and practice in digital environments; practice analyzing and composing a variety of visual, online, and multimodal texts.

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.
Prerequisite: Permission of instructor

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 editors.
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.
Prerequisite: Permission of instructor
Offered: Fall and 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 and 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: 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 for Professionals and Entrepreneurs (3:3)
Principles of written communication emphasizing clarity, precision, audience analysis, arrangement, and collaboration applied to a variety of professional and entrepreneurial writing tasks and workplace settings; includes elements of summaries, reports, and proposals.
Prerequisite: General Education Reasoning and Discourse requirement (GRD) must already have been met.
Offered: Fall and Spring
Notes: May be repeated for credit.
Cross Listed: Same as ENT 327.

ENG 330 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 and Spring
Distribution: GE Core: GLT

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.

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 and 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 and 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 The Romantic Period (3:3)
Critical study of British literature, and its historical and/or cultural contexts, in the period from the French Revolution through the 1830s.

ENG 345 The Victorian Period (3:3)
Critical study of British literature, and its historical and/or cultural contexts, from the late 1830s through the early 1900s.

ENG 346 English Literature from Victorian to Modern (3:3)
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 Brontes, 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, Chnessut, 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 and Spring

ENG 353 The Contemporary Novel (3:3)
Historical and critical study of Updike, McCarthy, Gaddis, Morrison, Tan, Pynchon, and others.

ENG 354 The Twentieth-Century American Novel (3:3)
Historical and critical study of Updike, McCarthy, Gaddis, Morrison, Tan, Pynchon, and others.

ENG 355 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 356 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 357 Modernism (3:3)
A study of the avant-garde literature of the early twentieth-century, focusing on poetry, prose, and drama by writers such as Marcel Proust, Virginia Wolf, T. S. Eliot, Franz Kafka, 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 Restoration and the Eighteenth Century (3:3)
Selected writers of the Restoration and eighteenth century in a historical, literary, and cultural context: Dryden, Behn, Finch, Pope, Swift, Haywood, Johnson, and others.

ENG 363 Topics in Rhetoric and Composition (3:3)
Exploration of selected topics in Rhetoric and Composition.
Notes: May be repeated once for credit when the topic changes.

ENG 365 Writing Across the University (3:3)
Introduction to theories of genre and scholarship on writing across disciplines. Students investigate the communicative practices of a selected academic community and propose a discipline-specific research project.
Prerequisite: ENG 101 or equivalent; sophomore, junior, or senior standing

ENG 366 The Restoration and the Eighteenth Century (3:3)
Selected writers of the Restoration and eighteenth century in a historical, literary, and cultural context: Dryden, Behn, Finch, Pope, Swift, Haywood, Johnson, and others.

ENG 367 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 368 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 369 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 370 The Restoration and the Eighteenth Century (3:3)
Selected writers of the Restoration and eighteenth century in a historical, literary, and cultural context: Dryden, Behn, Finch, Pope, Swift, Haywood, Johnson, and others.

ENG 371 Modernism (3:3)
A study of the avant-garde literature of the early twentieth-century, focusing on poetry, prose, and drama by writers such as Marcel Proust, Virginia Wolf, T. S. Eliot, Franz Kafka, and others.

ENG 372 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 373 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 374 The Restoration and the Eighteenth Century (3:3)
Selected writers of the Restoration and eighteenth century in a historical, literary, and cultural context: Dryden, Behn, Finch, Pope, Swift, Haywood, Johnson, and others.

ENG 375 Modernism (3:3)
A study of the avant-garde literature of the early twentieth-century, focusing on poetry, prose, and drama by writers such as Marcel Proust, Virginia Wolf, T. S. Eliot, Franz Kafka, and others.

ENG 376 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 377 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 378 The Restoration and the Eighteenth Century (3:3)
Selected writers of the Restoration and eighteenth century in a historical, literary, and cultural context: Dryden, Behn, Finch, Pope, Swift, Haywood, Johnson, and others.

ENG 379 Modernism (3:3)
A study of the avant-garde literature of the early twentieth-century, focusing on poetry, prose, and drama by writers such as Marcel Proust, Virginia Wolf, T. S. Eliot, Franz Kafka, and others.

ENG 380 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 381 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 382 The Restoration and the Eighteenth Century (3:3)
Selected writers of the Restoration and eighteenth century in a historical, literary, and cultural context: Dryden, Behn, Finch, Pope, Swift, Haywood, Johnson, and others.

ENG 383 Modernism (3:3)
A study of the avant-garde literature of the early twentieth-century, focusing on poetry, prose, and drama by writers such as Marcel Proust, Virginia Wolf, T. S. Eliot, Franz Kafka, and others.

ENG 384 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 385 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 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 and Indigenous Studies (3:3)

Exploration of the literatures, cultural productions, histories, and politics of indigenous peoples. Topic will vary depending on section.

Cross Listed: Same as WGS 375.

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, Chs. 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.

Prerequisite: Permission of instructor

Offered: Fall and Spring

ENG 391 Studies in Digital Studio Theory and Practice (3:2:3)

Explores digital rhetoric, aesthetic design, and pedagogy; training Digital Studio consultants to conduct individualized tutorials and workshops.

Prerequisite: Permission of instructor

Notes: ENGL major cannot receive elective credit for both ENG 390 and ENG 391.

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 and 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 and Spring and 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 and Spring and 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 501 Old English (3:3)
Language and literature of the Anglo-Saxon period (AD 600–1100). The language is studied primarily in conjunction with literary texts in the context of their history and culture.

ENG 513 History of the English Language (3:3)
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 & Sustainability Studies Program

College of Arts and Sciences
130 Music Building
336-256-0165
http://env.uncg.edu

Committee Members
Aaron S. Allen, Director and Honors Program Liaison
Susan Andreatha, Department of Anthropology
Bruce Banks, Department of Chemistry and Biochemistry
Erick Byrd, Department of Marketing, Entrepreneurship, and Hospitality & Tourism
Stephen Holland, Department of Economics
Gwen Hunnicut, Department of Sociology
Karen Kilcup, Department of English
Etsuko Kinefuci, Department of Communication Studies
David McDuffie, Department of Religious Studies
Ann Somers, Department of Biology
Selima Sultana, Department of Geography

Environmental & Sustainability Studies is an interdisciplinary program that fosters understanding of the relationships between human societies and the natural physical and biological setting in which life on Earth exists. The B.A. program provides foundations in the logic of science and interdisciplinary liberal arts thinking, and it integrates study of the environment from the perspectives of the natural sciences, social sciences, and arts and humanities. Students work with a diverse group of faculty from across campus to learn how to gather and integrate information about environmental problems from multiple disciplines, think critically about the causes of environmental problems, propose effective solutions and evaluate their strengths and weaknesses, and communicate their ideas clearly. Graduates will be prepared for roles as educated citizens who are especially well informed about the environment and for occupations that require a broad range of knowledge about environmental and sustainability issues.

Concentrations in the Environmental & Sustainability Studies Program require 66 semester hours (s.h.), of which 27 s.h. are core and 39 s.h. are electives (and many of which fulfill General Education requirements). Students choose a concentration either in Environmental Studies or in Sustainability Studies, each of which requires electives from four related areas: Natural Sciences, Equity & Society, Economics & Development, and Aesthetics & Ethics. The concentrations in the program are open to students in any college or school of the university. The concentrations are extremely flexible and allow students to combine it with another major, and/or with a minor, and/or with study abroad. Accomplished students (with a GPA of 3.30 or greater in the junior year) may choose a self-designed concentration in Environmental & Sustainability Studies.

Requirements

At least 24 s.h. of related area electives must be at the 300 level or above, and many courses count toward General Education Core requirements. The required courses in all program concentrations guarantee fulfillment of GNS/GLS, GNS/GPS, and SI and WI in major (12-13 s.h.). In addition, depending on student choices, it is possible to fulfill GMT, GSB, GNS/lab, GPR, GFA, GHP/GMO, SI, WI, GN, GL, and half (3 s.h.) of GLT. Students must fulfill the following General Education courses outside the Environmental & Sustainability Studies Program requirements: GLT (3 s.h.), GHP/GPM (3 s.h.), GRD (6 s.h.), and GFL (0-12 s.h.).

Students choose either the Environmental Studies concentration or the Sustainability Studies concentration, both of which emphasize the integration of the natural sciences, social sciences, and arts and humanities. The core requirements for the concentrations are similar; they differ in the Biology core requirement (BIO 112 is required for Environmental Studies, while Sustainability Studies requires either BIO 112 or BIO 105) and in the distribution of related area electives. The Environmental Studies concentration has a greater emphasis on natural science, while the Sustainability Studies concentration has a greater emphasis on social sciences and the humanities.

The distribution of electives in the two concentrations compares as follows:

<table>
<thead>
<tr>
<th>Environmental Studies</th>
<th>Sustainability Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural Sciences</td>
<td>12 s.h.</td>
</tr>
<tr>
<td>Equity &amp; Society</td>
<td>9 s.h.</td>
</tr>
<tr>
<td>Economics &amp; Development</td>
<td>9 s.h.</td>
</tr>
<tr>
<td>Aesthetics &amp; Ethics</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>Free Electives</td>
<td>6 s.h.</td>
</tr>
</tbody>
</table>

Students with a GPA greater than 3.30 in the junior year may choose the self-designed Environmental & Sustainability Studies concentration; this concentration is developed in consultation with the Director and allows the student to propose 39 s.h. of appropriate electives (with at least one course in each of the four related area electives). Students are required to maintain a 3.30 GPA.

Students in all concentrations should plan carefully with the Director because courses are continually added and removed from the list of area electives and because substitutes may be available. Some courses have prerequisites that do not count for credit in Environmental & Sustainability Studies. No single course may count in more than one of the four related areas, none of the required core courses may count as related area or free electives, and no more than 12 s.h. from any one course prefix may count toward the concentration. Students cannot choose either the Environmental Studies concentration or the Sustainability Studies concentration in any program concentrations and also be either a Sustainability Studies minor or an Environmental Studies minor.

Students are welcome and encouraged to choose a second major and/or minor in other fields of study.
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: U879

I General Education Core Requirements (GEC)
See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
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.

Environmental & Sustainability Studies

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 CAR requirements in the Academic Units section. See the GEC Course Summary Table for approved CAR courses.

GMO/GPM—Historical Perspectives (3 s.h.)
Student selects 3 s.h. from GMO or GPM list, depending on category used to satisfy GHP requirement.

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
Core Courses
A. Environmental & Sustainability Studies
ENV 100 Introduction to Environmental Studies
ENV 110 Introduction to Sustainability Studies
ENV 400 Capstone Seminar

Qualified
The course listed below is taken for a minimum of 1 s.h.
ENV 300 Environment and Experience

B. Biology
BIO 112 Principles of Biology II
BIO 112L Principles of Biology II Lab

C. Chemistry
CHE 252 Chemistry and the Human Environment

D. Geography
GEO 106 Geosystems Science
GEO 106L Geosystems Science Laboratory

E. Philosophy
PHI 363 Environmental Ethics

F. Statistics
One selected from the courses listed below.
ECO 250 Economic and Business Statistics I
SOC 302 Introduction to Data Analysis
STA 108 Elementary Introduction to Probability and Statistics
STA 271 Fundamental Concepts of Statistics
STA 290 Introduction to Probability and Statistical Inference
V Related Area Electives

A. Natural Sciences
12 s.h. chosen from the courses listed below.
BIO 301 Principles of Ecology
BIO 315 Ecology and Evolution Laboratory
BIO 361 Biology and Conservation of Sea Turtles
BIO 420 Marine Biology
BIO 422 Plant Diversity
BIO 431 The Biosphere
BIO 441 Invertebrate Zoology
BIO 454 Vascular Plant Systematics
BIO 470 Vertebrate Zoology
BIO 488 Essentials of Toxicology
BIO 520 Ecosystem Ecology and Biogeochemistry
BIO 522 Landscape Ecology
and
BIO 523 Landscape Ecology Laboratory
BIO 526 Conservation Biology
BIO 529 Aquatic Ecology
and
BIO 530 Aquatic Ecology Laboratory
BIO 541 Entomology
BIO 560 Symbiosis
BIO 579 Environmental Physiology
CHE 205 Introductory Organic Chemistry
CHE 331 Quantitative Analysis
CHE 351 Organic Chemistry I
CHE 352 Organic Chemistry II
GEO 205 Environmental Change: Its Nature and Impact
GEO 305 Environmental Hazards Assessment
GEO 311 Weather and Climate
and
GEO 311L Climatology Laboratory
GEO 313 Natural Resource Regions of North America
GEO 314 Physical Geography: Landscape Processes
GEO 330 Elements of Hydrology
GEO 358 Geographic Information Systems
GEO 359 Remote Sensing of Environment
GEO 511 Advanced Weather and Climate—Synoptic Climatology
PHY 205 Conceptual Physics

B. Equity and Society
9 s.h. chosen from the courses listed below.
ATY 213 Introduction to Cultural Anthropology
ATY 253 Introduction to Biological Anthropology
and
ATY 253L Introduction to Biological Anthropology Laboratory
ATY 362 Methods in Cultural Anthropology
ATY 450 Environmental Anthropology
ATY 465 Medical Anthropology
ATY 520 Economic Anthropology
ATY 526 Food and Culture in a Global Context
GEO 302 Urban Geography: Land Use
GEO 303 World Population Problems
GEO 304 Introduction to Transportation Analyses
GEO 322 Research Methods in Geography
GEO 331/STH 331 Sustainable Tourism and Transportation
HIS 323 American Indians and Nature
HIS 334 United States Environmental History
HEA 307 Global Health
HEA 315 Epidemiology
HEA 316 Environmental Health
PCS 505 Environmental Justice: Interdisciplinary Response for Sustainability
PSC 210 Introduction to Public Policy
PSC 312 Environmental Law and Policy
PSC 313 Natural Resources Law and Policy
PSC 314 Wildlife Law and Policy
SOC 202 Social Problems in Global Context
SOC 346 Population Problems
SOC 370 Environmental Sociology
SOC 377 Disaster, Self, and Society

Qualified
The course listed below applies only when the topic is World Environmental History.
HIS 209 Topics in Modern World History II

C. Economics and Development
9 s.h. chosen from the courses listed below.
BUS 340/ENT 340 Social Entrepreneurship
ECO 100 Economics of a Global Sustainable Society
ECO 201 Principles of Microeconomics
ECO 202 Principles of Macroeconomics
ECO 300 The International Economy
ECO 380 Environmental and Natural Resource Economics
STH 200 Introduction to Sustainable Development
STH 201 Corporate Social Responsibility and Change Management
STH 232 Tourism Impacts and Alternatives
STH 311 Sustainable Food and Beverage
STH 312 Greening Hotel Facilities
STH 331 Sustainable Tourism and Transportation
STH 332 Sustainable Destination Planning and Management

D. Aesthetics and Ethics
3 s.h. chosen from the courses listed below.
CST 420 Environmental Communication
ENG 327 Writing for Professionals and Entrepreneurs
ENG 380 Literature and the Environment
IAR 124 Introduction to Sustainable Design
IAR 221 History and Theory of Design I
IAR 222 History and Theory of Design II
LLC 130 Global Green: Cultures of Production and/or Consumption
MUS 223 Music and Environment
PHI 338 Ethics and International Affairs
PHI 361 Ethical Issues in Business
PHI 322 Philosophy of the Arts
REL 250 Religious Tradition and Care of the Earth

VI Free Electives
6 s.h. chosen from the courses listed below or additional courses selected from categories in V Related Area Electives above.
   ENV 401 Individual Study
   ENV 493 Honors Work

Qualified
The course listed below applies when taken beyond the 1 s.h. required in the Core Requirements.
   ENV 300 Environment and Experience

Qualified
Internships are optional; students may count up to 3 s.h. of free electives for a relevant internship through the courses listed below.
   ENV 399 Environmental Studies Internship
   BIO 497 Internship in Biology

Special Programs in Liberal Studies Major:
Environmental & Sustainability 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: U876

Program Admission Requirements
1. Junior standing
2. 3.30 GPA
3. Completion of the courses listed below and at least 15 s.h. of further required core courses and/or related area electives.
   ENV 100 Introduction to Environmental Studies
   ENV 110 Introduction to Sustainability Studies

I General Education Core Requirements (GEC)
See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
   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 College of Arts and Sciences Additional Requirements (CAR)
See CAR requirements in the Academic Units section. See the GEC Course Summary Table for approved CAR courses.

GMO/GPM—Historical Perspectives (3 s.h.)
   Student selects 3 s.h. from GMO or GPM list, depending on category used to satisfy GHP requirement.

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.
Environmental & Sustainability Studies

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

Core Courses
A. Environmental & Sustainability Studies
   ENV 100 Introduction to Environmental Studies
   ENV 110 Introduction to Sustainability Studies
   ENV 400 Capstone Seminar

   Qualified
   The course listed below is taken for a minimum of 1 s.h.
   ENV 300 Environment and Experience

B. Biology
   Choose one of the options below.
   Option A
      BIO 112 Principles of Biology II
      BIO 112L Principles of Biology II Lab
   Option B
      BIO 105 Major Concepts of Biology
      BIO 105L Major Concepts of Biology Laboratory

C. Chemistry
   CHE 252 Chemistry and the Human Environment

D. Geography
   GEO 106 Geosystems Science
   GEO 106L Geosystems Science Laboratory

E. Philosophy
   PHI 363 Environmental Ethics

F. Statistics
   One selected from the courses listed below.
   ECO 250 Economic and Business Statistics I
   SOC 302 Introduction to Data Analysis
   STA 108 Elementary Introduction to Probability and Statistics
   STA 271 Fundamental Concepts of Statistics
   STA 290 Introduction to Probability and Statistical Inference

V Related Area and Free Electives
In consultation with the Director, students choose 39 s.h., with a minimum of 3 s.h. in each of the four related area electives (Natural Sciences, Equity and Society, Economics and Development, and Aesthetics and Ethics). Other classes may include any ENV prefixed course or any relevant course approved by the Director.

A. Natural Sciences
   BIO 301 Principles of Ecology
   BIO 315 Ecology and Evolution Laboratory
   BIO 361 Biology and Conservation of Sea Turtles
   BIO 420 Marine Biology
   BIO 422 Plant Diversity

   BIO 431 The Biosphere
   BIO 441 Invertebrate Zoology
   BIO 454 Vascular Plant Systematics
   BIO 470 Vertebrate Zoology
   BIO 488 Essentials of Toxicology
   BIO 520 Ecosystem Ecology and Biogeochemistry

   BIO 522 Landscape Ecology
   and
   BIO 523 Landscape Ecology Laboratory

   BIO 526 Conservation Biology

   BIO 529 Aquatic Ecology
   and
   BIO 530 Aquatic Ecology Laboratory

   BIO 541 Entomology
   BIO 560 Symbiosis
   BIO 579 Environmental Physiology
   CHE 205 Introductory Organic Chemistry
   CHE 331 Quantitative Analysis
   CHE 351 Organic Chemistry I
   CHE 352 Organic Chemistry II
   GEO 205 Environmental Change: Its Nature and Impact
   GEO 305 Environmental Hazards Assessment

   GEO 311 Weather and Climate
   and
   GEO 311L Climatology Laboratory

   GEO 313 Natural Resource Regions of North America
   GEO 314 Physical Geography: Landscape Processes
   GEO 330 Elements of Hydrology
   GEO 358 Geographic Information Systems
   GEO 359 Remote Sensing of Environment
   GEO 511 Advanced Weather and Climate—Synoptic Climatology
   PHY 205 Conceptual Physics

B. Equity and Society
   ATY 213 Introduction to Cultural Anthropology

   ATY 253 Introduction to Biological Anthropology
   and
   ATY 253L Introduction to Biological Anthropology Laboratory

   ATY 362 Methods in Cultural Anthropology
   ATY 450 Environmental Anthropology
   ATY 465 Medical Anthropology
   ATY 520 Economic Anthropology
   ATY 526 Food and Culture in a Global Context
   GEO 302 Urban Geography: Land Use
   GEO 303 World Population Problems
Environmental & Sustainability Studies

Special Programs in Liberal Studies Major: Sustainability 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: U874

I General Education Core Requirements (GEC)
See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
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.
Environmental & Sustainability Studies

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 CAR requirements in the Academic Units section. See the GEC Course Summary Table for approved CAR courses.

GMO/GPM—Historical Perspectives (3 s.h.)
Student selects 3 s.h. from GMO or GPM list, depending on category used to satisfy GHP requirement.

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

Core Courses
A. Environmental & Sustainability Studies
   ENV 100 Introduction to Environmental Studies
   ENV 110 Introduction to Sustainability Studies
   ENV 400 Capstone Seminar

   Qualified
   The course listed below is taken for a minimum of 1 s.h.
   ENV 300 Environment and Experience

B. Biology
   Choose one of the options below.
   **Option A**
   BIO 112 Principles of Biology II
   BIO 112L Principles of Biology II Lab
   **Option B**
   BIO 105 Major Concepts of Biology
   BIO 105L Major Concepts of Biology Laboratory

C. Chemistry
   CHE 252 Chemistry and the Human Environment

D. Geography
   GEO 106 Geosystems Science
   GEO 106L Geosystems Science Laboratory

E. Philosophy
   PHI 363 Environmental Ethics

F. Statistics
   One selected from the courses listed below.
   ECO 250 Economic and Business Statistics I
   SOC 302 Introduction to Data Analysis
   STA 108 Elementary Introduction to Probability and Statistics
   STA 271 Fundamental Concepts of Statistics
   STA 290 Introduction to Probability and Statistical Inference

V Related Area Electives

A. Natural Sciences
   6 s.h. chosen from the courses listed below.
   BIO 301 Principles of Ecology
   BIO 315 Ecology and Evolution Laboratory
   BIO 361 Biology and Conservation of Sea Turtles
   BIO 420 Marine Biology
   BIO 422 Plant Diversity
   BIO 431 The Biosphere
   BIO 441 Invertebrate Zoology
   BIO 454 Vascular Plant Systematics
   BIO 470 Vertebrate Zoology
   BIO 488 Essentials of Toxicology
   BIO 520 Ecosystem Ecology and Biogeochemistry
   BIO 522 Landscape Ecology
   and
   BIO 523 Landscape Ecology Laboratory
   BIO 526 Conservation Biology
   BIO 529 Aquatic Ecology
   and
   BIO 530 Aquatic Ecology Laboratory
   BIO 541 Entomology
   BIO 560 Symbiosis
   BIO 579 Environmental Physiology
   CHE 205 Introductory Organic Chemistry
   CHE 331 Quantitative Analysis
   CHE 351 Organic Chemistry I
   CHE 352 Organic Chemistry II
   GEO 205 Environmental Change: Its Nature and Impact
   GEO 305 Environmental Hazards Assessment
   GEO 311 Weather and Climate
   and
   GEO 311L Climatology Laboratory
   GEO 313 Natural Resource Regions of North America
   GEO 314 Physical Geography: Landscape Processes
   GEO 330 Elements of Hydrology
   GEO 358 Geographic Information Systems
   GEO 359 Remote Sensing of Environment
   GEO 511 Advanced Weather and Climate—Synoptic Climatology
   PHY 205 Conceptual Physics
B. Equity and Society
12 s.h. chosen from the courses listed below.
ATY 213 Introduction to Cultural Anthropology
ATY 253 Introduction to Biological Anthropology
ATY 253L Introduction to Biological Anthropology Laboratory
ATY 362 Methods in Cultural Anthropology
ATY 450 Environmental Anthropology
ATY 465 Medical Anthropology
ATY 520 Economic Anthropology
ATY 526 Food and Culture in a Global Context
GEO 302 Urban Geography: Land Use
GEO 303 World Population Problems
GEO 304 Introduction to Transportation Analyses
GEO 322 Research Methods in Geography
GEO 331/STH 331 Sustainable Tourism and Transportation
HIS 323 American Indians and Nature
HIS 334 United States Environmental History
HEA 307 Global Health
HEA 315 Epidemiology
HEA 316 Environmental Health
PCS 505 Environmental Justice: Interdisciplinary Response for Sustainability
PSC 210 Introduction to Public Policy
PSC 312 Environmental Law and Policy
PSC 313 Natural Resources Law and Policy
PSC 314 Wildlife Law and Policy
SOC 202 Social Problems in Global Context
SOC 346 Population Problems
SOC 370 Environmental Sociology
SOC 377 Disaster, Self, and Society

Qualified
The course listed below applies only when the topic is World Environmental History.
HIS 209 Topics in Modern World History II

C. Economics and Development
9 s.h. chosen from the courses listed below.
BUS 340/ENT 340 Social Entrepreneurship
ECO 100 Economics of a Global Sustainable Society
ECO 201 Principles of Microeconomics
ECO 202 Principles of Macroeconomics
ECO 300 The International Economy
ECO 380 Environmental and Natural Resource Economics
STH 200 Introduction to Sustainable Development
STH 201 Corporate Social Responsibility and Change Management
STH 232 Tourism Impacts and Alternatives
STH 311 Sustainable Food and Beverage
STH 312 Greening Hotel Facilities

Qualified
The course listed below applies only when taken beyond the 1 s.h. required in the Core Requirements.
ENV 300 Environment and Experience

D. Aesthetics and Ethics
6 s.h. chosen from the courses listed below.
CST 420 Environmental Communication
ENG 327 Writing for Professionals and Entrepreneurs
ENG 380 Literature and the Environment
IAR 124 Introduction to Sustainable Design
IAR 221 History and Theory of Design I
IAR 222 History and Theory of Design II
LLC 130 Global Green: Cultures of Production and/or Consumption
MUS 223 Music and Environment
PHI 338 Ethics and International Affairs
PHI 361 Ethical Issues in Business
PHI 322 Philosophy of the Arts
REL 250 Religious Tradition and Care of the Earth

VI Free Electives
6 s.h. chosen from the courses listed below or additional courses selected from categories in V Related Area Electives above.
ENV 400 Capstone Seminar
ENV 493 Honors Work

Qualified
Internships are optional; students may count up to 3 s.h. of free electives for a relevant internship through the courses listed below.
ENV 399 Environmental Studies Internship
BIO 497 Internship in Biology

Special Programs in Liberal Studies Major: Environmental Studies Concentration (SPLS)—B.A. as a Second Major
Students who wish to earn a second major in Special Programs in Liberal Studies Major: Environmental Studies Concentration (SPLS)—B.A. must complete the same requirements as students who do not have another major.

Special Programs in Liberal Studies Major: Environmental & Sustainability Studies Concentration (SPLS)—B.A. as a Second Major
Students who wish to earn a second major in Special Programs in Liberal Studies Major: Environmental & Sustainability Studies Concentration (SPLS)—B.A. must complete the same requirements as students who do not have another major.
Environmental & Sustainability Studies

Special Programs in Liberal Studies Major: Sustainability Studies Concentration (SPLS)—B.A. as a Second Major

Students who wish to earn a second major in Special Programs in Liberal Studies Major: Sustainability Studies Concentration (SPLS)—B.A. must complete the same requirements as students who do not have another major.

Environmental Studies Minor
Required: minimum of 21 semester hours
AOS Code: U825

Requirements
1. Core
   6 s.h. as listed below.
   ENV 100 Introduction to Environmental Studies
   ENV 110 Introduction to Sustainability Studies
2. Minimum of additional 15 s.h. from the Related Areas Elective list as detailed below.
   • Must be outside of the student’s major department.
   • No more than 8 s.h. from any one department.
   • At least two courses must be at or above the 300 level, one of which must be in the Natural Sciences area.

Related Area Electives
A. Natural Sciences
   6 s.h. chosen from the courses listed below.
   BIO 301 Principles of Ecology
   BIO 315 Ecology and Evolution Laboratory
   BIO 361 Biology and Conservation of Sea Turtles
   BIO 420 Marine Biology
   BIO 422 Plant Diversity
   BIO 431 The Biosphere
   BIO 441 Invertebrate Zoology
   BIO 454 Vascular Plant Systematics
   BIO 470 Vertebrate Zoology
   BIO 488 Essentials of Toxicology
   BIO 520 Ecosystem Ecology and Biogeochemistry
   BIO 522 Landscape Ecology
   BIO 523 Landscape Ecology Laboratory
   BIO 526 Conservation Biology
   BIO 529 Aquatic Ecology
   BIO 530 Aquatic Ecology Laboratory
   BIO 541 Entomology
   BIO 560 Symbiosis
   BIO 579 Environmental Physiology
   CHE 205 Introductory Organic Chemistry
   CHE 331 Quantitative Analysis
   CHE 351 Organic Chemistry I
   CHE 352 Organic Chemistry II
   GEO 205 Environmental Change: Its Nature and Impact
   GEO 305 Environmental Hazards Assessment
   GEO 311 Weather and Climate
   AND
   GEO 311L Climatology Laboratory
   GEO 313 Natural Resource Regions of North America
   GEO 314 Physical Geography: Landscape Processes
   GEO 330 Elements of Hydrology
   GEO 358 Geographic Information Systems
   GEO 359 Remote Sensing of Environment
   GEO 511 Advanced Weather and Climate—Synoptic Climatology
   PHY 205 Conceptual Physics

Qualified
The course listed below also qualifies in addition to the standard options above.
   CHE 252 Chemistry and the Human Environment

B. Equity and Society
   3 s.h. chosen from the courses listed below.
   ATY 213 Introduction to Cultural Anthropology
   ATY 253 Introduction to Biological Anthropology
   ATY 253L Introduction to Biological Anthropology Laboratory
   ATY 362 Methods in Cultural Anthropology
   ATY 450 Environmental Anthropology
   ATY 465 Medical Anthropology
   ATY 520 Economic Anthropology
   ATY 526 Food and Culture in a Global Context
   GEO 302 Urban Geography: Land Use
   GEO 303 World Population Problems
   GEO 304 Introduction to Transportation Analyses
   GEO 322 Research Methods in Geography
   GEO 331/SIH 331 Sustainable Tourism and Transportation
   HIS 323 American Indians and Nature
   HIS 334 United States Environmental History
   HEA 307 Global Health
   HEA 315 Epidemiology
   HEA 316 Environmental Health
   PCS 505 Environmental Justice: Interdisciplinary Response for Sustainability
   PSC 210 Introduction to Public Policy
   PSC 312 Environmental Law and Policy
   PSC 313 Natural Resources Law and Policy
   PSC 314 Wildlife Law and Policy
   SOC 202 Social Problems in Global Context
   SOC 346 Population Problems
SOC 370 Environmental Sociology  
SOC 377 Disaster, Self, and Society

Qualified  
The course listed below applies only when the topic is World Environmental History.  
HIS 209 Topics in Modern World History II

C. Economics and Development  
3 s.h. chosen from the courses listed below.  
BUS 340/ENT 340 Social Entrepreneurship  
ECO 100 Economics of a Global Sustainable Society  
ECO 201 Principles of Microeconomics  
ECO 202 Principles of Macroeconomics  
ECO 300 The International Economy  
ECO 380 Environmental and Natural Resource Economics  
STH 200 Introduction to Sustainable Development  
STH 201 Corporate Social Responsibility and Change Management  
STH 232 Tourism Impacts and Alternatives  
STH 311 Sustainable Food and Beverage  
STH 312 Greening Hotel Facilities  
STH 331 Sustainable Tourism and Transportation  
STH 332 Sustainable Destination Planning and Management

D. Aesthetics and Ethics  
3 s.h. chosen from the courses listed below.  
CST 420 Environmental Communication  
ENG 327 Writing for Professionals and Entrepreneurs  
ENG 380 Literature and the Environment  
IAR 124 Introduction to Sustainable Design  
IAR 221 History and Theory of Design I  
IAR 222 History and Theory of Design II  
LLC 130 Global Green: Cultures of Production and/or Consumption  
MUS 223 Music and Environment  
PHI 338 Ethics and International Affairs  
PHI 361 Ethical Issues in Business  
PHI 322 Philosophy of the Arts  
REL 250 Religious Tradition and Care of the Earth

Qualified  
The course listed below also qualifies in addition to the standard options above.  
PHI 363 Environmental Ethics

Sustainability Studies Minor  
Required: minimum of 18 semester hours  
AOS Code: U868

Requirements  
1. Core  
6 s.h. as listed below.  
ENV 100 Introduction to Environmental Studies  
ENV 110 Introduction to Sustainability Studies

2. Minimum of additional 12 s.h. from the Related Areas Elective list as detailed below.  
   - Must be outside of the student’s major department.  
   - No more than 8 s.h. from any one department.  
   - At least two courses must be at or above the 300 level, one of which must be in the Natural Sciences area.  
   - Must include at least one of the sustainability-focused courses listed below.  
     - BIO 526 Conservation Biology  
     - ECO 100 Economics of a Global Sustainable Society  
     - IAR 124 Introduction to Sustainable Design  
     - GEO 331/STH 331 Sustainable Tourism and Transportation  
     - LLC 130 Global Green: Cultures of Production and/or Consumption  
     - STH 311 Sustainable Food and Beverage  
     - STH 332 Sustainable Destination Planning and Management  
     - PCS 505/SWK 505 Environmental Justice: Interdisciplinary Response for Sustainability

Related Area Electives

A. Natural Sciences  
3 s.h. chosen from the courses listed below.  
BIO 301 Principles of Ecology  
BIO 315 Ecology and Evolution Laboratory  
BIO 361 Biology and Conservation of Sea Turtles  
BIO 420 Marine Biology  
BIO 422 Plant Diversity  
BIO 431 The Biosphere  
BIO 441 Invertebrate Zoology  
BIO 454 Vascular Plant Systematics  
BIO 470 Vertebrate Zoology  
BIO 488 Essentials of Toxicology  
BIO 520 Ecosystem Ecology and Biogeochemistry  
BIO 522 Landscape Ecology  
BIO 523 Landscape Ecology Laboratory  
BIO 526 Conservation Biology  
BIO 529 Aquatic Ecology  
BIO 530 Aquatic Ecology Laboratory
Environmental & Sustainability Studies

BIO 541 Entomology  
BIO 560 Symbiosis  
BIO 579 Environmental Physiology  
CHE 205 Introductory Organic Chemistry  
CHE 331 Quantitative Analysis  
CHE 351 Organic Chemistry I  
CHE 352 Organic Chemistry II  
GEO 205 Environmental Change: Its Nature and Impact  
GEO 305 Environmental Hazards Assessment  
  GEO 311 Weather and Climate  
  GEO 311L Climatology Laboratory  
  GEO 313 Natural Resource Regions of North America  
  GEO 314 Physical Geography: Landscape Processes  
  GEO 330 Elements of Hydrology  
  GEO 358 Geographic Information Systems  
  GEO 359 Remote Sensing of Environment  
  GEO 511 Advanced Weather and Climate—Synoptic Climatology  
PHY 205 Conceptual Physics

Qualified  
The course listed below also qualifies in addition to the standard options above.  
CHE 252 Chemistry and the Human Environment

B. Equity and Society  
3 s.h. chosen from the courses listed below.  
ATY 213 Introduction to Cultural Anthropology  
  ATY 253 Introduction to Biological Anthropology  
  ATY 253L Introduction to Biological Anthropology Laboratory  
  ATY 362 Methods in Cultural Anthropology  
  ATY 450 Environmental Anthropology  
  ATY 465 Medical Anthropology  
  ATY 520 Economic Anthropology  
  ATY 526 Food and Culture in a Global Context  
  GEO 302 Urban Geography: Land Use  
  GEO 303 World Population Problems  
  GEO 304 Introduction to Transportation Analyses  
  GEO 322 Research Methods in Geography  
  GEO 331/STH 331 Sustainable Tourism and Transportation  
  HIS 323 American Indians and Nature  
  HIS 334 United States Environmental History  
  HEA 307 Global Health  
  HEA 315 Epidemiology  
  HEA 316 Environmental Health  
  PCS 505 Environmental Justice: Interdisciplinary Response for Sustainability  
  PSC 210 Introduction to Public Policy  
  PSC 312 Environmental Law and Policy  
  PSC 313 Natural Resources Law and Policy  
  PSC 314 Wildlife Law and Policy  
  SOC 202 Social Problems in Global Context  
  SOC 346 Population Problems  
  SOC 370 Environmental Sociology  
  SOC 377 Disaster, Self, and Society

Qualified  
The course listed below applies only when the topic is World Environmental History.  
  HIS 209 Topics in Modern World History II

C. Economics and Development  
3 s.h. chosen from the courses listed below.  
BUS 340/ENT 340 Social Entrepreneurship  
ECO 100 Economics of a Global Sustainable Society  
ECO 201 Principles of Microeconomics  
ECO 202 Principles of Macroeconomics  
ECO 300 The International Economy  
ECO 380 Environmental and Natural Resource Economics  
STH 200 Introduction to Sustainable Development  
STH 201 Corporate Social Responsibility and Change Management  
STH 232 Tourism Impacts and Alternatives  
STH 311 Sustainable Food and Beverage  
STH 312 Greening Hotel Facilities  
STH 331 Sustainable Tourism and Transportation  
STH 332 Sustainable Destination Planning and Management

D. Aesthetics and Ethics  
3 s.h. chosen from the courses listed below.  
CST 420 Environmental Communication  
ENG 327 Writing for Professionals and Entrepreneurs  
ENG 380 Literature and the Environment  
IAR 124 Introduction to Sustainable Design  
IAR 221 History and Theory of Design I  
IAR 222 History and Theory of Design II  
LLC 130 Global Green: Cultures of Production and/or Consumption  
MUS 223 Music and Environment  
PHI 338 Ethics and International Affairs  
PHI 361 Ethical Issues in Business  
PHI 322 Philosophy of the Arts  
REL 250 Religious Tradition and Care of the Earth

Qualified  
The course listed below also qualifies in addition to the standard options above.  
  PHI 363 Environmental Ethics
Environmental Studies Honors

Honors courses may be offered as special sections of regular courses, Honors Tutorials, or contract courses.

Requirements

12 s.h. of Honors work as detailed below.

1. 9 s.h. of honors course work.
   Honors course work consists of (a) courses at any level that are designated as honors courses or (b) 500 level courses.

2. Concentration requirement
   At least 6 s.h. of the 9 s.h. of honors course work must consist of courses that count toward the requirements for the Concentration in Environmental & Sustainability Studies

3. Senior Thesis or Project
   HSS 490 Senior Honors Project
   or
   ENV 493 Honors Work

Qualifications

1. A minimum grade of B in all course work used to satisfy the honors requirement in the Environmental & Sustainability Studies Concentration

2. Declared major in Special Programs in Liberal Studies: Environmental & Sustainability Studies Concentration—B.A.

3. Minimum overall 3.30 GPA at graduation

Recognition

The designation “Completed Disciplinary Honors in Environmental & Sustainability Studies” and the title of the Senior Honors Project will be printed on the student’s official transcript.

Honors Advisor

See Honors Faculty liaison Aaron Allen for further information and guidance about Honors in Environmental & Sustainability Studies.

Environmental & Sustainability Studies Courses (ENV)

ENV 100 Introduction to Environmental Studies (3:3)
   Interdisciplinary survey of environmental issues. Emphasis on sciences (biology, chemistry, ecology, geography). Also includes perspectives from social sciences (anthropology, economics, politics, sociology) and humanities (arts, history, literature, philosophy, religion).
   Offered: Fall and Spring

ENV 110 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.

ENV 300 Environment and Experience (1–3:1–3)
   Consideration of an environment or place emphasizing sustainability and experiential learning. Involves readings/lectures on ecological, economic, social, and aesthetic aspects; field work and/or travel; and reflective, synthetic, and/or research writing.
   Prerequisite: ENV 100 and ENV 110; or permission of instructor
   Notes: May be repeated when the topic varies for up to 7 s.h. of credit in the major.

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.
   Notes: Instructor: 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.
   Notes: Instructor: 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.
   Notes: Instructor: 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 two-hour seminars to discuss assigned readings and internship experiences; research paper or written field project required.
   Prerequisite: Written permission of instructor
   Offered: Fall and Spring
   Notes: May be repeated once for credit when the internship site varies.
Environmental & Sustainability Studies

**ENV 400 Capstone Seminar (3:3)**
Considers various current environmental and sustainability issues in depth from interdisciplinary perspectives. Students conduct senior level research and prepare and present a research report.
- **Registration Restriction:** Senior Environmental Studies, Sustainability Studies, or Environmental & Sustainability Studies major or minor; or permission of instructor.
  - **Prerequisite:** ENV 100, ENV 110, and a minimum of 18 hours of course work that meets the “Related Area Electives” requirement

**ENV 401 Individual Study (1–3)**
Reading or research. Available to qualified students upon recommendation of supervising instructor.
- **Prerequisite:** Departmental permission
- **Offered:** Fall and 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.

**ENV 589 Experimental Course**
This number reserved for experimental courses. Refer to the Course Schedule for current offerings.
Freshman Seminars Program

The College of Arts and Sciences

105F Foust Building
336-334-3186
https://freshmanseminars.uncg.edu

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, 105F 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 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: GN

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: GL

FMS 140 Freshman Seminar in Historical Perspectives: Premodern—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 141 Freshman Seminar in Historical Perspectives: Premodern—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: GL

FMS 150 Freshman Seminar in Historical Perspectives: Premodern (3:3)
Introduction to 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 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: GN, 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
Freshman Seminars

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

FMS 589 Experimental Course
This number reserved for experimental courses. Refer to the Course Schedule for current offerings.
Genetic Counseling

School of Health and Human Sciences

996 Spring Garden Street
336-256-0175
www.uncg.edu/gen

Faculty
Lauren Doyle, 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 and Sciences
237 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 Johnson, Lewis, Liu, E. Nelson, Royall, Stine, Sultana
Assistant Professors Lennartson
Academic Professional J. Nelson
Senior Lecturer 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 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

Available Concentrations and AOS Codes:
- Geography (general), U163
- Earth Science/Environmental Studies, U167
- Geographic Information Science, U164
- Urban Planning, U165
- Geography with Social Studies High School Teaching Licensure, U169

The Geography Major requires four courses from a selection of 15 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.

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.

Geography Major: Geography (General) Concentration (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 Code: U163

I. General Education Core Requirements (GEC)

See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (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.

Option 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.

Option 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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
Four 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 CAR requirements in the Academic Units section. See the GEC Course Summary Table for approved CAR courses.

GMO/GPM—Historical Perspectives (3 s.h.)
Student selects 3 s.h. from GMO or GPM list, depending on category used to satisfy GHP requirement.

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
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
1. Geographic techniques
   One course from those listed below.
   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 of Environment

2. Earth science
   Option A or B below.
   Option A
   GEO 103 Introduction to Earth Science
   Option B
   GEO 106 Geosystems Science
   GEO 106L Geosystems Science Laboratory

3. Human geography
   One course from those listed below.
   GEO 105 Introduction to Human 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. Regional geography
   One course from those listed below.
   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

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

Geography Major: Earth Science/Environmental Studies Concentration (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 Code: 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.

I General Education Core Requirements (GEC)
See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (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.

Option 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.

Option 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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
Four 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 CAR requirements in the Academic Units section. See the GEC Course Summary Table for approved CAR courses.

GMO/GPM—Historical Perspectives (3 s.h.)
Student selects 3 s.h. from GMO or GPM list, depending on category used to satisfy GHP requirement.

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 coursework through course number 204.

WI—Writing Intensive Courses
A total of four WI courses.

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
1. Geographic techniques
One course from those listed below.
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 of Environment
2. Earth science
   Option A or B below.
   **Option A**
   GEO 103 Introduction to Earth Science
   **Option B**
   GEO 106 Geosystems Science
   GEO 106L Geosystems Science Laboratory

3. Human geography
   One course from those listed below.
   GEO 105 Introduction to Human 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. Regional geography
   One course from those listed below.
   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

**Additional Concentration Requirements**

1. Required
   GEO 311 Weather and Climate
   GEO 311L Climatology Laboratory
   GEO 314 Physical Geography: Landscape Processes
   GEO 314L Physical Geography Laboratory

2. Required
   Minimum of five courses from those listed below.
   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 of Environment
   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

**V Electives**

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

---

**Geography Major: Geographic Information Science Concentration (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 Code: 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.

---

**I General Education Core Requirements (GEC)**

See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (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.
   **Option 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.
   **Option 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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
Four 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 CAR requirements in the Academic Units section. See the GEC Course Summary Table for approved CAR courses.

GMO/GPM—Historical Perspectives (3 s.h.)
Student selects 3 s.h. from GMO or GPM list, depending on category used to satisfy GHP requirement.

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

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

1. Geographic techniques
   One course from those listed below.
   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 of Environment

2. Earth science
   Option A or B below.
   **Option A**
   GEO 103 Introduction to Earth Science
   **Option B**
   GEO 106 Geosystems Science
   GEO 106L Geosystems Science Laboratory

3. Human geography
   One course from those listed below.
   GEO 105 Introduction to Human 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. Regional geography
   One course from those listed below.
   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

Additional Concentration Requirements

1. Required
   GEO 121 Introduction to Geographic Information Science
   GEO 357 Principles of Cartography
   GEO 358 Geographic Information Systems
   GEO 359 Remote Sensing of Environment

2. Required
   Minimum of one course from those listed below.
   GEO 557 Advanced Cartography
   GEO 559 Advanced Remote Sensing—Imaging

3. Required
   Taken after completion of #1 and #2 above.
   GEO 421 Geographic Information Science

V Electives

Electives sufficient to complete the 122 semester hours required for degree.
Geography Major: Urban Planning
Concentration (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 Code: 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.

I General Education Core Requirements (GEC)
See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (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.

Option 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.

Option 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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
Four 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 CAR requirements in the Academic Units section. See the GEC Course Summary Table for approved CAR courses.

GMO/GPM—Historical Perspectives (3 s.h.)
Student selects 3 s.h. from GMO or GPM list, depending on category used to satisfy GHP requirement.

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
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
1. Geographic techniques
One course from those listed below.
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 of Environment
Geography

2. Earth science
   Option A or B below.
   **Option A**
   GEO 103 Introduction to Earth Science
   **Option B**
   GEO 106 Geosystems Science
   GEO 106L Geosystems Science Laboratory

3. Human geography
   One course from those listed below.
   GEO 105 Introduction to Human 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. Regional geography
   One course from those listed below.
   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

**Additional Concentration Requirements**

1. Required
   GEO 105 Introduction to Human Geography
   GEO 301 Urban Geography: Global Patterns
   GEO 306 World Economic Geography

2. Required
   Five courses from those listed below.
   GEO 302 Urban Geography: Land Use
   GEO 303 World Population Problems
   GEO 304 Introduction to Transportation Analysis
   GEO 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/ENT 502 Urban Planning
   GEO 522 Geography of Livable Cities
   GEO 533 Regional Economic Development

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

---

**Geography Major: Geography with Social Studies High School Teaching Licensure Concentration (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 Code: U169

I   **General Education Core Requirements (GEC)**

See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (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.

   **Option 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.

   **Option 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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
Four 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 CAR requirements in the Academic Units section. See the GEC Course Summary Table for approved CAR courses.

GMO/GPM—Historical Perspectives (3 s.h.)
Student selects 3 s.h. from GMO or GPM list, depending on category used to satisfy GHP requirement.

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.

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
Core Courses
1. Required
   One course from those listed below.
   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 of Environment
2. Required
   Option A or B below.
   **Option A**
   GEO 103 Introduction to Earth Science
   **Option B**
   GEO 106 Geosystems Science
   GEO 106L Geosystems Science Laboratory
3. Required
   One course from those listed below.
   GEO 105 Introduction to Human 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
4. Required
   One course from those listed below.
   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

Additional Courses
Any two additional GEO courses at the 300 level or higher (6 s.h.)

Geography Minor
Required: minimum of 18 semester hours
AOS Code: U163

Requirements
Any six courses (18 semester hours) constitute a minor, but the suggested course sequences below will be of interest to certain students pursuing specific majors and with certain career objectives such as planning, environmental conservation, or business.

General Geography Minor
1. One physical course
2. One human course
3. One regional course
4. One techniques course
5. Any two other geography courses

Minor emphasizing Urban Planning
Six courses chosen from those listed below.
GEO 105 Introduction to Human 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/ENT 502 Urban Planning
GEO 522 Geography of Livable Cities
GEO 533 Regional Economic Development

Minor emphasizing Environmental Studies
Six courses chosen from those listed below.
GEO 105 Introduction to Human 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 of Environment
GEO 510 Biogeography
GEO 511 Advanced Weather and Climate—Synoptic Climatology
GEO 557 Advanced Cartography
GEO 570 Applied Physical Geography

Qualified
Either of options A or B below may also be chosen, but not both.

**Option A**
GEO 103 Introduction to Earth Science

**Option B**
GEO 106 Geosystems Science
GEO 106L Geosystems Science Laboratory

Minor emphasizing Geographic Information Science and Techniques
Provides the student opportunity to acquire geographic research, writing, and cartographic techniques.
Six courses chosen from those listed below.
GEO 105 Introduction to Human 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 of Environment
GEO 522 Geography of Livable Cities
GEO 533 Regional Economic Development
GEO 557 Advanced Cartography
GEO 559 Advanced Remote Sensing—Imaging

**Geography Minor for majors in the School of Business and Economics**

Provides the student opportunity to acquire knowledge of industrial location, international trade, demographic change and environmental impact.

Six courses chosen from those listed below.
GEO 102 The Historical Geography of the Western World
GEO 104 World Regional 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 Geography of Livable Cities
GEO 533 Regional Economic Development

**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)
This course provides an overview of the physical systems that make up the earth: the solid earth and continents; the oceans; and the atmosphere’s weather.

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.

GEO 105 Introduction to Human Geography (3:3)
Introduction to geographical characteristics of population, political systems, settlement patterns, and cultural mosaics.

GEO 106 Geosystems Science (3:3)
The earth’s atmosphere, hydrological, and tectonic systems. Includes applications to natural resource management and environmental planning.

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.

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.

GEO 111L Physical Geology Laboratory (1:0:3)
Laboratory demonstrations and map interpretation exercises to accompany GEO 111, which must be taken concurrently.

GEO 112 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.

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.
### Geography

**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.

**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*

**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 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)**
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 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 of Environment (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 423.

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 442.

GEO 490 Special Problems in Geography (3)

Opportunity for advanced students to undertake independent study of field research of special interest.

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 and Spring and Summer

GEO 502 Urban Planning (3:3)

Fundamental concepts and techniques of urban planning as it relates to enhancing overall quality of life with a primary focus on land use patterns, the environment, business, and entrepreneurship.

Cross Listed: Same as ENT 502.

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 Geography of Livable Cities (3:3)

Advanced study on the processes of urban population and economic growth from the perspective of urban livability. Emphasis on accessing and interpreting data from public or private sources.

GEO 530 Researching Opportunities in Entrepreneurship and Economic Development (3:3)

Students will learn how to conduct research necessary to make informed decisions for an entrepreneurial venture and measure and assess economic development opportunities. No business research experience necessary.

Prerequisite: Junior, senior, or graduate standing
Cross Listed: Same as ENT 530, LIS 530, MKT 530.

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 558 Advanced Geographic Information Systems (3:3)

Advanced concepts and methods in Geographic Information Systems (GIS). Emphasis is placed on the analysis and modeling of geospatial data using raster and vector data models.

Prerequisite: GEO 358; or permission of instructor

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.
Geography

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

School of Health and Human Sciences

212 Ferguson Building
336-256-1020
www.uncg.edu/gro

Faculty
Rebecca G. Adams, Gerontology Program Director and Professor

A 15-hour undergraduate minor in Gerontology is offered through the School of Health and Human Sciences separate from the Gerontology Program. See Gerontology Minor under the listing Health and Human Sciences, School of in the Academic Departments, Programs, and Courses section.

Please see the Graduate School Bulletin for gerontology graduate programs (MS in Gerontology, MS in Gerontology/MBA, and a 16-hour Post-Baccalaureate Certificate in Gerontology).

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 the Dual Registration topic in the Graduate School Bulletin.

Gerontology Minor

See Gerontology Minor under the listing Health and Human Sciences, School of in the Academic Departments, Programs, and Courses section.

Gerontology Courses (GRO)

GRO 201 Envisioning Your Old Age (3:3)
Students think critically about aging in the current US context and develop proposals for change to ensure their ideal old age will be possible. Required for minor in Gerontology.

GRO 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

GRO 511 Silver Industries (3:3)
Overview of the longevity economy and its influences on entrepreneurial opportunities. Case illustrations highlighted. Using the entrepreneurial business model, students explore opportunities, risks, and rewards in the silver industries market.
Cross Listed: Same as ENT 511.

GRO 589 Experimental Course
This number reserved for experimental courses. Refer to the Course Schedule for current offerings.
Grogan Residential College

University Teaching and Learning Commons
108 Grogan Hall
336-334-5898
http://grogan.uncg.edu

Faculty
John Sopper, Faculty Program Chair, Department of Religious Studies
Sarah Colonna, Associate Program Chair

Mark Engebretson, School of Music
Susan Fancher, School of Music
Britt Flanagan, School of Nursing
Denise Gabriel, School of Theatre
Margaret Hewitt, School of Nursing
Margaret Horton, Department of Biology
Sarmad Hindo, Department of Chemistry and Biochemistry
Larry Lavender, College of Visual and Performing Arts
Dale Schunk, Department of Teacher Education Higher Education, School of Education
Caitlin Spencer, Department of Educational Leadership and Cultural Foundations
Aaron Terranova, Department of Kinesiology, School of Health and Human Sciences

Grogan Residential College is a two year, residential and academic program that serves undergraduate students in all majors offered at UNCG. Recognizing the changing realities of work, Grogan helps students connect their passion, curiosity and interests to their learning and development as future professionals. Grogan offers a personalized approach, project based learning strategies, and opportunities for broad-based leadership and professional development.

Grogan College also serves as a “teaching innovations lab” where UNCG faculty develop new and more effective approaches to teaching and learning. Through its unique residential environment, dedicated faculty, innovative CORE courses and related experiential learning opportunities, Grogan College helps students develop perspectives, aptitudes and skills needed for sustained professional success in a changing world.

Mission Statement
Grogan Residential College fosters active lifelong learners and creative future professionals.

Members of Grogan College:

- develop a capstone portfolio that effectively communicates the value of their Grogan experience and articulates their future professional path.

Grogan College Courses (GRC)

RCO courses are listed under Warren Ashby Residential College.

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

GRC 589 Experimental Course
This number reserved for experimental courses. Refer to the Course Schedule for current offerings.
Gerontology Minor
Required: minimum of 15 semester hours
AOS Code: U240

The 15-semester hour Gerontology minor is designed for undergraduates with any major who are interested in a career in aging or personally interested in the topic. This minor should be of special interest to undergraduates planning to pursue careers in the allied health fields, with businesses or non-profits providing services or products to older adults and their families, or after attending graduate school as researchers in their respective fields.

Students will learn to locate information relevant to the aging experience and communicate it effectively to others, describe the variety of aging experiences, analyze current opportunities and constraints on how people age, and interpret data and apply theories of aging to gain perspective on their own futures as older adults and to identify areas for change.

Working with the Gerontology Program Advisor and their major advisors, students will have an opportunity to complete a program of study customized to help them meet their own personal or career goals. The minor consists of five 3 s.h. courses, one of which is required and all of which must be outside the student’s major.

Requirements
1. Required
   GRO 201 Envisioning Your Old Age
2. Required
   12 s.h. chosen from the courses listed below or other courses with a focus on aging under advisement from the Gerontology Program advisor.
   
   Note: Some of these courses require prerequisites or permission of the instructor, but it is possible to complete the minor without taking any of those courses.

   BIO 425 Biological Clocks
   BIO 536 Biology of Aging
   CSD 552 Communication and Aging
   GRO 501 Seminar: Critical Issues of Aging
   GRO 511/ENT 511 Silver Industries
   HDF 211 Human Development Across the Life Span
   HDF 304 Adult Development
   HDF 428 Families in Middle and Later Years
   KIN 579 Exercise and Older Adults
   NTR 313 Nutrition Throughout the Life Cycle
   NUR 581 End-of-Life Care
   PSY 375 Psychology of Aging
   SWK 570 Social Services for the Aging

School of Health and 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 Design Your Life I: What Could I Do With My Life? (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 and Spring
   
   Notes: May be repeated once for a total of 2 s.h. Formerly HHP 125.

HHS 135 Design Your Life II: Redesign a Life You’ll Love (1:1)
   Students identify meaningful learning opportunities based on purpose, mission, dreams, and vision; create specific projects to move toward a desired state; and then engage in coaching techniques to accomplish projects.
   
   Notes: May be repeated once for credit.

HHS 250 Purpose-Driven Entrepreneurship (3:3)
   Students will engage in exercises to understand their purpose, develop a plan to create self-employed, meaningful work, and learn strategies to stay connected to the self and the world.
   
   Cross Listed: Same as ENT 250.
   Notes: May be repeated once for credit. Business project must be different than project completed the first time taking the course.

HHS 275 Entrepreneurial Personal Branding (3:3)
   Students will have a better understanding of the entrepreneurial mindset, how to use entrepreneurship strategies personally, and how to best brand and uniquely market themselves.
   
   Cross Listed: Same as ENT 275.

HHS 589 Experimental Course: Exploring Intersections of Latino Individual, Family, and Community Life (6)
   This course is an in-depth study of Latino culture in Costa Rica. Students will examine the psychosocial intersections of how individuals, families, and communities experience economic, political, and gendered lives.
   
   Offered: Offered Summer 2017; previously offered as an experimental course in Summer 2015.

Integrated Professional Studies Courses (IPS)
   These courses are listed under the Integrated Professional Studies Program topic.
Department of History
including Western Civilization

College of Arts and Sciences

2129 Moore Humanities and Research Administration
336-334-5992
www.uncg.edu/his

Faculty
James Anderson, Associate Professor and Head of Department
Professors Bilinkoff, Bolton, Filene, Kriger, Ruzicka
Associate Professors Barton, Eger, Elliott, Filene, Jackson, Jennison, Jones, Levenstein, Levine, O’Brien, Rupert, Tolbert, Villella
Assistant Professors Bender, Parsons
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 under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
Four 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 College of Arts and Sciences Additional Requirements (CAR)

See CAR requirements in the Academic Units section. See the GEC Course Summary Table for approved CAR courses.

GMO/GPM—Historical Perspectives (3 s.h.)
Student selects 3 s.h. from GMO or GPM list, depending on category used to satisfy GHP requirement.

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 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 courses as provided below.

1. 200 level courses
   9 s.h. at the 200 level distributed as listed below.
   3 s.h. in Western Europe
   3 s.h. in United States
   3 s.h. in Wider World

2. 300 level courses
   9 s.h. at the 300 level

3. Required
   HIS 391 Historical Skills and Methods

4. Advanced courses
   9 s.h. at the advanced (400 and 500) level, which must include the courses below.
   HIS 511A Seminar in Historical Research and Writing
   or
   HIS 511B Seminar in Historical Research and Writing
   or
   HIS 511C Seminar in Historical Research and Writing

Courses by Field
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 European Revolutions, 1789-1989
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 BC–31 BC
HIS 353 Athens in the Fifth Century BC
HIS 354 The Roman Republic, 754 BC–44 BC
HIS 355 The Roman Empire, 44 BC–AD 337
HIS 360 The Structure of Scientific Change: Topics in the History of Science
HIS 363 European Economic History
HIS 364 The French Revolutionary Era
HIS 365 Modern France
HIS 368 Medieval Thought and Learning from 300 to 1500
HIS 369 History of Spain
HIS 371 Europe since World War I
HIS 373 English History to 1660
HIS 374 British History 1688–Present
HIS 375 Germany in the Nineteenth Century, 1800–1914
HIS 376 German History, 1914–1945
HIS 392 The Holocaust: History and Meaning
HIS 393 Medieval Church and State
HIS 397 Modern European Thought
HIS 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
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 317 Creating a Public Past: History beyond the University
- 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
- HIS 347 History of North Carolina
- HIS 359 Sexuality in Historical Perspective
- HIS 491 Honors Work: American History
- HIS 502 African American History: Selected Topics
- HIS 511A Seminar in Historical Research and Writing
- or
- HSS 490 Senior Honors Project

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
- 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 The First America: Latin America, 1492-1830
- HIS 240 (Dis)order and Progress: Latin America since 1810
- 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 319 Sugar, Soccer, Samba: History of Brazil
- HIS 320 History of Mexico and Central America
- HIS 321 Latin America and the United States
- HIS 322 American Indian History: 1840 to the Present
- HIS 323 American Indians and Nature
- HIS 333 American Indian History to 1840
- HIS 341 Pirates of the Caribbean: The Real Story
- HIS 342 Revolution and Reform in Modern Latin America
- HIS 343 Russian History to 1900
- HIS 344 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 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
- or
- HSS 490 Senior Honors Project

Other History Courses

- 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 Research Methods in Historical Archaeology
- HIS 581 African History: Selected Topics
- HIS 587 Southern African History
- HIS 588 East Asian History: Selected Topics
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 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

Related Area Requirements
Because history is closely related to many other disciplines, we strongly recommend that history majors consult their advisors about using their liberal education requirements and electives to build a coherent series of related courses. Students interested in the various national histories may wish to pursue language and literature courses in the same area; students interested in social and institutional history may wish to pursue courses in the social sciences such as anthropology, sociology, political science, and economics; students interested in cultural and intellectual history will profit by work in philosophy, religious studies, and art and music history.

Electives
Electives sufficient to complete the 122 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

General Education Core Requirements (GEC)
See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (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.

General Education Marker Requirements
See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
Four 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 College of Arts and Sciences Additional Requirements (CAR)

See CAR requirements in the Academic Units section. See the GEC Course Summary Table for approved CAR courses.

GMO/GPM—Historical Perspectives (3 s.h.)
Student selects 3 s.h. from GMO or GPM list, depending on category used to satisfy GHP requirement.

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 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 the provisions below.

1. 200 level courses
   9 s.h. at the 200 level distributed as listed below.
   - 3 s.h. in Western Europe
   - 3 s.h. in United States
   - 3 s.h. in Wider World

2. 300 level courses
   9 s.h. at the 300 level

3. Required
   HIS 430 Historical Methods for Social Studies Teachers
   This course serves as a prerequisite for other courses for history majors completing the concentration in social studies high school teaching licensure. Students who later drop the social studies licensure concentration must take an additional advanced-level course (400 or 500) to ensure depth of content knowledge in the major.

4. Advanced courses
   9 s.h. at the advanced (400 and 500) level, which must include the courses below.
   - HIS 511A Seminar in Historical Research and Writing
   - HIS 511B Seminar in Historical Research and Writing
   - HIS 511C Seminar in Historical Research and Writing

Courses by Field
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 European Revolutions, 1789–1989
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 317 Creating a Public Past: History beyond the University
HIS 348 The World at War, 1914–1918
HIS 349 The World at War, 1939–1945
HIS 351 History of Greece, 2000 BC–31 BC
HIS 353 Athens in the Fifth Century BC
HIS 354 The Roman Republic, 754 BC–44 BC
HIS 355 The Roman Empire, 44 BC–AD 337
HIS 360 The Structure of Scientific Change: Topics in the History of Science
HIS 363 European Economic History
HIS 364 The French Revolutionary Era
HIS 365 Modern France
HIS 368 Medieval Thought and Learning from 300 to 1500
HIS 369 History of Spain
HIS 371 Europe since World War I
HIS 373 English History to 1660
HIS 374 British History 1668–Present
HIS 375 Germany in the Nineteenth Century, 1800–1914
HIS 376 German History, 1914–1945
HIS 392 The Holocaust: History and Meaning
HIS 393 Medieval Church and State
HIS 397 Modern European Thought
HIS 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 317 Creating a Public Past: History beyond the University
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
HIS 347 History of North Carolina
HIS 359 Sexuality in Historical Perspective
HIS 491 Honors Work: American History
HIS 502 African American History: Selected Topics
HIS 503 Multicultural American Studies
HIS 504 Gender, Family, and Wealth in African History
HIS 506 Islam and Popular Culture in Africa
HIS 508 Navigating World History
HIS 511A Seminar in Historical Research and Writing
HSS 490 Senior Honors Project

Field II: United States
HIS 512 Public History
HIS 515 American Diplomatic History: The Twentieth Century
HIS 518/ECO 518 American Economic History
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

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
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 The First America: Latin America, 1492–1830
HIS 240 (Dis)order and Progress: Latin America since 1810
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 319 Sugar, Soccer, Samba: History of Brazil
HIS 320 History of Mexico and Central America
HIS 321 Latin America and the United States
HIS 322 American Indian History: 1840 to the Present
HIS 323 American Indians and Nature
HIS 333 American Indian History to 1840
HIS 341 Pirates of the Caribbean: The Real Story
HIS 342 Modern World History
HIS 348 The Modern Transformation of China: 1800 to Present Day
HIS 359 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 388 West Africa during the Atlantic Slave Trade
HIS 399 Images of Africa in Film
HIS 493 Honors Work: Wider World History
HIS 508 Latin America and Caribbean: Selected Topics

Field III: Wider World
HIS 511B Seminar in Historical Research and Writing
HSS 490 Senior Honors Project

HIS 575 Modern Russian History: Selected Topics
HIS 581 African History: Selected Topics
HIS 587 Southern African History
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 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 Teacher Licensure Requirements
Additional semester hours beyond those listed below are required for completion of the degree. See teacher licensure requirements in School of Education Licensure Programs.

1. Required
   Complete the 18 semester hours listed below.
   a. Required
      ECO 101 Introduction to Economics
      HIS 308 Navigating World History
      HIS 316 Interpreting American History
      HIS 430 Historical Methods for Social Studies Teachers
      HIS 440 Principles and Practices for Teaching History
   b. Select
      One additional 300-level history course

2. Social Studies Electives
   Complete an additional 15 semester hours of social studies electives.

   Choose five courses from the list below from at least three different disciplines.
   Note that some courses identified below may have prerequisites and many satisfy general education requirements.
   ATY
   ATY 213 Introduction to Cultural Anthropology
   ATY 258 Introduction to Archaeology
   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 Introduction to Human 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
   May also select any other regional course.
   PSC
   PSC 200 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

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. chosen from the courses listed below.
   HIS 301 Race and Slavery
   HIS 302 Race and Segregation
   HIS 326 Using Photographs as Historical Evidence
   HIS 327 American Cultural 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 341 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. Additional HIS courses
   12 s.h. of which two courses are at the 200 level and two courses 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
AOS Code: U175

The History Minor complements majors in a variety of fields, including English, the languages, and the other social sciences. Requirements are flexible to permit students to select courses with the help of their major departments, which will develop and extend their individual interests as expressed in their majors. A student who has taken 6 hours of Western Civilization may count 3 hours toward the History minor.

History Honors

Requirements
1. Contract honors course
   6 s.h. of a contract honors course in History at the 300 level or above
2. Honors work
   One of the courses listed below taken before the Senior Honors Project.
   HIS 491 Honors Work: American History
   HIS 492 Honors Work: European History
   HIS 493 Honors Work: Wider World History
3. Honors Project
   Taken in lieu of Seminar in Historical Research and Writing.
   HSS 490 Senior Honors Project

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 Lisa Tolbert for further information and guidance about Honors in History. For further information, see Honors Programs in the Academic Departments, Programs, and Courses section.

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 when 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: GMO

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: GMO

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: GMO

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: GMO

HIS 223 European Revolutions, 1789-1989 (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 The First America: Latin America, 1492-1830 (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 (Dis)order and Progress: Latin America since 1810 (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: 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: CAR: GPM

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: CAR: GPM

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: CAR: GPM

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.
Distribution: CAR: GPM

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 BCE 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

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

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: 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 317 Creating a Public Past: History beyond the University (3:3)
Explores the place of the past in contemporary life and introduces the field of public history: the effort to make history for and with audiences beyond the university.

HIS 318 Revolution and Reform in Modern Latin America (3:3)
Origins and historical influence of major social and cultural movements in Latin America since 1800. Topics include liberalism, populism, and communism; gender movements, countercultures, and Catholic traditionalism; and ethnic nationalisms.
Notes: Formerly HIS 370.

HIS 319 Sugar, Soccer, Samba: History of Brazil (3:3)
General history of Brazil since 1500. Topics include cultural and environmental history; the history of slavery and colonization; immigration, race, and economic development; and modern struggles for equality and democracy.

HIS 320 History of Mexico and Central America (3:3)
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; CAR: GMO

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 322 American Indian History: 1840 to the Present (3:3)
Explores the history of American Indians in the area now encompassed by the United States from 1840 to the present.

HIS 323 American Indians and Nature (3:3)
Examines the interaction of American Indians and nature from before European arrival today.

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: 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.
History

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 experimental course fall ’13. 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: 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: 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: Alt 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 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

HIS 351 History of Greece, 2000 BC–31 BC (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 BC (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 BC–44 BC (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 BC–AD 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.

HIS 356 The Making of the African Diaspora (3:3)
This course will explore the histories of Africans and their descendents across the Indian Ocean and Atlantic worlds.
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: 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

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: CAR: GMO

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: CAR: GMO

HIS 373 English History to 1660 (3:3)
Origins and evolution of English culture and English constitution.

Distribution: 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: 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.

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.

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: CAR: GMO

HIS 382C Viet Nam: History, Culture, and Resistance (3:3)
This course will consider the history of wars fought on Vietnamese soil within the larger context of political, social, and cultural change.

HIS 383 Chinese History to 1800 (3:3)
Early Chinese Civilization: Imperial Period; first dynasties; Early Modern China.

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.

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.

HIS 388 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 389 History Internship (3)
Field learning experience in public or applied history, or archaeology. Academic supervision provided by job supervisor. Assigned reading and written reports.

Prerequisite: Minimum of 12 s.h. with a 3.0 GPA in history; or permission of instructor.

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.

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.

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

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.
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 514 Topics in World History (3:3)
Selected topics in world history such as migration, religions, human and/or environmental interaction, imperialism, trade, urbanism, frontiers, and global networks.
Notes: May be repeated once for credit when topics vary.

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 518 American Economic History (3:3)
Evolution of the American economy with emphasis on economic performance through time measured against the goals of full employment, price stability, and rapid growth.
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 topics vary.

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 topics vary.

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 topics vary.

HIS 526 The Civil War and Reconstruction: Selected Topics (3:3)
Notes: May be repeated once for credit when topics vary.

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 topics vary.

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 topics vary.
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 topics vary.

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 topics vary.

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 topics vary.

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.
History

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 568 African History and Cultures through Film (3:3)
Examines how Africans are portrayed in a variety of film genres, focusing on representations of race, gender, class, and sexuality in world cinema and legacies of colonialism.
Cross Listed: Same as LLC 568.

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.

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

Western Civilization Courses (WCV)

WCV 101 Western Civilization (3:3)
Interdisciplinary study of Western Civilization emphasizing critical developments from ancient to modern times.
Distribution: CAR: GPM

WCV 102 Western Civilization (3:3)
Interdisciplinary study of Western Civilization emphasizing critical developments from ancient to modern times.
Distribution: CAR: GMO
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 Programs Staff
See the topic Lloyd International Honors College in the Academic Units section.

Honors Council
Omar H. Ali (Chair) — Dean of Lloyd International Honors College
Deb Bell and Sheryl Oring — College of Visual and Performing Arts
Roberto Campo — International and Global Studies Program
Nadja Cech, Sarah Daynes, and Bas van der Vossen — College of Arts and Sciences
Cathy Hamilton — Office of Leadership and Service-Learning
Leslie Davis — School of Nursing
Eloise Hassell — Bryan School of Business and Economics
Tim Johnson — Housing and Residence Life
Jennifer Mangram — School of Education
Penelope Pynes — International Programs Center
Daniel Rhodes — School of Health and Human Sciences

Lloyd International Honors College administers UNCG’s Honors Programs: the International Honors Program, the Disciplinary Honors Program, and Full Honors, combining the requirements of International and Disciplinary Honors. 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, at a minimum, includes those provided below.

1. Minimum GPA
   UNCG GPA of 3.30 or higher at graduation

2. Honors course work
   At least 12 s.h. of Honors course work with grades of A or B as listed below.
   a. Course work in the major
      6-9 s.h. Honors course work in the major
   b. Honors project course
      HSS 490 Senior Honors Project
   c. Additional course work
      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 as provided below.

1. Minimum GPA
   UNCG GPA of 3.30 or higher at graduation

2. Honors course work
   At least 12 s.h. of Honors course work with grades of A or B as listed below. At least 6 s.h. must be at the 300 level or higher
   a. Course work
      9 s.h. Honors course work
   b. Honors project course
      HSS 490 Senior Honors Project

Requirements for Specific Majors

The requirements for the Disciplinary Honors Program vary by major. Each academic department at 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 below is provided with the information for that entity in this Bulletin.

Accounting and Finance
African American and African Diaspora Studies
Anthropology
Archaeology
Art
Astronomy
Biology
Chemistry and Biochemistry
Classical Studies
Communication Sciences and Disorders
Communication Studies
Community and Therapeutic Recreation
Honors Programs

Computer Science
Consumer, Apparel, and Retail Studies
Dance
Economics
English
Environmental Studies
French
Geography
German
History
Human Development and Family Studies
Information Systems and Supply Chain Management
Interior Architecture
International and Global Studies
Kinesiology
Management
Marketing, Entrepreneurship, and Hospitality and Tourism Management
Mathematics and Statistics
Media Studies
Music Education
Music Performance
Music Studies
Nursing
Nutrition
Philosophy
Physics and Astronomy
Political Science
Psychology
Public Health Education
Religious Studies
Social Work
Sociology
Spanish
Specialized Education Services
Statistics
Teacher Education and Higher Education
Theatre
Women’s and Gender Studies Program

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 course work detailed below with grades of B (3.0) or higher.

1. Course work
   a. Seminar
      A first-year Honors seminar (3 s.h.) in the first semester after having been admitted to Lloyd International Honors College
   b. Colloquium
      Colloquium course to be taken in the first semester after having been admitted to Lloyd International Honors College
      HSS 198 Honors Colloquium
   c. Additional course work
      9 s.h. of additional Honors course work.

2. Additional requirements
   In addition, a student must also complete the items detailed below.
   a. Language
      Master a language other than their native language through the equivalent of the 204 level of language courses taught at 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.
   b. International experience
      Complete an approved international experience, usually in the form of studying abroad for a semester or a full academic year.
      To document completion of the international experience, students must register for the course below (graded on a pass/not pass basis; 0 s.h.) in the semester following the international experience.
      HSS 299 Honors International Experience
Recognition

Students who complete the requirements for the International Honors Program receive a Certificate of International Honors, have that accomplishment noted on their official transcript, and are recognized at a banquet held at the end of the academic year.

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.
Pre requisite: Must be taken in the first semester after being admitted to Lloyd International Honors College.
Offered: Fall and Spring
Notes: Grade: Pass/Not Pass (P/NP)

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.
Pre requisite: 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.
Pre requisite: 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.
Pre requisite: 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.
Pre requisite: 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.
Pre requisite: 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.
Pre requisite: 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.
Pre requisite: 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.
Pre requisite: 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.
Pre requisite: 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.
Pre requisite: Admission to Lloyd International Honors College; open to first-year students only.
Offered: Fall
Distribution: 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.
Pre requisite: 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
Honors Programs

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: GLS

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: GPS

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: GL

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 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: GN

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: GMO
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
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: GPM
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
Offered: Fall or Spring
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: 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: GPM
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.
Honors Programs

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 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 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 221 Seminar in Historical Perspectives: Premodern (3:3)
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
Notes: May be repeated for credit when topic varies.

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 and Spring

HSS 299 Honors International Experience (0)
Provides qualified students with the opportunity to explore 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 previously undertaken approved Honors International Experience
Offered: Fall and Spring
Notes: Grade: Pass/Not Pass (P/NP).

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 and 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 and Spring
HSS 589 Experimental Course
This number reserved for experimental courses. Refer to the Course Schedule for current offerings.

---

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.

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 and 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 and 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 and Spring and 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.
Notes: May be repeated for credit if the topic of study changes.
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 Anastopoulos, Buehler, Calkins, Demo, Fletcher, LaParo, Leerkes, Perlman, Scott-Little, Tudge
Associate Professors Bulls, Coard, Crosby, Helms, Hestenes, Hunter, Mills-Koonce, Mims, Morgan, Shreenivas, Supple
Assistant Professors, Aldridge, Bailey, Boit
Lecturer 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 in community child care programs and in preschool and kindergarten classrooms in the public school; and in cooperative extension and state agencies.

The Human Development and Family Studies major offers students the choice of three concentrations. The Early Care and Education concentration prepares students for careers in child care centers and agencies, private kindergartens, and hospital child care. Teacher licensure in Birth through Kindergarten education prepares students to teach in North Carolina public preschools and kindergartens. The Birth–Kindergarten and Early Care and Education concentrations are also available as online programs for students transferring in with an A.A.S. degree in early childhood from a N.C. Community College. The Child, Youth, and Family Development concentration prepares students for careers in family, governmental, and community service agencies that serve children, adolescents, adults, the elderly, and their families.

The internship program within the department provides students with opportunities for professional experiences in the career field of their choice. The department also administers the Child Care Education Program at three sites with an enrollment of 80 children in all-day child care. All serve as laboratories for the study of children and their families.

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. Foundation courses
   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. Minimum GPA
   51 s.h. with a minimum overall 2.50 GPA
3. Transfer students
   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. Course performance
   Performance in the courses listed below.
   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. Course performance
   Performance in the courses listed below.
   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 U513)
1. Overall GPA
2. Course performance
   Performance in the courses listed below.
   HDF 211 Human Development Across the Life Span
   HDF 212 Families and Close Relationships
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 and AOS Codes:
Birth through Kindergarten Teacher Licensure, U526
Child, Youth, and Family Development, U513
Early Care and Education, U531

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
AOS Code: U526

I General Education Core Requirements (GEC)
See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (3 s.h.)
Student selects 3 s.h. from GHP list.
GNS—Natural Sciences (7 s.h.)
Student selects option a, b, c, d, or e below:

Option A
BIO 105 Major Concepts of Biology
BIO 105L Major Concepts of Biology Laboratory
NTR 213 Introductory Nutrition

Option B
BIO 111 Principles of Biology I
NTR 213 Introductory Nutrition

Option C
CHE 101 Introductory Chemistry

CHE 110 Introductory Chemistry Laboratory
NTR 213 Introductory Nutrition

Option D
GEO 106 Geosystems Science
GEO 106L Geosystems Science Laboratory
NTR 213 Introductory Nutrition

Option E
ATY 253 Introduction to Biological Anthropology
ATY 253L Introduction to Biological Anthropology 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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
Four courses carrying GL/GN markers; at least one course must carry the GN marker.

Required
HDF 390 Families and Children in Global Perspective

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
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
Human Development and Family Studies

HDF 420 Birth to Kindergarten Teaching Practicum I
HDF 440 Birth to Kindergarten Teaching Practicum II
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

IV Related Area Requirements
1. Select
   One option chosen from those listed below.
   **Option A**
   BIO 105 Major Concepts of Biology
   and
   BIO 105L Major Concepts of Biology Laboratory
   **Option B**
   BIO 111 Principles of Biology I
   **Option C**
   CHE 101 Introductory Chemistry
   and
   CHE 110 Introductory Chemistry Laboratory
   **Option D**
   GEO 106 Geosystems Science
   and
   GEO 106L Geosystems Science Laboratory
   **Option E**
   ATY 253 Introduction to Biological Anthropology
   and
   ATY 253L Introduction to Biological Anthropology Laboratory
2. Required
   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

V Teacher Education Requirements
To be admitted to Teacher Education, students must achieve a 3.0 overall GPA. Students are also required to be certified in First Aid and CPR prior to student teaching.
1. Student teaching
   Student teaching taken for 12 s.h.
   HDF 460 Supervised Student Teaching
2. Additional courses
   KIN 342 Teaching Motor Skills to Preschool Children
   NUR 345 Basic Health Management of Children
   SES 242 Introduction to Exceptional Children: Early Years

VI 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 under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (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

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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
Four 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
1. Required
   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
2. Select
   Two courses chosen from those listed below.
   HDF 390 Families and Children in Global Perspective
   HDF 407 Issues Affecting Women and Families
   HDF 409 Family Diversity
3. Select
   One course chosen from those listed below.
   HDF 428 Families in Middle and Later Years
   HDF 464 Advanced Family and Developmental Studies Seminar
   HDF 465 Work and Family Linkages
4. Select
   One course chosen from those listed below.
   HDF 445 Current Family Theory and Research
   HDF 455 Current Developmental Theory and Research
5. Required
   The course listed below for 6 s.h.
   HDF 499 Supervised Professional Experience

IV Related Area Requirements
1. Required
   NTR 213 Introductory Nutrition
   PSY 121 General Psychology
   SOC 101 Introduction to Sociology
   STA 108 Elementary Introduction to Probability and Statistics
2. Select

Choose eight courses from Group A and Group B below. Four must be from Group A—International and Family and/or Developmental-Focused or Diversity Focused Courses. The other four may be from Group A, Group B, or a mix of the two.

Group A
- Study Abroad course work for 3 s.h. or 6 s.h. may also apply.
- ADS 201 Introduction to African American Studies
- ADS 210 Blacks in American Society: Social, Economic, and Political Perspectives
- ADS 260 Understanding Race
- ATY 100 Contemporary Non-Western Cultures
- ATY 213 Introduction to Cultural Anthropology
- ATY 312 The Anthropology of Children
- ATY 325 Caribbean Societies and Cultures
- ATY 330 Cultures of North American Indians
- ATY 331 Race and Human Diversity
- ATY 333 Latin American Societies and Cultures
- ATY 335 Cultures of Africa
- ATY 385 Language and Culture
- BLS 385 American Motherhood
- CTR 314 Recreation Services with Underrepresented Groups
- ECO 100 Economics of a Global Sustainable Society
- HDF 392/SWK 392 Child Maltreatment
- HEA 307/ENT 307 Global Health
- HEA 350 Race, Ethnicity, and Health

- HEA 433 Gender and Health
- or
- NUR 330 Global Perspectives on the Health of Women

- IGS 200 Introduction to International and Global Studies
- PSC 290 The Politics of the Non-Western World
- PSY 346 The Psychology of Gender
- PSY 370 Ethnicity, Development, and Psychopathology
- REL 248 Comparative Religious Ethics
- REL 254 Religion in Traditional Societies
- SES 200 People with Disabilities in American Society
- SES 460 Home-School Partnerships for Students with Exceptional Needs

- SOC 202 Social Problems in Global Context
- SOC 225 Race, Class, and Gender: Social Inequalities
- SOC 327 Race and Ethnic Relations
- SOC 329/WGS 329 Sociological Perspectives on Gender
- SOC 354 Work and Gender
- SOC 364 African American Social Thought
- SOC 419/WGS 419 Gender, Crime, and Deviance
- SWK 584 Social Services for Children
- WGS 250 An Introduction to Women’s and Gender Studies
- WGS 270 Sexuality and Culture
- WGS 350 Introduction to Feminist Theories

Group B
Human Development and Family Studies

Foreign language for three 3 s.h. or 6 s.h. may also apply.
- ATY 342 Human Growth and Development
- CED 310 Helping Skills
- CED 393 Adult Violence and Victimization
- CST 200 Communication and Community
- CST 207 Relational Communication
- CST 210 Communicating Ethically
- CST 337 Intercultural Communication
- CST 341 Communication and Workplace Relationships
- CST 344 Conflict Communication
- CST 415 Family Communication
- GRO 501 Seminar: Critical Issues of Aging
- HDF 301 Development of School-Age Children
- HEA 201 Personal Health
- HEA 260 Human Sexuality
- HEA 310 Mental Health and Well-Being
- HEA 318 Conflict Resolution and Facilitation Skills
- HEA 331 Alcohol, Tobacco, and Other Drugs
- HEA 471 Immigrant and Refugee Health
- PSY 240 Principles of Learning
- PSY 265 Theories of Personality
- PSY 275 Introduction to Clinical Psychology
- PSY 341 Abnormal Psychology
- PSY 375 Psychology of Aging
- SES 101 American Sign Language I
  or
- ASL 101 Elementary American Sign Language I
- SES 102 American Sign Language II
  or
- ASL 102 Elementary American Sign Language II
- SES 240 Communication Development in Children
- SES 242 Introduction to Exceptional Children: Early Years
- SOC 222 Sociology of Deviant Behavior
- SOC 350 Juvenile Delinquency
- SWK 570 Social Services for the Aging

Qualified
The course below may apply when taken for three 3 or 6 semester hours.
- 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
AOS Codes: U531

I General Education Core Requirements (GEC)
See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (3 s.h.)
Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (7 s.h.)
Student selects option a, b, c, or d below:

Option A
- BIO 105 Major Concepts of Biology
- BIO 105L Major Concepts of Biology Laboratory
- NTR 213 Introductory Nutrition

Option B
- BIO 111 Principles of Biology I
- NTR 213 Introductory Nutrition

Option C
- GEO 106 Geosystems Science
- GEO 106L Geosystems Science Laboratory
- NTR 213 Introductory Nutrition

Option D
- ATY 253 Introduction to Biological Anthropology
- ATY 253L Introduction to Biological Anthropology Laboratory
- 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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
Four 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

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

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 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
   Qualified
   The course below may apply when taken for three 6 semester hours.
   HDF 450 Professional Experience in Early Childhood

IV Related Area Requirements

1. Select
   One option chosen from those listed below.

Option A
   BIO 105 Major Concepts of Biology
   and
   BIO 105L Major Concepts of Biology Laboratory

Option B
   BIO 111 Principles of Biology I

Option C
   CHE 101 Introductory Chemistry
   and
   CHE 110 Introductory Chemistry Laboratory

Option D
   GEO 106 Geosystems Science
   and
   GEO 106L Geosystems Science Laboratory

Option E
   ATY 253 Introduction to Biological Anthropology
   and
   ATY 253L Introduction to Biological Anthropology Laboratory

2. Required
   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

3. Additional Requirements
   6 s.h. from one of the two blocks listed below.

   Administration and/or Management
   BUS 240/ENT 240 Introduction to the Entrepreneurial Experience
   CST 341 Communication and Workplace Relationships
   FIN 200/ENT 200 Introduction to Entrepreneurial Finance
   MGT 300 Management of Organizations
   MGT 312 Human Behavior in Business Organizations

   World Cultures
   ATY 100 Contemporary Non-Western Cultures
   ATY 213 Introduction to Cultural Anthropology
   ATY 330 Cultures of North American Indians
   ATY 333 Latin American Societies and Cultures
   ATY 335 Cultures of Africa
   GEO 315 The Geography of World Affairs
   HDF 390 Families and Children in Global Perspective
   HEA 307/ENT 307 Global Health
   HIS 217 The World in the Twentieth Century
   HIS 218 The World in the Twentieth Century
   IGS 200 Introduction to International and Global Studies
   REL 109 Religion and Contemporary Culture
Human Development and Family Studies

PCS 305 Foundations of Peace and Conflict Studies  
PCS 309 Conflict and Culture  
PSC 290 The Politics of the Non-Western World  
SOC 202 Social Problems in Global Context  
SPA 121 Basic Spanish for Teachers

Study Abroad  
Taken for up to 6 s.h.

Human Development and Family Studies Minor

AOS Code: U514

Required: minimum of 18 semester hours (minimum of 12 semester hours in HDF)

Requirements

Completion of 18 semester hours in HDF courses with a C or better as provided below.

1. Required  
   HDF 211 Human Development Across the Life Span  
   HDF 212 Families and Close Relationships

2. Select  
   6 s.h. chosen from the courses listed below.  
   HDF 301 Development of School-Age Children  
   or  
   HDF 302 Infant and Child Development

   HDF 303 Adolescent Development: From Puberty to Young Adulthood  
   HDF 304 Adult Development

3. Select  
   6 s.h. chosen from the courses listed below.  
   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

Human Development and 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 singelhood, 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: Students 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 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.
Prerequisite: 2.50 GPA and completion of HDF 211, HDF 212, and either HDF 302 or HDF 303 or HDF 304; or permission of instructor

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; 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: Minimum grade of C (2.0) in either HDF 315 or SES 315; or permission of instructor; formal admission to HDFS major required; 2.50 overall GPA
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 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.
Pr. HDF 211 and 302; HDF or SES 315; SES 242; 2.50 GPA; formal admission to HDFS major required.
Cross Listed: Same as SES 425.

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

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: HDF 415 or permission of instructor; formal admission to HDFS major
HDF 460 Supervised Student Teaching (3:1:16 or 6:2:32 or 12:2:32)
Supervised student teaching in an infant and/or 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 or permission of instructor; formal admission to HDFS major
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 (3:1:8 or 6:1:16)
Supervised professional experience in selected commercial or industrial organizations, public or private agencies.
Prerequisite: HDF 477; 2.50 GPA; formal admission to HDFS major; permission of instructor
Notes: May be repeated for up to six (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

HDF 589 Experimental Course
This number reserved for experimental courses. Refer to the Course Schedule for current offerings.
Department of Information Systems and Supply Chain Management

Bryan School of Business and Economics

479 Bryan Building
336-334-5666
http://bryan.uncg.edu/isscm

Faculty
Vidyaranya Gargeya, Professor and Head of Department
Professors Amoako-Gyampah, Palvia
Associate Professors Iyer, Nemati, Salam, Singh, Taube, Zhao
Assistant Professors Dissanayake, Mehta, Ratcliffe

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.

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 and 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 Information Systems in Organizations

MAT 120 Calculus with Business Applications
or
MAT 191 Calculus I
Global Sustainability Elective
One chosen from the list below or other approved Global Sustainability elective.
ECO 100 Economics of a Global Sustainable Society
ENT 130/BUS 130 Entrepreneurship in a Sustainable Global Environment
ENV 110 Introduction to Sustainability Studies
LLC 120 Global Crossings: Topics in Images, Media, and Texts
LLC 130 Global Green: Cultures of Production and/or Consumption
STH 200 Introduction to Sustainable Development

General Program Requirements
1. Required
   Successful completion of all major and related area requirements listed below.
2. Minimum grade
   Grade of C or higher in the course listed below.
   ISM 110 Business Computing I
3. GPA
   A cumulative GPA of at least 2.0
4. IS concentration
   For IS concentration, grades of C or better in the courses listed below.
   ISM 218 Database Systems
   ISM 240 Business Programming I
   ISM 280 Information Systems in Organizations
   ISM 301 Systems and Process Analysis
5. Total hours
   122 s.h.
6. Residency
   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 under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (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 with Business Applications
   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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
   Four 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 Requirements
For Information Systems and Supply Chain Management Concentrations

Core Requirements
   ISM 110 Business Computing I
   ISM 280 Information Systems in Organizations
   SCM 302 Operations Management

Additional Requirements by Concentration
Information Systems Concentration
a. Required
   ISM 116 Web Design and Development
   ISM 218 Database Systems
   ISM 240 Business Programming I
   ISM 301 Systems and Process Analysis
   ISM 324 Secure Networked Systems
   ISM 452 Design of Management Information Systems
Information Systems and Operations Management

Information Technology Minor
Required: minimum of 15 semester hours
AOS Code: U318

The Information Technology minor is available to any UNCG student (other than ISSC majors) who is in good standing in the University. The minor complements a variety of professional and arts and sciences fields. It focuses on various IT tools and applications and the use of these technologies to improve decision-making in a variety of professional environments.

Requirements
1. Admission to the minor
   See Undergraduate Student Services, 301 Bryan.
2. Minimum GPA
   To receive credit for the minor, the student must achieve a minimum GPA of 2.0 in all courses taken for the Information Technology minor.
3. Fifteen semester hours
   A total of 15 s.h., nine of which must be successfully completed at UNCG.

Required Courses
a. Required
   ISM 116 Web Design and Development
   ISM 210 Business Computing II
b. Select
   The course listed below or an equivalent.
   ISM 110 Business Computing I
c. Select
   Two chosen from the courses listed below.
   ISM 218 Database Systems
   ISM 280 Information Systems in Organizations
   ISM 324 Secure Networked Systems
   SCM 304 Managing and Organizing Projects

Information Systems and Supply Chain Management Honors
Consult the departmental office. See also Honors Programs.

Information Systems and 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 website design.
Prerequisite: C or better in ISM 110 or equivalent
Notes: Formerly ISM 206.
Information Systems and Operations Management

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 Information Systems in Organizations (3:3)
Fundamentals of information systems needed to achieve organizational, operational, informational, technological, managerial, and innovative functions are discussed. Evolving role of information systems in achieving and maintaining competitive advantage is evaluated.
Prerequisite: ISM 110 or equivalent

ISM 290 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 Secure Networked Systems (3:3)
Networking and telecommunication concepts are described. Technical and organizational activities for securing distributed systems are presented. System security and information assurance methodologies, procedures and best practices are studied.
Prerequisite: Restricted to IS majors and minors only.

ISM 325 Topics in Applications Development (1–3)
Study of specific application development environments and development tools to support business application development.
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.
Information Systems and Operations Management

ISM 389 Experimental Course

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

Supply Chain Management Courses (SCM)

SCM 206 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: ISM 110; ACCT, BADM, CARS, ENTR, FINC, INTB, ISSC, MKTG, or STHP major; or permission of the instructor

Notes: Formerly SCM 306.

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: Junior standing; ISM 110; ACCT, BADM, CARS, ENTR, FINC, INTB, ISSC, MKTG, or STHP major

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.

Offered: Spring
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: ECO 250; ACCT, BADM, CARS, ENTR, FINC, INTB, ISSC, MKTG, or STHP major; or permission of the instructor
Offered: Fall
Notes: Formerly ISM 402

SCM 411 Undergraduate Internship in Supply Chain Management (1–3:0:3–9)
Campus monitored, supervised internship experiences in organizations that involve the application of supply chain and operational analysis and methods and the development of professional skills in the field of study. Internships may be either paid or voluntary and must include a minimum of 50 supervised internship hours per one credit hour earned.
• Registration Restriction: ISSC major with a Supply Chain Management concentration and permission of instructor
Prerequisite: Minimum 2.50 GPA

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.
Prerequisite: Either SCM 206 or SCM 302 or 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.

SCM 589 Experimental Course
This number reserved for experimental courses. Refer to the Course Schedule for current offerings.
Integrated Professional Studies
Program

School of Health & Human Sciences
and UNCG Online

915 Northridge Street
336-315-7044
http://bips.uncg.edu

Program Administration
Kelly Burke, Vice Provost for Graduate Education
James Eddy, Dean, Division of Online Learning
Kathleen Williams, Senior Associate Dean, School of Health and Human Sciences

Rationale and Program Objectives

The Integrated Professional Studies program provides an innovative, flexible, transdisciplinary online degree completion option designed to deepen the applied workplace skill set of adult learners with previous college credit. The degree focuses on the attainment of 21st century work skills identified by employers as critical professional preparation for the jobs of the future. Students will learn and apply core skills to specific professional contexts through case studies and other collaborative projects, and will build a portfolio demonstrating their growth throughout the degree. The five professional/career/industry areas of interest enable students to tailor curricula to their specific career goals.

Student Learning Goals

Students completing this program will be able to demonstrate the items listed below.

a. Articulate and apply skills earned through a strong liberal education background of a comprehensive general educational program.

b. Integrate and apply universal competencies in systems and design thinking, quantitative literacy, and new media literacy to a range of real-world situations.

c. Apply self-awareness and global awareness and cultural understanding to a broad range of real-world situations in a rapidly shifting demographic environment.

d. Systematically and consistently apply knowledge and skills from the universal competencies to a chosen professional career concentration (health and wellness; arts, entertainment, and media; management; service) across a range of real-world situations.

Integrated Professional Studies
Online Major (BIPS)—B.S. {Program pending approval by the Southern Association of Colleges and Schools Commission on Colleges.}

Degree: Bachelor of Science

Required: 122 semester hours, to include at least 36 s.h. of courses at the 300 course level or above.

AOS Code: U890

Program pending approval by the Southern Association of Colleges and Schools Commission on Colleges

General Program Requirements

This is an online degree-completion program. Students must have at least 24 transferable credit hours to be eligible for major.

1. A cumulative GPA of at least 2.0

2. Grades of C or better in courses used to meet concentration requirements

I. General Education Requirements (GEC)

See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
Four courses carrying GL/GN markers, at least one of which must carry the GN 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.

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
A. Core Courses
IPS 301 Design Thinking
IPS 302 Systems Thinking
IPS 303 Understanding Data
IPS 304 Contemporary Media Literacies
IPS 305 Global Awareness and Intercultural Competence
IPS 306 Self-Awareness

B. Professional/Career/Industry Area of Interest
12 s.h. as listed below or other approved course chosen in consultation with advisor (any course prefix, including IPS). The area of interest can be customized to the student’s professional aspirations.

Health and Wellness Occupations
BUS 201/ENT 201 Creativity, Innovation, and Vision
CST 341 Communication and Workplace Relationships
ENT 307/HEA 307 Global Health
HEA 113 Medical Terminology for Public Health Professionals
IPS 401 Selected Topics in Health and Wellness Occupations
NUR 390 Culture and Health Care
PCS 308 Working through Interpersonal Conflicts
PHI 220 Medical Ethics

Management Occupations
BUS 201/ENT 201 Creativity, Innovation, and Vision
BUS 328 Organizational Leadership
CST 341 Communication and Workplace Relationships
ECO 300 The International Economy
ENG 327/ENT 327 Writing for Professionals and Entrepreneurs
IPS 402 Selected Topics in Management Occupations
MGT 312 Human Behavior in Business Organizations
PCS 308 Working through Interpersonal Conflicts

Service Occupations
CST 341 Communication and Workplace Relationships
CTR 451/ENT 451/STH 451 Service Management
IPS 403 Selected Topics in Service Occupations
PHI 361 Ethical Issues in Business
PCS 308 Working through Interpersonal Conflicts
PSC 540 Nonprofit Management and Leadership
STH 313 Revenue Management

Arts, Entertainment and Media Occupations
ART 323/DCE 323/THR 323/VPA 323 The Arts as Human Experience
BLS 346 The Art of Life
BUS 201/ENT 201 Creativity, Innovation, and Vision
BUS 300/ENT 300 Ideas to Opportunities: Feasibility Analysis
CST 341 Communication and Workplace Relationships
IPS 404 Selected Topics in Arts, Entertainment, and Media Occupations
PHI 361 Ethical Issues in Business
PSC 540 Nonprofit Management and Leadership

C. Capstone Course
IPS 410 Capstone

IV. Electives
Electives sufficient to complete 122 total semester hours required for the degree, to include 36 hours at or above the 300 course level.

Integrated Professional Studies Courses (IPS)
These courses are administered by the School of Health and Human Sciences.

IPS 301 Design Thinking (3:3)
Design Thinking is a creative and pragmatic path to innovation. Students learn a human-centered approach to problem-solving, emphasizing experimental and collaborative learning and real-world applications.

IPS 302 Systems Thinking (3:3)
Overview of theory and processes commonly used to apply systems thinking approaches to addressing complex problems across disciplines, including arts and health. A case study approach facilitates this process.
• Registration Restriction: UNCG Online
IPS 303 Understanding Data (3:3)
Students learn to identify, analyze, use, and interpret data to solve problems and make decisions. Interactive data activities, case studies, videos, lectures, and dialogue will facilitate student understanding.

IPS 304 Contemporary Media Literacies (3:3)
Students learn theories of contemporary media literacy in order to interpret and create research products in multiple modes and situated in global contexts.

IPS 305 Global Awareness and Intercultural Competence (3:3)
Interdisciplinary course designed to enhance students’ global awareness by introducing them to contemporary global issues while increasing their intercultural competence.

IPS 306 Self-Awareness (3:3)
Development of knowledge and skills to enhance personal success. Focus on self and other awareness and application to career and life goals.

IPS 401 Selected Topics in Health and Wellness Occupations (3:3)
Integration of six universal program competencies applied to the study of selected topics in health and wellness occupations.

Notes: May be repeated for credit when topic changes.

IPS 402 Selected Topics in Management Occupations (3:3)
Integration of six universal program competencies applied to the study of selected topics in management occupations.

Notes: May be repeated for credit when topic changes.

IPS 403 Selected Topics in Service Occupations (3:3)
Integration of six universal program competencies applied to the study of selected topics in service occupations.

Notes: May be repeated for credit when topic changes.

IPS 404 Selected Topics in Arts, Entertainment, and Media Occupations (3:3)
Integration of six universal program competencies applied to the study of selected topics in arts, entertainment, and media occupations.

Notes: May be repeated for credit when topic changes.

IPS 405 Selected Topics in Other Occupations (3:3)
Integration of six universal program competencies applied to the study of selected topics in other occupations such as education, technology, etc.

Notes: May be repeated for credit when topic changes.

IPS 410 Capstone (3:3)
Integration of six universal program competencies applied to self-designed capstone project.

• Registration Restriction: Integrated Professional Studies major
Prerequisite: IPS 301, IPS 302, IPS 303, IPS 304, IPS 305, IPS 306
Integrated Science Program

College of Arts and Sciences
116E Graham Building
336-334-3913

Committee Members

Jay Lennartson, Co-Director, Integrated Science Program, Department of Geography
Jerry Walsh, Co-Director, Integrated Science Program, Department of Chemistry and Biochemistry
John Lepri, Department of Biology
Catherine Matthews, Department of Teacher Education and Higher Education
Promod Pratap, Department of 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. [April 2017—The department has petitioned for approval to discontinue this course of study effective Fall 2018.]

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 under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
Four 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 CAR requirements in the Academic Units section. See the GEC Course Summary Table for approved CAR courses.

GMO/GPM—Historical Perspectives (3 s.h.)
Student selects 3 s.h. from GMO or GPM list, depending on category used to satisfy GHP requirement.

GLS/GPS—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
Completion of the specified courses in each of the areas listed below.

Introductions
ISC 111 Introductory Integrated Science
ISC 211 Milestones in Science

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

Qualified
Students who do not plan to take the Physics courses under the Advanced Courses Area must take the courses listed below.

PHY 211 General Physics I
PHY 212 General Physics II

Advanced Courses
10–13 s.h. in one discipline, chosen from the courses listed below.

Biology
BIO 301 Principles of Ecology
BIO 355 Cell Biology
BIO 392 Genetics

Chemistry
a. Select
One option chosen from those listed below.

Option 1
CHE 205 Introductory Organic Chemistry
CHE 206 Introductory Organic Chemistry Laboratory

Option 2
CHE 351 Organic Chemistry I

b. Required
CHE 372 Introduction to Laboratory Methods
CHE 406 Introductory Physical Chemistry
CHE 407 Introductory Physical Chemistry Laboratory

Geography
a. Required
GEO 314 Physical Geography: Landscape Processes
GEO 314L Physical Geography Laboratory

b. Select
Three courses chosen from those listed below.
GEO 305 Environmental Hazards Assessment
GEO 330 Elements of Hydrology
GEO 359 Remote Sensing of Environment
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

Advanced Integrated/Applied Science
3 s.h. chosen from the courses listed below.
BIO 499 Undergraduate Research
CHE 491 Senior Research
CHE 492 Senior Research
Integrated Science

GEO 490 Special Problems in Geography
PHY 495 Research Experience in Physics

V Related Area Requirements
Required
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. {April 2017—The department has petitioned for approval to discontinue this course of study effective Fall 2018.}

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 under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
Four 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 CAR requirements in the Academic Units section. See the GEC Course Summary Table for approved CAR courses.

GMO/GPM—Historical Perspectives (3 s.h.)
Student selects 3 s.h. from GMO or GPM list, depending on category used to satisfy GHP requirement.

GLS/GPS—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
Completion of the specified courses in each of the areas listed below.

Introductions
ISC 111 Introductory Integrated Science
ISC 211 Milestones in Science
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

Qualified
Students who do not plan to take the Physics courses under the Advanced Courses Area must take the courses listed below.

PHY 211 General Physics I
PHY 212 General Physics II

Qualified
Students who do plan to take the Physics courses under the Advanced Courses Area must take the courses listed below.

PHY 291 General Physics I with Calculus
PHY 292 General Physics II with Calculus

Advanced Courses
10–13 s.h. in one discipline, chosen from the courses listed below.

Biology
BIO 301 Principles of Ecology
BIO 355 Cell Biology
BIO 392 Genetics

Chemistry
a. Select
One option chosen from those listed below.

Option 1
CHE 205 Introductory Organic Chemistry
and
CHE 206 Introductory Organic Chemistry Laboratory

Option 2
CHE 351 Organic Chemistry I

b. Required
CHE 372 Introduction to Laboratory Methods
CHE 406 Introductory Physical Chemistry
CHE 407 Introductory Physical Chemistry Laboratory

Geography
a. Required
GEO 314 Physical Geography: Landscape Processes
GEO 314L Physical Geography Laboratory

b. Select
Three courses chosen from those listed below.
GEO 305 Environmental Hazards Assessment
GEO 330 Elements of Hydrology
GEO 359 Remote Sensing of Environment
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

Advanced Integrated/Applied Science
3 s.h. chosen from the courses listed below.
BIO 499 Undergraduate Research
CHE 491 Senior Research
CHE 492 Senior Research
GEO 490 Special Problems in Geography
PHY 495 Research Experience in Physics

V Related Area Requirements
Required
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
Contact the School of Education Office of Student Services at 336-334-3410 for more information.

The courses below must be taken in a specified sequence, terminating in student teaching in the spring semester of the senior year. See below and the online Secondary Education Handbook for more information.

1. Required
TED 535 Literacy in the Content Area

2. Required
ERM 401 Assessment I: Accountability in Our Nation’s Schools
ERM 402 Assessment II: Standardized Tests
ERM 403 Assessment III: Classroom Assessment

3. Required
TED 401 Child and Adolescent Development and Learning

Qualified
Each of the courses listed below requires 25 hours of internship in the schools.
SES 401 Understanding and Teaching Students with Disabilities in Inclusive Settings
Integrated Science

TED 403 Teaching English Learners with Diverse Abilities
4. Required
   This course requires 25 hours of internship in the schools.
TED 445 Human Diversity, Teaching, and Learning
5. Required
   This course requires 50 hours of internship in the schools.
TED 559 Teaching Practices and Curriculum in Science
6. Required
   This course should be taken for 12 s.h.
TED 465 Student Teaching and Seminar: Secondary School
7. Strongly recommended
   LIS 120/TED 120 Introduction to Instructional Technology for Educational Settings

Sequence
The courses should be taken in the sequence below.

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 115 Experimental Course: Research and Careers in the Sciences and Mathematics (1:1)
Introduction to developing areas of research in the sciences and mathematics. Focus on developing the tools and skills necessary for success in STEM fields.
- Registration Restriction: Admission to the Science Technology and Mathematics Preparation Scholarship (STAMPS) program
- Offered: Offered Fall 2016
- Notes: Grade: Satisfactory/Unsatisfactory (S/U)

ISC 116 Experimental Course: Communicating Science and Mathematics (1:1)
To enhance the understanding of science through more effective communication of scientific and mathematical research with colleagues, public officials, the media, and others outside one’s own discipline.
- Registration Restriction: Admission to the Science Technology and Mathematics Preparation Scholarship (STAMPS) program
- Notes: Grade: Satisfactory/Unsatisfactory (S/U)
- Offered: Offered Spring 2017

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 589 Experimental Course
This number reserved for experimental courses. Refer to the Course Schedule for current offerings.
Department of Interior Architecture

College of Arts and Sciences
102 Gatewood Studio Arts Center
336-334-5320
www.uncg.edu/iarc

Faculty
Khoi Vo, Professor and Chair of Department
Professor Leimenstoll, Marshall-Baker
Associate Professors Hicks, Lambeth, Sarawgi
Visiting Associate Professor Torres
Assistant Professor Gale
Academic Professionals Burrowes, Dean

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 courses (See list to follow this section.) will be required to repeat the course.
- Students on probation twice within a four semester studio sequence will be suspended from active status as an Interior Architecture major for a period of one year. Students in this situation who are enrolled in 4th- and 5th-year courses will meet with the Department Chair to discuss their future in the department.
- Students who have been suspended for a year may then petition the department in writing to enroll in Interior Architecture courses. The Department Chair will determine the conditions of re-enrollment such as completing particular course requirements, and inform the student in writing of the departmental decision.
- To appeal a decision regarding probation or suspension, students may submit a letter to the Department Chair explaining the current situation and the reason for the appeal. After consultation with the IARc Undergraduate Curriculum Committee, the Department Chair will write to the student regarding his/her future in the department.
- Students in Interior Architecture are required to complete all course requirements before advancing to a successive studio course, unless granted an exception in writing by the Department Chair. Students who receive an Incomplete, for example, in a studio course must complete that course no later than the Friday of the first week of classes of the successive studio. The Department of Interior Architecture recognizes that university policy allows a 6 month period to finish an Incomplete course; however, due to the sequential
nature of studio courses, students must satisfy the course requirements of each studio before advancing to the next level. Students who do not complete the course requirements from a previous studio within the first week of classes will be dropped from the studio course in which they are enrolled.

- Students are expected to complete their work in accordance with the Academic Integrity Policy at UNCG. The latest version is on the Dean of Students website.
- Because many learning experiences occur beyond the classroom, the Department of Interior Architecture has an active Speaker Series and often has guests in the department. These events and end of the semester critiques are part of the educational experience, and students are expected to attend. If an absence is necessary, students must inform the faculty member teaching their studio course of the planned absence prior to the event.

### Studio Courses

- **IAR 101 Environmental Design I (4:0:8)**
- **IAR 102 Environmental Design II (4:0:8)**
- **IAR 201 Basic Environmental Design III (6:3:6)**
- **IAR 202 Basic Environmental Design IV (6:3:6)**
- **IAR 301 Interior Architecture I (6:3:6)**
- **IAR 302 Interior Architecture II (6:3:6)**
- **IAR 411 Interior Architecture III (6:3:6)**
- **IAR 412 Interior Architecture IV (6:3:6)**

### 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.

### General Education Marker Requirements

- **I General Education Core Requirements (GEC)**
  
  See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

  - **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.
  
  - **Humans and Fine Arts (3 s.h.)**
    
    Student selects additional 3 s.h. from GLT, GFA, or GPR list.
  
  - **GHP—Historical Perspectives (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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

  - **GL/GN—Global/Global Non-Western Perspectives**
    
    Four 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. IAR 201 satisfies this requirement for IARC majors.

  - **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. IAR 202 satisfies this requirement for IARC majors.

### 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

#### I General Education Core Requirements (GEC)

See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

- **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.
- **Humans and Fine Arts (3 s.h.)**
  
  Student selects additional 3 s.h. from GLT, GFA, or GPR list.
- **GHP—Historical Perspectives (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 Major Requirements

1. **Studio courses**
   
   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**
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
9 s.h. from the courses provided below.

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 Supervised Professional Experience

The above is a graduate-level course.

d. Design Thesis
IAR 501 Advanced Interior Architecture I
IAR 502 Advanced Interior Architecture II

e. Concentrated Electives
Other courses can be negotiated for these credits with the student’s advisor and/or department chair.

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
ART 220 Intermediate Drawing
ART 221 Life Drawing I

IV Related Area Requirements

Required
ART 100 Introduction to Art

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

Required
Minimum 18 s.h. chosen from the courses listed below.
IAR 101 Environmental Design I
IAR 102 Environmental Design II
IAR 110 Design Visualization I

315
Interior Architecture

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 Design Thinking and/or Entrepreneurial Thinking
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 Honors
For Honors requirements, consult the departmental office and visit the Lloyd International Honors College website.

Interior Architecture Courses (IAR)
Courses formerly carried the prefix HID.

IAR 101 Environmental Design I (4:0:6)
Study 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 (4:0:6)
Study 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 Introduction to Sustainable Design (3:3)
This course will provide an overview of sustainable design and the various systems that contribute to it, including the building arts, business, logistics, manufacturing, and energy production.

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 Design Thinking and/or Entrepreneurial Thinking (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: Spring
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 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 and Spring and 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)

Independent study of topics of special interest.

Prerequisite: Permission of instructor

IAR 530 Introduction to Public Interest Design (3:3)

An introduction to the social, economic, and environmental theories and practices that define Public Interest Design, using a literature review and case studies in interior design, architecture, city planning, product design, and other related disciplines.

• Registration Restriction: Junior standing or above; or 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.
Interior Architecture

IAR 532 Interior Architecture Laboratory (1–3:0:3–9)
   Laboratory study with faculty to complete final phases
   of projects begun in previous semesters including the fabrication
   or prototyping of studio projects, preparation for design
   competition, or extended work with community partners.
   Prerequisite: IAR 101

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 applica-
   tion.
   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 prin-
   ciples of collection development, object registration, catalog-
   ing, and preservation.
   Prerequisite: Admission to a graduate program in history or interior
   architecture, or permission of instructor
   Offered: Alt Fall
   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, anthro-
   pology, 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 technol-
   ogy. 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, rig-
   orous 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 589 Experimental Course
   This number reserved for experimental courses. Refer to the Course Schedule for current offerings.
International and Global Studies Program

College of Arts and Sciences

336-334-3311 or 336-334-5557 or 336-334-5560
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
Robert Griffiths, Department of Political Science
Veronica Grossi, Department of Languages, Literatures, and Cultures
Ye (Jane) He, Department of Teacher Education and Higher Education
Byoungho 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.

Special Programs in Liberal Studies Major Concentrations in the International and Global Studies Program

Concentration areas afford intellectual and curricular definition to each student’s course of study. Majors, second majors, and minors should select the concentration area that best complements their interests.

Functional Studies
• International and Global Affairs and Development (major concentration)
  A study of the political, sociological, economic, environmental, and health-related issues and the interdependence among peoples, governments, and nations of the world.

• International and Global Arts and Belief Systems (major concentration)
  A study of the arts, literatures, philosophies, and belief systems unique to and interconnecting other nations and peoples of the world.

• International and Global Human Rights (major concentration)
  A study of the foundations of freedom, justice, and peace as they relate to the protection of the dignity and rights of human beings around the world.

Regional Studies
• Asian Studies (major concentration or minor)
• Latin American and Caribbean Studies (major concentration or minor)
• Russian Studies (major concentration or minor)
• African Studies (minor)
• European Studies (minor)

SPECIAL PROGRAMS IN LIBERAL STUDIES Major (SPLS)—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:

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

Requirements
The course of study in all major concentration areas is provided below.

1. Foreign Language
   6 s.h. of a modern foreign language at the 300 level or above. Languages offered at the upper levels at UNCG include Chinese, French, German, Japanese, Russian, Spanish (Italian is taught through the intermediate level only). Other languages meeting this requirement must be approved by the Director.
   Note: Students pursuing Regional Studies concentrations must take a language appropriate for their region: Chinese or Japanese for Asian Studies; Spanish, French, or Portuguese for Latin American and Caribbean Studies; Russian for Russian Studies.
International and Global Studies

2. Core Courses
   a. Introduction Core Course
      3 s.h. chosen from the courses listed below.
      IGS 200 or IGS 210 or IGS 213
   b. Capstone Seminar
      3 s.h. of the course listed below.
      IGS 400 Capstone Seminar in International and
      Global Studies

3. Additional Courses
   Courses selected according to the student’s concentration and special interests in consultation with
   the Director of the Program. See “Special Programs in Liberal Studies Major, International and Global Studies
   Concentration (SPLS)-B.A.” for further information.

4. International/Global Experience (IGE)
   By the end of their final semester of study, all IGS majors must have completed an approved “international” or “global” experience. This requirement will be met by completing a qualified study-abroad experience that satisfies the requirements listed below.

A Qualified Study-Abroad Experience
   Study abroad affords the greatest opportunity for total immersion in another socio-political, economic, and cultural context, thus enhancing knowledge, skills, and dispositions central to the major. In addition, course work completed during study abroad typically has application toward the major’s curricular requirements (especially IGS’s foreign language and/or Additional Course requirements). The characteristics listed below shall distinguish such an experience as “qualified”.
   • Any semester- or year-long study abroad experience with exchange partners arranged through UNCG’s International Programs Center (IPC).
   • A short-term or summer study-abroad program approved by IPC or the IGS Director and equivalent to at least 6 semester hours of academic credit.
      Note: whenever possible, students should select a study abroad site that affords an immersion experience for the foreign language they are studying to meet the IGS FL requirement.
   Confirmation of completion of this requirement will be documented on the IGS Degree Audit following review of the student’s UNCG transcript or UNCG degree evaluation. This audit will be submitted to the University Registrar’s Office at the end of the major’s program of study.

Study Abroad Alternative
   In circumstances where study abroad is unfeasible (e.g., in cases of serious financial or personal hardship) or redundant (e.g., in cases of international students), a major must submit a “Study Abroad Alternative” request to the IGS director, who will assess the validity of the case. Should the study abroad obligation be waived, the IGE requirement should be met by completing the UNCG Global Leadership Program (GLP) by the student’s final semester of study. The GLP offers students who are interested in international and global societies and issues an opportunity to hone the range of skills necessary to develop as global leaders. Through a combination of experiences involving work with immigrants and refugees in the local community and/or foreign students on campus, GLP participants will prepare themselves to become engaged world citizens with an appreciation of the importance of intercultural understanding.
   Additional alternatives may be available. Contact the IGS director for details.

Category Descriptions for Major Requirements
   Courses to fulfill the 18 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 51 percent on the modern period (19th century to the present), except as noted in the Additional Courses Options.

Category 1—Society and Politics (S & P)
   Any course with a 51 percent or more focus on social, historical, and political issues of international and/or global relevance.

Category 2—Economics and Development (E & D)
   Any course with a 51 percent or more focus on issues related to international and global economics and development such as: regional and global economic integration, industrialization versus basic-needs, environmental sustainability, and international human health.

Category 3—Arts and Literature (A & L)
   Any course with a 51 percent or more focus on the arts and/or literatures of nations and cultures outside of the United States, or any course reading literature in a foreign language at the 300 level or above.

Category 4—Belief Systems and Cultures (BS & C)
   Any course with a 51 percent or more focus on ideologies, philosophies, and belief systems unique to and/or interconnected with other nations and peoples of the world.

Special Programs in Liberal Studies
   Major: International and Global Affairs and Development 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: U821

I General Education Core Requirements (GEC)
   See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

   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 (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 complete GEC requirements under General Educa-
tion Program in the University Requirements section. See the
GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
Four courses carrying GL/GN markers; at least one
course must carry the GN marker.

Required
IGS 200 Introduction to International and
Global Studies

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 Writ-
ing Intensive.

III College of Arts and Sciences Additional
Requirements (CAR)
See CAR requirements in the Academic Units section. See the
GEC Course Summary Table for approved CAR courses.

GMO/GPM—Historical Perspectives (3 s.h.)
Student selects 3 s.h. from GMO or GPM list, depending
on category used to satisfy GHP requirement.

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, demon-
strated 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
30 semester hours at the 200 level and above. To com-
plete a second major, at least 12 hours must be taken outside
the major in which the first major is obtained. No require-
ments 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, Portu-
guese*, Russian, Spanish.
*Note that Italian and Portuguese are not cur-
rently available at the upper levels at UNCG.

B. Core Courses (6 s.h.)
6 s.h. chosen from the courses as listed below or
approved equivalents.

a. Select
3 s.h. chosen from the courses as listed below.
IGS 200 Introduction to International and Global
Studies
IGS 210 Introduction to Asian Studies
IGS 213 Introduction to Russian Studies

b. Required
IGS 400 Capstone Seminar in International and
Global Studies

C. Additional Courses (18 s.h.)
1. 15 s.h. from Category 1 (S & P) or Category 2 (E &
D)
Maximum of nine (9) s.h. in one category and no
more than six (6) s.h. in the other category
Nine (9) s.h. must be upper level (300 level or
above)
2. Three (3) s.h. (200 level or above) from Category 3
(A & L) or Category 4 (BS & C)

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 concentrat-
ion.

Note: Further options (subject to director approval) may
appear in the guide published on the IGS website.

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
International and Global Studies

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 223</td>
<td>European Revolutions, 1789-1989</td>
</tr>
<tr>
<td>HIS 239</td>
<td>The First America: Latin America, 1492-1830</td>
</tr>
<tr>
<td>HIS 240</td>
<td>(Dis)order and Progress: Latin America since 1810</td>
</tr>
<tr>
<td>PCS 205</td>
<td>Violence in the Modern World</td>
</tr>
<tr>
<td>PCS 212</td>
<td>Introduction to Peace and Conflict Studies</td>
</tr>
<tr>
<td>PSC 240</td>
<td>The International System</td>
</tr>
<tr>
<td>PSC 250</td>
<td>Model United Nations</td>
</tr>
<tr>
<td>PSC 260</td>
<td>Introduction to Comparative Politics</td>
</tr>
<tr>
<td>PSC 290</td>
<td>The Politics of the Non-Western World</td>
</tr>
<tr>
<td>SOC 202</td>
<td>Social Problems in Global Context</td>
</tr>
<tr>
<td>SOC 225</td>
<td>Race, Class, and Gender: Social Inequalities</td>
</tr>
</tbody>
</table>

Qualified

Exception to the 51 Percent Modern Requirement
HIS 215 The Civilizations of Asia

Qualified

IGS Marker Required
The courses listed below apply only when carrying the IGS marker in the Schedule of Courses for the term taken.

HDF 211 Human Development Across the Life Span
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 Residential College Seminar in Historical Perspectives: Modern
RCO 205 Residential College Seminar in Social and Behavioral Studies
RCO 212 Residential College Seminar in Historical Perspectives: Modern
RCO 215 Residential College Seminar in Social and Behavioral Studies
RCO 222 Residential College Seminar in Historical Perspectives: Modern
RCO 225 Residential College Seminar in Social and Behavioral Studies

Upper-Level Course Options

African American Studies Courses
ADS 306 Special Topics in the African Diaspora: Africa, the Indian Ocean, and the Americas
ADS 356 The Making of the African Diaspora

Geography Courses
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

Health Courses, Public
HEA 307/ENT 307 Global Health

History Courses (300 level)
HIS 303 South Africa and Its Neighbors
HIS 304 Gender, Family, and Wealth in African History
HIS 306 Islam and Popular Culture in Africa
HIS 321 Latin America and the United States
HIS 341 Pirates of the Caribbean: The Real Story
HIS 348 The World at War, 1914–1918
HIS 349 The World at War, 1939–1945
HIS 356 The Making of the African Diaspora
HIS 363 European Economic History
HIS 365 Modern France
HIS 369 History of Spain
HIS 371 Europe since World War I
HIS 374 British History 1688–Present
HIS 375 Germany in the Nineteenth Century, 1800–1914
HIS 376 German History, 1914–1945
HIS 377 Russian History to 1900
HIS 378 Russian History since 1900
HIS 381 The Near and Middle East since World War I
HIS 384 The Modern Transformation of China: 1800 to Present Day
HIS 385 Japanese History to 1867, Izanagi and Izanami to Emperor Meiji
HIS 386 Creating Modern Japan, 1867 to the Present
HIS 387 History of the Chinese Frontier
HIS 389 West Africa during the Atlantic Slave Trade
HIS 392 The Holocaust: History and Meaning
HIS 397 Modern European Thought
HIS 399 Images of Africa in Film

History Courses (500 level)
HIS 508 Latin America and Caribbean: Selected Topics
HIS 560 Nineteenth-Century Europe: Selected Topics
HIS 562 Twentieth-Century Europe: Selected Topics
HIS 564 Modern Britain: Selected Topics
HIS 567 French History: Selected Topics
HIS 571 Modern European Thought: Selected Topics
HIS 574 Modern Germany: Selected Topics
HIS 575 Modern Russian History: Selected Topics
HIS 581 African History: Selected Topics
HIS 587 Southern African History
HIS 588 East Asian History: Selected Topics

Japanese Courses
JNS 306 Current Issues in Japan

Peace and Conflict Studies Courses
PCS 305 Foundations of Peace and Conflict Studies
PCS 405 Localizing Peace
PCS 311 Conflict Research
PCS 415 Global Peacebuilding
PCS 505/SWK 505 Environmental Justice: Interdisciplinary Response for Sustainability
PCS 517 Peacebuilding Challenges in a Complex World

Philosophy Courses
PHI 338 Ethics and International Affairs
International and Global Studies

Political Science Courses
PSC 340 International Political Economy
PSC 341 International Law
PSC 344 Politics of Globalization
PSC 347 International Security
PSC 348 International Organization
PSC 350 Democratic Political Systems
PSC 352 Nationalism and Ethnic Politics
PSC 354 Post-Conflict Politics
PSC 355A Selected Topics in Comparative Politics: Political Violence
PSC 355C Selected Topics in Comparative Politics: Politics of Development
PSC 355D Selected Topics in Comparative Politics: Politics of Industrial Societies
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

Sociology Courses
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 346 Population Problems
SOC 371 Immigration, Ethnicity, and Race in a Global Context
SOC 375 International Field Research
SOC 429 Collective Violence and Nonviolence in Global Perspective

Qualified
Exceptions to the 51 Percent Modern Requirement
HIS 387 History of the Chinese Frontier
HIS 389 West Africa during the Atlantic Slave Trade

Qualified
IGS Marker Required
The courses listed below apply only when carrying the IGS marker in the Schedule of Courses for the term taken.
HDF 211 Human Development Across the Life Span

Category 2—Economics and Development (E & D)

200-Level Course Options
CRS 221 Culture, Human Behavior, and Clothing
ECO 201 Principles of Microeconomics
ECO 202 Principles of Macroeconomics
STH 231 Tourism, Cultures, and Places
STH 251 Multicultural Issues in Hospitality and Tourism

Upper-Level Course Options
BUS 342/ENT 342 International Entrepreneurship
CRS 363 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/STH 320 Tourism Planning and Development
GER 341 Business German
HDF 390 Families and Children in Global Perspective
HEA 307/ENT 307 Global Health
HEA 316 Environmental Health
HIS 363 European Economic History
MGT 301 Introduction to International Business
International and Global Studies

MGT 302 International Business: Operations and Environments in Foreign Jurisdictions
MGT 304 Current Issues in International Business
PCS 405 Localizing Peace
PCS 505/SWK 505 Environmental Justice: Interdisciplinary Response for Sustainability
PCS 540/BUS 540/CST 540/ENT 540/SWK 540/WGS 540 Social Entrepreneurship: Justice and a Green Environment
PSC 340 International Political Economy
PSC 355C Selected Topics in Comparative Politics: Politics of Development
PSC 355M Selected Topics in Comparative Politics: Political Economy
SPA 341 Business Spanish

Qualified
IGS Marker Required
The courses listed below apply only when carrying the IGS marker in the Schedule of Courses for the term taken.

ATY 520 Economic Anthropology
GEO 533 Regional Economic Development
HEA 471 Immigrant and Refugee Health
PSY 370 Ethnicity, Development, and Psychopathology
PSY 433 Research Experience in Psychology
RCS 464 Global Retail Strategy and Management
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
CHI 220 Modern Chinese Literature and Culture
DCE 200 Dance Appreciation
DCE 205 Dance History I: World Dance Traditions
ENG 202 European Literary Classics: Enlightenment to Modern
ENG 204 Non-Western Literary Classics
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 222 The Holocaust in Literature and Art
ITA 222 Italian Masterpieces in English Translation
JNS 230 Women in Japanese Literature and Film
MUS 241 Music Appreciation
MUS 242 Music for Film
POR 222 Introduction to Luso-Brazilian Literature

RUS 201 Russian Literature in Translation
SPA 222 Hispanic Masterpieces in English Translation

Qualified
IGS Marker Required
The courses listed below 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
RCO 204 Residential College Seminar in Literature and Rhetoric
RCO 214 Residential College Seminar in Literature and Rhetoric
RCO 224 Residential College Seminar in Literature and Rhetoric
RCO 226 Residential College Seminar in Fine Arts

Upper-Level Course Options

African American Studies Courses
ADS 376 Africana Literature

Art History Courses
ARH 345 European Art in the Nineteenth Century
ARH 351 Architecture in the Twentieth Century
ARH 370 African Art
ARH 371 The TransAtlantic: Cross-Cultural Representations

Chinese Courses
CHI 313 Major Figures in Chinese Literature

English Courses
ENG 315 Postcolonial Literatures
ENG 316 Studies in Human Rights and Literature
ENG 344 The Romantic Period
ENG 345 The Victorian Period
ENG 346 English Literature from Victorian to Modern
ENG 348 Contemporary British Literature and Culture
ENG 349 English Novel from Defoe to Hardy
ENG 350 The Twentieth-Century English Novel
ENG 545 Nineteenth-Century British Writers
ENG 550 Modern British Writers
ENG 559 Twentieth-Century British Poetry

French Courses
FRE 353 Survey of French Literature
FRE 454 Topics in Modern French Literature
FRE 455 Topics in French and Francophone Literature and Film
FRE 558 Topics in Francophone Literature
FRE 561/ITA 517/SPA 561 The Auteur Director
FRE 562/ITA 518/SPA 562 Studies in Film Genre

German Courses
GER 305 German Literature: Advanced Intermediate Topics
GER 308 Topics in Central European Studies to 1918
GER 309 Topics in Central European Studies since 1918
GER 403 German Literary Studies: An Introduction
GER 405 Advanced Topics in German Literature
GER 422 German Memory in Fiction and Film

Humanities Courses
BLS 322 Revolutionary Lives
BLS 327 Contemporary Asian Literature

Media Studies Courses
MST 327 Non-Western Film: Asian
MST 302 Introduction to Film History
MST 520 History of Film to 1938
MST 521 History of Film since 1938

Music Courses
MUS 333 History of Western Music III
MUS 343 Music Cultures of the World
MUS 354 Modern Asia Through Its Music
MUS 425 Music of Sub-Saharan Africa

Russian Courses
RUS 306 Slavic Life and Letters: Topics
RUS 313 Major Authors in Russian Literature
RUS 314 Major Movements in Russian Literature and Culture
RUS 315 Twentieth-Century Russian Literature/Translation
RUS 316 Modern Polish Literature in Translation
RUS 511 The Russian Novel in Translation

Spanish Courses
SPA 351 Approaches to Hispanic Literature
SPA 401 Special Topics in Language and Literature
SPA 403 Spanish Literature II
SPA 502 Topics in Spanish Literature
SPA 562/FRE 562/ITA 518 Studies in Film Genre

Theatre Courses
THR 501 Theatre History II
THR 502 Theatre History III
THR 506 Non-Western Theatre and/or Film

Qualified
1 s.h. Dance Courses
The courses listed below must be taken three times to qualify.
   DCE 332 African Dance III

Qualified
IGS Marker Required
The following courses apply only when carrying the IGS marker in the Schedule of Courses for the term taken.

Category 4—Belief Systems and Cultures (BS & C)

200-Level Course Options
ATY 213 Introduction to Cultural Anthropology
CHI 220 Modern Chinese Literature and Culture
CRS 221 Culture, Human Behavior, and Clothing
FRE 232 Images of France and the Francophone World
GER 215 German Civilization: Readings in English
GER 216 German Civilization: Readings in English
IGS 295 Study Abroad for Global Engagement: Pre-Departure
IGS 296/SES 296/TED 296 Study Abroad for Global Engagement: Field Experience
IGS 297/SES 297/TED 297 Study Abroad for Global Engagement: Re-Entry Reflections and Applications
JNS 220 Modern Japan
PHI 252 History of Modern Philosophy
PHI 267 Existentialism
POR 233 Topics in Brazilian Culture and Civilization
REL 201 The Bible in Western Culture
REL 215 Judaism
REL 217 The Synagogue
International and Global Studies

REL 218 Chinese Religion
REL 220 Japanese Religion
REL 221 Buddhism
REL 223 Hinduism
REL 225 Islam
REL 226 Approaches to the Qur’an
REL 240 Modern Judaism
REL 248 Comparative Religious Ethics
REL 250 Religious Traditions and Care of the Earth
REL 251 Topics in Religious Social Ethics
SPA 233 Hispanic Cultures and Civilizations
STH 231 Tourism, Cultures, and Places
STH 251 Multicultural Issues in Hospitality and Tourism

Qualified
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 Residential College Seminar in Philosophical/Religious/Ethical Principles
RCO 213 Residential College Seminar in Philosophical/Religious/Ethical Principles
RCO 223 Residential College Seminar in Philosophical/Religious/Ethical Principles

Upper-Level Course Options

African American Studies Courses
ADS 306 Special Topics in the African Diaspora: Africa, the Indian Ocean, and the Americas

Anthropology Courses
ATY 315 World Ethnographies
ATY 325 Caribbean Societies and Cultures
ATY 333 Latin American Societies and Cultures
ATY 334 Latin American Art and Archaeology
ATY 335 Cultures of Africa
ATY 385 Language and Culture
ATY 434 Archaeology of South America
ATY 526 Food and Culture in a Global Context
ATY 547 Myth, Magic, and Religion

Chinese Courses
CHI 305 Topics in Chinese Culture

Communication Studies Courses
CST 337 Intercultural Communication

French Courses
FRE 331 Culture and Civilization in France
FRE 332 Introduction to French Civilization and Culture
FRE 532 French and Francophone Civilization and Culture

German Courses
GER 306 German Culture: Advanced Intermediate—Topics in German Film
GER 308 Topics in Central European Studies to 1918
GER 309 Topics in Central European Studies since 1918
GER 406 Advanced Topics in German Culture
GER 422 German Memory in Fiction and Film

Humanities Courses
BLS 381 Old Europe/New Europe
BLS 386 Women, War, and Terror

Japanese Studies Courses
JNS 305 Topics in Japanese Culture
JNS 306 Current Issues in Japan

Music Courses
MUS 343 Music Cultures of the World
MUS 354 Modern Asia Through Its Music

Nursing Courses
NUR 390 Culture and Health Care

Peace and Conflict Studies Courses
PCS 309 Conflict and Culture

Philosophy Courses
PHI 338 Ethics and International Affairs
PHI 348 Existentialism, Phenomenology, and Structuralism
PHI 545 Social Philosophy

Religious Studies Courses
REL 309 Spirituality and Culture in the West
REL 312/WGS 312 Judaism and the Construction of Gender
REL 317 Islam and the Construction of Gender
REL 340 Modern Jewish Thinkers
REL 366 Religions of China: Selected Topics
REL 367 Religions of Japan: Selected Topics
REL 368 Religion in South Asia: Selected Topics

Spanish Courses
SPA 311 Spanish Conversation
SPA 314 Spain Today

Sustainable Tourism and Hospitality Courses
STH 345 Cross-Cultural Study Tour in Sustainable Tourism and Hospitality

Qualified
IGS Marker Required
The following courses apply only when carrying the IGS marker in the Schedule of Courses for the term taken.

ADS 305 Special Topics in African American Studies
ATY 311/SOC 311 Reading Culture and Society
ATY 450 Environmental Anthropology
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
CST 460 Special Topics in Communication Research
PHI 331 Social and Political Philosophy
SPA 535 U.S. Latino/Latina Cultural Studies
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.

Special Programs in Liberal Studies Major:
International and Global Arts and Belief Systems 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: U822

I General Education Core Requirements (GEC)
See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (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.

GL/GN—Global/Global Non-Western Perspectives
Four courses carrying GL/GN markers; at least one course must carry the GN marker.

Required
IGS 200 Introduction to International and Global Studies

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 CAR requirements in the Academic Units section. See the GEC Course Summary Table for approved CAR courses.

GMO/GPM—Historical Perspectives (3 s.h.)
Student selects 3 s.h. from GMO or GPM list, depending on category used to satisfy GHP requirement.

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
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.

*B. Core Courses (6 s.h.)
6 s.h. chosen from the courses as listed below or approved equivalents.
a. Select
3 s.h. chosen from the courses as listed below.
IGS 200 Introduction to International and Global Studies
IGS 210 Introduction to Asian Studies

2017–18 UNCG Undergraduate Bulletin
International and Global Studies

IGS 213 Introduction to Russian Studies
b. Required
   IGS 400 Capstone Seminar in International and Global Studies

C. Additional Courses (18 s.h.)
   1. 15 s.h. from Category 3 (A & L) or Category 4 (BS & C). Maximum of nine (9) s.h. in one category and no more than six (6) s.h. in the other category. Nine (9) s.h. must be upper level (300 level or above)
   2. Three (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 Affairs and Development concentration.

Note: Further options (subject to director approval) may appear in the guide published on the IGS website.

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 European Revolutions, 1789-1989
HIS 239 The First America: Latin America, 1492-1830
HIS 240 (Dis)order and Progress: Latin America since 1810
PCS 205 Violence in the Modern World
PCS 212 Introduction to Peace and Conflict Studies
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
SOC 225 Race, Class, and Gender: Social Inequalities

Qualified
Exception to the 51 Percent Modern Requirement
   HIS 215 The Civilizations of Asia

Qualified
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
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

Upper-Level Course Options

African American Studies Courses
ADS 306 Special Topics in the African Diaspora: Africa, the Indian Ocean, and the Americas
ADS 356 The Making of the African Diaspora

Geography Courses
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

Health Courses, Public
HEA 307/ENT 307 Global Health

History Courses (300 level)
HIS 303 South Africa and Its Neighbors
HIS 304 Gender, Family, and Wealth in African History
HIS 306 Islam and Popular Culture in Africa
HIS 321 Latin America and the United States
HIS 341 Pirates of the Caribbean: The Real Story
HIS 348 The World at War, 1914–1918
HIS 349 The World at War, 1939–1945
HIS 356 The Making of the African Diaspora
HIS 363 European Economic History
HIS 365 Modern France
HIS 369 History of Spain
HIS 318 Revolution and Reform in Modern Latin America
HIS 371 Europe since World War I
HIS 374 British History 1688–Present
HIS 375 Germany in the Nineteenth Century, 1800–1914
HIS 376 German History, 1914–1945
HIS 377 Russian History to 1900
HIS 378 Russian History since 1900
HIS 381 The Near and Middle East since World War I
HIS 384 The Modern Transformation of China: 1800 to Present Day
HIS 385 Japanese History to 1867, Izanagi and Izanami to Emperor Meiji
HIS 386 Creating Modern Japan, 1867 to the Present
HIS 387 History of the Chinese Frontier
HIS 389 West Africa during the Atlantic Slave Trade
HIS 392 The Holocaust: History and Meaning

RCO 202 Residential College Seminar in Historical Perspectives: Modern
RCO 205 Residential College Seminar in Social and Behavioral Studies
RCO 212 Residential College Seminar in Historical Perspectives: Modern
RCO 215 Residential College Seminar in Social and Behavioral Studies
RCO 222 Residential College Seminar in Historical Perspectives: Modern
RCO 225 Residential College Seminar in Social and Behavioral Studies

International and Global Affairs and Development Concentration
History Courses (500 level)
HIS 397 Modern European Thought
HIS 399 Images of Africa in Film
History Courses (500 level)
HIS 508 Latin America and Caribbean: Selected Topics
HIS 560 Nineteenth-Century Europe: Selected Topics
HIS 562 Twentieth-Century Europe: Selected Topics
HIS 564 Modern Britain: Selected Topics
HIS 567 French History: Selected Topics
HIS 571 Modern European Thought: Selected Topics
HIS 574 Modern Germany: Selected Topics
HIS 575 Modern Russian History: Selected Topics
HIS 581 African History: Selected Topics
HIS 587 Southern African History
HIS 588 East Asian History: Selected Topics

Japanese Courses
JNS 306 Current Issues in Japan

Peace and Conflict Studies Courses
PCS 305 Foundations of Peace and Conflict Studies
PCS 405 Localizing Peace
PCS 415 Global Peacebuilding
PCS 505/SWK 505 Environmental Justice: Interdisciplinary Response for Sustainability
PCS 517 Peacebuilding Challenges in a Complex World

Philosophy Courses
PHI 338 Ethics and International Affairs

Political Science Courses
PSC 340 International Political Economy
PSC 341 International Law
PSC 344 Politics of Globalization
PSC 347 International Security
PSC 348 International Organization
PSC 350 Democratic Political Systems
PSC 352 Nationalism and Ethnic Politics
PSC 354 Post-Conflict Politics
PSC 355A Selected Topics in Comparative Politics: Political Violence
PSC 355C Selected Topics in Comparative Politics: Politics of Development
PSC 355D Selected Topics in Comparative Politics: Politics of Industrial Societies
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

Sociology Courses
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 346 Population Problems
SOC 371 Immigration, Ethnicity, and Race in a Global Context
SOC 375 International Field Research
SOC 429 Collective Violence and Nonviolence in Global Perspective

Qualified
Exceptions to the 51 Percent Modern Requirement
HIS 387 History of the Chinese Frontier
HIS 389 West Africa during the Atlantic Slave Trade

Qualified
IGS Marker Required
The following courses apply only when carrying the IGS marker in Schedule of Courses for the term taken.

ADS 305 Special Topics in African American Studies
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 492 Honors Work: European History
HIS 493 Honors Work: Wider World History
HIS 514 Topics in World History
PSC 300 Special Topics
PSC 501 Selected Topics in Political Science
PSC 510H Topics in Public Policy: Global Challenges
SOC 311/ATY 311 Reading Culture and Society
SOC 328 Social Movements
SOC 345 Social Change
SOC 377/ATY 377 Disaster, Self, and Society

Category 2—Economics and Development (E & D)

200-Level Course Options
CRS 221 Culture, Human Behavior, and Clothing
ECO 201 Principles of Microeconomics
ECO 202 Principles of Macroeconomics
STH 231 Tourism, Cultures, and Places
STH 251 Multicultural Issues in Hospitality and Tourism

Qualified
IGS Marker Required
The following courses apply only when carrying the IGS marker in Schedule of Courses for the term taken.

HDF 211 Human Development Across the Life Span
International and Global Studies

Upper-Level Course Options
BUS 342/ENT 342 International Entrepreneurship
CRS 363 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/STH 320 Tourism Planning and Development
GER 341 Business German
HDF 390 Families and Children in Global Perspective
HEA 307/ENT 307 Global Health
HEA 316 Environmental Health
HIS 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
PCS 405 Localizing Peace
PCS 505/SWK 505 Environmental Justice: Interdisciplinary Response for Sustainability
PCS 540/BUS 540/CST 540/ENT 540/SWK 540/WGS 540 Social Entrepreneurship: Justice and a Green Environment
PSC 340 International Political Economy
PSC 355C Selected Topics in Comparative Politics: Politics of Development
PSC 355M Selected Topics in Comparative Politics: Political Economy
SPA 341 Business Spanish

Qualified
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
GEO 533 Regional Economic Development
HEA 471 Immigrant and Refugee Health
PSY 370 Ethnicity, Development, and Psychopathology
PSY 433 Research Experience in Psychology
RCS 464 Global Retail Strategy and Management
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
CHI 220 Modern Chinese Literature and Culture
DCE 200 Dance Appreciation
DCE 205 Dance History I: World Dance Traditions
ENG 202 European Literary Classics: Enlightenment to Modern
ENG 204 Non-Western Literary Classics
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 222 The Holocaust in Literature and Art
ITA 222 Italian Masterpieces in English Translation
JNS 230 Women in Japanese Literature and Film
MUS 241 Music Appreciation
MUS 242 Music for Film
POR 222 Introduction to Luso-Brazilian Literature
RUS 201 Russian Literature in Translation
SPA 222 Hispanic Masterpieces in English Translation

Qualified
1 s.h. Dance Courses
The courses listed below must be taken three times to qualify.
DCE 231 Global Dance Forms
DCE 232 African Dance II

Qualified
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
RCO 204 Residential College Seminar in Literature and Rhetoric
RCO 214 Residential College Seminar in Literature and Rhetoric
RCO 224 Residential College Seminar in Literature and Rhetoric
RCO 226 Residential College Seminar in Fine Arts

Upper-Level Course Options
African American Studies Courses
ADS 376 Africana Literature

Art History Courses
ARH 345 European Art in the Nineteenth Century
ARH 351 Architecture in the Twentieth Century
ARH 370 African Art
ARH 371 The TransAtlantic: Cross-Cultural Representations

Chinese Courses
CHI 313 Major Figures in Chinese Literature

English Courses
ENG 315 Postcolonial Literatures
ENG 316 Studies in Human Rights and Literature
ENG 344 The Romantic Period
ENG 345 The Victorian Period
ENG 346 English Literature from Victorian to Modern
ENG 348 Contemporary British Literature and Culture
ENG 349 English Novel from Defoe to Hardy
ENG 350 The Twentieth-Century English Novel
ENG 545 Nineteenth-Century British Writers
ENG 550 Modern British Writers
ENG 559 Twentieth-Century British Poetry

French Courses
FRE 353 Survey of French Literature
FRE 454 Topics in Modern French Literature
FRE 455 Topics in French and Francophone Literature and Film
FRE 558 Topics in Francophone Literature
FRE 561/ITA 517/SPA 561 The Auteur Director
FRE 562/ITA 518/SPA 562 Studies in Film Genre

German Courses
GER 305 German Literature: Advanced Intermediate Topics
GER 308 Topics in Central European Studies to 1918
GER 309 Topics in Central European Studies since 1918
GER 403 German Literary Studies: An Introduction
GER 405 Advanced Topics in German Literature
GER 422 German Memory in Fiction and Film

Humanities Courses
BLS 322 Revolutionary Lives
BLS 327 Contemporary Asian Literature

Media Studies Courses
MST 327 Non-Western Film: Asian
MST 302 Introduction to Film History
MST 520 History of Film to 1938
MST 521 History of Film since 1938

Music Courses
MUS 333 History of Western Music III
MUS 343 Music Cultures of the World
MUS 354 Modern Asia Through Its Music
MUS 425 Music of Sub-Saharan Africa

Russian Courses
RUS 306 Slavic Life and Letters: Topics
RUS 313 Major Authors in Russian Literature
RUS 314 Major Movements in Russian Literature and Culture
RUS 315 Twentieth-Century Russian Literature/Translation
RUS 316 Modern Polish Literature in Translation
RUS 511 The Russian Novel in Translation

Spanish Courses
SPA 351 Approaches to Hispanic Literature
SPA 401 Special Topics in Language and Literature
SPA 403 Spanish Literature II
SPA 502 Topics in Spanish Literature
SPA 562/FRE 562/ITA 518 Studies in Film Genre

Theatre Courses
THR 501 Theatre History II
THR 502 Theatre History III
THR 506 Non-Western Theatre and/or Film

Qualified
1 s.h. Dance Courses
The courses listed below must be taken three times to qualify.
DCE 332 African Dance III

Qualified
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 215 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 553 Topics in English Studies
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
MUS 431 Selected Topics in Ethnomusicology
MUS 485 Music of the Nineteenth Century
MUS 486 Music of the Twentieth Century
PHI 322 Philosophy of the Arts
PHI 330 Philosophy in Literature
SOC 314 Sociology of Popular Music
SPA 405 Spanish American Literature II
SPA 504 Topics in Spanish American Literature
Category 4—Belief Systems and Cultures (BS & C)

200-Level Course Options
ATY 213 Introduction to Cultural Anthropology
CHI 220 Modern Chinese Literature and Culture
CRS 221 Culture, Human Behavior, and Clothing
FRE 232 Images of France and the Francophone World
GER 215 German Civilization: Readings in English
GER 216 German Civilization: Readings in English
IGS 295 Study Abroad for Global Engagement: Pre-Departure
IGS 296/SES 296/TED 296 Study Abroad for Global Engagement: Field Experience
IGS 297/SES 297/TED 297 Study Abroad for Global Engagement: Re-Entry Reflections and Applications
JNS 220 Modern Japan
PHI 252 History of Modern Philosophy
PHI 267 Existentialism
POR 233 Topics in Brazilian Culture and Civilization
REL 201 The Bible in Western Culture
REL 215 Judaism
REL 217 The Synagogue
REL 218 Chinese Religion
REL 220 Japanese Religion
REL 221 Buddhism
REL 223 Hinduism
REL 225 Islam
REL 226 Approaches to the Qur’an
REL 240 Modern Judaism
REL 248 Comparative Religious Ethics
REL 250 Religious Traditions and Care of the Earth
REL 251 Topics in Religious Social Ethics
SPA 233 Hispanic Cultures and Civilizations
STH 231 Tourism, Cultures, and Places
STH 251 Multicultural Issues in Hospitality and Tourism

Qualified
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 Residential College Seminar in Philosophical/Religious/Ethical Principles
RCO 213 Residential College Seminar in Philosophical/Religious/Ethical Principles
RCO 223 Residential College Seminar in Philosophical/Religious/Ethical Principles

Upper-Level Course Options
African American Studies Courses
ADS 306 Special Topics in the African Diaspora: Africa, the Indian Ocean, and the Americas

Anthropology Courses
ATY 315 World Ethnographies
ATY 325 Caribbean Societies and Cultures
ATY 333 Latin American Societies and Cultures
ATY 334 Latin American Art and Archaeology
ATY 335 Cultures of Africa
ATY 385 Language and Culture
ATY 434 Archaeology of South America
ATY 526 Food and Culture in a Global Context
ATY 547 Myth, Magic, and Religion

Chinese Courses
CHI 305 Topics in Chinese Culture

Communication Studies Courses
CST 337 Intercultural Communication

French Courses
FRE 331 Culture and Civilization in France
FRE 332 Introduction to French Civilization and Culture
FRE 532 French and Francophone Civilization and Culture

German Courses
GER 306 German Culture: Advanced Intermediate Topics
GER 310 German Culture: Advanced Intermediate—Topics in German Film
GER 308 Topics in Central European Studies to 1918
GER 309 Topics in Central European Studies since 1918
GER 406 Advanced Topics in German Culture
GER 422 German Memory in Fiction and Film

Humanities Courses
BLS 381 Old Europe/New Europe
BLS 386 Women, War, and Terror

Japanese Studies Courses
JNS 305 Topics in Japanese Culture
JNS 306 Current Issues in Japan

Music Courses
MUS 343 Music Cultures of the World
MUS 354 Modern Asia Through Its Music

Nursing Courses
NUR 390 Culture and Health Care

Peace and Conflict Studies Courses
PCS 309 Conflict and Culture

Philosophy Courses
PHI 338 Ethics and International Affairs
PHI 348 Existentialism, Phenomenology, and Structuralism
PHI 545 Social Philosophy

Religious Studies Courses
REL 309 Spirituality and Culture in the West
REL 312/WGS 312 Judaism and the Construction of Gender
REL 317 Islam and the Construction of Gender
REL 340 Modern Jewish Thinkers
REL 366 Religions of China: Selected Topics
REL 367 Religions of Japan: Selected Topics
REL 368 Religion in South Asia: Selected Topics

Spanish Courses
SPA 311 Spanish Conversation
SPA 314 Spain Today  
SPA 332 Introduction to Spanish Culture  
SPA 334 Introduction to Spanish American Culture  
SPA 532 Topics in Spanish Culture and Civilization  
SPA 534 Topics in Spanish-American Culture and Civilization  

**Sustainable Tourism and Hospitality Courses**  
STH 345 Cross-Cultural Study Tour in Sustainable Tourism and Hospitality  

**Qualified**  
IGS Marker Required  
The following courses apply only when carrying the IGS marker in the Schedule of Courses for the term taken.  
ADS 305 Special Topics in African American Studies  
ATY 311/SOC 311 Reading Culture and Society  
ATY 450 Environmental Anthropology  
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  
CST 460 Special Topics in Communication Research  
PHI 331 Social and Political Philosophy  
SPA 535 U.S. Latino/Latina Cultural Studies  
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.  

---  
Special Programs in Liberal Studies Major:  
International and Global Human Rights 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: U829  

---  
I General Education Core Requirements (GEC)  
See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.  

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 (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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.  

GL/GN—Global/Global Non-Western Perspectives  
Four courses carrying GL/GN markers; at least one course must carry the GN marker.  

Required  
IGS 200 Introduction to International and Global Studies  
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 CAR requirements in the Academic Units section. See the GEC Course Summary Table for approved courses.  

GMO/GPM—Historical Perspectives (3 s.h.)  
Student selects 3 s.h. from GMO or GPM list, depending on category used to satisfy GHP requirement.  
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
International and Global Studies

WI—Writing Intensive Courses
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.)
6 s.h. chosen from the courses as listed below or approved equivalents.

a. Select
3 s.h. chosen from the courses as listed below.
IGS 200 Introduction to International and Global Studies
IGS 210 Introduction to Asian Studies
IGS 213 Introduction to Russian Studies

b. Required
IGS 400 Capstone Seminar in International and Global Studies

C. Additional Courses (18 s.h.)
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 the IGHR concentration. Must use the Additional Course 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. Three (3) s.h. (200 level and above) from courses identified in the Additional Courses Options for any concentration. May use the Additional Courses Options for any International and Global Studies concentration.

Additional Courses Options
The following courses are identified as options toward fulfilling the Additional Courses requirement (IV.C.) for the International and Global Human Rights concentration.

Note: Further options (subject to director approval) may appear in the guide published on the IGS website.

Category 1—Society and Politics (S & P)

200-Level Course Options

ADS 201 Introduction to African American Studies
ADS 210 Blacks in American Society: Social, Economic, and Political Perspectives
HIS 203 History of Africa to 1870
HIS 204 History of Africa since 1870

Upper-Level Course Options

African American Studies Courses
ADS 306 Special Topics in the African Diaspora: Africa, the Indian Ocean, and the Americas
ADS 356 The Making of the African Diaspora

Communication Studies Courses

CST 440 Reclaiming Democracy: Dialogue, Decision-Making, Community Action
CST 506 Speaking Out for Community Change
CST 540/BUS 540/ENT 540/SOC 540 Social Entrepreneurship: Justice and a Green Environment

Health Courses, Public

HEA 307/ENT 307 Global Health
HEA 471 Immigrant and Refugee Health

History Courses

HIS 301 Race and Slavery
HIS 302 Race and Segregation
HIS 303 South Africa and Its Neighbors
HIS 304 Gender, Family, and Wealth in African History
HIS 332 Civil Rights and Black Freedom, 1940–1980
HIS 318 Revolution and Reform in Modern Latin America
HIS 376 German History, 1914–1945
HIS 381 The Near and Middle East since World War I
HIS 389 West Africa during the Atlantic Slave Trade
HIS 392 The Holocaust: History and Meaning
HIS 574 Modern Germany: Selected Topics
HIS 575 Modern Russian History: Selected Topics
HIS 581 African History: Selected Topics
HIS 587 Southern African History

Management Courses
MGT 475 Employment and Human Resource Law

Philosophy Courses

PHI 331 Social and Political Philosophy
PHI 335 Philosophy of Law
PHI 338 Ethics and International Affairs

Political Science Courses

PSC 320 Civil Liberties
PSC 341 International Law
PSC 352 Nationalism and Ethnic Politics
PSC 354 Post-Conflict Politics
PSC 391 African Political Systems
PSC 392 The Politics of South Africa through Film and Literature
PSC 510K Topics in Public Policy: Ethics in Public Policy

Specialized Education Services Courses
SES 400 Perspectives on the Global Deaf Community

**Sociology Courses**
SOC 300 Post Soviet Societies
SOC 317 Criminal Justice
SOC 323 Global Deviance
SOC 327 Race and Ethnic Relations
SOC 328 Social Movements
SOC 342 Global Inequalities
SOC 344 Global Society
SOC 345 Social Change
SOC 371 Immigration, Ethnicity, and Race in a Global Context
SOC 375 International Field Research
SOC 429 Collective Violence and Nonviolence in Global Perspective
SOC 430 Miscarriages of Justice
SOC 526 Comparative Minority Relations

**Qualified**
IGS Marker Required
The following courses apply only when carrying the IGS marker in the Schedule of Courses for the term taken.
SOC 377/ATY 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 540/PCS 540/SWK 540/WGS 540 Social Entrepreneurship: Justice and a Green Environment
CST 562 Organizational Change: Diversity and Identity
ECO 470 Labor Economics Seminar
HEA 307/ENT 307 Global Health
HEA 471 Immigrant and Refugee Health
MGT 475 Employment and Human Resource Law
PHI 361 Ethical Issues in Business

**Category 3—Arts and Literature (A & L)**

**200-Level Course Options**
ENG 209 Topics in Non-Western Literature
GER 222 The Holocaust in Literature and Art

**Upper-Level Course Options**
BLS 322 Revolutionary Lives
BLS 386 Women, War, and Terror
ENG 315 Postcolonial Literatures
ENG 316 Studies in Human Rights and Literature
FRE 455 Topics in French and Francophone Literature and Film
FRE 558 Topics in Francophone Literature

**Category 4—Belief Systems and Cultures (BS & C)**

**200-Level Course Options**
REL 248 Comparative Religious Ethics
REL 251 Topics in Religious Social Ethics

**Upper-Level Course Options**
ADS 306 Special Topics in the African Diaspora: Africa, the Indian Ocean, and the Americas
ADS 356 The Making of the African Diaspora
ATY 325 Caribbean Societies and Cultures
ATY 450 Environmental Anthropology
BL 383 Religious Resistance to Political Power
BL 386 Women, War, and Terror
CSC 312 Ethics in Computer Science
CST 344 Conflict Communication
CST 460 Special Topics in Communication Research
CST 506 Speaking Out for Community Change
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

**Qualified**
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.

**Special Programs in Liberal Studies Major:**
**Asian 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: U824

**I General Education Core Requirements (GEC)**

See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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.
International and Global Studies

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)
Student selects 3 s.h. from GPR list.

GHP—Historical Perspectives (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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
Four courses carrying GL/GN markers; at least one course must carry the GN marker.

Required
IGS 200 Introduction to International and Global Studies
IGS 210 Introduction to Asian Studies
IGS 213 Introduction to Russian Studies

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 CAR requirements in the Academic Units section. See the GEC Course Summary Table for approved CAR courses.

GMO/GPM—Historical Perspectives (3 s.h.)
Student selects 3 s.h. from GMO or GPM list, depending on category used to satisfy GHP requirement.

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
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.)
6 s.h. chosen from the courses as listed below or approved equivalents.

a. Select
3 s.h. chosen from the courses as listed below.
IGS 200 Introduction to International and Global Studies
IGS 210 Introduction to Asian Studies
IGS 213 Introduction to Russian Studies

b. Required
IGS 400 Capstone Seminar in International and Global Studies

C. Additional Courses (18 s.h.)
Must include a minimum of 9 s.h. at the upper level (300 level or above).

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.

- Must include 12–18 s.h. from courses identified in the Additional Courses Options for the LACS concentration. Must use the Additional Course Options for this concentration.
- Must include 6–9 s.h. at the upper level (300 level or above).
- May include 0–6 s.h. 200-level and above courses from courses identified in the Additional Courses Options for any concentration
- May use the Additional Courses Options for any International and Global Studies concentration.
- Must include 0–3 s.h. at the upper level (300 level or above)
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 website.

Category 1—Society and Politics (S & P)

200-Level Course Options
- HIS 216 The Civilizations of Asia

Qualified
- Exception to the 51 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 388 East Asian History: Selected Topics
- JNS 306 Current Issues in Japan
- SOC 375 International Field Research

Qualified
- Exception to the 51 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

Category 3—Arts and Literature (A & L)

200-Level Course Options
- CHI 210 Masterworks of Chinese Literature in Translation
- CHI 220 Modern Chinese Literature and Culture
- JNS 230 Women in Japanese Literature and Film

Upper-Level Course Options
- BLS 327 Contemporary Asian Literature
- CHI 313 Major Figures in Chinese Literature
- MST 327 Non-Western Film: Asian
- MUS 343 Music Cultures of the World
- MUS 354 Modern Asia Through Its Music

Category 4—Belief Systems and Cultures (BS & C)

200-Level Course Options
- CHI 220 Modern Chinese Literature and Culture

Upper-Level Course Options
- IGS 295 Study Abroad for Global Engagement: Pre-Departure
- IGS 296/SES 296/TED 296 Study Abroad for Global Engagement: Field Experience
- IGS 297/SES 297/TED 297 Study Abroad for Global Engagement: Re-Entry Reflections and Applications
- JNS 220 Modern Japan
- REL 218 Chinese Religion
- REL 220 Japanese Religion
- REL 221 Buddhism
- REL 223 Hinduism

V Electives
- Electives sufficient to complete the 122 hours required for degree.

Special Programs in Liberal Studies Major:
Latin American and Caribbean 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: U823

I General Education Core Requirements (GEC)
See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
Four courses carrying GL/GN markers; at least one course must carry the GN marker.

Required
IGS 200 Introduction to International and Global Studies

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 CAR requirements in the Academic Units section. See the GEC Course Summary Table for approved CAR courses.

GMO/GPM—Historical Perspectives (3 s.h.)
Student selects 3 s.h. from GMO or GPM list, depending on category used to satisfy GHP requirement.

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

VI—Writing Intensive Courses
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.

*B.C. Note that Italian and Portuguese are not currently available at the upper levels at UNCG.

B. Core Courses (6 s.h.)
6 s.h. chosen from the courses as listed below or approved equivalents.

a. Select
3 s.h. chosen from the courses as listed below.
IGS 200 Introduction to International and Global Studies
IGS 210 Introduction to Asian Studies
IGS 213 Introduction to Russian Studies

b. Required
IGS 400 Capstone Seminar in International and Global Studies

V Additional Courses (18 s.h.)
Must include a minimum of 9 s.h. at the upper level (300 level or above)
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.

• Must include 12–18 s.h. from courses identified in the Additional Courses Options for the LACS concentration. Must use the Additional Course Options for this concentration.
• Must include 6–9 s.h. at the upper level (300 level or above).
• May include 0–6 s.h. 200-level and above courses from courses identified in the Additional Courses Options for any concentration
• May use the Additional Courses Options for any International and Global Studies concentration.
• Must include 0–3 s.h. at the upper level (300 level or above)

Additional Courses Options
The following courses are identified as options toward fulfilling the Additional Courses requirement (IV.C.) for the Latin American and Caribbean Studies concentration.

Note: Further options (subject to director approval) may appear in the guide published on the IGS website.

Category 1—Society and Politics (S & P)

200-Level Course Options
HIS 240 (Dis)order and Progress: Latin America since 1810

Qualified
Exceptions to the 51 Percent Modern Requirement
HIS 239 The First America: Latin America, 1492-1830
HIS 240 (Dis)order and Progress: Latin America since 1810
Upper-Level Course Options
ADS 306 Special Topics in the African Diaspora: Africa, the Indian Ocean, and the Americas
ADS 356 The Making of the African Diaspora
GEO 338 Regions of Latin America
HIS 320 History of Mexico and Central America
HIS 321 Latin America and the United States
HIS 318 Revolution and Reform in Modern 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

Qualified
Exception to the 51 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
ATY 526 Food and Culture in a Global Context
GEO 338 Regions of Latin America

Category 3—Arts and Literature (A & L)
200-Level Course Options
POR 222 Introduction to Luso-Brazilian Literature

Upper-Level Course Options
SPA 404 Spanish American Literature I
SPA 405 Spanish American Literature II
SPA 504 Topics in Spanish American Literature

Category 4—Belief Systems and Cultures (BS & C)
200-Level Course Options
IGS 295 Study Abroad for Global Engagement: Pre-Departure
IGS 296/SES 296/TED 296 Study Abroad for Global Engagement: Field Experience
IGS 297/SES 297/TED 297 Study Abroad for Global Engagement: Re-Entry Reflections and Applications
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 334 Topics in Spanish-American Culture and Civilization
SPA 535 U.S. Latino/Latina Cultural Studies

Exceptions to the 51 Percent Modern Requirement
ATY 334 Latin American Art and Archaeology
ATY 434 Archaeology of South America

V Electives
Electives sufficient to complete the 122 hours required for degree.

Special Programs in Liberal Studies Major:
Russian 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: U802

I General Education Core Requirements (GEC)
See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
Four courses carrying GL/GN markers; at least one course must carry the GN marker.

Required
IGS 200 Introduction to International and Global Studies
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 CAR requirements in the Academic Units section. See the GEC Course Summary Table for approved CAR courses.

GMO/GPM—Historical Perspectives (3 s.h.)

Student selects 3 s.h. from GMO or GPM list, depending on category used to satisfy GHP requirement.

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

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.)

6 s.h. chosen from the courses as listed below or approved equivalents.

a. Select

3 s.h. chosen from the courses as listed below.

IGS 200 Introduction to International and Global Studies

IGS 210 Introduction to Asian Studies

IGS 213 Introduction to Russian Studies

b. Required

IGS 400 Capstone Seminar in International and Global Studies

C. Additional Courses (18 s.h.)

Must include a minimum of 9 s.h. at the upper level (300 level or above)

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.

- Must include 12–18 s.h. from courses identified in the Additional Courses Options for the LACS concentration. Must use the Additional Course Options for this concentration.
- Must include 6–9 s.h. at the upper level (300 level or above).
- May include 0–6 s.h. 200-level and above courses from courses identified in the Additional Courses Options for any concentration
- May use the Additional Courses Options for any International and Global Studies concentration
- Must include 0–3 s.h. at the upper level (300 level or above)

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 website.

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

MUS 242 Music for Film

RUS 201 Russian Literature in Translation

Upper-Level Course Options

BLS 322 Revolutionary Lives
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
IGS 295 Study Abroad for Global Engagement: Pre-Departure
IGS 296/SES 296/TED 296 Study Abroad for Global Engagement: Field Experience
IGS 297/SES 297/TED 297 Study Abroad for Global Engagement: Re-Entry Reflections and Applications

Upper-Level Course Options
Qualified
Exception to the 51 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.)
   The course listed below or an approved equivalent.
   IGS 200 Introduction to International and Global Studies

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 terms, concepts and approaches employed in discussing, analyzing, and responding to today’s international and global issues, with an emphasis on the non-Western world.
   Distribution: GE Marker: GN
   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: 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.
   Distribution: GE Marker: GN

IGS 223 Foundational Topics in International and Global Studies (3:3)
   An intermediate-level course concentrating on foundational topics of international or global concern. Course content may grow out of issues explored in IGS 200 or IGS 210 or IGS 213.
   Offered: Fall and Spring and Summer
   Notes: May be repeated for credit when topic changes.

IGS 295 Study Abroad for Global Engagement: Pre-Departure (1:1)
   First of three courses taken in conjunction with a UNCG Study Abroad Exchange. Focus on pre-departure basics, field study techniques, and goal setting for global engagement through cultural competency.
   • Registration Restriction: Acceptance to a UNCG Study Abroad Exchange Program
   Notes: May repeated up to three times (for three different exchange experiences) for credit when topic varies for a total of 3 s.h.; however, may apply only once toward Special Programs in Liberal Studies: IGS major concentration requirements. Grade: Pass/Not Pass (P/NP).
IGS 296 Study Abroad for Global Engagement: Field Experience (1:0:3)
   Second of three courses taken in conjunction with a UNCG Study Abroad Exchange. Online individual study focusing on the field experience and appropriate engagement in international, intercultural, and/or multicultural contexts.
   • Registration Restriction: Acceptance to a UNCG Study Abroad Exchange Program
   • Prerequisite: IGS 295
   • Notes: May repeated up to three times (for three different exchange experiences) for credit when topic varies for a total of 3 s.h.; however, may apply only once toward Special Programs in Liberal Studies: IGS major concentration requirements. Grade: Pass/Not Pass (P/NP).
   • Cross Listed: Same as SES 296, TED 296.

IGS 297 Study Abroad for Global Engagement: Re-Entry Reflections and Applications (1:1)
   Third of three courses taken in conjunction with a UNCG Study Abroad Exchange. Focus on the re-entry and re-acculturation processes and the integration of intercultural development into future contexts.
   • Registration Restriction: Acceptance to a UNCG Study Abroad Exchange Program
   • Prerequisite: IGS 296
   • Notes: May repeated up to three times (for three different exchange experiences) for credit when topic varies for a total of 3 s.h.; however, may apply only once toward Special Programs in Liberal Studies: IGS major concentration requirements. Grade: Pass/Not Pass (P/NP).
   • Cross Listed: Same as SES 297, TED 297.

IGS 333 Selected Topics: International and Global Studies (3:3)
   An advanced-level course concentrating on topics of international or global concern. Course content may grow out of issues explored in IGS 200 or IGS 210 or IGS 213.
   • Notes: May be repeated for credit as topic changes.

IGS 400 Capstone Seminar in International and Global Studies (3:3)
   End-of-major interdisciplinary seminar involving advanced examinations of contemporary international and global issues, the production of a substantial research project related to the student’s concentrations, and intercultural competence training.
   • Prerequisite: IGS 200 or IGS 210 or IGS 213 or an approved “Intro Core” 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 210 or IGS 213; and permission of IGS director
   • Notes: May be repeated for a maximum of 6 s.h.
As the university’s central point of contact for all of its international activities, IPC does many things that help increase the diversity of UNCG’s faculty and students.

**Study Abroad**
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. As a member of ISEP (a Virginia-based exchange organization), UNCG is also able to place students in any one of 300 member institutions in 42 countries overseas. The cost of such study is about the same as being in residence at UNCG.

**The University of North Carolina Exchange Programs (UNC-EP)**
Through this UNC system-wide program (headquartered at UNCG), UNCG is able to place students in any of eight countries overseas. These programs are available through UNC-EP negotiated exchange agreements. The cost of such study is about the same as being in residence at 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. Several exchange partner universities also offer summer study and internships abroad as well.

**International Student and Scholar Services**
UNCG is home to 600 international students and scholars who represent 90 countries around the world. Specific services and advocacy are provided by the International Student and Scholar Services (ISSS) for degree-seeking international students and visiting scholars, including faculty, researchers, and observers. IPC provides services from the time of initial contact through the student or scholar’s entire experience at the university.

**Committees**
All study abroad and international students and scholars activities are carefully supervised by the UNCG Study Abroad Committee and the International Students and Scholars Services Committee.

**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 and Spring and 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 and Spring and 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 and Spring and 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 and Spring and Summer
Notes: Grade: Pass/Not Pass (P/NP).*

**IPC 589 Experimental Course**
This number reserved for experimental courses. Refer to the Course Schedule for current offerings.
Department of Kinesiology
School of Health and Human Sciences
250 Coleman Building
336-334-5347
http://kin.uncg.edu

Faculty
Scott Ross, Associate Professor and Chair of Department
Professors Chen, Etzier, Gill, Goldfarb, Martin, Schmitz, Shultz, Starnes, Wideman, Williams
Associate Professors Davis, Jamieson, Karper, Rhea
Assistant Professors Adams, Drollette, Hemphill, Maher, Raisbeck, Reifsteck
AP Professor Kocher-Brown
AP Associate Professors Daniels, Poole, Terranova
AP Assistant Professors Berg, Brady, Duffy, Fowler

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 (KIN 291, KIN 292) and physical activities courses. For those students seeking Teacher Licensure who are also required to complete a second academic concentration, the time commitment may be further extended.

Kinesiology Major (KINE)—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:
Kinesiology, U460
Physical Education and Health Teacher Education with K–12 Licensure, U409

Requirements
All concentrations in the Kinesiology major require courses in the areas listed below.
1. General Education Core Requirements
2. General Education Marker Requirements
3. Major Core Requirements
4. Related Area Requirements
5. Concentration Requirements
6. Electives
7. Additional Requirements
Each concentration has additional requirements for graduation. The specific course requirements and additional requirements are listed in each concentration section.

Kinesiology Major: Kinesiology 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: U460

The Kinesiology major prepares students for careers in sports medicine, preventive and rehabilitative exercise and fitness. Graduates from this concentration are able to pursue careers in fitness, personal training, cardiac rehabilitation, exercise physiology and related fields. Additionally, completing this major is a first step toward providing students with the necessary academic and clinical experience for future study in allied health fields. Examples include, but are not limited to, athletic training, physical therapy, occupational therapy, physician’s assistant, podiatry, dentistry, and medicine.

Student Learning Goals
1. Students completing this program will demonstrate a basic knowledge of anatomy.
2. Students completing this program will demonstrate a basic knowledge of biomechanics.
3. Students completing this program will demonstrate a basic knowledge of exercise physiology.
4. Students completing this program will demonstrate a basic knowledge of sociohistorical foundations of Kinesiology.
5. Students completing this program will demonstrate a basic knowledge of human development over the lifespan
6. Students completing this program will apply the basic scientific theories and principles that serve as a foundation for the allied health and medical professions.
7. Students completing this program will demonstrate a basic knowledge of the structure and function of the human body and the stresses associated with movement, exercise and the demands of various physical activities.
8. Students completing this program will demonstrate a basic knowledge of the prevention, care, and treatment of injuries and illnesses that commonly occur in physical activity.
I  **General Education Core Requirements (GEC)**

See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (3 s.h.)
   Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (7 s.h.)
   BIO 111 Principles of Biology I
   KIN 220 Lifetime Wellness

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.
   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 Critical Analyses for a Physically Active Society
   PSY 121 General Psychology

II  **General Education Marker Requirements**

See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
   Four 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**

All KIN courses must be completed with a grade of C (2.0) or higher. No required KIN course may be taken more than twice. Students who receive a grade below C twice in the same required KIN course will be dropped from the major.

1.  **Required**
   KIN 220 Lifetime Wellness
   KIN 250 Introduction to Kinesiology
   KIN 265 Strength Training and/or Conditioning
   KIN 330 Critical Analyses for a Physically Active Society
   KIN 353 Injuries and Illnesses in Physical Activity
   KIN 370 Assessment and Evaluation in Kinesiology
   KIN 375 Physiology of Sport and Physical Activity
   KIN 376 Biomechanics of Sport and Physical Activity
   KIN 379 Exercise Instruction
   KIN 386 Motor Development and Learning
   KIN 388 Psychology of Physical Activity

2.  **Activity Courses**
   Four activity courses must be completed with a minimum grade of C (2.0).

IV  **Related Area Requirements**

1.  **Biology**
   BIO 111 Principles of Biology I

2.  **Anatomy and Physiology**
   A minimum of 3 s.h. of anatomy and 3 s.h. of physiology is required. Anatomy/physiology combined courses must be at least 6 s.h. to count as both anatomy and physiology. Students may take multiple levels of combined anatomy and physiology courses (A&P I and A&P II) in order to achieve the minimum 6 s.h.
   KIN 291 Clinical Human Anatomy
   or
   BIO 271 Human Anatomy

   KIN 292 Clinical Human Physiology
   or
   BIO 277 Human Physiology

3.  **Chemistry**
   One set chosen from the courses listed below.
   a.  Set A
      CHE 103 General Descriptive Chemistry I
      CHE 110 Introductory Chemistry Laboratory
   b.  Set B
      CHE 104 General Descriptive Chemistry II
      CHE 110 Introductory Chemistry Laboratory
   c.  Set C
      CHE 111 General Chemistry I
      CHE 112 General Chemistry I Laboratory
   d.  Set D
      CHE 114 General Chemistry II
      CHE 115 General Chemistry II Laboratory

4.  **Nutrition**
   One course with the NTR prefix chosen from course numbers 213 to 599.
Kinesiology

5. Communication Studies
   One course with the CST prefix chosen from course numbers 105 to 599.

6. Psychology
   PSY 121 General Psychology

V Electives
Students will need to take elective hours prior to graduation. The number of electives needed varies based on course selection and any transfer credits. At least 122 hours are required to graduate. Students must complete at least 15 s.h. of electives with at least 6 s.h. coming from KIN courses.

VI Additional Requirements
1. Admission
   All students will be initially classified as Pre-Kinesiology. To apply for admission into the Kinesiology concentration students must have a minimum GPA of 2.50 in the major and satisfactorily complete the courses listed below.
   Transfer and second-degree students must complete these requirements and successfully complete 12 s.h. at UNCG before applying. Application does not guarantee admission.

   Qualified
   The course listed below requires a grade of C- or better.
   BIO 111 Principles of Biology I

   Qualified
   The courses listed below require a grade of C or better.
   KIN 250 Introduction to Kinesiology
   KIN 291 Clinical Human Anatomy

Registration Restriction
Students will not be allowed to enroll in the courses listed below and any course at the 400 level or above without entrance into the KINE major.
KIN 353 Injuries and Illnesses in Physical Activity
KIN 375 Physiology of Sport and Physical Activity
KIN 376 Biomechanics of Sport and Physical Activity
KIN 386 Motor Development and Learning

2. Minimum Grade
   To qualify for graduation in the Kinesiology concentration, all majors must achieve a minimum grade of C (2.0) in each required course with a KIN prefix (including activity courses, internships, and other non-core KIN courses) and maintain a minimum GPA of 2.50 in the major.

3. Minimum Semester Hours
   To graduate, all majors must obtain at least 36 s.h. in courses at the 300 level or above.

4. Re-entry
   Students in this concentration who do not graduate within seven years or who leave school and later re-enter are held for the current program requirements at the time of crossing from the seventh to the eighth year, or are held to the current program requirements during the year of re-entry.

5. Appeals
   Appeals of any of these requirements must be filed with the appropriate departmental committee within one academic year.

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 active observation, assisting teachers, peer and small group teaching, and a culminating student teaching experience with public school students, including those with special needs.

A second academic concentration in Healthful Living is required for completion of this 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 physical literacy, movement skills, and lead healthy lifestyles. They will demonstrate effective verbal, nonverbal, and media communication techniques. They will be able to plan and implement a variety of developmentally appropriate instructional strategies, and use both formal and informal assessment to inform instructional practice. A focus will be on becoming a reflective practitioner who collaborates with others and seeks opportunities to grow professionally.

I General Education Core Requirements (GEC)
See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GLT—Literature (3 s.h.)
   Student selects 3 s.h. from GLT list.

GFA—Fine Arts (3.s.h.)
   DCE 200 Dance Appreciation

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 (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 Critical Analyses for a Physically Active Society
   PSY 121 General Psychology

II General Education Marker Requirements
See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
   Four courses carrying GL/GN markers; at least one course must carry the GN marker.
   Required
   DCE 200 Dance Appreciation

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
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.

1. Required
   KIN 220 Lifetime Wellness
   KIN 250 Introduction to Kinesiology
   KIN 265 Strength Training and/or Conditioning
   KIN 330 Critical Analyses for a Physically Active Society
   KIN 353 Injuries and Illnesses in Physical Activity
   KIN 370 Assessment and Evaluation in Kinesiology
   KIN 376 Biomechanics of Sport and Physical Activity
   KIN 379 Exercise Instruction
   KIN 386 Motor Development and Learning
   KIN 388 Psychology of Physical Activity

2. Four activity courses must be completed with a grade of C (2.0) or higher.
   A. Required
      KIN 214 Sports Performance
      KIN 231 Recreational Games
   B. Select
      Students must select two additional courses from two different activity areas as listed below.
      Aquatics
      KIN 150 Swimming for Non-Swimmers
      KIN 151 Beginning Swimming
      Bowling
      KIN 128 Beginning Bowling
      Rock Climbing
      KIN 180 Rock Climbing
      Soccer
      KIN 106 Beginning Soccer
      KIN 206 Intermediate Soccer
      Tae Kwon Do
      KIN 272 Tae Kwon Do
      Ultimate Frisbee
      KIN 110 Ultimate
      Volleyball
      KIN 101 Beginning Volleyball
      KIN 201 Intermediate Volleyball

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.

Required
   NTR 213 Introductory Nutrition
   HEA 260 Human Sexuality
   HEA 331 Alcohol, Tobacco, and Other Drugs
   HEA 470 Adolescent Health
   KIN 220 Lifetime Wellness
   KIN 450 Instructional Strategies for School Health Education

V Related Area and Teacher Licensure Requirements
Related Area Requirements for all Physical Education and Health Teacher Education students
A minimum of 3 s.h. of anatomy and 3 s.h. of physiology are required.

Required
   BIO 111 Principles of Biology I

   KIN 291 Clinical Human Anatomy
   or
   BIO 271 Human Anatomy
Kinesiology

KIN 292 Clinical Human Physiology
or
BIO 277 Human Physiology

CST 105 Introduction to Communication Studies
DCE 200 Dance Appreciation
PSY 200 General Psychology
TED 445 Human Diversity, Teaching, and Learning

VI Additional Concentration Requirements

Required
KIN 214 Sports Performance
KIN 231 Recreational Games
KIN 340 Healthful Living Pedagogy for Elementary School Teaching
KIN 354 Curriculum and Teaching: Children’s Physical Education
KIN 381 Physical Education for Individuals with Special Needs
or
CTR 314 Recreation Services with Underrepresented Groups

KIN 454 Curriculum and Teaching: Secondary School Physical Education
KIN 460 Teaching Physical Education and Health Internship
KIN 461 Student Teaching and Seminar in Physical Education

VII Additional Requirements

Course Restrictions

1. Admission
   Students who have not been admitted to this program may not enroll in the courses listed below.
   KIN 354 Curriculum and Teaching: Children’s Physical Education
   KIN 454 Curriculum and Teaching: Secondary School Physical Education
   KIN 460 Teaching Physical Education and Health Internship
   KIN 461 Student Teaching and Seminar in Physical Education

2. UNCG
   The courses listed below must be taken at UNCG for graduation and licensure.
   KIN 354 Curriculum and Teaching: Children’s Physical Education
   KIN 454 Curriculum and Teaching: Secondary School Physical Education
   KIN 460 Teaching Physical Education and Health Internship
   KIN 461 Student Teaching and Seminar in Physical Education

3. Certification
   Certification in First Aid and CPR must be current for the courses listed below.
   KIN 354 Curriculum and Teaching: Children’s Physical Education
   KIN 454 Curriculum and Teaching: Secondary School Physical Education
   KIN 460 Teaching Physical Education and Health Internship
   KIN 461 Student Teaching and Seminar in Physical Education

4. Professional Liability Insurance
   Professional Liability Insurance is required for the courses listed below.
   KIN 354 Curriculum and Teaching: Children’s Physical Education
   KIN 381 Physical Education for Individuals with Special Needs
   KIN 454 Curriculum and Teaching: Secondary School Physical Education
   KIN 460 Teaching Physical Education and Health Internship
   KIN 461 Student Teaching and Seminar in Physical Education

5. Minimum grade
   To qualify for graduation in this concentration, all majors must achieve a grade of C (2.0) or better in each required course with a KIN prefix and those listed below.
   BIO 271 Human Anatomy
   BIO 277 Human Physiology

Other Restrictions

- A minimum GPA of 2.50 is required for entry (application required) into and continued enrollment in the Physical Education and Health Teacher Education (PEHTE) Program. Evidence of 20 hours of working with children in a physical activity setting is also required for admittance to the PEHTE program. A 3.0 GPA is also required for entry into the UNCG’s Teacher Education program (application required) and for licensure by the State of North Carolina. Passing Praxis Core Academic Skills for Educators scores (fee) are also required for entry into the UNCG’s Teacher Education Program.
- A departmental application process is required to enter the program. Prior to acceptance into the Physical Education and Health Teacher Education Program, students will be classified as pre-Kinesiology majors.
- A background check (fee) will be required for entry into the UNCG Teacher Education program and/or prior to any practical experience in the school setting.
- Liability Insurance (fee) will be required prior to any practical experience with children on campus or in a school setting.
- Students are required to pay a student teaching special fee prior to their student teaching experience.
• First Aid and CPR (fee) certification is required and must remain current for the entire student teaching experience (Student Teaching and Seminars in Physical Education).
• To qualify for graduation in this concentration and licensure, all majors must complete a Taskstream Portfolio (fee).
• To qualify for graduation in this concentration and licensure, all majors must attempt the Praxis II: Health and Physical Education: Content Knowledge test. For additional information about the Praxis II, please see the North Carolina Department of Public Instruction website at http://www.ncpublicschools.org/licensure.
• Licensure application must be submitted through the 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.

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 the courses as listed below.

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

Sport Coaching Minor
Required: minimum of 19 semester hours
AOS Code: U410

Requirements
The Sport Coaching Minor may be chosen by any degree-seeking UNCG student. Students must apply and be admitted to the program.

Courses
KIN 220 Lifetime Wellness
KIN 286/ENT 286 Foundations of Sport Coaching
KIN 287 Coaching in Community-Based Sport Programs
KIN 353 Injuries and Illnesses in Physical Activity
KIN 388 Psychology of Physical Activity or
KIN 230 Psychological Skills for Optimal Performance

NTR 213 Introductory Nutrition

Practicum
The course listed below is the last course to be taken in the minor and may be taken only after all other courses are completed.
KIN 477 Coaching Practicum in a Selected Sport

Kinesiology Disciplinary Honors
Requirements
Twelve semester hours as provided below.
1. 9 s.h. of KIN Honors courses, advanced courses, and/or contract courses including at least 6 s.h. of upper-division work (300 level or above), and
2. 3 s.h. in the form of Senior Honors Project course.

Qualifications
1. A declared Kinesiology Major
2. A grade of at least B in all course work used to satisfy the Honors requirement in Kinesiology
3. At least a 3.30 overall GPA at graduation

Recognition
The designation “Completed Disciplinary Honors in Kinesiology” and the title of the Senior Honors Project will be printed on the student’s official transcript.
Kinesiology

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 110 Ultimate (1:0:3)
Development of fundamental skills, strategic elements, and knowledge of ultimate (ultimate Frisbee) with opportunity for team play.

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 Rhythmic 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 and Health Teacher Education Concentration KINE majors
Notes: Professional liability insurance required.
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 180 Rock Climbing (1:0:3)
Development of fundamental rock climbing skills including knot tying, belaying, anchor building, and climbing and bouldering technique.
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 and 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 and Spring
Notes: Formerly ESS 210.
KIN 213 Sports Performance and 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 (1:0:3)
Skill development and analysis of racquet 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: Pre-KINE major
Offered: Fall
Notes: Professional liability insurance required. 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: Pre-KINE major
Offered: Spring
Notes: Formerly KIN 208; formerly ESS 208. Professional liability insurance required.

KIN 220 Lifetime Wellness (3:3)
Evidence-based approach to understanding and applying scientific principles of wellness, fitness, and lifestyle management. Includes a personal wellness and/or fitness assessment and developing a plan for immediate and long-term improvement and maintenance.
Distribution: GE Core: GNS
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 Recreational Games (2:1:3)
Analysis of the nature and categorization of a selection of recreational games across the lifespan, with emphasis on skill development and tactical decision-making.

KIN 235 Instructional Methods II (3:3)
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; 2.50 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 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)
Devlopment 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 and 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 265 Strength Training and/or Conditioning (3:2:3)
Lecture and/or lab course emphasizing the basic science underlying strength training and conditioning. Specific topics include program design, exercise techniques, strength, aerobic, speed and flexibility development, physical testing, and training adaptations.

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 285 Motor Development (3:3)
Lifespan analysis of motor skill development as a function of chronological age.
Notes: Formerly ESS 285.

KIN 286 Foundations of Sport Coaching (3:3)
Research and sport coaching skills will be explored as well as entrepreneurial learning theories and skills that allow coaches to develop their own coaching products for income/profit.
Cross Listed: Same as ENT 286.

KIN 287 Coaching in Community-Based Sport Programs (3:2:3)
Examination of community-based sport programs focused on the psycho-social dynamics of programs, their mission, cultural and economic representation of youth being served, staff, resources, and their influence on coaching effectiveness.
Prerequisite: Sport Coaching minor or permission of instructor

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 291 Clinical Human Anatomy
In-depth anatomical examination of the human body for students seeking clinically-applied careers in Health and Human Sciences. Includes laboratory activities.
Prerequisite: A grade of C- or better in BIO 110 or BIO 111

KIN 292 Clinical Human Physiology (4:3:3)
Introduction to basic concepts of human physiology at the cell, organ and systems levels with a focus on clinical applications related to physiological systems relevant to the allied health sciences.
Prerequisite: Minimum grade of C- in BIO 110 or BIO 111
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; 2.50 GPA; admission to Teacher Education Program
Corequisite: KIN 386
Offered: Fall
Notes: Formerly ESS 207. Professional liability insurance required.

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 Critical Analyses for a Physically Active Society (3:3)
Analyses and critical perspectives on cultural events, resources, and moments affecting modern physical activity engagement in the U.S. and globally.
Prerequisite: Junior standing
Distribution: GE Core: GSB
Notes: Formerly ESS 330.

KIN 340 Healthful Living Pedagogy for Elementary School Teaching (3:2:3)
Introduction to teaching physical education in grades K-6. Designed for preservice classroom and physical education teachers. Student will work in field experiences.
Registration Restriction: Junior or senior KINE or ELED major

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.
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.
Registration Restriction: Admission to KINE major with Kinesiology concentration
Prerequisite: KIN 291 (or BIO 271)
Offered: Fall and 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.
Prerequisite: KIN 219 and KIN 235; 2.50 GPA; KINE major; admission to the Teacher Education Program
Corequisite: KIN 453
Offered: Spring
Notes: Formerly ESS 354. Professional liability insurance required.

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.
Prerequisite: KINE major; 2.50 GPA
Notes: Professional liability insurance required.

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 boots. 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 370 Assessment and Evaluation in Kinesiology (3:3)
Overview of assessment, evaluation, and research methods in kinesiology; emphasis on applications to professional practice.
• Registration Restriction: Sophomore standing
Notes: Formerly KIN 370; formerly ESS 280.

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.
• Registration Restriction: Admission to KINE major with Kinesiology concentration
Prerequisite: Grade of C or higher in KIN 291 (or BIO 271) and grade of C or higher in KIN 292 (or BIO 277); or permission of instructor
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: KIN 291 (or BIO 271); or permission of instructor
Notes: Formerly ESS 376.

KIN 379 Exercise Instruction (3:3)
Designing and implementing exercise instruction techniques for individuals and groups.
• Registration Restriction: Admission to KINE major with Kinesiology concentration
Prerequisite: Sequence of KIN 265, KIN 220 (or sequence of KIN 120, KIN 130, KIN 220); or permission of instructor
Offered: Fall and Spring
Notes: 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.
• Registration Restriction: Admission to KINE major with Kinesiology concentration
Offered: Fall and 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 and 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: 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: Formerly ESS 391.

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 (3:3:4)
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: KIN 291 (or BIO 271)
Notes: Formerly ESS 441.

KIN 450 Instructional Strategies for School Health Education (3:2:3)
This course prepares students to teach K-12 health education. The course focuses on methods, instructional practices, assessment, and reflection on effective health education.
• Registration Restriction: Junior or senior KINE or PHTH major
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, and evaluation of programs in educational settings. Professional liability insurance required.
Prerequisite: KIN 235; admission to the Teacher Education Program; 2.50 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; admission to the Teacher Education Program; 2.50 GPA
Corequisite: KIN 455, 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
Notes: Formerly ESS 457.

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. Includes campus meetings. Professional liability insurance required.
Prerequisite: KIN 231, KIN 235, KIN 250, KIN 307, KIN 354, KIN 356, KIN 375, KIN 381, KIN 386, 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 (2:1:35)
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.
Registration Restriction: Senior KINE major with a concentration in Physical Education and Health Teacher Education (PEHTE); successful completion of program requirements leading to student teaching.
Prerequisite: Program requirements leading to student teaching; methods courses (KIN 354, KIN 379, KIN 450, KIN 454, and KIN 460) must be taken at UNCG; admission by application only; 3.0 GPA; all other course work in PEHTE plan of study must be successfully completed to enroll.
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 356, KIN 450, KIN 454, and KIN 460) must be taken at UNCG; admission by application only; 2.50 GPA; all other course work must be completed to enroll.
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 466 Practicum in Fitness Leadership (1:1:2)
Practical, hands-on experience in a supervised exercise setting.
Prerequisite: Pr. or Coreq.: KIN 468
Notes: May be repeated once for credit.

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 or permission of instructor
Corequisite: KIN 468
Offered: Fall and Spring
Notes: Formerly ESS 467.

KIN 468 Exercise Testing and Prescription I (4:3:3)
Scientific principles of safe and effective exercise testing and prescription for persons absent of chronic disease as outlined by the American College of Sports Medicine. Labs provide practical experience.
Prerequisite: Minimum grade of C (2.0) in KIN 375, KIN 376; 2.50 GPA overall; KINE major; or permission of instructor
Corequisite: KIN 466
Offered: Spring
Notes: Formerly ESS 468.

KIN 469 Exercise Testing and Prescription II (3:3)
Scientific principles of safe and effective exercise testing and prescription for persons with chronic disease and other medical conditions. Includes basics of electrocardiography.
Prerequisite: Minimum grade of C (2.0) or higher in KIN 468; 2.50 GPA overall; KINE major; or permission of instructor
Corequisite: KIN 466
Offered: Fall
Notes: Formerly ESS 469.

KIN 471 Internship Preparation in Kinesiology (1:1)
Professional preparation, planning, and placement for supervised internship experience (KIN 595).
Prerequisite: 2.50 overall GPA; KINE major; or permission of instructor
Offered: Fall or Spring
Notes: Formerly ESS 471.

KIN 475 Independent Study (1–3)
Intensive work in an area of special interest in Kinesiology. Available to qualified students on recommendation of academic advisor, instructor, and undergraduate program coordinator.
Prerequisite: Demonstrated competency for independent work and permission of academic advisor, instructor, and undergraduate program coordinator.
Notes: May be repeated for a total of up to 6 s.h. 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 (3:1:10 of 6:1:20)
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 and Spring and 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 and 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 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 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 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 utilization 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, direct and evaluating fitness programs.
Prerequisite: Minimum grade of C (2.0) in KIN 468; 2.50 overall GPA; KINE major with Fitness Leadership concentration (or permission of instructor)
Corequisite: KIN 469
Offered: Fall
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)
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
This number reserved for experimental courses. Refer to the Course Schedule for current offerings.

Notes: Formerly ESS 589.
KIN 595 Kinesiology 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.

- Registration Restriction: completion of all KINE major core courses and additional concentration courses, 2.50 overall GPA, and KINE Major; or permission of instructor
- Prerequisite: KIN 471; or permission of instructor
- Notes: An application process must be completed prior to registration. Course may be repeated for credit if taken for 3 s.h.; total hours for course may not exceed 6 s.h. Formerly ESS 595.
Department of Languages, Literatures, and Cultures

College of Arts and Sciences

2321 Moore Humanities and Research Administration
336-334-5655
www.uncg.edu,llc

Faculty
Amy Williamsen, Professor and Head of Department
Professors Campo, Fein, Sotomayor
Associate Professors Bayonas, Chesak, Grossi, Hontanilla, López-Alemany, Macfie, McFadden, Rinner
Assistant Professors Cabello, Pereira, Tashima
Visiting Assistant Professor Kreitinger

Lecturers Almeida-Rankin, Beal, Bender, Brabec, Cobb, Colon, Davis, Daughton, Deasy, D’Empaire-Wilbert, Dola, Dwyer, Filipski, Freeman, Hill, Horley, Hortal, Jones-Worden, López, Lupo, Lunsford, Schilke, Sun, Takagi, Taylor, Troncoso
Adjunct Instructor 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 American Sign Language, Chinese, French, German, Japanese, Russian, and Spanish.

The Department offers the programs listed below.

- Languages, Literatures, and Cultures major with the following concentrations:
  - Applied Languages: French K–12 Teaching Licensure
  - Applied Languages: Spanish K–12 Teaching Licensure
  - French and Francophone Studies
  - German Studies
  - Global Languages and Communities
  - Spanish Major
  - Minors: Chinese, French, German, Russian, and Spanish

- The Department also offers a sequence of courses in Italian, Japanese, and Portuguese.

- The Department contributes to various concentrations in the International and Global Studies program and the major in International Business Studies. We take very seriously our role in preparing students to apply their liberal arts education to future careers in areas such as education, business, health professions, and public service. We also offer Master of Arts and Master of Education degrees with concentrations in French and Spanish and a Post-Baccalaureate Certificate in Advanced Spanish Language and Hispanic Cultural Studies to provide further scholarly and professional training.

Through its courses, degree programs, and cocurricular activities, the Department contributes to the university’s goal of promoting diversity and internationalizing the curriculum. We foster students’ abilities to communicate within a global context and to reflect on their own heritage by supporting exchange and study abroad programs. The Department is also committed to promoting an atmosphere in which creativity and scholarly accomplishment 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 or Japanese must contact the course instructor or a departmental advisor before registering for courses.

Intermediate proficiency (equivalent to 204 or 241 level) is expected for major-level work in French, German, or Spanish. Students cannot receive credit for lower-level courses after taking and receiving credit for higher level ones.

Language Placement Test in French, German, Russian, or Spanish

Students with one or more years of high school French, German, Russian, or Spanish who wish to continue the study of that same language at 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.

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.

Languages, Literatures, and Cultures (LLCU)
Major
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:
    Applied Languages: K–12 Teaching Licensure in French, U381
    Applied Languages: K–12 Teaching Licensure in Spanish, U384
    French and Francophone Studies, U383
    German Studies, U382
    Global Languages and Communities, U380

The B.A. in Languages, Literatures, and Cultures provides opportunities for language-based global engagement. Students gain linguistic and intercultural competencies applicable to many fields.

All students in the major take a course in the common core* and complete a high-impact Intercultural Experience requirement that can be met by study abroad, an LLC service-learning course*, residence in the Global Village learning community, certificate of completion of the Global Leadership Program, Disciplinary Honors, or approval by the Program Director.

Qualifying Courses
*Common Core
The courses listed below qualify or other course approved by the Program Director
LLC 120 Global Crossings: Topics in Images, Media, and Texts
LLC 130 Global Green: Cultures of Production and/or Consumption
LLC 222 Foundational Topics in Languages, Literatures, and Cultures
LLC 250 Global Cultures Through Film: Angles of Vision

**LLC Service-Learning Courses
LLC 389 LLC Service Learning
LLC 399 Cultural Immersion through Community-Based Service Learning
LLC 599 Community-Based Service Learning

Student Learning Outcomes
Upon completion of the B.A. in Languages, Literatures, and Cultures, students will:
1. Communicate an understanding of languages, literatures, and cultures within a global context;
2. Speak, read, write, and comprehend the language(s) studied with sufficient ease to allow them to communicate effectively across cultures;
3. Demonstrate the ability to communicate in a culturally-informed manner in international, intercultural and/or multicultural contexts in order to connect meaningfully with individuals and communities across the campus, the state, the nation, and the world;
4. Understand the importance of transcultural encounters and employ intercultural competencies essential for success in our increasingly diverse global societies.

Languages, Literatures, and Cultures
Major: French and Francophone Studies Concentration (LLCU)—B.A.
Degree: Bachelor of Arts
Required: 122 semester hours, to include at least 27 hours at or above the 300 course level
AOS Code: U383

Service-Learning Requirement
Students must complete a high-impact Intercultural Experience requirement that can be met by study abroad, an LLC service-learning course*, residence in the Global Village learning community, certificate of completion of the Global Leadership Program, Disciplinary Honors, or approval by the Program Director.

*LLC Service-Learning Courses
LLC 389 LLC Service Learning
LLC 399 Cultural Immersion through Community-Based Service Learning
LLC 599 Community-Based Service Learning
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.

I General Education Core Requirements (GEC)

See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
Four 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 College of Arts and Sciences Additional Requirements (CAR)

See CAR requirements in the Academic Units section. See the GEC Course Summary Table for approved CAR courses.

GMO/GPM—Historical Perspectives (3 s.h.)
Student selects 3 s.h. from GMO or GPM list, depending on category used to satisfy GHP requirement.

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 with a different departmental prefix than chosen to fulfill GE Core GSB requirement.

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 204/241

WI—Writing Intensive Courses
A total of four WI courses.

IV Major Requirements

No requirement for the concentration can be met by a grade lower than C-. Minimum 27 semester hours at the 300 level or above, including:

A. LLC Core Course
One chosen from the courses listed below or other approved course approved by the Program Director.

LLC 120 Global Crossings: Topics in Images, Media, and Texts
LLC 130 Global Green: Cultures of Production and/or Consumption
LLC 222 Foundational Topics in Languages, Literatures, and Cultures
LLC 250 Global Cultures Through Film: Angles of Vision

B. Concentration Requirements

1. Language
9 s.h. chosen from the courses listed below
FRE 311 French Conversation and Phonetics
FRE 312 French Conversation and Culture
FRE 315 Advanced Grammar and Composition
FRE 415 Advanced French Composition
FRE 497 Directed Study in French Language
Qualified
Note: The course below is contingent.*
FRE 301 Advanced French

*Contingent
Qualifies only if taken before the course below (or other courses above this course number)
FRE 315 Advanced Grammar and Composition

Languages, Literatures, and Cultures
2. Literature and/or Film
9 s.h. chosen from the courses listed below.
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 and Francophone Literature and Film
FRE 498 Directed Study in French and Francophone Literature
FRE 507 Teaching French through French Literature
FRE 553 Topics in French Literary Movements
FRE 554 Topics in French Prose Fiction
FRE 555 Topics in French Poetry
FRE 556 Topics in French Theatre
FRE 557 Advanced Topics in French Literature
FRE 558 Topics in Francophone Literature
FRE 561/ITA 517/SPA 561 The Auteur Director
FRE 562/ITA 518/SPA 562 Studies in Film Genre

Qualified
Note: The course listed below is a prerequisite to 400- and 500-level literature courses:
FRE 353 Survey of French Literature

3. Culture and Civilization
3 s.h. chosen from the courses listed below.
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

Qualified
The course listed below qualifies only if the topic is Paris.
FRE 557 Advanced Topics in French Literature

4. Electives
6 s.h. chosen from courses with the FRE course prefix.

Qualified
Note: The courses listed below are excluded for credit toward the major:
FRE 222 Explorations in French Literature: English Versions
FRE 232 Images of France and the Francophone World

V Electives
Electives sufficient to complete the 122 semester hours required for degree.
II General Education Marker Requirements

See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
Four 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 College of Arts and Sciences Additional Requirements (CAR)

See CAR requirements in the Academic Units section. See the GEC Course Summary Table for approved CAR courses.

GMO/GPM—Historical Perspectives (3 s.h.)
Student selects 3 s.h. from GMO or GPM list, depending on category used to satisfy GHP requirement.

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 with a different departmental prefix than chosen to fulfill GE Core GSB requirement.

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 204/241

WI—Writing Intensive Courses
A total of four WI courses.

IV Major Requirements

All majors in the German concentration must maintain a GPA of at least 2.0 in German courses.

A. LLC Core Course
One chosen from the courses listed below or other approved course approved by the Program Director.
LLC 120 Global Crossings: Topics in Images, Media, and Texts
LLC 130 Global Green: Cultures of Production and/or Consumption
LLC 222 Foundational Topics in Languages, Literatures, and Cultures
LLC 250 Global Cultures Through Film: Angles of Vision

B. Concentration Requirements
Minimum of 27 semester hours in German above the 204 level, including at least the courses listed below.

1. Literature or culture
Four courses involving literature or culture from the courses listed below.
GER 215 German Civilization: Readings in English
GER 216 German Civilization: Readings in English
GER 217 Masterworks of German Literature Read in English
GER 218 Masterworks of German Literature Read in English
GER 222 The Holocaust in Literature and Art
GER 305 German Literature: Advanced Intermediate Topics
GER 306 German Culture: Advanced Intermediate Topics
GER 403 German Literary Studies: An Introduction
GER 405 Advanced Topics in German Literature
GER 406 Advanced Topics in German Culture
GER 422 German Memory in Fiction and Film
GER 491 Tutorial
GER 492 Tutorial
GER 493 Honors Work

Qualified
Note: The course listed below must be taken for 3 s.h. to qualify.
GER 493 Honors Work

Contingent
Note: The courses listed below are contingent. The courses count as major credit only if a student also enrolls in the qualifying course* and/or 1 s.h. of tutorials** where an appropriate amount of speaking or reading or writing 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 222 The Holocaust in Literature and Art
GER 422 German Memory in Fiction and Film

*Qualifying Course
GER 311 German Conversation Topics

**Tutorials
GER 491 Tutorial
GER 492 Tutorial

2. Additional courses
Five additional courses above the 204 level
3. Tutorials
Majors may also take 1 s.h. of tutorials.
GER 491 Tutorial
GER 492 Tutorial

V Related Area Courses
Optional
The courses below are 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 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.

Languages, Literatures, and Cultures
Major: Global Languages and Communities
Concentration (LLCU)—B.A.
Degree: Bachelor of Arts
Required: 122 semester hours, to include at least 27 hours at or above the 300 course level
AOS Code: U380

Service-Learning Requirement
Students must complete a high-impact Intercultural Experience requirement that can be met by study abroad, an LLC service-learning course*, residence in the Global Village learning community, certificate of completion of the Global Leadership Program, Disciplinary Honors, or approval by the Program Director.

*LLC Service-Learning Courses
LLC 389 LLC Service Learning
LLC 399 Cultural Immersion through Community-Based Service Learning
LLC 599 Community-Based Service Learning

I General Education Core Requirements (GEC)
See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
Four 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 College of Arts and Sciences Additional Requirements (CAR)
See CAR requirements in the Academic Units section. See the GEC Course Summary Table for approved CAR courses.

GMO/GPM—Historical Perspectives (3 s.h.)
Student selects 3 s.h. from GMO or GPM list, depending on category used to satisfy GHP requirement.
GLS/GPS—Natural Sciences (3–4 s.h.)
Student selects 3–4 s.h. from GLS or GPS list.
Languages, Literatures, and Cultures

GSB—Social and Behavioral Sciences (3 s.h.)
Student selects 3 s.h. from GSB list with a different departmental prefix than chosen to fulfill GE Core GSB requirement.

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 204/241

WI—Writing Intensive Courses
A total of four WI courses.

IV Major Requirements
No requirement for the concentration can be met by a grade lower than C-. Minimum 27 semester hours at the 300 level or above, including:

A. LLC Core Course
One course chosen from the courses listed below or another course approved by the Program Director.
LLC 120 Global Crossings: Topics in Images, Media, and Texts
LLC 130 Global Green: Cultures of Production and/or Consumption
LLC 222 Foundational Topics in Languages, Literatures, and Cultures
LLC 250 Global Cultures Through Film: Angles of Vision

B. Language Series
1. Primary Language of Study
Minimum of 12 s.h. in CHI, FRE, GER, JNS, RUS, or SPA at or above the 300 course level.
   • Must include courses that develop writing skills and textual analysis.
   • A maximum of 3 s.h. achieved by Special Exam may count toward the major.

2. Additional Language of Study
All majors must demonstrate proficiency at or above the 204 level in an additional language (other than English)*.
   *If you are a native speaker of another language other than English, please provide documentation to demonstrate that you have met this requirement. The program director may exempt this requirement.

C. LLC Courses
1. Service Learning
One course from the list below or another service-learning course approved by the director.
LLC 389 LLC Service Learning
LLC 399 Cultural Immersion through Community-Based Service Learning
LLC 599 Community-Based Service Learning

2. Additional Courses
Students may fulfill the remaining hours for the major from the courses listed below and/or 300-level and above courses in the language of study and/or the Program Director may approve other 300-level and above courses for this category.

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

Languages, Literatures, and Cultures Major:
Applied Languages: French K–12 Teaching Licensure Concentration (LLCU)—B.A.
Degree: Bachelor of Arts
Required: 122 semester hours, to include at least 27 hours at or above the 300 course level
AOS Code: U381

Service-Learning Requirement
Students must complete a high-impact Intercultural Experience requirement that can be met by study abroad, an LLC service-learning course*, residence in the Global Village learning community, certificate of completion of the Global Leadership Program, Disciplinary Honors, or approval by the Program Director.

*LLC Service-Learning Courses
LLC 389 LLC Service Learning
LLC 399 Cultural Immersion through Community-Based Service Learning
LLC 599 Community-Based Service Learning

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.

Admission to the Concentration
A student who seeks admission to the French with K–12 Teaching Licensure concentration 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 Languages, Literatures, and Cultures for early discussion of all requirements as well as our K–12 advisor. Additionally, students must request Admission to the Teacher Education Program from the School of Education Office of Student Ser-
Admission to Student Teaching

During the junior year, students already admitted to the Teacher Education Program must apply for admission to Student Teaching. Admission includes:

1. Completion of requirements specific to the major
2. Eligibility to enter student teaching requires maintaining an overall GPA of 3.0 or better after being admitted to the major, and achieving a grade of C or better in each professional course. After admission to the major, if a student fails to maintain an overall GPA of 3.0, the student has one semester to improve his or her grade point average. If a student receives a C- or lower in a professional course, the student is eligible to retake the course at its next offering.

Application forms are available online from the Office of Student Services in the School of Education. Forms must be submitted by February 15 for student teaching in the spring of the following year. Student teaching assignments are usually made in schools within commuting distance of UNCG. Teacher education students are individually responsible for expenses incurred during student teaching, including transportation. NOTE: Student teaching is offered only in the spring semester.

Application for Teacher Licensure

An application for licensure should be filed with the School of Education Office of Student Services within two weeks of graduation. Students should be aware that the licensure process will take six weeks or longer after graduation to be completed. 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.

I General Education Core Requirements (GEC)

See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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

GMO/GPM—Historical Perspectives (3 s.h.)
Student selects 3 s.h. from GPM 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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

Gl/ GN—Global/Global Non-Western Perspectives
Four 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 College of Arts and Sciences Additional Requirements (CAR)

See CAR requirements in the Academic Units section. See the GEC Course Summary Table for approved CAR courses.

GMO/GPM—Historical Perspectives (3 s.h.)
Student selects 3 s.h. from GMO or GPM list, depending on category used to satisfy GHP requirement.

GL/ GS—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 with a different departmental prefix than chosen to fulfill GE Core GSB requirement.

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 204/241
Languages, Literatures, and Cultures

WI—Writing Intensive Courses
A total of four WI courses.

IV Major Requirements
No requirement for the concentration can be met by a grade lower than C-. Minimum 27 semester hours at the 300 level or above, including the courses listed below.

A. LLC Core Course
One chosen from the courses listed below or other approved course approved by the Program Director.
LLC 120 Global Crossings: Topics in Images, Media, and Texts
LLC 130 Global Green: Cultures of Production and/or Consumption
LLC 222 Foundational Topics in Languages, Literatures, and Cultures
LLC 250 Global Cultures Through Film: Angles of Vision

B. Concentration Requirements
1. Language
9 s.h. chosen from the courses listed below.
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

Qualified
Note: The course listed below is contingent.*
FRE 301 Advanced French

*Contingent
Qualifies only if taken before the course below (or other courses above this course number)
FRE 315 Advanced Grammar and Composition

2. Literature and/or Film
9 s.h. chosen from the courses listed below.
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 and Francophone Literature and Film
FRE 498 Directed Study in French and Francophone Literature
FRE 507 Teaching French through French Literature
FRE 553 Topics in French Literary Movements
FRE 554 Topics in French Prose Fiction
FRE 555 Topics in French Poetry
FRE 556 Topics in French Theatre
FRE 557 Advanced Topics in French Literature
FRE 558 Topics in Francophone Literature
FRE 561/ITA 517/SPA 561 The Auteur Director
FRE 562/ITA 518/SPA 562 Studies in Film Genre

Qualified
Note: The course listed below is a prerequisite to 400- and 500-level literature courses.
FRE 353 Survey of French Literature

3. Culture and Civilization
3 s.h. chosen from the courses listed below.
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

Qualified
The course below qualifies only if the topic is Paris.
FRE 557 Advanced Topics in French Literature

4. Electives
6 s.h. chosen from courses with the FRE course prefix.

Qualified
Note: The courses listed below are excluded for credit toward the major.
FRE 222 Explorations in French Literature: English Versions
FRE 232 Images of France and the Francophone World

V Teacher Licensure Requirements
1. Professional Education*
ERM 401 Assessment I: Accountability in Our Nation’s Schools
ERM 402 Assessment II: Standardized Tests
ERM 403 Assessment III: Classroom Assessment
LIS 120/TED 120 Introduction to Instructional Technology for Educational Settings
LLC 465 Student Teaching and Seminar in World Languages
LLC 512 Teaching Second Languages in K–12
SES 401 Understanding and Teaching Students with Disabilities in Inclusive Settings
TED 401 Child and Adolescent Development and Learning
TED 403 Teaching English Learners with Diverse Abilities
TED 445 Human Diversity, Teaching, and Learning
TED 535 Literacy in the Content Area

Qualified
The course listed below requires 50 hours of internship in the schools.
LLC 512 Teaching Second Languages in K–12
Qualified
The course listed below requires 25 hours of internship in the schools.
TED 445 Human Diversity, Teaching, and Learning

Qualified
The courses listed below are taken for 1 s.h. online.
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
TED 401 Child and Adolescent Development and Learning
TED 403 Teaching English Learners with Diverse Abilities

Qualified
The course listed below is taken for 1 s.h. online or on campus.
LIS 120/TED 120 Introduction to Instructional Technology for Educational Settings

Additional Recommended Courses
FRE 507 Teaching French through French Literature
LLC 519 Second Language Acquisition

*Sequence of Professional Education Courses
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
LIS 120/TED 120 Introduction to Instructional Technology for Educational Settings
SES 401 Understanding and Teaching Students with Disabilities in Inclusive Settings
TED 403 Teaching English Learners with Diverse Abilities

Senior Year—Fall
ERM 403 Assessment III: Classroom Assessment

Languages, Literatures, and Cultures

LLC 512 Teaching Second Languages in K–12
TED 535 Literacy in the Content Area

Senior Year—Spring
Course offered only in spring semester.
No other courses may be taken during student teaching.
LLC 465 Student Teaching and Seminar in World Languages

2. Clinical experience in teaching and/or capstone experience
Students will register for the course listed below. This course will include completion of the Teaching Portfolio in TaskStream. The portfolio is aligned with the North Carolina Standards for Second Language Teachers and the ISTE/NETS Standards.
LLC 465 Student Teaching and Seminar in World Languages

3. Content Area (30 s.h.)
Students must complete the requirements described above for the French and Francophone Studies concentration. Students will demonstrate advanced proficiency in the following areas and will complete courses as needed.

a. Advanced Written Skills
Demonstrated via course work completed in a variety of upper-level courses as listed below.
FRE 315 Advanced Grammar and Composition
FRE 415 Advanced French Composition
FRE 497 Directed Study in French Language

b. Communication Skills
Demonstrated via course work completed in a variety of upper-level courses, including the courses listed below.
FRE 311 French Conversation and Phonetics
FRE 312 French Conversation and Culture
FRE 313 Conversation in France
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 the courses listed below.
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, the courses listed below.
FRE 453 Topics in French Literature: Ancien Régime
FRE 454 Topics in Modern French Literature
Languages, Literatures, and Cultures

FRE 455 Topics in French and 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 517/SPA 561 The Auteur Director
FRE 562/ITA 518/SPA 562 Studies in Film Genre
e. Phonetics
FRE 311 French Conversation and Phonetics
f. In-Depth Inquiry
FRE 455 Topics in French and Francophone Literature and Film

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

Languages, Literatures, and Cultures Major:
Applied Languages: Spanish K–12 Teaching Licensure Concentration (LLCU)—B.A.
Degree: Bachelor of Arts
Required: 122 semester hours, to include at least 27 hours at or above the 300 course level
AOS Code: U384

Service-Learning Requirement
Students must complete a high-impact Intercultural Experience requirement that can be met by study abroad, an LLC service-learning course*, residence in the Global Village learning community, certificate of completion of the Global Leadership Program, Disciplinary Honors, or approval by the Program Director.

*LLC Service-Learning Courses
LLC 389 LLC Service Learning
LLC 399 Cultural Immersion through Community-Based Service Learning
LLC 599 Community-Based Service Learning

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.

Admission to the Concentration
A student who seeks admission to the Spanish with K–12 Teaching Licensure concentration 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 Languages, Literatures, and Cultures for early discussion of all requirements as well as our K–12 advisor. Additionally, students must request Admission to the Teacher Education Program from the School of Education Office of Student Services. Candidates should apply for admission to the School of Education Office of Student Services at the end of their sophomore year and be admitted no later than the first semester of their junior year. Please review requirements on their Web page. Consult the Teacher Education Handbook for details.

Admission to Student Teaching
During the junior year, students already admitted to the Teacher Education Program must apply for admission to Student Teaching. Admission includes:
1. Completion of requirements specific to the major
2. Eligibility to enter student teaching requires maintaining an overall GPA of 3.0 or better after being admitted to the major, and achieving a grade of C or better in each professional course. After admission to the major, if a student fails to maintain an overall GPA of 3.0, the student has one semester to improve his or her grade point average. If a student receives a C- or lower in a professional course, the student is eligible to retake the course at its next offering.

Application forms are available online from the Office of Student Services in the School of Education. Forms must be submitted by February 15 for student teaching in the spring of the following year. Student teaching assignments are usually made in schools within commuting distance of UNCG. Teacher education students are individually responsible for expenses incurred during student teaching, including transportation. NOTE: Student teaching is offered only in the spring semester.

Application for Teacher Licensure
An application for licensure should be filed with the School of Education Office of Student Services within two weeks of graduation. Students should be aware that the licensure process will take six weeks or longer after graduation to be completed. 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.
I General Education Core Requirements (GEC)

See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
Four 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 College of Arts and Sciences Additional Requirements (CAR)

See CAR requirements in the Academic Units section. See the CAR Course Summary Table for approved CAR courses.

GMO/GPM—Historical Perspectives (3 s.h.)
Student selects 3 s.h. from GMO or GPM list, depending on category used to satisfy GHP requirement.

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 with a different departmental prefix than chosen to fulfill GE Core GSB requirement.

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 204/241

WI—Writing Intensive Courses
A total of four WI courses.

IV Major Requirements

No requirement for the concentration can be met by a grade lower than C-. Minimum 27 semester hours at the 300 level or above, including the courses listed below.

A. LLC Core Course
One chosen from the courses listed below or other approved course approved by the Program Director.

LLC 120 Global Crossings: Topics in Images, Media, and Texts
LLC 130 Global Green: Cultures of Production and/or Consumption
LLC 222 Foundational Topics in Languages, Literatures, and Cultures
LLC 250 Global Cultures Through Film: Angles of Vision

B. Concentration Requirements

1. Bridge Language Course
For Heritage Speakers only.
SPA 301 Advanced Spanish
or
SPA 302 Advanced Spanish for Heritage Speakers

2. Literature
Three courses as detailed below.

a. Hispanic Literature
SPA 351 Approaches to Hispanic Literature

b. 400-Level Course
One 400-level course chosen from the courses listed below.
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
Languages, Literatures, and Cultures

c. 500-Level Course
   One 500-level course chosen from the courses listed below.
   SPA 502 Topics in Spanish Literature
   SPA 504 Topics in Spanish American Literature

3. Composition
   Both of the courses listed below.
   SPA 315 Intermediate Spanish Composition
   SPA 415 Advanced Spanish Composition

4. Conversation
   One selected from the courses listed below.
   SPA 311 Spanish Conversation
   SPA 313 Conversation in a Spanish-Speaking Country
   SPA 411 Advanced Spanish Conversation

5. Civilization
   One selected from the courses listed below.
   SPA 332 Introduction to Spanish Culture
   SPA 334 Introduction to Spanish American Culture
   SPA 532 Topics in Spanish Culture and Civilization
   SPA 534 Topics in Spanish-American Culture and Civilization
   SPA 535 U.S. Latino/Latina Cultural Studies

6. Electives
   Additional 6 s.h. selected from courses with the SPA course prefix.

Qualified
   Note: The courses listed below are excluded for credit toward the major.
   SPA 222 Hispanic Masterpieces in English Translation
   SPA 233 Hispanic Cultures and Civilizations

V Teacher Licensure Requirements

1. Professional Education*
   ERM 401 Assessment I: Accountability in Our Nation’s Schools
   ERM 402 Assessment II: Standardized Tests
   ERM 403 Assessment III: Classroom Assessment
   LIS 120/TED 120 Introduction to Instructional Technology for Educational Settings
   LLC 465 Student Teaching and Seminar in World Languages
   LLC 512 Teaching Second Languages in K–12
   SES 401 Understanding and Teaching Students with Disabilities in Inclusive Settings
   TED 401 Child and Adolescent Development and Learning
   TED 403 Teaching English Learners with Diverse Abilities
   TED 445 Human Diversity, Teaching, and Learning
   TED 535 Literacy in the Content Area

Qualified
   The course listed below requires 50 hours of internship in the schools.
   LLC 512 Teaching Second Languages in K–12

Qualified
   The course listed below requires 25 hours of internship in the schools.
   TED 445 Human Diversity, Teaching, and Learning

Qualified
   The courses listed below are taken for 1 s.h. online.
   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
   TED 401 Child and Adolescent Development and Learning
   TED 403 Teaching English Learners with Diverse Abilities

Qualified
   The course listed below is taken for 1 s.h. online or on campus.
   LIS 120/TED 120 Introduction to Instructional Technology for Educational Settings

Additional Recommended Courses
   FRE 507 Teaching French through French Literature
   LLC 519 Second Language Acquisition
   LLC 519 Second Language Acquisition

*Sequence of Professional Education Courses

   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
   LIS 120/TED 120 Introduction to Instructional Technology for Educational Settings
   SES 401 Understanding and Teaching Students with Disabilities in Inclusive Settings
TED 403 Teaching English Learners with Diverse Abilities
Senior Year—Fall
ERM 403 Assessment III: Classroom Assessment
LLC 512 Teaching Second Languages in K–12
TED 535 Literacy in the Content Area
Senior Year—Spring
Course offered only in spring semester.
No other courses may be taken during student teaching.
LLC 465 Student Teaching and Seminar in World Languages

2. Clinical experience in teaching and/or capstone experience

Students will register for the course listed below. This course will include completion of the Teaching Portfolio in TaskStream. The portfolio is aligned with the North Carolina Standards for Second Language Teachers and the ISTE/NETS Standards.
LLC 465 Student Teaching and Seminar in World Languages

3. Content Area (30 s.h.)

Students must complete the requirements described above for the French and Francophone Studies concentration. Students will demonstrate advanced proficiency in the following areas and will complete courses as needed.

a. Advanced Written Skills
Demonstrated via course work completed in a variety of upper-level courses as listed below.
SPA 315 Intermediate Spanish Composition
SPA 415 Advanced Spanish Composition
SPA 497 Directed Study in Spanish Language

b. Communication Skills
Demonstrated via course work completed in a variety of upper-level courses, including the courses listed below.
SPA 311 Spanish Conversation
SPA 313 Conversation in a Spanish-Speaking Country
SPA 411 Advanced Spanish Conversation
SPA 499 Internship in Spanish

c. Culture and Civilization
Students may choose from a variety of courses focusing on cultural issues, including the courses listed below.
SPA 332 Introduction to Spanish Culture
SPA 334 Introduction to Spanish American Culture
SPA 532 Topics in Spanish Culture and Civilization
SPA 534 Topics in Spanish-American Culture and Civilization
SPA 535 U.S. Latino/Latina Cultural Studies

d. Literature and Film
Students may choose from a variety of courses focusing on topics on literature and film including, the courses listed below.
SPA 401 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 408 Introduction to Spanish Linguistics
SPA 416 Spanish Phonetics

f. In-Depth Inquiry
One chosen from the courses listed below.
SPA 408 Introduction to Spanish Linguistics
SPA 416 Spanish Phonetics

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

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 Code: U227

The Spanish Major is designed to ensure a well-rounded preparation in language, literature, and culture. The program is balanced and comprehensive, yet allows students the latitude to explore subjects of special interest to them. Specific course and area requirements and electives in language, literature, and culture characterize the program. The major in Spanish begins at the 300 level.

Residency Hours
Students should note the following regulations regarding residency hours: each student must complete a minimum of 122 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.

I General Education Core Requirements (GEC)
See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (3 s.h.)
III General Education Marker Requirements

See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
Four 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 College of Arts and Sciences Additional Requirements (CAR)

See CAR requirements in the Academic Units section. See the GEC Course Summary Table for approved CAR courses.

GMO/GPM—Historical Perspectives (3 s.h.)
Student selects 3 s.h. from GMO or GPM list, depending on category used to satisfy GHP requirement.

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 with a different departmental prefix than chosen to fulfill GE Core GSB requirement.

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 204/241

IV Major Requirements

No requirement for the concentration can be met by a grade lower than C-. Minimum 27 semester hours at the 300 level or above, including the courses listed below.

1. Bridge Language Course
For Heritage Speakers only.
SPA 301 Advanced Spanish
or
SPA 302 Advanced Spanish for Heritage Speakers

2. Literature
Three courses as detailed below.
   a. Hispanic Literature
      SPA 351 Approaches to Hispanic Literature
   b. 400-Level Course
      One 400-level course chosen from the courses listed below.
      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. 500-Level Course
      One 500-level course chosen from the courses listed below.
      SPA 502 Topics in Spanish Literature
      SPA 504 Topics in Spanish American Literature

3. Composition
   Both of the courses listed below.
   SPA 315 Intermediate Spanish Composition
   SPA 415 Advanced Spanish Composition

4. Conversation
   One selected from the courses listed below.
   SPA 311 Spanish Conversation
   SPA 313 Conversation in a Spanish-Speaking Country
   SPA 411 Advanced Spanish Conversation

5. Civilization
   One selected from the courses listed below.
   SPA 332 Introduction to Spanish Culture
   SPA 334 Introduction to Spanish American Culture
   SPA 532 Topics in Spanish Culture and Civilization
   SPA 534 Topics in Spanish-American Culture and Civilization
   SPA 535 U.S. Latino/Latina Cultural Studies

6. Electives
   Additional 6 s.h. selected from courses with the SPA course prefix.

Qualified

Note: The courses listed below are excluded for credit toward the major.
   SPA 222 Hispanic Masterpieces in English Translation
   SPA 233 Hispanic Cultures and Civilizations

2017–18 UNCG Undergraduate Bulletin
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.

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.)

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.

Spanish as a Second Major
Required: minimum of 30 semester hours

Students must complete the requirements as described for the Spanish major.

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 Languages, Literatures, and Cultures.

Requirements
All courses must be at the 300 level or above. No requirement may be met by a grade lower than C-.

1. Language
6 s.h. chosen from the courses listed below.
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

Qualified
Note: The course below is contingent.*
FRE 301 Advanced French

*Contingent
Qualifies only if taken before the course below (or other courses above this course number)
FRE 315 Advanced Grammar and Composition

Qualified
Note: Any of the courses listed below satisfy the Phonetics competency and the Conversation requirements for licensure.
FRE 311 French Conversation and Phonetics
FRE 312 French Conversation and Culture
FRE 313 Conversation in France

Qualified
Note: Any of the courses listed below satisfy the Conversation requirement for licensure.
FRE 311 French Conversation and Phonetics
FRE 312 French Conversation and Culture
FRE 497 Directed Study in French Language

2. Literature and/or Film
9 s.h. chosen from the courses listed below.
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

Qualified
Note: The course listed below is a prerequisite to 400- and 500-level literature courses.
FRE 353 Survey of French Literature

3. Electives
Additional 9 s.h. selected from courses with the SPA course prefix.

Qualified
Note: The courses listed below 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
German as a Second Academic Concentration  
Required: minimum of 18 semester hours  

Requirements  
1. Core Courses  
6 s.h. involving literature and culture selected from the courses listed below.  
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  
Additional 12 s.h. in language, literature, or culture courses above the course number listed below.  
GER 204 Intermediate German Topics  

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. No requirement may be met by a grade lower than C-.  
1. Bridge Language Course  
For Heritage Speakers only. One selected from the courses listed below.  
SPA 301 Advanced Spanish  
SPA 302 Advanced Spanish for Heritage Speakers  
2. Literature  
One course listed below and one additional SPA course at the 400- or 500-level.  
SPA 351 Approaches to Hispanic Literature  
3. Composition  
One selected from the courses listed below.  
SPA 315 Intermediate Spanish Composition  
SPA 415 Advanced Spanish Composition  
4. Conversation  
One selected from the courses listed below.  
SPA 311 Spanish Conversation  
SPA 313 Conversation in a Spanish-Speaking Country  
SPA 411 Advanced Spanish Conversation  
5. Civilization  
One selected from the courses listed below.  
SPA 332 Introduction to Spanish Culture  
SPA 334 Introduction to Spanish American Culture  
SPA 532 Topics in Spanish Culture and Civilization  
SPA 534 Topics in Spanish-American Culture and Civilization  
SPA 535 U.S. Latino/Latina Cultural Studies  
6. Phonetics  
One selected from the courses listed below.  
SPA 408 Introduction to Spanish Linguistics  
SPA 416 Spanish Phonetics  
7. Electives  
Additional 9 s.h. with the SPA course prefix.  

Qualified  
Note: 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  

Chinese Minor  
Required: minimum of 15 semester hours  
AOS Code: U867  

Requirements  
1. Required (6 s.h.)  
CHI 203 Intermediate Chinese I  
CHI 204 Intermediate Chinese II  
2. Select  
9 s.h. from the courses listed below.  
At least six (6) s.h. must be at the 300 level or higher.  
CHI 210 Masterworks of Chinese Literature in Translation  
CHI 220 Modern Chinese Literature and Culture
CHI 301 Third-Year Chinese Language
or
CHI 302 Third-Year Chinese Conversation and Composition

CHI 305 Topics in Chinese Culture
CHI 313 Major Figures in Chinese Literature

Students pursuing a major in the International and Global Studies Program with a concentration in Asian Studies must complete 6 s.h. of the language or approved equivalents.

French and Francophone Studies Minor
Required: minimum of 15 semester hours
AOS Code: U383

Requirements
15–21 semester hours of courses in French
1. Course number
   Must be above the course number listed below.
   FRE 203 Intermediate French I
2. Exclusions
   The second- and third-year-level culture and literature courses listed below that have all instruction, readings, and assignments in English may not count toward the minor.
   FRE 222 Explorations in French Literature: English Versions
   FRE 232 Images of France and the Francophone World
3. Restriction
   Only one of the courses listed below may apply toward the minor.
   FRE 204 Intermediate French II
   FRE 241 Intermediate French: Culture and Business

German Minor
Required: minimum of 15 semester hours
AOS Code: U382

Requirements
15 semester hours of courses in German, of which 6 s.h. must be at the 300 level or higher.
1. Course number
   Must be above the course number listed below.
   GER 102 Beginning German II
2. Required
   Must include the courses listed below.
   GER 203 Intermediate German
   GER 204 Intermediate German Topics

Qualification
   The courses in German literature or culture in English translation listed below can only be used for minor credit if an appropriate amount of reading is done in German.
   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

German Online 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. For those who wish to study abroad, the department cosponsors academic programs in Germany and Austria.

Requirements
15 semester hours of courses in German, of which 6 s.h. must be at the 300 level or higher.

Required
   GER 203 Intermediate German
   GER 204 Intermediate German Topics

Qualified
   The courses in German literature or culture in English translation listed below can only be used for minor credit if an appropriate amount of reading is done in German.
   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

Russian Minor
Required: minimum of 15 semester hours
AOS Code: U160

Requirements
15 semester hours above the 100 level

Required
   These two courses also count toward the Special Programs in Liberal Studies Major: Russian Studies Concentration.
   RUS 203 Intermediate Russian
   RUS 204 Intermediate Russian

Spanish Minor
AOS Code: U227

Requirements
15–21 semester hours of courses in Spanish above 203, excluding courses in English translation.
French Disciplinary Honors

Requirements
15 semester hours of Honors and advanced courses with grades of B or better.

1. Major
   9 s.h. in the major comprised of 500-level courses, Honors courses in the major, contract Honors courses in the major, and/or the course listed below.
   FRE 493 Honors Work

2. Other courses
   3 s.h. of other courses comprised of advanced 500-level courses, honors and contract courses in the major, and/or any Honors courses, whether in the major or not.

3. 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.
   HSS 490 Senior Honors Project

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. Ana Hontanilla for further information and guidance about Disciplinary Honors.

German Disciplinary Honors

Requirements
1. 6 s.h. completed in residence, as provided below.
   a. Honors project
      3 s.h. of the course listed below.
      HSS 490 Senior Honors Project
   b. Honors work
      3 s.h. of the course listed below in preparation for Senior Honors Project.
      GER 493 Honors Work

2. 6 s.h. as provided below.
   3–6 s.h. of the course listed below or 3–6 s.h. of contract courses in German above the 200 level
   GER 493 Honors Work

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.

Spanish Disciplinary Honors

Requirements
15 semester hours of Honors and advanced courses with grades of B or better.

1. Major
   12s.h. in the major comprised of 500-level courses, Honors courses in the major, contract Honors courses in the major, and/or the course listed below.
   SPA 493 Honors Work

2. 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.
   HSS 490 Senior Honors Project

Qualifications
- A declared major in Spanish
- At least a 3.30 GPA overall and in the major at graduation

Recognition
The designation “Completed Disciplinary Honors in Spanish” and the title of the Senior Honors Project will be printed on the student’s official transcript.

Honors Advisor
See Dr. Ana Hontanilla for further information and guidance about Disciplinary Honors.

American Sign Language Courses (ASL)

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

ASL 102 Elementary 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: ASL 101 or permission of instructor
Offered: Fall and Spring
Notes: May not receive credit for both ASL 102 and SES 102.
ASL 203 Intermediate American Sign Language I (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: ASL 102 or permission of instructor
Offered: Fall
Notes: May not receive credit for both ASL 203 and SES 203.

ASL 204 Intermediate American Sign Language II (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.
Prerequisite: ASL 203 or permission of instructor or placement test
Offered: Spring
Distribution: CAR: GFL
Notes: Community lab hours required. May not receive credit for both ASL 204 and SES 204.

ASL 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.
Prerequisite: ASL 101 or permission of instructor
Offered: Fall and Spring
Notes: May not receive credit for both ASL 245 and SES 245.

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

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 Chinese Literature and Culture (3:3)
Introductory Chinese culture course with interdisciplinary perspectives on modern Chinese society, history, literature, and art. Taught in English.
Offered: Alt
Distribution: GE Core: GLT; 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.
Offered: Fall or Spring or Summer
Distribution: GE Marker: GN
Notes: May be repeated when topic varies.

CHI 305 Topics in Chinese Culture (3:3)
Third-year Chinese course exploring topical issues of China through art, literature, film, and popular media. Taught in English and/or Chinese.
Offered: Fall or Spring or Summer
Distribution: GE Marker: GN
Notes: May be repeated when topic varies.

CHI 313 Major Figures in Chinese Literature (3:3)
Selected Chinese authors or figures read and discussed with attention to interpretation and literary analysis. Selection of figures vary. Taught in English with options to read and/or write in Chinese.
Offered: Fall or Spring or Summer
Distribution: GE Core: GLT, GE Marker: GN
Notes: May be repeated once for credit when topic varies.

CHI 491 Chinese Tutorial (1–3:0:3–9)
Directed program of conversation, reading, research, and individual instruction in Chinese language and literature.
Prerequisite: CHI 204 (or equivalent) and by permission of instructor
Offered: Fall
Notes: Either CHI 491 (fall) or CHI 492 (spring), but not both, can be repeated once, up to three (3) semester hours each time.

CHI 492 Chinese Tutorial (1–3:0:3–9)
Directed program of conversation, reading, research, and individual instruction in Chinese language and literature.
Prerequisite: CHI 204 (or equivalent) and by permission of instructor
Offered: Spring
Notes: Either CHI 491 (fall) or CHI 492 (spring), but not both, can be repeated once, up to three (3) semester hours each time.

CHI 589 Experimental Course
This number reserved for experimental courses. Refer to the Course Schedule for current offerings.
French Courses (FRE)

FRE 101 Beginning French I (3:3)
Introduction to French with practice in listening, speaking, writing, and reading.
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.
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 242 Travelling 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 243 Intermediate French: Culture and Business (1:1)
Continued study of French with a focus on present-day France. Emphasis on speaking, reading, writing, and vocabulary.
Prerequisite: FRE 204 or FRE 241 or equivalent; or permission of instructor
Offered: Offered as an experimental course Spring 2017 and Spring 2015

FRE 244 Business French (1:1)
An introduction to the Francophone world. Topics include professional correspondence in various areas of business. Emphasis on the active use of language skills: listening, speaking, writing, reading.
Prerequisite: FRE 241; or permission of instructor

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 303 Francophone Cultures: An Introduction (3:3)
An introduction to the Francophone cultures and literatures with focus on North Africa, sub-Saharan Africa, the Caribbean, and Quebec. Includes review of grammatical structures and development of language skills.
Prerequisite: FRE 204 or FRE 241; or permission of instructor
Offered: Offered as an experimental course Spring 2017 and Spring 2015

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

FRE 313 Conversation in France (3)
Intensive formal and informal training in French conversation in a living French setting.
Prerequisite: FRE 204 or FRE 241 or equivalent, or departmental permission

FRE 315 Advanced Grammar and Composition (3:3)
Study of grammar and idioms. Formal and informal writing.
Prerequisite: FRE 204 or FRE 241 or equivalent, or departmental permission

FRE 331 Culture and Civilization in France (3:3)
Study of French culture and civilization in France.
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

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 and 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 varies.

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 533 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 534 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 535 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 536 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 537 Topics in French Prose Fiction (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 538 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
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 and 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 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 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 Sagas, Legends, Fairy Tales: 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 Core: GLT, 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 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
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 310 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 as topics vary for a maximum of three (3) semester hours. Formerly GER 306F.

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.
Prerequisite: GER 204 (or equivalent)
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.
Prerequisite: GER 204

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; Indoeuropean 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 autobiographical, 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.

---

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 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.
Languages, Literatures, and Cultures

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: JNS 202
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.
Offered: Fall or Spring
Distribution: GE Marker: GN
Notes: May be repeated for up to 6 s.h. Taught in English.

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: Minimum grade of C- in JNS 204; or permission of instructor
Notes: May be repeated for up to 6 s.h.

JNS 589 Experimental Course
This number reserved for experimental courses. Refer to the Course Schedule for current offerings.
Languages, Literatures, and Cultures

Courses (LLC)

LLC 111 Connection, Collaboration, and Inquiry (1:0:3)
This course explores connections among diverse fields of study and/or perspectives to promote deeper understanding and develop global awareness, a capacity for active citizenship, collaboration, communication, and lifelong learning skills.
Prerequisite: Enrollment in the Global Village
Notes: May be repeated once for credit. Formerly ISL 101. Formerly FFL 101.

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 and Spring
Distribution: GE Core: GLT; GE Marker: GN
Notes: Taught in English. May be repeated for a total of 6 s.h.

LLC 130 Global Green: Cultures of Production and/or Consumption (3:3)
This course explores global sustainability by tracing products from origin to consumer, examining related cultural practices, including those embodied in literature, film, music, and art. Topics include textiles, chocolate, tea, and ecotourism.
Distribution: GE Core: GLT, GE Marker: GN

LLC 222 Foundational Topics in Languages, Literatures, and Cultures (3:3)
Study of texts linking language areas and cultural traditions. Topics may include national identity, space, and memory as shaped by cultural intersections.
Notes: Taught in English. May be repeated for a total of 6 s.h.

LLC 250 Global Cultures Through Film: Angles of Vision (3:3)
This course explores global topics embodied in films produced in different regions of the world. It provides diverse cultural frames of reference and alternative perspectives on current global issues.
Distribution: GE Marker: GN
Notes: Offered as an experimental course Spring 2015.

LLC 300 Linguistics across Cultures (3:3)
Introduction to the study of linguistic issues resulting in contexts where two or more languages coexist or are in contact: sociolinguistics, bilingualism, language planning, etc.
Prerequisite: LLC 120 or LLC 130 or LLC 250 or permission of instructor

LLC 340 Topics: Languages for Professions (3:3)
This course provides basic language skills in the non-English languages taught at UNCG for working in a variety of professional contexts.
Prerequisite: SPA 301 or SPA 302 or FRE 301 or GER 301 or permission of instructor
Notes: May be repeated up to three times for a total of 9 s.h.

LLC 355 Topics in Languages, Literatures, and Cultures (3:3)
Study in English of selected topics in literature or film linking multiple periods, language areas, and cultural traditions represented in LLC; includes guest seminars by department and visiting experts.
Prerequisite: LLC 120 or LLC 130 or permission of instructor
Notes: May be repeated up to three times for a total of 9 s.h.

LLC 359 LLC Service Learning (3:1:2)
Through hands-on service projects, students learn to collaborate, to gather and evaluate information, to make connections among diverse perspectives, and to develop global awareness, capacity for active citizenship, and skills for lifelong learning.
Prerequisite: LLC 120, LLC 130, or permission of instructor

LLC 399 Cultural Immersion through Community-Based Service Learning (3:1:2)
Field experience for undergraduates with basic to intermediate proficiency requiring interaction and/or active language use in the community.
Prerequisite: Completion (or proficiency equivalent to) of 204 course number in the target language or permission of instructor
Corequisite: 300-level course taught in the target language or permission of instructor
Notes: Offered by UNCG summer Study Abroad programs.

LLC 455 Advanced Topics: Rebels and Revolutionaries in Languages, Literatures, and Cultures (3:3)
In-depth study of world literature, through a variety of critical and historical approaches, based on themes, geographical areas, genres, or periods exploring the concepts of rebellion and revolution.
Prerequisite: LLC 120 or LLC 130 or LLC 250 or permission of instructor
Notes: May be repeated up to three times for a total of 9 s.h.

LLC 465 Student Teaching and Seminar in World Languages (12:1:33)
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: LLC 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

LLC 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 or permission of department
Notes: Formerly ROM 512.

LLC 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
Notes: Formerly ROM 519.

LLC 568 African History and Cultures through Film (3:3)
Examines how Africans are portrayed in a variety of film genres, focusing on representations of race, gender, class, and sexuality in world cinema and legacies of colonialism.
Cross Listed: Same as HIS 568.
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 Lusophone 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 223 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.

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

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 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 idioms.
Distribution: GE Marker: GN
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)
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 literary history, philosophy, and religious thought.

RUS S89 Experimental Course
This number reserved for experimental courses. Refer to the Course Schedule for current offerings.

---

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.
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.
Prerequisite: Junior or senior standing in the Teacher Education Program
Notes: Equivalent to SPA 101; students may not receive credit for both SPA 101 and SPA 121.

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 203 or SPA 240
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.
Languages, Literatures, and Cultures

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
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 and 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
Distribution: GE Marker: GL
Notes: Students may not 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 (1–3:1–3)
Intensive formal and informal training in Spanish conversation in a Spanish or Latin American setting. Offered only in UNCG Study Abroad Program.
Prerequisite: SPA 204 or SPA 241 or departmental permission
Notes: May be repeated up to three times for credit.

SPA 314 Spain Today (3)
An intensive, one-month grammar review and practical orientation course for students participating in the UNCG Study Abroad Program in Spain, emphasizing contact with people in public places, exposure to media, and visits to principal cultural centers.
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 and Spring
Distribution: GE Marker: GL

SPA 322 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 and 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

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

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

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

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 and 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 Topics in Spanish Culture and Civilization (3:3)
Major topics in Spanish culture, history, and civilization. Special emphasis on the development of customs, national traits, cultural movements, and institutions.
Prerequisite: One 400-level course in Hispanic literature or departmental permission
Notes: May be repeated once for a total of 6 s.h.

SPA 534 Topics in Spanish-American Culture and Civilization (3:3)
Major topics in Spanish culture, history, and civilization. Special emphasis on the development of customs, national traits, cultural movements, and institutions.
Prerequisite: One 400-level course in Hispanic literature or departmental permission
Notes: May be repeated once when topic varies for a total of 6 s.h.

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.
Languages, Literatures, and Cultures
Languages, Literatures, and Cultures
Special Programs in Liberal Studies Major

See the individual programs for Special Programs in Liberal Studies concentrations:
- Archaeology Program
- Environmental & Sustainability Studies Program
- Humanities (Bachelor of Arts in Liberal Studies Program)
- Integrated Science Program
- International and Global Studies Program
- Professional Studies (Bachelor of Arts in Liberal Studies Program)
- Social Sciences (Bachelor of Arts in Liberal Studies Program)
- Student-Designed Interdisciplinary (College of Arts and Sciences)

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

Faculty

Lee Shiflett, Professor and Interim Chair of the Department
Professors Carmichael, Chu
Associate Professors Bird, Chow, Hersberger
Assistant Professors Gann, Morris, Oguz
Clinical Assistant Professor Akers

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.

There are no undergraduate areas of study offered by this department. Please see the Graduate School Bulletin for graduate programs.

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 and Spring and 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 200 Information Use in a Digital World (3:3)
Prepares students to access, evaluate, and manage information to meet personal and academic needs. Focuses on personal information management, digital security/privacy, and ethical issues, including plagiarism, source citation, and fair-use.
Distribution: GE Core: GRD

LIS 530 Researching Opportunities in Entrepreneurship and Economic Development (3:3)
Students will learn how to conduct research necessary to make informed decisions for an entrepreneurial venture and measure and assess economic development opportunities. No business research experience necessary.
Prerequisite: Junior, senior, or graduate standing
Cross Listed: Same as ENT 530, GEO 530, MKT 530.

LIS 589 Experimental Course
This number reserved for experimental courses. Refer to the Course Schedule for current offerings.
Department of Management
including Business Administration and International Business Studies

Bryan School of Business and Economics
366 Bryan Building
336-334-5691
http://bryan.uncg.edu/mgt

Faculty
Moses Acquaah, Professor and Head of Department
Professors Buttner, Kshetri, Tullar
Associate Professors Sarala, Taras
Assistant Professors Blevins, Liu, Pierce, Stackhouse
Lecturers Bejtler, Ceneviva, Hassell

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 three concentrations: Business Studies, Human Resources, and Management.

Business Administration Major
The objective of the Business Administration major is to provide liberally educated students with a broad exposure to the functional areas of business and a more comprehensive understanding of one of the managerial specialties through a choice of a concentration:

- **Business Studies** is most appropriate for those who want a broad business exposure without the need to concentrate specifically in only one functional area. (A student can complete the Business Studies concentration by careful planning of the Career Profile.)

- **Human Resources** focuses on skills and knowledge needed by the professional human resources manager: job analysis, recruiting, screening, selection, training and development, performance appraisal, job evaluation, and salary administration.

- **Management** focuses on courses in the management area with courses in leadership, organizational behavior, human resources, decision-making, cross cultural management, and strategy. The concentration is designed for students that want a more focused education on issues and problems faced by those involved in business management.

International Business Studies Major
The International Business Studies major is distinctive in the Bryan School by requiring experiences and competence in areas such as language and study abroad that are not required in other business programs. The need to understand other cultures, societies, and economies is met by requiring/recommending more in liberal education and related areas than is required in General Education requirements for other business programs.

**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
- Business Studies Online, U338
- Human Resources, U326
- Management, U304

**Business Administration Major—Business Studies Concentration (BADM)—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: U331

**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 Information Systems in Organizations
MAT 120 Calculus with Business Applications
or
MAT 191 Calculus I

**Global Sustainability Elective**
One chosen from the list below or other approved Global Sustainability elective.
ECO 100 Economics of a Global Sustainable Society
ENT 130/BUS 130 Entrepreneurship in a Sustainable Global Environment
ENV 110 Introduction to Sustainability Studies
LLC 120 Global Crossings: Topics in Images, Media, and Texts
LLC 130 Global Green: Cultures of Production and/or Consumption
STH 200 Introduction to Sustainable Development

**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

**I General Education Core Requirements (GEC)**

See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (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 with Business Applications
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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
Four 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 Requirements**

Comprised of 21 semester hours with a minimum grade of C as approved by the Bryan School Undergraduate Student Services or approved by the faculty advisor. At least 15 s.h. must be at the 300 level or above.

Courses used for either General Education Core Requirements or General Education Marker Requirements cannot be used to satisfy the 21 s.h. requirements for the major.*

*Qualified
This includes courses such as the one listed below.

PHI 361 Ethical Issues in Business

1. Required
   MGT 375 Management Process Skills
2. Business courses
   9 s.h. of courses with a BUS, ENT, MGT, or MKT prefix.
3. Career profile courses
   Additional 9 s.h. selected with your academic advisor that address a career profile

**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
Management

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

Business Administration Major—Business Studies Online Concentration (BADM)—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: U338

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 Information Systems in Organizations
MAT 120 Calculus with Business Applications
or
MAT 191 Calculus I

Global Sustainability Elective
One chosen from the list below or other approved Global Sustainability elective.
ECO 100 Economics of a Global Sustainable Society
ENT 130/BUS 130 Entrepreneurship in a Sustainable Global Environment
ENV 110 Introduction to Sustainability Studies
LLC 120 Global Crossings: Topics in Images, Media, and Texts
LLC 130 Global Green: Cultures of Production and/or Consumption
STH 200 Introduction to Sustainable Development

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 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 under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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
Humansities and Fine Arts (3 s.h.)
Student selects additional 3 s.h. from GLT, GFA, or GPR list.
GHP—Historical Perspectives (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 with Business Applications
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
GSB—Social and Behavioral Sciences (6 s.h.)
ECO 201 Principles of Microeconomics
ECO 202 Principles of Macroeconomics

II General Education Marker Requirements
See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
Four 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 Requirements
Comprised of 21 semester hours with a minimum grade of C as approved by the Bryan School Undergraduate Student Services or approved by the faculty advisor. At least 15 s.h. must be at the 300 level or above.

Courses used for either General Education Core Requirements or General Education Marker Requirements cannot be used to satisfy the 21 s.h. requirements for the major.*
*Qualified
This includes courses such as the one listed below.

PHI 361 Ethical Issues in Business

1. Required
   MGT 375 Management Process Skills
2. Business courses
   9 s.h. of courses with a BUS, ENT, MGT, or MKT prefix.
3. Career profile courses
   Additional 9 s.h. selected with your academic advisor that address a career profile

V 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.

Business Administration Major—Human Resources Concentration (BADM)—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: 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 Information Systems in Organizations

MAT 120 Calculus with Business Applications
or
MAT 191 Calculus I

Global Sustainability Elective
One chosen from the list below or other approved Global Sustainability elective.
ECO 100 Economics of a Global Sustainable Society
ENT 130/BUS 130 Entrepreneurship in a Sustainable Global Environment
ENV 110 Introduction to Sustainability Studies
LLC 120 Global Crossings: Topics in Images, Media, and Texts
LLC 130 Global Green: Cultures of Production and/or Consumption
STH 200 Introduction to Sustainable Development

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

I General Education Core Requirements (GEC)
See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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.
Management

GHP—Historical Perspectives (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 with Business Applications
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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
Four 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 Requirements
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. Select
   Two chosen from the courses listed below.
   BUS 328 Organizational Leadership
   BUS 450/ENT 450 Directed Business Practice
   MGT 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
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.

Business Administration Major—Management Concentration (BADM)—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: U304

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 Information Systems in Organizations

MAT 120 Calculus with Business Applications
or
MAT 191 Calculus I
Global Sustainability Elective
One chosen from the list below or other approved Global Sustainability elective.
ECO 100 Economics of a Global Sustainable Society
ENT 130/BUS 130 Entrepreneurship in a Sustainable Global Environment
ENV 110 Introduction to Sustainability Studies
LLC 120 Global Crossings: Topics in Images, Media, and Texts
LLC 130 Global Green: Cultures of Production and/or Consumption
STH 200 Introduction to Sustainable Development

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

I General Education Core Requirements (GEC)
See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (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 with Business Applications
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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
Four 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 Requirements
1. Required
BUS 328 Organizational Leadership
MGT 300 Management of Organizations
MGT 354 Managing Diversity in Organizations
MGT 403 Decision Making in Organizations

2. Select
Two chosen from the courses listed below.
BUS 450 Directed Business Practice
BUS 493 Honors Work
MGT 302 International Business: Operations and Environments in Foreign Jurisdictions
MGT 303 Experience Business Abroad
MGT 304 Current Issues in International Business
MGT 313 Human Resource Management
MGT 314 Industrial and Organizational Psychology
MGT 318 Organizational Change and Development
MGT 375 Management Process Skills
MGT 400 Cybersecurity Management
MGT 475 Employment and Human Resource Law
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
Management

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.

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
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 Information Systems in Organizations

MAT 120 Calculus with Business Applications
or
MAT 191 Calculus I

Global Sustainability Elective
One chosen from the list below or other approved Global Sustainability elective.
ECO 100 Economics of a Global Sustainable Society
ENT 130/BUS 130 Entrepreneurship in a Sustainable Global Environment
ENV 110 Introduction to Sustainability Studies
LLC 120 Global Crossings: Topics in Images, Media, and Texts
LLC 130 Global Green: Cultures of Production and/or Consumption
STH 200 Introduction to Sustainable Development

General Program Requirements
1. A cumulative GPA of at least 2.0
2. Minimum grade of C in all 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 under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (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 with Business Applications
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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
four courses carrying GL/GN markers; at least one of the four courses must carry the GN marker; 1–2 of the four courses should be of the same foreign language, depending on placement.

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
1. Foreign Language
   6 s.h. in a foreign language at the intermediate level (203–204 level) or above
   Non-native speakers of English are exempted from the foreign language requirements and from foreign study.
2. Global Experiences
   Completion of at least one of the courses listed below.
   a. One semester of study abroad
   b. Course work
      MGT 303 Experience Business Abroad
   c. Other approved electives or short-term study abroad programs
3. Minimum grade of C in the courses listed below.
   MGT 302 International Business: Operations and Environments in Foreign Jurisdictions
   MGT 304 Current Issues in International Business
4. Minimum grade of C in 9 s.h. at the 300 level or above selected from the courses below or 300-level and above courses with the LLC prefix or other electives approved by the faculty advisor.
   BUS 328 Organizational Leadership
   BUS 342/ENT 342 International Entrepreneurship
   ECO 365 The Economics of European Integration
   FIN 330 Financial Institutions and Markets
   FIN 410 Business Finance II
   FIN 442 Investments
   MGT 313 Human Resource Management
   MGT 314 Industrial and Organizational Psychology
   MGT 315 Selection and Compensation
   MGT 317 Training and Development in Organizations
   MGT 332 Legal Aspects of Management
   MGT 354 Managing Diversity in Organizations
   MGT 375 Management Process Skills
   MGT 475 Employment and Human Resource Law
   MGT 493 Honors Work
   MKT 326 Introduction to Retailing
   MKT 328/ENT 328 Selling and Sales Management
   MKT 403/ENT 403 Entrepreneurial Marketing
   MKT 421 Promotion Management
   MKT 422 Fundamentals of Marketing Research
   MKT 424 Consumer Behavior
   MKT 426 International Marketing
   SCM 402 Logistics and Supply Chain Management

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 362 Ethical Issues in Entrepreneurship

SCM 302 Operations Management

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

Business Minor
See Business Minor under the listing Business and Economics, School of in the Academic Departments, Programs, and Courses section.

Disciplinary Honors in Business Administration
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 school and those seeking employment will find that prospective employers view participation in Honors as a good proxy for workers who are capable, well-trained, eager to learn, and intellectually curious.

Ms. Eloise McCain Hassell is the Honors Advisor for the Department. If, after reading this section, you still have questions, please see Ms. Hassell, Room 373, Bryan.

Requirements
The Honors student must take a total of 12 semester hours as provided below.
1. Contract courses
   9 s.h. of Business Administration contract courses
   a. Required
      HSS 310 Honors Abroad
   b. Disciplinary Honors Section
      Disciplinary Honors Section of ENT including the course listed below.
      ENT 240/BUS 240 Introduction to the Entrepreneurial Experience
   c. Departmental Honors Work
      Departmental Honors Work in one of the independent study courses listed below.
      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 at this website: http://honorscollege.uncg.edu/current/course-types.htm.

2. 3 s.h. in completing a Senior Honors Project.
   A departmental Honors Work course is preferred*.
The Senior Honors Project can be viewed as similar to a master’s-level research paper done in the student’s major/concentration. All Projects must be supervised by a faculty member of the Department and whose discipline is appropriate to the topic. Thus, the student must obtain the agreement of a departmental faculty member who has an interest in the research area of the proposed project. The step-by-step-requirements can be found at this website: http://www.uncg.edu/hss/academics/hcourses/seniorproject.html.

*Qualified

The course listed below may also be substituted for the departmental Honors Work course.
   HSS 490 Senior Honors Project

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.

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 courses below.
   a. Honors course in the major
      6–9 s.h. of Honors course work in the major
   b. Senior Honors Project (3 s.h.)
      MGT 493 Honors Work
     or
      BUS 493 Honors Work
     or
      HSS 490 Senior Honors Project
   c. Other Honors course work
      0–3 s.h. of other Honors course 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 website for the Lloyd International Honors College at UNCG.

http://honorscollege.uncg.edu/prospective/applying-admissions.htm
Application information. Scroll down to External Transfer Student Admissions for admissions into the Disciplinary Honors Program for transfer students and for those entering their last two years at UNCG.

http://honorscollege.uncg.edu/faculty/creating-course.htm
Instructions for transforming a regular class into a contract honors course.

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 and 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.
Distribution: GE Marker: GL
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 and Spring
Distribution: GE Core: GSB
Cross Listed: Same as ENT 201.

BUS 206 Start Something (3:3)

Students learn the basics of establishing a new business from idea to inception through the finalized business model. Students may have the opportunity to establish a viable business on campus.
Notes: 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


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 and Spring
Cross Listed: Same as ENT 300.

BUS 305 Introduction to the Business of Health-Care Management (3:3)

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 and 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 Global Franchising (3:3)

This course introduces the student to opportunities in franchising including becoming a franchisee or franchisor.
Offered: Fall
Distribution: GE Marker: GL
Cross Listed: Same as ENT 338, STH 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 and 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.
Management

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 (3:1–12)
Planned work experience approved in advance by instructor. This is a web-based course that requires regularly scheduled work in an organization that sponsors your internship. In addition, the course requires reading, writing, and skill practice assignments.
Prerequisite: Junior standing and written permission of the 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

BUS 469 Business/Marketing Education Instructional 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 CST 540, ENT 540, PCS 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.

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

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, ISSC, 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: Fall or Spring or Summer

MGT 303 Experience Business Abroad (2:2–6:6)
Practices and principles for conducting business in foreign countries. Experiential learning in international management and entrepreneurship. Course is an approved substitute for study-abroad requirements for International Business Studies majors.
Prerequisite: Admission to an approved program; 3.0 GPA
Offered: Fall or Spring or Summer
Notes: May be repeated for credit if course is taken in different countries.

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, ISSC, 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, ISSC, 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, ISSC, MKTG, or STHP
Offered: Fall

MGT 315 Selection and Compensation (3:3)
Prerequisite: MGT 313; major in ACCT, BADM, CARS, ENTR, FINC, INTB, ISSC, MKTG, or STHP.
Offered: Spring

MGT 316 Organizational Change and Development (3:3)
Introduction to the professional practice of OD. 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, ISSC, MKTG, or STHP

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, ISSC, MKTG, or STHP

MGT 318 Organizational Change and Development (3:3)
Introduction to the professional practice of OD. 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, ISSC, 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-agent.
Prerequisite: MGT 330 or MGT 331; admission to an approved program

MGT 334 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 357 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 399 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.

MGT 403 Decision Making in Organizations (3:3)
Examination of decision making from psychological, rational, and statistical approaches. Topics include common biases, rationality and bounded rationality, escalation of commitment, group, ethics, negotiations, and emotions in decision making, improving decision making.
• Registration Restriction: junior standing
Prerequisite: MGT 312
Management

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.
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, ISSC, 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
This number reserved for experimental courses. Refer to the Course Schedule for current offerings.
Faculty
James Boles, Professor and Head of Department
Professors Nakata (Bryan Distinguished Professor of Innovation), Welsh (Hayes Distinguished Professor of Entrepreneurship)
Associate Professors Byrd, Canziani, Griffiths, Memili, Roehm
Assistant Professors Bahadir, Hwang
Lecturers Garrett, James, Mackowski, Macsween, Reynolds
Associate Professors Emeriti Brown, Williamson

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
The entrepreneurship major focuses on the skills necessary to start a business, grow a business, or enhance creativity and innovation in a corporate environment. These skills are necessary in today's competitive business world.

Marketing Major
The Marketing major is concerned with the development and pricing of products, selection of distribution channels, and promotion of products to consumers and businesses. This major leads to careers in sales, sales management, advertising, and retailing as well as marketing management.

Sustainable Tourism and Hospitality Major
The Sustainable Tourism and Hospitality major prepares students for a variety of management positions in the hotel, restaurant, and travel and tourism fields. Students complete a set of courses that gives them a broad foundation in all areas of hospitality and tourism management.

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 Information Systems in Organizations

MAT 120 Calculus with Business Applications
or
MAT 191 Calculus I

Global Sustainability Elective
One chosen from the list below or other approved Global Sustainability elective.
ECO 100 Economics of a Global Sustainable Society
ENT 130 BUS 130 Entrepreneurship in a Sustainable Global Environment
ENV 110 Introduction to Sustainability Studies
LLC 120 Global Crossings: Topics in Images, Media, and Texts
LLC 130 Global Green: Cultures of Production and/or Consumption
STH 200 Introduction to Sustainable Development

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.
I General Education Core Requirements (GEC)

See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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
- 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 (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 with Business Applications
- MAT 191 Calculus I

GRD—Reasoning and Discourse (6 s.h.)
- ENG 101 College Writing I
- FMS 115 Freshman Seminar in Reasoning and Discourse I
- 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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
4 courses carrying GL/GN markers, 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

1. Core

ENT 300/BUS 300 Ideas to Opportunities: Feasibility Analysis
ENT 335/FIN 335 Entrepreneurial Finance
ENT 336/BUS 336 Opportunities to Action: Business Plan
ENT 450/BUS 450 Directed Business Practice

2. Profile

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.

Creative Industries
- ART 276/ENT 276 Creative Space: The Meeting of Art and Entrepreneurship
- ART 394/ENT 394 Advanced Studio Practicum: Art and Entrepreneurship
- BUS 201/ENT 201 Creativity, Innovation, and Vision
- 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/VPA 455 Arts and Entrepreneurship: Career Strategies for Artists
- ENG 327/ENT 327 Writing for Professionals and Entrepreneurs
- ENG 535/ENT 535 Entrepreneurship and Independent Press Publishing
- IAR 321/ENT 321 Design Thinking and/or Entrepreneurial Thinking
- MST 524 Media Financing and Distribution
- MST 525 Media Organization and Management
- MUP 402/VPA 402/ENT 402 Entrepreneurship in the Performing Arts
- THR 584 Theatre Management

Education
- CED 574 Contemporary Topics in Counseling
- ELC/ENT 404 Entrepreneurship and Innovation in Community Leadership

Family Business
- BUS 337/ENT 337 Family Business
- CTR/ENT/STH 451 Service Management
- STH 354/ENT 354 Restaurant Entrepreneurship

Franchising
- BUS 338/STH 338/ENT 338 Global Franchising

Health Care
- BUS 305 Introduction to the Business of Health-Care Management
- CED 574 Contemporary Topics in Counseling
- GRO 511/ENT 511 Silver Industries
HEA/ENT 307 Global Health

**International**

BUS 130/ENT 130 Entrepreneurship in a Sustainable Global Environment
BUS 342/ENT 342 International Entrepreneurship
BUS 338/STH 338/ENT 338 Global Franchising

**Social**

BUS 340/ENT 340 Social Entrepreneurship
BUS 540/PCS 540/CST 540/ENT 540/SWK 540/WGS 540 Social Entrepreneurship: Justice and a Green Environment
ELC/ENT 404 Entrepreneurship and Innovation in Community Leadership
HHS 250/ENT 250 Purpose-Driven Entrepreneurship
MST 320/ENT 320 Multimedia for Social Entrepreneurship and Civic Engagement

**Sports**

TBA

**Technology, Innovation, and Sciences**

ECO 315/ENT 315 The Economics of Entrepreneurship
ECO 312/ENT 312 Economics of Technology
GEO 502/ENT 502 Urban Planning
GEO 530/LIS 530/MKT 530/ENT 530 Researching Opportunities in Entrepreneurship and Economic Development

3. Direct Electives

In addition to the core courses and 3 s.h. in the chosen Profile, students must complete at least 3 s.h. from the list of approved electives.

Course may not be repeated for elective credit if chosen as Profile course.

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 Start Something
BUS 240/ENT 240 Introduction to the Entrepreneurial Experience
BUS 205 Introduction to the Business of Health-Care Management
BUS 337/ENT 337 Family Business
BUS 338/STH 338/ENT 338 Global Franchising
BUS 339/ENT 339 Entrepreneurial Leadership
BUS 340/ENT 340 Social Entrepreneurship
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/PCS 540/CST 540/ENT 540/SWK 540/WGS 540 Social Entrepreneurship: Justice and a Green Environment
CED 574 Contemporary Topics in Counseling

CRS 421 Entrepreneurship Practicum in Apparel and Consumer Retailing: Store Operations
CRS 431 Entrepreneurship in Apparel Retailing and Design
CTR 451/ENT 451/STH 451 Service Management
DCE 455/VPA 455/ENT 455 Arts and Entrepreneurship: Career Strategies for Artists
ECO 315/ENT 315 The Economics of Entrepreneurship
ECO 312/ENT 312 Economics of Technology
ELC 404/ENT 404 Entrepreneurship and Innovation in Community Leadership
ENG 327/ENT 327 Writing for Professionals and Entrepreneurs
ENT 493 Honors Work in Entrepreneurship
GEO 502/ENT 502 Urban Planning
GEO 530/ENT 530/LIS 530/MKT 530 Researching Opportunities in Entrepreneurship and Economic Development
GRO 511/ENT 511 Silver Industries
HEA 307/ENT 307 Global Health
HHS 250/ENT 250 Purpose-Driven Entrepreneurship
HHS 275/ENT 275 Entrepreneurial Personal Branding
MKT 324/ENT 324 Professional Selling
MKT 328/ENT 328 Selling and Sales Management
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/VPA 402/ENT 402 Entrepreneurship in the Performing Arts
PSC 540 Nonprofit Management and Leadership
STH 354/ENT 354 Restaurant Entrepreneurship
THR 584 Theatre Management

**Qualified**

Only approved sections of the course below qualify.

**IV Related Area Requirements**

**Common Business Core**

1. Required

ECO 300 The International Economy
FIN 315 Business Finance I
MGT 301 Introduction to International Business
Marketing, Entrepreneurship, and Hospitality & Tourism

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
SCM 302 Operations Management

2. Select
One course chosen from those listed below. Students may not receive credit for both of these courses.
PHI 361 Ethical Issues in Business
PHI 362/ENT 362 Ethical Issues in Entrepreneurship

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

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 Information Systems in Organizations

MAT 120 Calculus with Business Applications
or
MAT 191 Calculus I

Global Sustainability Elective
One chosen from the list below or other approved Global Sustainability elective.
ECO 100 Economics of a Global Sustainable Society
ENT 130/BUS 130 Entrepreneurship in a Sustainable Global Environment
ENV 110 Introduction to Sustainability Studies
LLC 120 Global Crossings: Topics in Images, Media, and Texts
LLC 130 Global Green: Cultures of Production and/or Consumption
STH 200 Introduction to Sustainable Development

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 under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (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 with Business Applications
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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
4 courses carrying GL/GN markers, 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
1. Required
   MKT 422 Fundamentals of Marketing Research
   MKT 426 International Marketing
   MKT 429 Advanced Marketing Management

2. Select
   Any two chosen from the list below.
   MKT 324/ENT 324 Professional Selling
   MKT 325 E-commerce in Marketing
   MKT 326 Introduction to Retailing
   MKT 328/ENT 328 Selling and Sales Management
   MKT 330 Social Media: A Marketing Perspective
   MKT 403/ENT 403 Entrepreneurial Marketing
   MKT 407 Sports Marketing
   MKT 420 Key Account Selling
   MKT 421 Promotion Management
   MKT 424 Consumer Behavior
   MKT 444 Sales Effectiveness
   MKT 493 Honors Work

Qualified
Of the internship courses listed below, only one may count as a MKTG elective.
   MKT 427/ENT 427 Personal Selling Internship
   MKT 450 Marketing Internship

Qualified
MKTG and ENTR double majors are permitted only 6 s.h. of duplicated credits. Only two of the courses listed below may count for both majors.
   MKT 328/ENT 328 Selling and Sales Management
   MKT 403/ENT 403 Entrepreneurial Marketing
   MKT 427/ENT 427 Personal Selling Internship
   MKT 530/ENT 530/GEO 530/LIS 530 Researching Opportunities in Entrepreneurship and Economic Development

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

Marketing, Entrepreneurship, and Hospitality & Tourism

MKT 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

Qualified
All students pursuing the MKTG major must receive a C (2.0) or better in the course listed below.
   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

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 Information Systems in Organizations

MAT 120 Calculus with Business Applications
or
MAT 191 Calculus I

Global Sustainability Elective
One chosen from the list below or other approved Global Sustainability elective.
ECO 100 Economics of a Global Sustainable Society
ENT 130/BUS 130 Entrepreneurship in a Sustainable Global Environment
ENV 110 Introduction to Sustainability Studies
LLC 120 Global Crossings: Topics in Images, Media, and Texts
Marketing, Entrepreneurship, and Hospitality & Tourism

LLC 130 Global Green: Cultures of Production and/or Consumption
STH 200 Introduction to Sustainable Development

**General Program Requirements**

1. A cumulative GPA of at least 2.0
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 under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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
PHI 362/ENT 362 Ethical Issues in Entrepreneurship

GHP—Historical Perspectives (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 120 Calculus with Business Applications
MAT 191 Calculus I

GRD—Reasoning and Discourse (6 s.h.)
ENG 101 College Writing I
ENG 102 College Writing II
FMS 115 Freshman Seminar in Reasoning and Discourse I
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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
Four 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 Requirements**

1. **Core**
   - STH 231 Tourism, Cultures, and Places
   - or
   - STH 251 Multicultural Issues in Hospitality and Tourism

   STH 310 Hotel Operations
   STH 311 Sustainable Food and Beverage
   STH 313 Revenue Management
   STH 332 Sustainable Destination Planning and Management
   STH 451/CTR 451/ENT 451 Service Management
   STH 491 Tourism and Hospitality Strategic Management

2. **Select**
   Any two of the courses listed below.
   - STH 312 Greening Hotel Facilities
   - STH 331/GEO 331 Sustainable Tourism and Transportation
   - STH 345 Cross-Cultural Study Tour in Sustainable Tourism and Hospitality
   - STH 354/ENT 354 Restaurant Entrepreneurship
   - STH 401 Hotel and Travel Services Marketing
   - STH 433 Business Tourism
   - STH 445 Community-Based Sustainable Tourism Planning
   - STH 459 Independent Study in Sustainable Tourism and Hospitality
   - STH 473 Wine Appreciation for the Hospitality Professional

3. **Practice**
   STHP majors are required to work a total of 600 hours, paid or unpaid, in the tourism or hospitality industries. See departmental website regarding practice credit requirement.
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
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 the 122 semester hours required for degree.

Business Minor
See Business Minor under the listing Business and Economics, School of in the Academic Departments, Programs, and Courses section.

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.

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 non-profit. To earn an entrepreneurship minor, a student must meet the following requirements in the order listed below.

a. Apply
Apply for the entrepreneurship minor in the Bryan School Student Services Office, Room 301 Bryan Building

b. Required
FIN 200/ENT 200 Introduction to Entrepreneurial Finance

Required
BUS 300/ENT 300 Ideas to Opportunities: Feasibility Analysis

c. Required
BUS 336/ENT 336 Opportunities to Action: Business Plan

d. Advising
Consult with an advisor in the Bryan School Student Services Office to select one of the nine profiles offered: Creative Industries; Education; Family Business; Franchising; Health Care; International; Social; Sports; or Technology, Innovation, and Sciences

e. Profile courses
Once admitted to minor, student takes at least 3 s.h. within the selected profile.

f. Electives
At least 6 s.h. from approved electives to meet minimum of required 15 s.h.

h. Track choice
The courses listed below cannot be counted toward both the Bryan School core and also as an elective.

Entrepreneurship Minor

Profiles
3 s.h. from the courses listed below.

Creative Industries
ART 276/ENT 276 Creative Space: The Meeting of Art and Entrepreneurship
ART 394/ENT 394 Advanced Studio Practicum: Art and Entrepreneurship
BUS 201/ENT 201 Creativity, Innovation, and Vision
CRS 431 Entrepreneurship in Apparel Retailing and Design
DCE 455/ENT 455/VPA 455 Arts and Entrepreneurship: Career Strategies for Artists
ENG 535/ENT 535 Entrepreneurship and Independent Press Publishing
IAR 321/ENT 321 Design Thinking and/or Entrepreneurial Thinking
MST 524 Media Financing and Distribution
MST 525 Media Organization and Management
MUP 402/VPA 402/ENT 402 Entrepreneurship in the Performing Arts
THR 584 Theatre Management

Education
CED 574 Contemporary Topics in Counseling
ELC/ENT 404 Entrepreneurship and Innovation in Community Leadership

Family Business
BUS 337/ENT 337 Family Business
CTR/ENT/STH 451 Service Management
STH 354/ENT 354 Restaurant Entrepreneurship

Franchising
BUS 338/STH 338/ENT 338 Global Franchising

Health Care
BUS 305 Introduction to the Business of Health-Care Management
CED 574 Contemporary Topics in Counseling
HEA/ENT 307 Global Health
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/PCS 540/CST 540/ENT 540/SWK 540/WGS 540 Social Entrepreneurship: Justice and a Green Environment
ELC/ENT 404 Entrepreneurship and Innovation in Community Leadership
HHS 250/ENT 250 Purpose-Driven Entrepreneurship
MST 320/ENT 320 Multimedia for Social Entrepreneurship and Civic Engagement

Sports
KIN/ENT 286 Foundations of Sport Coaching

Technology, Innovation, and Sciences
ECO 315/ENT 315 The Economics of Entrepreneurship
ECO 312/ENT 312 Economics of Technology
GEO 530/LIS 530/MKT 530/ENT 530 Researching Opportunities in Entrepreneurship and Economic Development

Qualified
Only one may be selected from the courses listed below.
ISM 290/ENT 290 Entrepreneurship and the Internet
ISM 291/ENT 291 Entrepreneurship and Technology in Health Care
ISM 292/ENT 292 IT Entrepreneurship

Electives
Only one 200-level elective may count toward the minor. In rare cases an Independent Study focused on entrepreneurial research or a special project may qualify with faculty approval.
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 Start Something
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/STH 338/ENT 338 Global Franchising
BUS 339/ENT 339 Entrepreneurial Leadership
BUS 340/ENT 340 Social Entrepreneurship
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/PCS 540/CST 540/ENT 540/SWK 540/WGS 540 Social Entrepreneurship: Justice and a Green Environment
CED 574 Contemporary Topics in Counseling
CRS 431 Entrepreneurship in Apparel Retailing and Design
CTR 451/STH 451/ENT 451 Service Management
DCE 455/VPA 455/ENT 455 Arts and Entrepreneurship: Career Strategies for Artists
ECO 312/ENT 312 Economics of Technology
ECO 315/ENT 315 The Economics of Entrepreneurship
ELC 404/ENT 404 Entrepreneurship and Innovation in Community Leadership
ENG 327/ENT 327 Writing for Professionals and Entrepreneurs
ENT 493 Honors Work in Entrepreneurship
FIN 335/ENT 335 Entrepreneurial Finance
GEO 502/ENT 502 Urban Planning
GEO 530/LIS 530/MKT 530/ENT 530 Researching Opportunities in Entrepreneurship and Economic Development
GRO 511/ENT 511 Silver Industries
HEA 307/ENT 307 Global Health
HHS 250/ENT 250 Purpose-Driven Entrepreneurship  
HHS 275/ENT 275 Entrepreneurial Personal Branding  
ISM 290/ENT 290 Entrepreneurship and the Internet  
ISM 291/ENT 291 Entrepreneurship and Technology in Health Care  
ISM 292/ENT 292 IT Entrepreneurship  
KIN 286/ENT 286 Foundations of Sport Coaching  
MKT 324/ENT 324 Professional Selling  
MKT 328/ENT 328 Selling and Sales Management  
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/VPA 402/ENT 402 Entrepreneurship in the Performing Arts  
PHI 362/ENT 362 Ethical Issues in Entrepreneurship  
PSC 540 Nonprofit Management and Leadership  
STH 354/ENT 354 Restaurant Entrepreneurship  
THR 584 Theatre Management  

Qualified  
Only approved sections of the courses listed below qualify.  
PSC 511 Topics in Public Affairs  

### Professional Selling Minor  
**Required:** minimum of 15 semester hours  
**AOS Code:** U346  

The Professional Selling Minor, consisting of 15 semester hours is available for majors outside of the Bryan School of Business and Economics, as well as for majors in the Bryan School, who are in good standing with the university. Minimum average GPA of 2.50 is required in all courses used toward minor.  

### Business and Non-Business Majors  
The minor is useful to majors in the professional and arts and sciences fields of study, as well as business majors. The professional selling minor is intended to provide students with skills useful in sales positions and in making the individual more effective in any knowledge-based position in all major fields of study where one may need to influence people. To earn a professional selling minor, a student must meet the following requirements in the order listed below.  

### Requirements  
1. **Apply**  
   Apply for the professional selling minor in the Bryan School Student Services Office, Room 232 Bryan Building.  
2. **Courses**  
   Complete 15 semester hours as listed below. Courses must be completed in the order listed.  
   - MKT 324 Professional Selling  
   - MKT 328 Selling and Sales Management  
   - MKT 420 Key Account Selling  
   - MKT 427/ENT 427 Personal Selling Internship  
   - MKT 444 Sales Effectiveness  

---  

### 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.  
*Distribution: GE Marker: GL*  
*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.  
*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 and Spring*  
*Distribution: GE Core: GSB*  
*Cross Listed: Same as BUS 201.*  

#### ENT 206 Start Something (3:3)  
Students learn the basics of establishing a new business from idea to inception through the finalized business model. Students may have the opportunity to establish a viable business on campus.  
*Notes: Formerly ENT 306.*  
*Cross Listed: Same as BUS 206.*  

#### 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 250 Purpose-Driven Entrepreneurship (3:3)  
Students will engage in exercises to understand their purpose, develop a plan to create self-employed, meaningful work, and learn strategies to stay connected to the self and the world.  
*Notes: May be repeated once for credit. Business project must be different than the project completed first time taking the course.*  
*Cross Listed: Same as HHS 250.*  

#### ENT 275 Entrepreneurial Personal Branding (3:3)  
Students will have a better understanding of the entrepreneurial mindset, how to use entrepreneurship strategies personally, and how to best brand and uniquely market themselves.  
*Cross Listed: Same as HHS 275.*
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 286 Foundations of Sport Coaching (3:3)

Research and sport coaching skills will be explored as well as entrepreneurial learning theories and skills that allow coaches to develop their own coaching products for income/profit.

Cross Listed: Same as KIN 286.

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 and Spring
Cross Listed: Same as BUS 300.

ENT 307 Global Health (3:3)

Study of disease burden and health systems in high, middle-, and low-income countries. Emphasis on challenges and public health and entrepreneurial approaches to improvements in resource-constrained and emerging nations.

Distribution: GE Marker: GN
Cross Listed: Same as HEA 307

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 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
Notes: Formerly ENT 215.
Cross Listed: Same as ECO 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 Design Thinking and/or Entrepreneurial Thinking (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: Spring
Cross Listed: Same as IAR 321.

ENT 324 Professional Selling (3:3)

Professional selling provides students with the knowledge and skill sets needed to give them the ability to make effective sales presentations to businesses or consumers.

Cross Listed: Same as MKT 324.

ENT 327 Writing for Professionals and Entrepreneurs (3:3)

Principles of written communication emphasizing clarity, precision, audience analysis, arrangement, and collaboration applied to a variety of professional and entrepreneurial writing tasks and workplace settings; includes elements of summaries, reports, and proposals.

Prerequisite: General Education Reasoning and Discourse requirement (GRD) must already have been met.
Offered: Fall and Spring
Notes: May be repeated for credit.
Cross Listed: Same as ENG 327.

ENT 328 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, ISSC, MKTG, or STHP
Cross Listed: Same as MKT 328.

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 and 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 Global Franchising (3:3)
This course introduces the student to opportunities in franchising including becoming a franchisee or franchisor.
Offered: Fall
Distribution: GE Marker: GL
Cross Listed: Same as BUS 338, STH 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 and 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.
Distribution: GE Marker: GL
Cross Listed: Same as BUS 342.
ENT 354 Restaurant 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 and/or 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 (3:9)
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 the Performing Arts (3:3)
Focus on entrepreneurship knowledge, skills and career development in the performing arts.
Prerequisite: Junior or senior standing
Offered: Fall and Spring
Notes: Taught as Writing Intensive (WI) and Speaking Intensive (SI).
Cross Listed: Same as MTD 402, 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 404 Entrepreneurship and Innovation in Community Leadership (3:3)
A service-learning designated course using experiential learning to prepare students for positions of organizational leadership required in preparation for self-sufficiency and potential self-employment within any community context.
Prerequisite: Junior or senior standing
Notes: Course has service-learning designation.
Cross Listed: Same as ELC 404.
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.
Prerequisite: permission of instructor
Notes: Grade: Pass/Not Pass (P/NP).
Cross Listed: Same as.
ENT 450 Directed Business Practice (3:1:3–12)
Planned work experience approved in advance by instructor. This is a web-based course that requires regularly scheduled work in an organization that sponsors your internship. In addition, the course requires reading, writing, and skill practice assignments.
Prerequisite: Junior standing and written permission of the instructor
Notes: Open to all majors.
Cross Listed: Same as BUS 450.
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, ISSC, MKTG, or STHP; or permission of instructor.
Notes: Taught as Writing Intensive (WI) and Speaking Intensive (SI) formerly MGT 309.

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; and major in ACCT, BADM, CARS, ENTR, FINC, INTB, ISSC, MKTG, or STHP.

MKT 324 Professional Selling (3:3)
Professional selling provides students with the knowledge and skill sets needed to give them the ability to make effective sales presentations to businesses or consumers.
Cross Listed: Same as ENT 324.
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, ENTR, FINC, INTB, ISSC, 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, ISSC, MKTG, or STHP

MKT 328 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, ISSC, MKTG, or STHP
Cross Listed: Same as ENT 328.
Notes: Formerly MKT 327

MKT 330 Social Media: A Marketing Perspective (3:3)
Students explore how stakeholders define, measure, and assign value to corporate social media efforts. Skills are developed in managing change, innovation, and stakeholder partnerships related to social media.
Prerequisite: MKT 320

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 407 Sports Marketing (3:3)
Sports marketing applies marketing, promotion, and sales tools and techniques to the specific domain of sporting events, sporting activities, and sports related products.
Prerequisite: MKT 320

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 328; junior standing; major in ACCT, BADM, CARS, ENTR, FINC, INTB, ISSC, 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 328; junior standing; major in ACCT, BADM, CARS, ENTR, FINC, INTB, ISSC, MKTG, or STHP

MKT 420 Key Account Selling (3:3)
Key account selling addresses the issues and problems salespeople must overcome when making a major sale (in terms of revenue or customer importance) in very competitive settings.

MKT 421 Promotion Management (3:3)
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, ISSC, 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, ISSC, 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, ISSC, 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, ISSC, 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.
Prerequisite: permission of instructor
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; major in ACCT, BADM, CARS, ENTR, FINC, INTB, ISSC, MKTG, or STHP
Notes: Formerly MKT 321

MKT 444 Sales Effectiveness (3:3)
Designed to enhance the student’s ability to present a product/service in a sales setting and negotiate the sale through an effective and efficient process.
Prerequisite: MKT 324
Corequisite: MKT 420

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).
Marketing, Entrepreneurship, and Hospitality & Tourism

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

MKT 530 Researching Opportunities in Entrepreneurship and Economic Development (3:3)
Students will learn how to conduct research necessary to make informed decisions for an entrepreneurial venture and measure and assess economic development opportunities. No business research experience necessary.
Prerequisite: Junior, senior, or graduate standing
Cross Listed: Same as ENT 530, GEO 530, LIS 530.

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

Sustainable Tourism and Hospitality Courses (STH)

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 and Spring
Notes: Formerly HTM 151; formerly HMT 211.

STH 200 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.
Notes: Formerly STH 101.

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 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.

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.

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 301 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
Offered: Fall
Notes: Formerly STH 211; formerly HTM 351; formerly HMT 341.

STH 311 Sustainable Food and Beverage (3:3)
Explores the evolution of food and beverage as a commodity; ethical issues of industrializing and globalizing food service 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.
Offered: Spring

STH 313 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: ECO 201, MAT 115 (or higher)

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 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.
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.
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

STH 338 Global Franchising (3:3)
This course introduces the student to opportunities in franchising including becoming a franchisee or franchisor.
Offered: Fall
Distribution: GE Marker: GL
Cross Listed: Same as BUS 338, ENT 338.
STH 345 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
Notes: May be repeated once for a total of 12 s.h. Formerly STH 245; formerly HTM 245.

STH 354 Restaurant 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.

Prerequisite: STH 332 or MKT 320

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 451 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 STH 450; formerly STH 400; formerly HTM 450; formerly HMT 412.
Cross Listed: Same as CTR 451, ENT 451.

STH 459 Independent Study in Sustainable Tourism and Hospitality (1–3)

Independent research experience conducted by individual students under the supervision of a selected program faculty member.

Prerequisite: STHP major and department approval
Offered: Fall and Spring
Notes: May be repeated once for a total of 6 s.h. 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: STHP major; senior standing

STH 589 Experimental Course

This number reserved for experimental courses. Refer to the Course Schedule for current offerings.
Department of Mathematics and Statistics

College of Arts and Sciences

116 Petty Building
336-334-5836
www.uncg.edu/mat

Faculty
Ratnasingham Shivaji, Professor and Head of Department
Professors Chhetri, Fabiano, Gupta, Richter, Rychtář, Vaughan
Associate Professors Bell, Erovenko, Fernós, Gao, Pauli, Saidak, Seaman, Smyth, Tangedal, Yasaki, Zhang
Assistant Professors Lewis, Rowell, Ryang

Academic Professional Howell
Lecturers Lewis, Shim, Weigel

The Department of Mathematics and Statistics offers undergraduate programs leading to the B.A. and B.S. degrees in Mathematics, as well as a minor in Mathematics and a minor in Statistics. The goal of all of the department’s programs is to produce students who are both technically competent and sufficiently well grounded in theory that they can contribute to fundamental research in their chosen specialty.

To give a professional direction to the student’s liberal arts education, the mathematics major may choose a concentration in mathematics, statistics, or high school licensure. There are many opportunities for math majors in industry, actuarial sciences, government, business, and secondary school teaching. The mathematics programs also provide excellent preparation for graduate studies in many areas, including computer science, economics, engineering, law, mathematics, operations research, and statistics.

Graduate Study Preparation
Students planning to pursue graduate study should contact their advisor as soon as possible to prepare a plan of study.

MATH 191 Calculus I

MATHEMATICS Major (MATH)—B.A. OR B.S.
Degree: Bachelor of Arts or 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:
Mathematics—B.A., U179
High School Teaching Licensure—B.A., U183
Mathematics—B.S., U181
Statistics—B.S., U184

Mathematics Major: Mathematics Concentration (MATH)—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: U179

I General Education Core Requirements (GEC)
See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (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

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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
Four 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 CAR requirements in the Academic Units section. See the GEC Course Summary Table for approved CAR courses.

GMO/GPM—Historical Perspectives (3 s.h.)
Student selects 3 s.h. from GMO or GPM list, depending on category used to satisfy GHP requirement.

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.

VI—Writing Intensive Courses
A total of four WI courses.

IV Major Requirements
Minimum grade of C (2.0) required for all CSC, MAT, and STA courses to count toward the major.

1. 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
   - MAT 490 Senior Seminar in Mathematics
   - STA 290 Introduction to Probability and Statistical Inference

2. One 500-level MAT course*
   *Qualified
   The courses listed below are not eligible.
   - 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

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

Mathematics Major: High School Teaching Licensure Concentration (MATH)—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: U183

Admission to the Concentration
A student who seeks admission to the Mathematics major with High Teaching Licensure concentration is expected to achieve:
1. A minimum grade point average (GPA) of 3.0 overall and 2.50 in the major
2. Completion of all courses needed to fulfill the General Education Requirements; and
3. Satisfactory scores on the Praxis I (ACT or SAT—See Praxis I Substitution Table for ACT, SAT, and Praxis I).

Students interested in the High School Teaching Licensure concentration must consult the coordinator of the Secondary Licensure in Mathematics Program upon admittance to UNCG for early discussion of all requirements. Additionally, students must request Admission to the Teacher Education Program from the School of Education Office of Student Services. Candidates should apply for admission to the School of Education Office of Student Services at the end of their sophomore year and be admitted no later than the first semester of their junior year. Please review requirements on their Web page. Consult the Teacher Education Handbook for details. A criminal background check is a required part of the admission process.

Admission to Student Teaching
During the junior year, students already admitted to the Teacher Education Program must apply for admission to student teaching. Admission includes:
1. Completion of requirements specific to the major with the possible exception of the 500-level MAT course.
2. Eligibility to enter student teaching requires maintaining an overall GPA of 3.0 or better and a major GPA of 2.50 or better after being admitted to the concentration, and achieving a grade of C or
better in each major course and in each professional course. After admission to the concentration, if a student fails to maintain an overall GPA of 3.0, the student has one semester to improve his or her grade point average. If a student receives a C- or lower in a professional course, the student is eligible to retake the course at its next offering. After admission to the concentration, if a student fails to maintain a major GPA of 2.50, the student has one semester to improve his or her grade point average. If a student receives a C- or lower in a major course, the student is eligible to retake the course at its next offering.

Application to student teaching forms are available online at http://oss.uncg.edu/formsapplications. Forms must be submitted by February 15 for student teaching in the spring of the following year. Student teaching assignments are usually made in schools within commuting distance of 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 program, attained acceptable competencies, and whose work has been approved by the appropriate department.

Passing scores on the Praxis II (subject-area exams) are no longer required by the state to be recommended for licensure in secondary mathematics; however, successful completion of the Praxis II is required within three years of licensure. The Department of Mathematics and Statistics recommends that a student intending to be licensed take the Praxis II before graduation upon completion of their major courses. (Lateral-entry teachers are required to take the Praxis II.) To be licensed in North Carolina, students must meet the specific state requirements for licensure in effect at the time of their application for licensure, including demonstration of technology competencies.

I General Education Core Requirements (GEC)

See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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.

GLS/GPS—Natural Sciences (3–4 s.h.)
Student selects 3–4 s.h. from GLS or GPS list.

GMO/GPM—Historical Perspectives (3 s.h.)
Student selects 3 s.h. from GMO or GPM list, depending on category used to satisfy GHP requirement.

GMO/GPM—Natural Sciences (3 s.h.)
Student selects 3 s.h. from GMO or GPM list, depending on category used to satisfy GHP requirement.

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

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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
Four 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 CAR requirements in the Academic Units section. See the GEC Course Summary Table for approved CAR courses.

GMO/GPM—Historical Perspectives (3 s.h.)
Student selects 3 s.h. from GMO or GPM list, depending on category used to satisfy GHP requirement.

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 grade of C (2.0) required for all CSC, MAT, and STA courses to count toward the major.
1. 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
   MAT 490 Senior Seminar in Mathematics
   STA 290 Introduction to Probability and Statistical Inference
2. One 500-level MAT course
   Qualified
   The courses listed below are not eligible.
   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

V Teacher Licensure Requirements
1. Professional Education
   ERM 401 Assessment I: Accountability in Our Nation’s Schools
   ERM 402 Assessment II: Standardized Tests
   ERM 403 Assessment III: Classroom Assessment
   LIS 120/TED 120 Introduction to Instructional Technology for Educational Settings
   MAT 330 Axiomatic Foundations of Geometry
   MAT 405 Mathematics for Teaching and Teaching Mathematics I
   MAT 406 Mathematics for Teaching and Teaching Mathematics II
   SES 401 Understanding and Teaching Students with Disabilities in Inclusive Settings
   TED 445 Human Diversity, Teaching, and Learning
   TED 535 Literacy in the Content Area
   TED 401 Child and Adolescent Development and Learning
   TED 403 Teaching English Learners with Diverse Abilities
2. Student Teaching and Seminar
   Two-hour weekly seminar and full-time student teaching—offered only in the spring—no other courses may be taken during student teaching.
   MAT 465 Student Teaching and Seminar—Secondary Mathematics

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

Mathematics Major: Mathematics Concentration (MATH)—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: U181

Graduate Study Preparation
Students planning to pursue graduate study should contact their advisor as soon as possible to prepare a plan of study.

I General Education Core Requirements (GEC)
See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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.
Humansities and Fine Arts (3 s.h.)
   Student selects additional 3 s.h. from GLT, GFA, or GPR list.
GHP—Historical Perspectives (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
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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.
Mathematics and Statistics

GL/GN—Global/Global Non-Western Perspectives
Four 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 CAR requirements in the Academic Units section. See the GEC Course Summary Table for approved CAR courses.

GMO/GPM—Historical Perspectives (3 s.h.)
Student selects 3 s.h. from GMO or GPM list, depending on category used to satisfy GHP requirement.

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 grade of C (2.0) required for all CSC, MAT, and STA courses to count toward the major.

1. 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
MAT 490 Senior Seminar in Mathematics
STA 290 Introduction to Probability and Statistical Inference

2. Required
MAT 522 Introductory Functional Analysis
or
MAT 525 Intermediate Mathematical Analysis
or
MAT 540 Introductory Complex Analysis

3. Select
One courses chosen from those listed below.
MAT 514 Theory of Numbers
MAT 516 Intermediate Abstract Algebra
MAT 519 Intuitive Concepts in Topology

4. Select
Three additional courses chosen from the courses listed below or any MAT course 300 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

*Qualified
The courses listed below are not eligible.
MAT 303 Topics in Mathematics
MAT 304 Introduction to the Foundations of Geometry
MAT 503 Problem Solving in Mathematics
MAT 504 Foundations of Geometry for Teachers
MAT 505 Foundations of Mathematics for Teachers
MAT 513 Historical Development of Mathematics

5. Select
Option a, b, or c below.

a. Physics
PHY 291 General Physics I with Calculus
PHY 292 General Physics II with Calculus

b. Chemistry
CHE 111 General Chemistry I
CHE 112 General Chemistry I Laboratory
CHE 114 General Chemistry II
CHE 115 General Chemistry II Laboratory

C. Biology
BIO 111 Principles of Biology I
BIO 112 Principles of Biology II

V Electives
Electives sufficient to complete the 122 semester hours required for degree.
Mathematics Major: Statistics Concentration (MATH)—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: U184

Graduate Study Preparation
Students planning to pursue graduate study should contact their advisor as soon as possible to prepare a plan of study.

I General Education Core Requirements (GEC)
See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (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

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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
Four 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 CAR requirements in the Academic Units section. See the GEC Course Summary Table for approved CAR courses.

GMO/GPM—Historical Perspectives (3 s.h.)
Student selects 3 s.h. from GMO or GPM list, depending on category used to satisfy GHP requirement.

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 grade of C (2.0) required for all CSC, MAT, and STA courses to count toward the major.

1. Core Courses
   CSC 130 Introduction to Computer Science
   or
   CSC 230 Elementary Data Structures and Algorithms

   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

2. Statistics Courses
   STA 290 Introduction to Probability and Statistical Inference
   STA 301 Statistical Methods
   STA 352 Statistical Inference

3. Additional STA courses
   Three additional STA courses at the 300 level or above, one of which must be at the 500 level.

4. Select
   Two additional courses chosen from the courses listed below or any STA course 300 level or above.
   CSC 523 Numerical Analysis and Computing
Mathematics and Statistics

CSC 524 Numerical Analysis and Computing
CSC 526 Bioinformatics
MAT 253 Discrete Mathematical Structures
MAT 311 Introduction to Abstract Algebra
MAT 353 Introduction to Discrete Mathematics
MAT 390 Ordinary Differential Equations
MAT 395 Introduction to Mathematical Analysis
MAT 531 Combinatorial Analysis
MAT 541 Stochastic Processes
MAT 542 Stochastic Processes
MAT 586 Financial Mathematics for Actuaries

5. Recommended
   The department also recommends the courses listed below and course work in an area of application beyond the GEC requirements (e.g., Biology, Psychology, etc.)
   ISM 218 Database Systems
   ENG 327/ENT 327 Writing for Professionals and Entrepreneurs

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

Mathematics as a Second Academic Concentration
Required: minimum of 18 semester hours
The second academic concentration in Mathematics is designed specifically for Elementary Education Majors and Special Education Majors.

Requirements
1. Core Courses:
   a. Required
      MAT 191 Calculus I
      MAT 292 Calculus II
      STA 271 Fundamental Concepts of Statistics
   b. Select
      One MAT course from those listed below.
      MAT 220 Plane and Solid Analytic Geometry
      MAT 253 Discrete Mathematical Structures
      MAT 293 Calculus III
      MAT 310 Elementary Linear Algebra
2. Additional electives
   Additional 6 s.h. of electives from the courses listed below.
   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

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 Minor
Required: minimum of 15 semester hours
AOS Code: U179

Requirements
The minor in mathematics consists of at least 15 semester hours of work as specified below. Only CSC, MAT, or STA courses in which grades of C or better (not C-) are earned will be counted toward the minor.
1. Required
   MAT 191 Calculus I
   MAT 292 Calculus II
2. Required
   MAT 310 Elementary Linear Algebra
   or
   MAT 353 Introduction to Discrete Mathematics
3. Required
   Additional 6 s.h. at the 200 level or above, consisting of any MAT or STA courses that count toward the MATH major.

Statistics Minor
Required: minimum of 15 semester hours
AOS Code: U192

Requirements
The minor in statistics consists of at least 15 semester hours of work as specified below. Only courses in which grades of C or better (not C-) are earned will be counted toward the minor.
1. Required
   STA 290 Introduction to Probability and Statistical Inference
   STA 301 Statistical Methods
2. Required
   Three additional STA courses at the 300 level or above.

Mathematics Honors
Requirements
12 semester hours as provided below.
1. Two contract Honors courses from those listed below.
   MAT 310 Elementary Linear Algebra
   MAT 311 Introduction to Abstract Algebra
   MAT 390 Ordinary Differential Equations
   MAT 395 Introduction to Mathematical Analysis
2. 6 s.h. of the courses listed below in the sequence listed.
   MAT 493 Honors Work
   HSS 490 Senior Honors Project
Qualifications
• 3.30 or greater cumulative GPA at graduation
• A grade of B or higher in all course work used to satisfy the Honors requirement in Mathematics
• A declared Mathematics major

Recognition
The designation “Completed Disciplinary Honors in Mathematics” and the title of the Senior Honors Project will be printed on the student’s academic transcript.

Honors Advisor
See Dr. Richard Fabiano, Honors Liaison, for further information and guidance about Honors in Mathematics.

Mathematics 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 and 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 and Spring
Distribution: GE Core: GMT
Notes: Credit can be earned for only one of MAT 115 or MAT 150.

MAT 150 Precalculus I (3:3)
Review of elementary algebra, equations, inequalities, relations, functions, transformations, graphing, complex numbers, polynomial and rational functions.
Offered: Fall and 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)
Properties, graphs, and applications of exponential, logarithmic, trigonometric functions.
Prerequisite: An acceptable score on the mathematics placement test; or a grade of C or better in MAT 115 or MAT 150
Offered: Fall and Spring
Distribution: GE Core: GMT

MAT 190 Precalculus (3:3:1)
This course covers essential prerequisites for calculus. Topics include functions and graphs, equations and inequalities, polynomial and rational functions, trigonometry, functions of trigonometric, exponential, and logarithmic type.
Prerequisite: Acceptable score on the placement test

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 C or better in MAT 151 (or MAT 190)
Offered: Fall and Spring
Distribution: GE Core: GMT

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 C or better in MAT 151 (or equivalent)
Offered: Spring
Notes: Hours do not count toward degree requirements for MATH 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: Minimum grade of C in MAT 151 or MAT 190 or MAT 191
Offered: Fall and Spring
Notes: Only one of MAT 253 or MAT 295 can count toward degree requirements for MATH major.

MAT 292 Calculus II (3:3)
Introductory integral calculus of the algebraic and transcendental functions of one variable, techniques of integration.
Prerequisite: Grade of C or better in MAT 191
Offered: Fall and Spring

MAT 293 Calculus III (3:3)
Infinite sequences and series, conic sections, polar coordinates, vectors in dimensions two and three, vector-valued functions.
Prerequisite: Grade of C or better in MAT 292
Offered: Fall and Spring
MAT 295 Proofs and Mathematical Structures (3:3)
A 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 C or better in MAT 292
Notes: At most one of MAT 253 or MAT 295 can count toward degree requirements for MATH major.
MAT 303 Topics in Mathematics (3:3)
Primarily for students seeking grades 6–9 certification. Extensive study of rational, irrational, and real numbers; selected topics from number theory; clock and modular arithmetic. Concrete models used to illustrate many of the mathematical concepts studied.
Notes: Hours do not count toward degree requirements for MATH 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 C or better in MAT 292
Offered: Fall and 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 C or better in MAT 253 and MAT 310
Offered: Fall and 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 C or better 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 C or better 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 C or better in MAT 292
Notes: Required for students seeking secondary licensure in mathematics.
MAT 345 Vector and Tensor Analysis (3:3)
Prerequisite: Grade of C or better in MAT 293 and MAT 390
MAT 349 Preparation for Industrial Careers in Mathematical Sciences (3:3)
This course prepares mathematical sciences students for industrial careers by engaging them in research problems that come directly from industry.
Prerequisite: Permission of instructor
Offered: Offered as an experimental course Spring 2016 and Spring 2017.
MAT 353 Introduction to Discrete Mathematics (3:3)
Elementary graph theory, combinatorics, partially ordered sets.
Prerequisite: Grade of C or better in MAT 253 or CSC 250
Offered: Fall and Spring
MAT 371 Experimental Course: Mathematical Programming and Dynamics (3:3)
Introduction to mathematical programming and dynamical systems using Matlab. Solving application problems, analyzing data from multiple formats, and visualizing results in two and three dimensions. Dynamic stability, bifurcations, and chaos.
Prerequisite: MAT 191
Offered: Offered Spring 2017
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 C or better in MAT 292
Offered: Spring
MAT 394 Calculus IV (3:3)
Multivariable functions, partial differentiation, multiple integrals, vector calculus.
Prerequisite: Grade of C or better in MAT 293
Offered: Fall and 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 C or better in MAT 253, MAT 293, and MAT 310
Offered: Fall and Spring
MAT 405 Mathematics for Teaching and Teaching Mathematics I (3:3)
Capstone survey of real and complex numbers; polynomial, rational, exponential, logarithmic, and trigonometric functions; calculus concepts. Special teaching problems and procedures for secondary topics in relation to their mathematical foundations.
Prerequisite: Grade of C (2.0) or better in MAT 310
MAT 406 Mathematics for Teaching and Teaching Mathematics II (4:3:3)
Capstone survey of geometry, probability, data analysis, and discrete mathematics. Special teaching problems and procedures for secondary topics related to their mathematical foundations, including 50-hour internship in secondary math classroom.
Prerequisite: Minimum grade of C (2.0) in MAT 405 and also in either MAT 311 or MAT 395; admission to the Teacher Education Program

MAT 465 Student Teaching and Seminar—Secondary Mathematics (12:2:30)
Supervised student teaching in senior high school under direction of university supervisor. Observation, participation, and appropriate classroom teaching experience on full-time teaching assignment for full semester with weekly seminar.
• Registration Restriction: Admission to the Teacher Education Program
Prerequisite: MAT 406

MAT 490 Senior Seminar in Mathematics (3:3)
Oral presentations on topics in mathematics, including current mathematics literature.
Prerequisite: Senior standing and mathematics major, or permission of instructor
Offered: Fall and Spring

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.
Prerequisite: Grade of C or better in MAT 191 and MAT 303; or permission of instructor
Notes: Hours do not count toward degree requirements for MATH major nor for the M.A. degree in Mathematics.

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.
Prerequisite: Grade of C or better in MAT 292; or permission of instructor
Offered: Fall
Notes: Hours do not count toward degree requirements for MATH major nor for the M.A. degree in Mathematics.

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.
Prerequisite: Grade of C or better in MAT 292 (or MAT 303); or permission of instructor
Offered: Spring
Notes: Hours do not count toward degree requirements for MATH major nor for the M.A. degree in Mathematics.

MAT 513 Historical Development of Mathematics (3:3)
Study of the historical development of mathematics, not a history of persons involved in development.
Prerequisite: Grade of C or better in MAT 292
Offered: Fall
Notes: Hours do not count toward degree requirements for MATH major nor for the M.A. degree in Mathematics.

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 C or better in either MAT 311 or MAT 395

MAT 515 Mathematical Logic (3:3)
Prerequisite: Grade of C or better 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 C or better 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 C or better 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 C or better 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 C or better 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 C or better 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, 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 C or better in MAT 395

MAT 525 Intermediate Mathematical Analysis (3:3)
Integration, infinite series, sequences and series of functions.
Prerequisite: Grade of C or better 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 C or better 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 C or better 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 C or better in MAT 394

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 C or better in MAT 394 and MAT 353; 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 C or better in MAT 394 and MAT 353; 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 C or better 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 C or better in MAT 545

MAT 549 Topics in Applied Mathematics (3:3)
Selected topics of current interest in applied mathematics.
Prerequisite: Grade of C or better in MAT 293 and MAT 390; or permission of instructor
Notes: May be repeated for credit with approval of the Department Head.

MAT 556 Topics in Discrete Mathematics (3:3)
Selected topics of current interest in discrete mathematics.
Prerequisite: Grade of C or better in MAT 353

MAT 586 Financial Mathematics for Actuaries (3:3)
Measurement of interest, present and accumulated value, amortization, sinking funds, bonds, duration, immunization, and an introductory analysis of financial derivatives. Intended to help prepare for the FM/2 actuarial exam.
Prerequisite: Minimum grade of C (2.0) in MAT 394 or permission of instructor

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

MAT 590 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
Notes: Formerly MAT 491.
Cross Listed: Same as BIO 590.

MAT 591 Advanced Abstract Algebra (3:3)
Groups: homomorphisms, quotient groups, Sylow theorems, finitely generated abelian groups. Rings: homomorphisms, ideals, quotient rings, integral domains, Euclidean domains, factorization. Fields: algebraic extensions of fields, Galois theory.
Prerequisite: Grade of C or better in MAT 516

MAT 592 Advanced Abstract Algebra (3:3)
Groups: homomorphisms, quotient groups, Sylow theorems, finitely generated abelian groups. Rings: homomorphisms, ideals, quotient rings, integral domains, Euclidean domains, factorization. Fields: algebraic extensions of fields, Galois theory.
Prerequisite: Grade of C or better in MAT 516

MAT 593 Directed Study in Mathematics (1–3)
Offered: Fall and Spring

MAT 594 Directed Study in Mathematics (1–3)
Offered: Fall and Spring

MAT 595 Mathematical Analysis (3:3)
Real number axioms, metric spaces, sequences, series, continuity, differentiation, the Riemann-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 Riemann-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 and 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: Minimum grade of C in MAT 115 or MAT 150 or MAT 151 or MAT 190 or MAT 191 or STA 108; or permission of department
Offered: Fall and 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: Minimum grade of C (2.0) or concurrent registration in MAT 292; or permission of instructor
Offered: Fall or Spring

STA 301 Statistical Methods (3:3)
Two-group comparisons, simple and multiple regression, one and two factor ANOVA, categorical data analysis, nonparametric methods.
Prerequisite: Minimum grade of C (2.0) in either STA 271 or STA 290; or permission of instructor
Offered: Spring
Notes: Formerly STA 291.

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 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: Minimum grade of C (2.0) in STA 301; 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 301; 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: Minimum grade of C (2.0) in STA 301; 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: All 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: Minimum grade of C (2.0) in STA 301; 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 301 or STA 352; or permission of instructor
Offered: Alt

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 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 662; 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 or STA 290 or similar introductory statistics course
Offered: Fall and Spring
Mathematics and Statistics

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

STA 591 Actuarial Exam Preparation Seminar (1:0)
Topics vary according to interest and demand. Intended to help prepare for the P/1, FM/2, or MLC exam.
Prerequisite: STA 551 or STA 687 or permission of instructor
Notes: One credit maximum. May be repeated. Grade: Pass/Not Pass (P/NP).

STA 593 Directed Study in Statistics (1–3)
Offered: Fall and Spring

STA 594 Directed Study in Statistics (1–3)
Offered: Fall and Spring
Department of Media Studies

College of Arts and Sciences
210 Brown Building
336-334-5360
www.uncg.edu/mst

Faculty
Kimberlianne Podlas, Associate Professor and Head of Department
Professors Barr, Cook, Edwards, Frierson
Associate Professors Adams, Ingram
Lecturers Donaldson, Terres, Wells

The Department of Media Studies offers a Bachelor of Arts in Media Studies. The Media Studies major is an integrated program of study that focuses on the creative production and critical consumption of a range of moving-image media. Majors have opportunities to study and produce narrative and documentary film, interdisciplinary media productions, fictional and nonfictional television, and video journalism. Students can craft their own program of study, drawing from courses on various aspects 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's rich and varied curriculum is matched by an extensive co-curricular program that includes opportunities to participate in on-campus media productions, the student-run campus radio station WUAG, and other client-based and internship programs.

The Department also offers two minors: a nonproduction Media Studies minor and a Radio minor, each requiring 18 semester hours of courses.

The Department is housed in the Brown Building and in the Carmichael Radio and Television Center. The Department's faculty is comprised of talented media creators and scholars with excellent reputations as teachers. Students are encouraged to collaborate with faculty 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 under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
Four 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.
Media Studies

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 CAR requirements in the Academic Units section. See the GEC Course Summary Table for approved CAR courses.

GMO/GPM—Historical Perspectives (3 s.h.)
Student selects 3 s.h. from GMO or GPM list, depending on category used to satisfy GHP requirement.

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 36 semester hours in Media Studies (all levels). Students must take the core requirements (12 s.h.) and eight additional courses (24 s.h.).

Core Requirements
12 semester hours as detailed below.
1. Required
   MST 100 Understanding Media
2. Required
   MST 205 Media Literacy
3. Required
   MST 302 Introduction to Film History or
   MST 303 History of Electronic Media
4. Select
   One chosen from the courses listed below.
   MST 407 Media Law and Ethics
   MST 321 Topics in Film and Pop Culture
   MST 428 Topics in Electronic Media
   MST 528 Topics in Film Studies

Additional Courses
24 semester hours from the courses listed below.
MST 204 Media Writing
MST 225 Film Appreciation
MST 226 Television Appreciation
MST 252 Creative Process in Film and Video
MST 271 Introduction to Media Production
MST 301 Media Theory
MST 302 Introduction to Film History
MST 305 Digital Media
MST 320/ENT 320 Multimedia for Social Entrepreneurship and Civic Engagement
MST 321 Topics in Film and Pop Culture
MST 322 Media Programming
MST 323 Radio and Media Culture
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 361 Radio and Television Announcing
MST 370 Single Camera Production I
MST 373 TV and Film Lighting
MST 375 Editing I
MST 380 Studio News Production
MST 423 Movies that Matter
MST 428 Topics in Electronic Media
MST 440 Online Journalism
MST 441 Video Journalism
MST 442 Advanced Broadcast Journalism
MST 468 Sportscasting
MST 470 Single Camera Production II
MST 471 Editing II
MST 473 Media Sound Production
MST 485 Client Based Production
MST 515 Film Theory
MST 520 History of Film to 1938
MST 521 History of Film since 1938
MST 524 Media Financing and Distribution
MST 525 Media Organization and Management
MST 528 Topics in Film Studies
MST 550 Media Script Analysis
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
MST 580 Directing for Television
MST 581 Dance on Video
MST 585 Advanced Media Production
MST 587 Animation Production
MST 588 Documentary Production

Qualified
The courses below may be used if not used to meet core requirements.
MST 302 Introduction to Film History
MST 303 History of Electronic Media
MST 407 Media Law and Ethics
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 195 Spartan Television Workshop
   MST 197 Media Production Practicum
   MST 399 Independent Study
   MST 490 Advanced WUAG 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

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

1. Required
   MST 100 Understanding Media

2. Select
   Other courses (minimum 15 s.h.) chosen from those listed below.
   MST 205 Media Literacy
   MST 225 Film Appreciation
   MST 226 Television Appreciation
   MST 301 Media Theory
   MST 302 Introduction to Film History
   MST 303 History of Electronic Media
   MST 305 Digital Media
   MST 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 407 Media Law and Ethics
   MST 428 Topics in Electronic Media
   MST 468 Sportscasting
   MST 473 Media Sound Production
   MST 490 Advanced WUAG Workshop
   MST 525 Media Organization and Management

Radio Minor

Required: minimum of 18 semester hours
AOS Code: U848

Subject to space availability.

Requirements

1. Required
   MST 100 Understanding Media

2. Select
   Other courses (minimum 15 s.h.) chosen from those listed below.
   MST 190 WUAG Workshop
   MST 204 Media Writing
   MST 205 Media Literacy
   MST 301 Media Theory
   MST 303 History of Electronic Media
   MST 305 Digital Media
   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 407 Media Law and Ethics
   MST 428 Topics in Electronic Media
   MST 468 Sportscasting
   MST 473 Media Sound Production
   MST 490 Advanced WUAG Workshop

Media Studies Courses (MST)

MST 100 Understanding Media (3:3)
Introduction to the discipline of Media Studies with emphasis on industry development, delivery systems, and audiences in a changing media landscape.

MST 190 WUAG Workshop (1)
Supervised participation in radio broadcasting or program production at the campus radio station WUAG.

Notes: May be repeated for credit for a maximum of 3 s.h. Formerly BCN 190.
Media Studies

MST 195 Spartan Television Workshop (1)
Supervised participation in the production of television programming and promotion of Spartan Television.
Notes: May be repeated for credit for a maximum of 3 s.h.

MST 197 Media Production Practicum (1–3:0:3–9)
In-depth, hands-on exposure to the many aspects of the production and postproduction process of film and electronic visualization.
Prerequisite: Permission of instructor
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 and Spring
Notes: Formerly BCN 204.

MST 205 Media Literacy (3:3)
Introduction to critical analysis of media, its impacts, and its methods.
Offered: Fall and 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 Media Production (3:2:3)
Introduction to techniques of media production with emphasis on video capture and editing.
• Registration Restriction: MDST major
Notes: Formerly BCN 271.

MST 301 Media Theory (3:3)
Examination of media texts, contexts, influence, and effects from a variety of theoretical perspectives.
Offered: Fall and Spring
Notes: May be repeated for credit. Formerly BCN 301.

MST 302 Introduction to Film History (3:3)
Introduction to the study of international film history from the late 19th century to the present.
Prerequisite: MST 225
Notes: Formerly MST 328.

MST 303 History of Electronic Media (3:3)
Emergence, structure, and scope of radio, television, and the Internet. Examination of broadcasting theories and practices and the influences the media forms have had on individuals and society.

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 Film and Pop Culture (3:3)
Focusing on variable topics; examines film as a reflection of and expression of culture.
Prerequisite: MST 225
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 (3:3)
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 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.
• Registration Restriction: MDST major or Radio minor; or permission of instructor
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.
Prerequisite: MDST major or radio minor or permission of instructor
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
Notes: Formerly BCN 370.

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.
Prerequisite: MST 271
Notes: Formerly BCN 373.

MST 375 Editing I (3:3)
Development of practical editing skills in pacing, shot selection, and the workflow necessary for delivery.
Prerequisite: MST 271; or permission of instructor

MST 377 Editing 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 271 or permission of instructor
Notes: Formerly BCN 470.

MST 380 Studio News Production (3:2:3)
Principles and techniques for production of studio-based television newscasts.
Notes: Formerly BCN 380.

MST 390 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 and 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 428 Topics in Electronic Media (3:3)
Study of selected topics in fictive or non-fictive programming for the electronic media including genres, delivery systems, or other emphasis.
Notes: May be repeated for credit when topic changes.

MST 440 Online Journalism (3:3)
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 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

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 270 or permission of instructor
Notes: Formerly BCN 470.

MST 471 Editing II (3:3)
Survey of the history, aesthetics, and techniques in sequencing moving images.
• Registration Restriction: MDST Major; or permission of instructor
Prerequisite: MST 375; 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.
Prerequisite: MST 271 and MST 375; or permission of instructor
Notes: Formerly BCN 413 and 473.

MST 485 Client Based Production (3:0:9)
Collaborative work on the production of a client sponsored program. Emphasis on collaboration in a timely, professional manner in an environment in which students may not have complete creative control.
Prerequisite: MST 271 and MST 375; or permission of instructor
Notes: May be repeated for a total of 6 s.h.

MST 490 Advanced WUAG Workshop (1)
Supervised participation at an advanced level of radio broadcasting or program production at the campus radio station WUAG.
Notes: May be repeated for credit for maximum of 3 s.h. Formerly BCN 490.
Media Studies

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 6 s.h. 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)
Supervised participation at an advanced level in the production of television programming and promotion of Spartan Television.
Notes: May be repeated for credit for a maximum of 3 s.h.

MST 497 Advanced Media Production Practicum (1–3:0:3–9)
Advanced, in-depth, hands-on exposure to the many aspects of the production and postproduction process of film and electronic visualization.
Prerequisite: Permission of instructor
Notes: May be repeated for a total of three (3) semester hours. Formerly BCN 497.

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 (3:3)
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: MST 225
Offered: Fall
Notes: Formerly BCN 520.

MST 521 History of Film since 1938 (3:3)
Advanced study of world cinema from the beginning of World War II in Europe through the present, emphasizing significant movements, genres, and filmmakers.
Prerequisite: MST 225
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: Restricted to Media Studies majors and permission of the Director of Internships.
Notes: Formerly BCN 525.

MST 528 Topics in Film Studies (3:2:3)
Study of selected topics in fictive or nonfictive films, including genres, works of an individual director, or other emphasis.
Prerequisite: MST 225
Notes: May be repeated for credit when topic changes. Formerly BCN 528.

MST 550 Media Script Analysis (3:3)
Analysis of the key structural and thematic elements of narrative 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: Restricted to Media Studies majors and permission of instructor
Notes: Formerly BCN 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.
    • Registration Restriction: Graduate standing, if prerequisites not taken; or permission of instructor
    Prerequisite: MST 370 and MST 375, or permission of instructor
    Notes: Formerly BCN 587.

MST 588 Documentary Production (3:3)
Documentary construction, research, planning, and production techniques. Further development of video production skills in supervised laboratory project.
    • Registration Restriction: Graduate standing, if prerequisites not taken; or permission of instructor
    Prerequisite: MST 370 and MST 375; 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.
School of Music
College of Visual and Performing Arts
220 Music Building
336-334-5789
http://performingarts.uncg.edu

Faculty
Dennis W. AsKew, Professor and Director, School of Music
Kevin M. Geraldí, Professor and Director of Orchestras
Steve Haines, Professor and Director of the Miles Davis Program in Jazz
David Holley, Professor and Director of Opera
Randy Kohlenberg, Professor and Director of Graduate Studies
John Locke, Covington Distinguished Professor of Music, Director of Bands
Constance McKay, Professor and Director of Undergraduate Studies
Carole Ott, Professor and Associate Director of Choral Activities
Welborn E. Young, Professor and Director of Choral Activities

Professors Bagley, Barret, Bracey, Burke, Burns, Clodfelter, DiPiazza, Engebretson, Hartmann, Hodges, LeFevre, Nelson, Rawls, Salmon, Stusek, Walker, Willis
Associate Professors Allen, Capuzzo, Carr, Carroll, Douglas, Douglass, Draves, Eby, Ezerman, Keithley, Lopez, MacLeod, Nolker, O’Brien, Pack, Ricci, Rubinoff, Rutty, Sink, Taylor, Titus, Walter, Wells
Assistant Professors BoySEN, Lee, Willie
Lecturers Brown, Ensign, Guillen, Hyslop, Lash, Lim, Mumm, Taylor, Wilt, Worley, Zandmane

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 School of Music offers the only comprehensive degrees in music education and music performance in the State of North Carolina, from the undergraduate level through doctoral study. The School of Music offers Bachelor of Arts degree in Music and Bachelor of Music degrees in Performance and Music Education. Our outstanding facilities, world-class faculty, and numerous ensemble experiences provide an environment for artistic and academic success.

The BA in music provides high-quality musical training with the versatility and breadth of a liberal arts education, it prepares students for a variety of careers and opportunities. With its emphasis on writing, speaking, and critical thinking skills, the BA degree is ideal for students wishing to pursue a double major in another academic field, pre-professional programs in law or medicine, study abroad, UNCG in 3, arts administration, or graduate programs in music theory, musicology, or ethnomusicology.

Undergraduate students in Music Performance pursue rigorous professional training in music along with a broad liberal arts education. Our students graduate as informed, responsible citizens with the tools to succeed and communicate effectively as musicians of the 21st century.

Undergraduate students in Music Education pursue rigorous professional training in music teacher education along with a broad liberal arts education that prepares them for positions as choral directors (principal performance area usually voice, piano, or organ), teachers of general music, or for positions as instrumental directors (principal performance area in orchestral or band instruments) in public schools. Our students graduate earning a Standard Professional 1 (SP1) North Carolina Educator’s License and are prepared as informed, responsible citizens with the tools to succeed and communicate effectively as musicians and educators of the twenty-first century. Music education students acquire valuable early field teaching experience in a wide variety of P-12 school settings beginning the Freshman year and continuing throughout the degree program.

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 and will contribute to the inclusiveness and diversity of our mission.

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 and Music Education students enrolled for two or more semester hours of music performance studies must audition for and perform in an ensemble each semester. Performance majors will participate in one or more ensembles each semester according to concentration requirements. Students will have the opportunity to express their ensemble placement preferences, but they will be assigned according to audition results and ensemble priorities. Ensemble assignments and placement will be determined by the Director of Bands, Director of Orchestras, Director of Choral Activities, and the Director of the Miles Davis Jazz Program, in consultation with the performance teachers and appropriate area 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 School of Theatre.
Student Information Manual

Additional policies and regulations are found online in the Music Student Information Manual. This manual is made available to all music students after entrance requirements are met. Adherence to the contents of this publication is the responsibility of the student.

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; 3.0 GPA; MUE 090 (7 semesters)

Available Concentrations and 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.

General Education Core Requirements (GEC)

See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (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.

General Education Marker Requirements

See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
Four courses carrying GL/GN markers; at least one course must carry the GN marker.

Required
- MUS 135 Musicology Research
- MUS 332 History of Western Music II
- MUS 333 History of Western Music III

Additional requirement
- Required for Choral/General Music Education concentration.
  - FRE 101 Beginning French I
  or
  - GER 101 Beginning German I

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.

Major Requirements

Core Courses for All Concentrations

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
   - MUS 202 Music Theory IV
   - MUS 205 Ear-Training III
   - MUS 206 Ear-Training IV
   - FRE 101 Beginning French I
   or
   - GER 101 Beginning German I

   a. Required
   - MUS 135 Musicology Research
   - MUS 332 History of Western Music II
   - MUS 333 History of Western Music III
Music

b. Select
   One of the courses listed below.
   MUS 431 Selected Topics in Ethnomusicology
   MUS 334 American Music
   MUS 495 History of Opera
   MUS 484 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 during a semester
   enrolled at the 352 level. Keyboard students may fulfill
   the recital requirements by accompanying a full recital
   or chamber recital.
   MUP 300 Recital

4. Technology
   MUS 107 Technology for Musicians I

Additional Requirements by Concentration
Choral/General Music Education Concentration

Keyboard Students
1. Required
   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. through the course listed below or proficiency.
   MUP 134 Class Piano

3. Secondary Voice
   3 s.h. as detailed below.
   MUP 253 Performance Studies
   MUP 353 Performance Studies

4. Required
   FRE 101 Beginning French I
   or
   GER 101 Beginning German I

5. Ensemble
   7 s.h. chosen from the courses listed below.
   ENS 386 Schola Cantorum
   ENS 380 Men’s Glee Club
   ENS 381 Women’s Glee Club
   ENS 382 University Chorale
   ENS 388 Chamber Singers

Voice Students
1. Required
   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
   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 the course listed below or proficiency.
   MUP 134 Class Piano

3. Secondary Piano
   3 s.h. as detailed below.
   MUP 153 Performance Studies
   MUP 253 Performance Studies
   MUP 353 Performance Studies

4. Required
   FRE 101 Beginning French I
   or
   GER 101 Beginning German I

5. Ensemble
   7 s.h. chosen from the courses listed below.
   ENS 386 Schola Cantorum
   ENS 380 Men’s Glee Club
   ENS 381 Women’s Glee Club
   ENS 382 University Chorale
   ENS 388 Chamber Singers

6. Eclectic Ensemble
   1 s.h. chosen from the courses listed below.
   MUP 180 Beginning Guitar

Instrumental/General Music Education Concentration

1. Required
   MUE 110 Foundational Orientation to Music Education
   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 the course listed below or proficiency.
       MUP 134 Class Piano
b. Keyboard students
   2 s.h. of secondary study of Wind, Percussion, or Bowed String Instrumental

2. Large Ensemble
   6 s.h. chosen from the courses listed below.
   ENS 391 University Symphony Orchestra
   ENS 392 University Band
   ENS 393 University Wind Ensemble
   ENS 394 Symphonic Band

Qualified
   The course listed below is for up to 2 s.h. by audition and with permission of the performance studies instructor.
   ENS 395 Jazz Ensemble I

3. Eclectic Ensemble
   1 s.h. chosen from the courses listed below.
   ENS 377 World Music Ensembles
   ENS 380 Men’s Glee Club
   ENS 381 Women’s Glee Club
   MUP 180 Beginning Guitar

IV Teacher Licensure Requirements
Contact School of Education Office of Student Services at 336-334-3410 for more information.
1. Required
   HEA 201 Personal Health
2. Required
   ELC 401 Schooling in a Democratic Society
3. Required
   ERM 403 Assessment III: Classroom Assessment
4. Required
   TED 401 Child and Adolescent Development and Learning
5. Required
   TED 402 Student Engagement in the Classroom
6. Required
   TED 403 Teaching English Learners with Diverse Abilities
7. Required
   SES 401 Understanding and Teaching Students with Disabilities in Inclusive Settings
8. Required
   MUE 465 Student Teaching in Music
9. Required
   MUE 466 Student Teaching Seminar

V Electives
   Electives sufficient to complete the 125 semester hours required for the degree.

Music Major: General Music Concentration (MUSI)—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: 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 under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (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.)
Music

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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
four courses carrying GL/GN markers; at least one course must carry the GN marker

Required
6 s.h. of the same foreign language and the courses listed below.
MUS 135 Musicology Research
MUS 333 History of Western Music III

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

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
MUS 202 Music Theory IV
MUS 205 Ear-Training III
MUS 206 Ear-Training IV

2. Musicology
MUS 135 Musicology Research
MUS 332 History of Western Music II
MUS 333 History of Western Music III

MUS 334 American Music
or
MUS 431 Selected Topics in Ethnomusicology

3. Freshman Seminar
MUS 120 Freshman Seminar: Sound Listening

4. Class Piano
May be exempted with demonstrated proficiency. Not required of keyboard principles.
MUP 131 Class Piano
MUP 132 Class Piano
MUP 133 Class Piano
MUP 134 Class Piano

5. Technology
MUS 107 Technology for Musicians I

6. Music elective
One 400- or 500-level music elective in history, literature, theory, or pedagogy selected from the courses listed below.
MUP 402/ENT 402/VPA 402 Entrepreneurship in the Performing Arts
MUP 413 Piano Literature I
MUP 423 Jazz Arranging I
MUP 424 Jazz Arranging II
MUP 426 Song Literature I
MUP 460 History of Jazz
MUS 431 Selected Topics in Ethnomusicology
MUS 455 The Symphonic Tradition
MUS 483 Music before 1600
MUS 484 Music from 1600 to 1800
MUS 485 Music of the Nineteenth Century
MUS 486 Music of the Twentieth Century
MUS 495 History of Opera
MUS 508 Tonal Counterpoint
MUS 510 Advanced Tonal Analysis

7. Capstone Experience
MUS 492 Capstone Seminar in Music Studies
or
HSS 490 Senior Honors Project

6. Applied Studies
Performance requirements are in a single category that incorporates both studio lessons and ensemble participation. This allows students to take 12 s.h. of applied study in any combination as defined by the categories below.

a. Select
The list of accepted ensembles include any ensemble course with the ENS course prefix.
Students may also take any of the following applied instrumental and vocal lessons on condition of acceptance through the audition process:
MUP 151 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

b. Select
Students may take Music Performance courses in the following types: applied music lessons, ensembles, or class performance studies. This does not include Class Piano, which is a separate major requirement above.

c. Select
Dance courses approved by the advisor that engage with music-making practice in a physical way may also satisfy this requirement.

d. Select
Students may also choose from the courses listed below.
MUP 125 Class Voice
MUP 180 Beginning Guitar

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

PERFORMANCE Major (PRFM)—B.M.
Degree: Bachelor of Music
Required: 123–128 semester hours
Available Concentrations and 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:
• 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.

PERFORMANCE Major: Brass and Percussion Concentration (PRFM)—B.M.
Degree: Bachelor of Music
Required: 123 semester hours
AOS Code: U637

I General Education Core Requirements (GEC)
See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 Musicology Research
   Humanities and Fine Arts (3 s.h.)
   Student selects additional 3 s.h. from GLT, GFA, or GPR list.
GHP—Historical Perspectives (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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
Four 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.
Music

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
72 s.h. as listed below.

1. Principal Performance Area
   22 s.h. as listed below.
   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. as listed below.
   Placement by audition.

3. Chamber Music
   Select 8 s.h. from the courses listed below.
   ENS 347 Casella Sinfonietta
   ENS 348 Chamber Music
   ENS 366 Trumpet Ensemble
   ENS 367 Horn Ensemble
   ENS 368 Trombone Ensemble
   ENS 369 Tuba/Euphonium Ensemble
   ENS 370 Percussion Ensemble
   ENS 376 Period Music Ensembles
   ENS 377 World Music Ensembles

4. Recitals
   1 s.h. as listed below.
   MUP 300 Recital
   MUP 400 Recital

5. Musicianship Skills and Analysis
   16 s.h. as listed below.
   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
   MUS 202 Music Theory IV
   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 Musicology Research
   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. as listed below.
   May not be Performance or Ensemble.

8. Music Technology
   1 s.h. as listed below.
   MUS 107 Technology for Musicians I

9. Keyboard
   4 s.h. as listed below. Course work through the course listed below or proficiency.
   MUP 134 Class Piano

10. Conducting
    1 s.h. required.

11. Entrepreneurship
    3 s.h. as listed below.
    MUP 402/ENT 402/VPA 402 Entrepreneurship in the Performing Arts

12. Repertoire Class
    Taken for eight semesters.
    MUP 301 Repertoire Class

IV Electives
Electives sufficient to complete the 123 semester hours required for the degree.

PERFORMANCE Major: Composition Concentration (PRFM)—B.M.
Degree: Bachelor of Music
Required: 128 semester hours
AOS Code: U607

I General Education Core Requirements (GEC)
See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 Musicology Research
   Humanities and Fine Arts (3 s.h.)
   Student selects additional 3 s.h. from GLT, GFA, or GPR list.

GHP—Historical Perspectives (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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
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 Concentration Requirements
79 s.h. as listed below.

1. Composition Study
   24 s.h. as listed below.
   a. 2 semesters of the course listed below.
      MUP 115 Composition Skills
   b. 1 semester each of the courses listed below.
      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. required.

3. Ensemble
   8 s.h. required.

4. Digital Music Composition
   MUP 344 Digital Music Composition I
   or
   MUP 345 Digital Music Composition II

5. Recitals
   1 s.h. as listed below.
   MUP 300 Recital
   MUP 400 Recital

6. Musicianship Skills and Analysis
   16 s.h. as listed below.
   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
   MUS 202 Music Theory IV
   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 Musicology Research
   MUS 332 History of Western Music II
   MUS 333 History of Western Music III
   MUS 334 American Music

8. Keyboard
   4 s.h. as listed below. Course work through the course listed below or proficiency. Not required of keyboard principals.
   MUP 134 Class Piano

9. Orchestration
   3 s.h. as listed below.
   MUP 455 Orchestration

10. Entrepreneurship
    3 s.h. as listed below.
    MUP 402/ENT 402/VPA 402 Entrepreneurship in the Performing Arts

11. Conducting
    1 s.h. as listed below.
    MUP 372 Instrumental Conducting I
    or
    MUP 319 Choral Conducting I

12. Composition Seminar
    Taken for 8 semesters.
    MUP 307 Composition Seminar

13. Music Support Courses
    9 s.h. required. May not be Performance or Ensemble. Usually comprised of the courses listed below and one additional course in Music Theory at 300-level or above.
    MUS 486 Music of the Twentieth Century
    MUS 508 Tonal Counterpoint

IV Electives
1. Music Electives
   6 s.h. required. 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 128 semester hours required for the degree.
Music

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 Musicology Research
Humanities and Fine Arts (3 s.h.)
   Student selects additional 3 s.h. from GLT, GFA, or GPR list.
GHP—Historical Perspectives (3 s.h.)
   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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
   Four 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 Concentration Requirements
72 s.h. as provided below.
1. Principal Performance Area
   22 s.h. as listed below.
   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 or Chamber Music
   12 s.h. as listed below. Placement by audition in one, two, or all three of the courses listed below.
   ENS 348 Chamber Music
3. Jazz Pedagogy
   2 s.h. as listed below.
   MUP 409 Jazz Pedagogy
4. Recitals
   1 s.h. as listed below. One is a 0 s.h. course.
   MUP 300 Recital
   MUP 400 Recital
5. Musicianship Skills and Analysis
   15 s.h. as listed below.
   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
   MUS 205 Ear-Training III
   MUS 202 Music Theory IV
6. History and Repertory
   3 s.h. in concentration, 9 s.h. toward GEC
   MUS 135 Musicology Research
   MUS 332 History of Western Music II
   MUS 333 History of Western Music III
7. Jazz Listening
   2 s.h. as listed below.
   MUP 104 Introduction to Jazz Listening
8. Conducting
   1 s.h. as listed below.
   MUP 372 Instrumental Conducting I
9. Jazz Theory
   3 s.h. as listed below.
   MUP 204 Principles of Jazz Theory
10. Jazz Improvisation
    4 s.h. as listed below.
    MUP 321 Jazz Improvisation I
    MUP 322 Jazz Improvisation II
11. Jazz Arranging
    4 s.h. as listed below.
    MUP 423 Jazz Arranging I
    MUP 424 Jazz Arranging II
12. Jazz History
    3 s.h. as listed below.
    MUP 460 History of Jazz
13. Entrepreneurship
    3 s.h. as listed below.
    MUP 402/ENT 402/VPA 402 Entrepreneurship in the Performing Arts
14. Music Technology
    1 s.h. as listed below.
    MUS 107 Technology for Musicians I
15. Repertoire Class
    Taken for 8 semesters.
    MUP 301 Repertoire Class
IV Electives
Electives sufficient to complete the 123 semester hours required for the degree.

PERFORMANCE Major: Keyboard Concentration (PRFM)—B.M.
Degree: Bachelor of Music
Required: 123 semester hours
AOS Code: U636

I General Education Core Requirements (GEC)
See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 Musicology Research
Humanities and Fine Arts (3 s.h.)
Student selects additional 3 s.h. from GLT, GFA, or GPR list.
GHP—Historical Perspectives (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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
Four 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 Concentration Requirements
76 s.h. as detailed below.
1. Principal Performance Area
   22 s.h. as listed below.
   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. as listed below or placement by audition.
   ENS 349 Keyboard Accompanying
3. Chamber Music
   4 s.h. selected from the courses listed below.
   ENS 347 Casella Sinfonietta
   ENS 348 Chamber Music
   ENS 376 Period Music Ensembles
   ENS 377 World Music Ensembles
4. Accompanying
   6 s.h. as listed below.
   MUP 284 Fundamentals of Keyboard Accompanying I
   MUP 285 Fundamentals of Keyboard Accompanying II
   ENS 349 Keyboard Accompanying
5. Pedagogy
   3 s.h. as listed below.
   MUP 412 Piano Pedagogy I
   or
   MUP 425 Organ Pedagogy
6. Recitals
   1 s.h. as listed below.
   MUP 300 Recital
   MUP 400 Recital
7. Musicianship Skills and Analysis
   16 s.h. as listed below.
   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
   MUS 202 Music Theory IV
   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 Musicology Research
   MUS 332 History of Western Music II
   MUS 333 History of Western Music III
Music

MUS 334 American Music

9. Music Support Courses
   9 s.h. required. May not be Performance or Ensemble.

10. Conducting
    1 s.h. as listed below.
    MUP 319 Choral Conducting I
    or
    MUP 372 Instrumental Conducting I

11. Piano Literature
    3 s.h. as listed below.
    MUP 413 Piano Literature I
    or
    MUP 414 Piano Literature II

12. Keyboard Harmony
    2 s.h. as listed below.
    MUP 302 Keyboard Harmony I
    MUP 303 Keyboard Harmony II

13. Orchestration/Counterpoint
    3 s.h. as listed below.
    MUP 455 Orchestration
    or
    MUS 508 Tonal Counterpoint

14. Entrepreneurship
    3 s.h. as listed below.
    MUP 402/ENT 402/VPA 402 Entrepreneurship in the Performing Arts

15. Repertoire Class
    Taken for 8 semesters.
    MUP 301 Repertoire Class

IV Electives
Electives sufficient to complete the 123 semester hours required for the degree.

PERFORMANCE Major: Strings Concentration (PRFM)—B.M.
Degree: Bachelor of Music
Required: 128 semester hours
AOS Code: U638

I General Education Core Requirements (GEC)
See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GLT—I. Literature (3 s.h.)
   Student selects 3 s.h. from GLT list.

GFA—II. Fine Arts (3.s.h.)
   MUS 332 History of Western Music II
   Student selects 3 s.h. from GFA list.

GPR—III. Philosophical, Religious, Ethical Principles (3 s.h.)
   MUS 135 Musicology Research
   Humanities and Fine Arts (3 s.h.)

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

GHP—IV. Historical Perspectives (3 s.h.)
   MUS 334 American Music
   Student selects 3 s.h. from GHP list.

GNS—V. 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—VI. Mathematics (3 s.h.)
   Student selects 3 s.h. from GMT list.

GRD—VII. Reasoning and Discourse (6 s.h.)
   Student selects 6 s.h. from GRD list.

GSB—VIII. Social and Behavioral Sciences (6 s.h.)
   Student selects 6 s.h. from GSB list.

II General Education Marker Requirements
See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—IX. Global/Global Non-Western Perspectives
   Four 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 Concentration Requirements
1. Principal Performance Area
   22 s.h. as listed below.
   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. required.
   Placement by audition.

3. Chamber Music
   6 s.h. chosen from the courses listed below.
   ENS 330 Violin Ensemble
   ENS 331 Viola Ensemble
   ENS 332 Cello Ensemble
   ENS 333 Bass Ensemble
ENS 334 Camerata
ENS 347 Casella Sinfonietta
ENS 348 Chamber Music
ENS 376 Period Music Ensembles
ENS 377 World Music Ensembles

4. Recitals (1 s.h.)
1 s.h. as listed below. One is a 0 s.h. course.
MUP 300 Recital
MUP 400 Recital

5. Musicianship Skills and Analysis
16 s.h. as listed below.
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
MUS 205 Ear-Training III
MUS 202 Music Theory IV
MUS 206 Ear-Training IV

6. History and Repertory
3 s.h. in concentration, 9 s.h. toward GEC
MUS 135 Musicology Research
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. required. May not be Performance or Ensemble.

8. Keyboard
4 s.h. through the course listed below or proficiency.
MUP 134 Class Piano

9. Conducting
1 s.h. as listed below.
MUP 372 Instrumental Conducting I

10. Entrepreneurship
3 s.h. as listed below.
MUP 402/ENT 402/VPA 402 Entrepreneurship in the Performing Arts

11. Music Technology
1 s.h. as listed below.
MUS 107 Technology for Musicians I

12. Repertoire Class
Taken for 8 semesters.
MUP 301 Repertoire Class

IV Electives
Electives sufficient to complete the 128 semester hours required for the degree.

---

**PERFORMANCE Major: Voice Concentration (PRFM)—B.M.**

Degree: Bachelor of Music

Required: 128 semester hours

AOS Code: U635

I General Education Core Requirements (GEC)
See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 Musicology Research

Humainities and Fine Arts (3 s.h.)
Student selects additional 3 s.h. from GLT, GFA, or GPR list.

GHP—Historical Perspectives (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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
Four 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 Concentration Requirements
91 s.h. as detailed below.
Music

1. **Principal Performance Area**
   20 s.h. as listed below.
   - 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. required. Placement by audition.

3. **Diction**
   4 s.h. as listed below.
   - 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. as listed below.
   - MUP 428 (pending verification)

5. **Recitals**
   Both courses listed below are 0 s.h.
   - MUP 300 Recital
   - MUP 400 Recital

6. **Languages**
   18 s.h. as listed below.
   - 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**
   16 s.h. as listed below.
   - 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
   - MUS 202 Music Theory IV
   - 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 Musicology Research
   - MUS 332 History of Western Music II
   - MUS 333 History of Western Music III
   - MUS 334 American Music

9. **Opera Techniques**
   2 s.h. as listed below.
   - MUP 375 Opera Performance Techniques

10. **Song Literature**
    3 s.h. as listed below.

MUP 426 Song Literature I
or
MUP 427 Song Literature II

11. **Keyboard**
    8 s.h. as listed below.
    a. Course work through the level listed below or proficiency.
       - MUP 134 Class Piano
    b. Required
       - MUP 253 Performance Studies

12. **Conducting**
    1 s.h. as listed below.
    - MUP 319 Choral Conducting I

13. **Entrepreneurship**
    3 s.h. as listed below.
    - MUP 402/ENT 402/VPA 402 Entrepreneurship in the Performing Arts

14. **Music Technology**
    1 s.h. as listed below.
    - MUS 107 Technology for Musicians I

15. **Music Performance Elective**
    1 s.h. required.

16. **Repertoire Class**
    Taken for 8 semesters.
    - MUP 301 Repertoire Class

---
**PERFORMANCE Major: Woodwinds Concentration (PRFM)—B.M.**
Degree: Bachelor of Music
Required: 123 semester hours
AOS Code: U639

---
**I General Education Core Requirements (GEC)**
See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 Musicology Research

Humanities and Fine Arts (3 s.h.)
   Student selects additional 3 s.h. from GLT, GFA, or GPR list.

GHP—Historical Perspectives (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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
Four 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 Concentration Requirements
70 s.h. as detailed below.

1. Principal Performance Area
   22 s.h. as listed below.
   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. required. Placement by audition.

3. Chamber Music
   Student selects 4 s.h. from the courses listed below.
   ENS 347 Casella Sinfonietta
   ENS 348 Chamber Music
   ENS 320 Flute Ensemble
   ENS 321 Oboe Ensemble
   ENS 322 Clarinet Ensemble
   ENS 323 Bassoon Ensemble
   ENS 324 Saxophone Ensemble
   ENS 376 Period Music Ensembles
   ENS 377 World Music Ensembles

4. Recitals
   1 s.h. as listed below.
   MUP 300 Recital
   MUP 400 Recital

5. Musicianship Skills and Analysis
   16 s.h. as listed below.
   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
   MUS 202 Music Theory IV
   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 Musicology Research
   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. required. May not be Performance or Ensemble.

8. Keyboard
   4 s.h. required. Course work through the level of the course listed below or proficiency.
   MUP 134 Class Piano

9. Conducting
   1 s.h. as listed below.
   MUP 372 Instrumental Conducting I

10. Entrepreneurship
    3 s.h. as listed below.
    MUP 402/ENT 402/VPA 402 Entrepreneurship in the Performing Arts

11. Music Technology
    1 s.h. as listed below.
    MUS 107 Technology for Musicians I

12. Repertoire Class
    Taken for 8 semesters.
    MUP 301 Repertoire Class

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 courses listed below are required.

Requirements
1. Theory and Ear Training
   6 s.h. as listed below.
   MUS 101 Music Theory I
   MUS 102 Music Theory II
   MUS 105 Ear-Training I
   MUS 106 Ear-Training II
Music

2. Music History
   3 s.h. as listed below.
   - MUS 135 Musicology Research
   - MUS 343 Music Cultures of the World

3. Large Ensemble
   2 s.h. chosen from the courses listed below.
   - ENS 386 Schola Cantorum
   - ENS 380 Men’s Glee Club
   - ENS 381 Women’s Glee Club
   - ENS 382 University Chorale
   - ENS 388 Chamber Singers
   - ENS 391 University Symphony Orchestra
   - ENS 392 University Band
   - ENS 393 University Wind Ensemble
   - ENS 394 Symphonic Band

4. Performance Studies
   - Non-Keyboard (Piano) and Non-Voice Concentration
     PRFM Majors
     2 s.h. chosen from the courses listed below.
     - 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 1 s.h. of either of the
     courses listed below.
     - MUP 151 Performance Studies
     - MUP 153 Performance Studies

   - Voice Concentration PRFM Majors
     Students studying voice may take up to 2 s.h. of the
     course listed below.
     - MUP 125 Class Voice

5. Music Electives
   3 s.h. required. See department for list of approved courses.

6. Additional Requirements
   - Non-Keyboard (Piano) and Non-Voice Concentration
     PRFM Majors
     a. 2 s.h. of Voice Lessons chosen from the courses
        listed below.
        - MUP 125 Class Voice
        - MUP 153 Performance Studies
     b. 2 s.h. of Piano Lessons chosen from the courses
        listed below.
        - MUP 131 Class Piano
        - MUP 132 Class Piano
        - MUP 133 Class Piano
        - MUP 134 Class Piano

   - Keyboard (Piano) Concentration PRFM Majors
     2 s.h. of Voice Lessons chosen from the courses listed
     below.
     - MUP 125 Class Voice
     - MUP 151 Performance Studies
     - MUP 152 Performance Studies
     - MUP 153 Performance Studies
     - MUP 253 Performance Studies

   - Voice Concentration PRFM Majors
     2 s.h. of Piano Lessons chosen from the courses listed
     below.
     - MUP 131 Class Piano
     - MUP 132 Class Piano
     - MUP 133 Class Piano
     - MUP 134 Class Piano

Music Minor
Required: minimum of 18 semester hours
AOS Code: U429

The 18 s.h. Music minor affords students majoring in
other fields the opportunity to enrich their degree programs
with applied and scholarly engagement with music.

Requirements
- Minimum grade of C in all courses taken to fulfill the
  minor.
  1. Advanced MUS course
     3 s.h. of one MUS course at the 300 level or higher*

*Qualified
   May not use the courses listed below to fulfill this
   requirement.
   - MUS 329 History of Rock Music
   - MUS 343 Music Cultures of the World

2. Additional music courses
   15 s.h. of additional music courses. Must have one of the
   following course prefixes: MUE, MUS, MUP, ENS, or
   VPA.

Honors in Music
Requirements
1. 9 s.h. as listed below.
   - HSS 490 Senior Honors Project
   - MUS 333 History of Western Music III
   - MUS 301 Analysis of Music since 1900
     Under certain circumstances, the Music Honors
     Panel may permit a 500-level course to be taken in place
     of the listed required courses.

2. Select
   3 s.h. chosen from any Contract Honors course in Music,
   any Honors courses (whether or not in Music), or the
   course listed below.
   - 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.

Ensemble Courses (ENS)
Some of the following courses may not be available every year. Inquire at the College of Visual and Performing Arts for schedule.

ENS 320 Flute Ensemble (1:0:2)
Performance of literature from all eras, including contemporary works for this medium.
Offered: Fall and Spring
Notes: May be repeated every semester. Formerly MUP 354.

ENS 321 Oboe Ensemble (1:0:2)
Performance of literature from all eras, including contemporary works for this medium.
Offered: Fall and Spring
Notes: May be repeated every semester. Formerly MUP 356.

ENS 322 Clarinet Ensemble (1:0:2)
Performance of literature from all eras, including contemporary works for this medium.
Offered: Fall and Spring
Notes: May be repeated every semester. Formerly MUP 357.

ENS 323 Bassoon Ensemble (1:0:2)
Performance of literature from all eras, including contemporary works for this medium.
Offered: Fall and Spring
Notes: May be repeated every semester. Formerly MUP 358.

ENS 324 Saxophone Ensemble (1:0:2)
Performance of literature from all eras, including contemporary works for this medium.
Offered: Fall and Spring
Notes: May be repeated every semester. Formerly MUP 359.

ENS 330 Violin Ensemble (1:0:2)
Performance of literature from all eras, including contemporary works for this medium.
Offered: Fall and Spring
Notes: May be repeated every semester. Formerly MUP 359.

ENS 331 Viola Ensemble (1:0:2)
Performance of literature from all eras, including contemporary works for this medium.
Offered: Fall and Spring
Notes: May be repeated every semester. Formerly MUP 360.

ENS 332 Cello Ensemble (1:0:2)
Performance of literature from all eras, including contemporary works for this medium.
Offered: Fall and Spring
Notes: May be repeated every semester. Formerly MUP 363.

ENS 333 Bass Ensemble (1:0:2)
Performance of literature from all eras, including contemporary works for this medium.
Offered: Fall and Spring
Notes: May be repeated every semester. Formerly MUP 365.

ENS 334 Camerata (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 and Spring
Notes: May be repeated every semester. Formerly MUP 371.

ENS 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: ENS 393 or ENS 391
Offered: All
Notes: May be repeated every semester provided different repertoire is selected. Formerly MUP 347; formerly MUS 347.

ENS 349 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.
Offered: All
Notes: May be repeated every semester provided different repertoire is selected. Formerly MUP 348; formerly MUS 348.

ENS 366 Trumpet Ensemble (1:0:2)
Performance of literature from all eras, including contemporary works for this medium.
Registration Restriction: MEDU or PRFM major; or permission of instructor
Offered: Fall and Spring
Notes: May be repeated every semester. Formerly MUP 366.

ENS 367 Horn Ensemble (1:0:2)
Performance of literature from all eras, including contemporary works for this medium.
Offered: Fall and Spring
Notes: May be repeated every semester. Formerly MUP 367.

ENS 368 Trombone Ensemble (1:0:2)
Performance of literature from all eras, including contemporary works for this medium.
Offered: Fall and Spring
Notes: May be repeated every semester. Formerly MUP 368.
Music

ENS 369 Tuba/Euphonium Ensemble (1:0:2)
Performance of literature from all eras, including contemporary works for this medium.
Offered: Fall and Spring
Notes: May be repeated every semester. Formerly MUP 369.

ENS 370 Percussion Ensemble (1:0:2)
Performance of literature from all eras, including contemporary works for this medium.
Offered: Fall and Spring
Notes: May be repeated every semester. Formerly MUP 370.

ENS 376 Period Music Ensembles (1–2:0:2)
Performance of conducted and nonconducted period (Renaissance through Contemporary) literature.
Prerequisite: Permission of instructor
Offered: Fall and Spring
Notes: Open to all university students. May be repeated provided different repertoire is selected. Formerly MUP 376; formerly MUS 376.

ENS 377 World Music Ensembles (1–2:0:2)
Performance of world music.
Offered: Fall and Spring
Notes: Open to all university students. May be repeated provided different repertoire is selected. Formerly MUP 377; formerly MUS 377.

ENS 380 Men’s Glee Club (1:0:3)
Choral organization for graduate and undergraduate men’s voices.
Prerequisite: Membership by audition.
Offered: Fall and Spring
Notes: Open to all university students. May be repeated for credit. Formerly MUP 380; formerly MUS 380.

ENS 381 Women’s Glee Club (1:0:3)
Choral organization for graduate and undergraduate women’s voices.
Prerequisite: Membership by audition.
Offered: Fall and Spring
Notes: Open to all university students. May be repeated for credit. Formerly MUP 381; formerly MUS 381A.

ENS 382 University Chorale (1:0:3)
Mixed choral organization of approximately 50 graduate and undergraduate singers.
Prerequisite: Membership by audition.
Offered: Fall and Spring
Notes: Open to all university students. May be repeated for credit. Formerly MUP 382; formerly MUS 382.

ENS 383 Touring Opera (1:0:6)
Performance of literature from all eras, including contemporary works for this medium.
Prerequisite: PRFM, MEDIU, or MUSI major; or permission of instructor
Offered: Fall and Spring
Notes: May be repeated every semester. Formerly MUP 373.

ENS 384 Opera Role (1–2:0:9)
Performance of literature from all eras, including contemporary works for this medium.
Prerequisite: PRFM, MEDIU, or MUSI major; or permission of instructor
Offered: Fall and Spring
Notes: May be repeated every semester. Formerly MUP 374.

ENS 385 Opera Chorus (1:0:6)
Performance of literature from all eras, including contemporary works for this medium.
Prerequisite: PRFM, MEDIU, or MUSI major; or permission of instructor
Offered: Fall and Spring
Notes: May be repeated every semester. Formerly MUP 318.

ENS 386 Schola Cantorum (1:0:3)
Choral organization for graduate and undergraduate mixed voices.
Prerequisite: Membership by audition.
Offered: Fall and Spring
Notes: May be repeated for credit. Formerly MUP 380; formerly MUS 380.

ENS 388 Chamber Singers (1:0:3)
Select mixed vocal ensemble of 16 graduate and advanced undergraduate singers.
Offered: Fall and Spring
Notes: May be repeated for credit. Formerly MUP 388; formerly MUS 388.

ENS 390 Sinfonia (1:0:4)
String orchestra, performance of important works from symphonic repertoire of eighteenth, nineteenth, and twentieth centuries.

- Additional Registration Requirement: Previous experience playing a bowed string instrument (violin, viola, cello, or bass)
Notes: May be repeated every semester. Formerly MUP 390.

ENS 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 and Spring
Notes: Open to all university students. May be repeated for credit. Formerly MUP 391; MUS 391.

ENS 392 University Band (1:0:3)
Performance of literature from all eras, including contemporary works for this medium.
Offered: Fall and Spring
Notes: Open to all university students. May be repeated for credit. Formerly MUP 392; formerly MUP 394B; formerly MUS 394B.

ENS 393 University Wind Ensemble (1:0:4)
Wind ensemble for advanced students. Performance of appropriate wind ensemble works from all eras.
Offered: Fall and Spring
Notes: Open to all university students. May be repeated for credit. Formerly MUP 393; formerly MUS 393.

ENS 394 Symphonic Band (1:0:4)
Performance of literature from all eras, including contemporary works for this medium.
Offered: Fall and Spring
Notes: Open to all university students. May be repeated for credit. Formerly MUP 394; formerly MUP 394A; formerly MUS 394A.

ENS 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 and Spring
Notes: May be repeated for credit. Formerly MUP 395; formerly MUP 395A.
ENS 396 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 and Spring
Notes: May be repeated for credit. Formerly MUP 378; formerly MUP 395B.

ENS 397 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. Formerly MUP 389.

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

Music Education Courses (MUE)
Some of the following courses may not be available every year. Inquire at the College of Visual and Performing Arts 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 and 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; admission to the Teacher Education Program; junior standing or permission of instructor
Offered: Spring
Notes: 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 110 and either MUE 111 or MUE 363 or MUE 364 or MUE 365 or MUE 366; or permission of instructor
Offered: Fall and 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: MUE 261; admission to the Teacher Education Program; 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: Admission to the Teacher Education Program; 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 and Spring and 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 and 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 and Spring
Notes: Formerly MUS 364.
Music

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 and 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 and Spring
Notes: Formerly MUS 366.

MUE 367 Foundations of Teaching Instrumental Music (4:3:3)
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 261, MUE 363, MUE 364, MUE 365, and MUE 366; admission to the Teacher Education Program; junior standing or permission of instructor
Offered: Spring
Notes: Formerly MUS 367.

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 and 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; admission to the Teacher Education Program; senior standing or permission of instructor
Offered: Odd 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 and 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: MUE 363; sophomore 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 learners will be explored in detail.
Prerequisite: MUE 261; admission to the Teacher Education Program; senior standing or permission of instructor
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 and 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 and Spring
Notes: Formerly MUS 466.

MUE 467 Instrumental Music in the Schools (4:3:3)
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 261, MUE 363, MUE 364, MUE 365, MUE 366, and MUE 367; admission to the Teacher Education Program; senior standing or permission of instructor
Offered: Fall
Notes: Formerly MUS 467.

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.
Prerequisite: Permission of supervising professor and Dean of School of Music
Offered: Fall and Spring and Summer
Notes: May be repeated for credit if different instrument. Formerly MUS 497.

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

Music Performance Courses (MUP)
Some of the following courses may not be available every year. Inquire at the College of Visual and Performing Arts 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 and 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 and Spring
Notes: May be repeated for credit. Formerly MUS 115.

MUP 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 and Spring
Notes: May be repeated for credit. Formerly MUS 125; formerly MUP 125.

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 and 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 and 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 and Spring
Notes: Formerly MUS 134.

MUP 151 Performance Studies (1–3)
Instruction on principal instrument or in voice.
Prerequisite: Audition required.
Offered: Fall and Spring and 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 151.

MUP 152 Performance Studies (1–3)
Instruction on principal instrument or in voice.
Prerequisite: Audition required.
Offered: Fall and Spring and 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 and Spring and 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 and 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 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.
Notes: Formerly MTD 180.

MUP 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 and Spring
Notes: Formerly MTD 182.

MUP 184 Beginning Ukulele (2:2)
The development of fundamental ukulele proficiency, through a wide repertoire of folk and popular songs, for someone with no previous experience.
Notes: Students must supply a four-string acoustic ukulele.

MUP 204 Principles of Jazz Theory (3:3)
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 and Spring and 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 and Spring and Summer

MUP 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, and Audacity.
Offered: Fall and Spring
Distribution: GE Core: GFA
Notes: Formerly MTD 220; formerly MUS 320; formerly MUS 220.

MUP 251 Performance Studies (1–6)
Instruction on principal instrument or in voice.
Prerequisite: Audition required.
Offered: Fall and Spring and 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 and Spring and 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 and Spring
Notes: May be repeated for credit if different instrument. Formerly MUS 252.

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 and 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 and Spring
Notes: Formerly MUS 270.

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, orchestral transcriptions, and the style of French melodie.
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 and Spring and 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 and Spring and 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 and Spring and 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 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 325 Singer Songwriting (3:3)
This course is intended for anyone interested in learning the art of songwriting. To be successful, performance ability on an instrument or voice is highly recommended.

MUP 344 Digital Music Composition I (3:2:2)
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 Digital 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 351 Performance Studies (1–6)
Instruction on principal instrument or in voice.
Prerequisite: Audition required.
Offered: Fall and Spring and Summer
Notes: May be repeated for credit if different instrument. Formerly MUS 351.

MUP 352 Performance Studies (1–6)
Instruction on principal instrument or in voice.
Prerequisite: Audition required.
Offered: Fall and Spring and 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 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 and Spring and Summer
Notes: May be repeated for credit if different instrument. Formerly MUS 353.

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 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 and/or music theatre.
Prerequisite: Permission of instructor
Offered: Fall
Notes: May be repeated for credit. Formerly MUS 375.

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 and 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 and Spring
Notes: Formerly MUS 400.

MUP 402 Entrepreneurship in the Performing Arts (3:3)
Focus on entrepreneurship knowledge, skills and career development in the performing arts.
Prerequisite: Junior or senior standing
Offered: Fall and Spring
Notes: Taught as Writing Intensive (WI) and Speaking Intensive (SI). Formerly MUS 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)
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)
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 and 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 and Spring and 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 and Spring and 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 and Spring and Summer
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 and Spring and Summer
Notes: May be repeated for credit if topic varies.

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

Music Courses (MUS)

Some of the following courses may not be available every year. Inquire at the College of Visual and Performing Arts for schedule.

MUS 090 BA Convocation (0:1)
Monthly presentations by PRFM or MEDU major students, faculty, and guests.
Offered: Fall and Spring
Notes: Grade: Pass/Not Pass (P/NP). Formerly MUE 090; formerly MTD 090; formerly MUS 090.

MUS 100 Fundamentals of Music (2:2)
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.
Music

MUS 101 Music Theory I (3:3)
Basic elements of the Western musical language. Rhythm and meter, counterpoint, figured bass, triads and seventh chords; introduction to part writing and harmonic progression.

- Registration Restriction: Music major or minor
- Prerequisite: Passing score on the music fundamentals exam or successful completion of MUS 100
- Offered: Fall and Spring

MUS 102 Music Theory II (3:3)
Continued study of diatonic harmony; introduction to form, including motive, phrase, sentence, and period.

- Registration Restriction: Music major or minor
- Prerequisite: MUS 101 and MUS 105; or permission of theory coordinator
- Offered: Spring and 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 and 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 and 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 120 Freshman Seminar: Sound Listening (1:1)
Freshman seminar developing attentive listening skills and examining different theories of sound and/or music perception.

- Notes: Required of MUSI majors, but open to MEDU and PRFM majors.

MUS 135 Musicology Research (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 (3:3)
Introduction to chromatic harmony and small forms. Secondary dominants, modulation, and modal mixture; binary, ternary, and variations.

- Registration Restriction: Music major or minor
- Prerequisite: MUS 102 and MUS 106; or permission of theory coordinator
- Offered: Fall and Spring

MUS 202 Music Theory IV (3:3)
Continued study of chromatic harmony and introduction to large forms. Chromatic and enharmonic modulation; rondo, sonata, and sonata-rondo.

- Registration Restriction: Music major or minor
- Prerequisite: MUS 201 and MUS 205; or permission of theory coordinator
- Offered: Spring and 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 201 and MUS 205; or permission of theory coordinator
- Offered: Fall and 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 and Summer

MUS 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
- Notes: Formerly MTD 211.

MUS 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 and Spring and Summer
- Distribution: GE Core: GFA
- Notes: Formerly MTD 214; formerly MUS 214.

MUS 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
- Distribution: GE Core: GFA
- Notes: Formerly MTD 223.
MUS 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 MTD 231; formerly MUS 231.

MUS 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.
Prerequisite: Non-music majors only.
Offered: Fall and Spring and Summer
Distribution: GE Core: GFA, GE Marker: GL
Notes: Formerly MUS 241.

MUS 301 Analysis of Music since 1900 (3:3)
Advanced study of pitch and rhythm in Western music since 1900, including both post-tonal and neo-tonal repertoir. Analysis of relevant works and composition exercises based on models.
Prerequisite: MUS 202 and MUS 206; or permission of instructor
Offered: Fall and Spring

MUS 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 and Spring
Distribution: GE Core: GFA
Notes: Formerly MUS 329.

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: 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 135 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. Ballads, spirituals, gospel, blues, jazz, bluegrass, musical theater, rhythm and blues, rock and roll, and Native American music.
Prerequisite: MUS 135; 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. No prior knowledge of music is required.
Offered: Fall and Spring and 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

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 and 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.
Notes: Open to all university students.

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 445 The Symphonic Tradition (3:3)
Advanced study of symphonic styles and techniques from Baroque era to present.
Prerequisite: MUS 333 or permission of instructor

MUS 455 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 484 Music from 1600 to 1800 (3:3)
Examines musical traditions ca. 1600–1800 beyond the survey level. Topics include performance practice, nationalism, gender and sexuality, religion, orality/notation, organology, and iconography.
Prerequisite: MUS 332 or permission of instructor
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 495 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

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.

Prerequisite: Permission of supervising professor and dean of the School of Music
Offered: Fall and Spring and 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 589 Experimental Course
This number reserved for experimental courses. Refer to the Course Schedule for current offerings.
School of Nursing
112 Moore Nursing Building
336-334-5400
http://nursing.uncg.edu

Faculty
Robin Remsburg, Professor and Dean
Debra Wallace, Professor and Senior Associate Dean for Research and Innovation
Heidi Krowchuk, Associate Professor and Associate Dean for Academic Programs
Lynne Lewallen, Professor and Associate Dean for Academic Affairs

Professors Bartlett, Cote-Arsenault, Hoffart, Johnson-Rousey, Kennedy-Malone, Letoak
Associate Professors Davis, Hyde, Stamp, Van Horn
Assistant Professors Amirhosiani, Bacon, Caiola, Ford, Lekan, Pickett, Sheppard
Clinical Professors Coven, DeBrew, Denman
Clinical Associate Professors Collins, Hancock, Newman, Rutherford-Hemming, VonCannon
Clinical Assistant Professors Adams, Bazik, Curcio, Germain, Gutwe, Jenkins, Leiper, McCoy, Mullins, Stanford, Trent, Tukov
Clinical Instructors Ashworth, Bethel, Blaha, Grennon, Hubbard, Lamb, Wilson
Visiting Clinical Assistant Professor Shedlick
Lecturers Best, Best-Rhodes, Bristow, Callicut, Christman, Conner, Derouin, Lehman, Lord, Moore, Parker, Priddy-Southern, Saunders, Smith, Smothers, Tysinger, Welborn

Adjunct Faculty
Adjunct Professor Tesh
Adjunct Assistant Professors Kring, Reinert, Walters
Adjunct Instructors Bazik, Clapp, Clegg, Johnson, Kearney, Leuter, Paton, Pedaline, Stone

Mission Statement
UNCG School of Nursing is a learner-centered community preparing nurse generalists, advanced practice nurses, educators, and researchers to make a difference in the lives of individuals, families, populations, and communities.

The School of Nursing offers an undergraduate program leading to the Bachelor of Science in Nursing degree. The first two years of study are in general education, basic sciences, and humanities. The majority of work in the junior and senior years is in nursing.

The School of Nursing offers a Master of Science in Nursing degree to prepare persons for a leadership role in nursing education and administration. The School, along with the Bryan School of Business and Economics, offers the M.S.N./M.B.A. The School of Nursing offers the Ph.D. in Nursing to prepare nurses as scientists in academia and industry and the D.N.P to prepare advanced practice nurses and executive nurse leaders.

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), 3343 Peachtree Road NE, Suite 850, Atlanta, Georgia 30326, or on the Web at www.acenursing.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, or on the Web at http://aacn.nche.edu/ccne-accreditation.

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.
Nursing

Admission and Progression

Admission for Pre-licensure Students

Students must be formally admitted to the School of Nursing which is an upper division major. Only students who have formal, written acceptance into the School will be permitted to register in nursing courses and complete work for the major. Admission should normally be sought during the sophomore year. The application deadline is February 1 of each year. Applications are obtained from the Advising Center in the School of Nursing. Transcripts from all post-secondary schools attended must be submitted with the application.

Technical Standards for Academic Progression, and Graduation in the B.S.N. Pre-licensure Nursing Program

Consistent with its mission and philosophy, the School of Nursing at The University of North Carolina at Greensboro is committed to providing educational opportunities to students. The School of Nursing programs prepare students to think critically and practice nursing competently and compassionately in rapidly changing practice environments. All efforts are designed to build nursing knowledge, enhance nursing practice and patient safety, foster professional integrity, and ultimately improve the health outcomes of individuals, families, groups, and communities across the continuum of care.

In addition, certain functional abilities are essential for the delivery of safe, effective nursing care. The technical standards listed below must be met by all students in order to remain in the program. In the event that a student is unable to meet these technical standards, with or without reasonable accommodations, the student will not be allowed to remain enrolled in or to graduate from the program.

Communication Skills

• Sufficient skills to communicate effectively and sensitively with patients, family members and other members of the health care team
• Sufficient skills to convey or exchange information at a level allowing 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 Academic Programs in the School of Nursing, relevant faculty members and the Office of Accessibility Resources and Services will be commenced to determine what, if any, accommodations will be provided to the student.

In all cases where a student has timely requested an accommodation, the student must cooperate with the Associate Dean for Academic Programs in the School of Nursing and Office of Accessibility Resources and Services in an inter-
active process to determine whether the student is qualified for accommodations and what, if any, accommodations will be provided pursuant to applicable laws. The Office of Accessibility Resources and Services will assist the student in coordinating documentation and evaluation of the student, which may include asking the student to provide requested documentation of a qualified disability.

No accommodation will be offered that would jeopardize the safety of patients or clients or the university student. No accommodation will be offered that would fundamentally alter or substantially compromise these technical standards or any other academic standards deemed essential to graduation by the university, including all course work, fieldwork, clinical practica, and internships.

**Minimum Criteria to Declare or Remain a Pre-Nursing Major Prior to Admission to the Clinical Courses, Pre-licensure Program**

1. Students must have either: 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**

Students may not enroll in required nursing courses without being admitted to the School. Application for admission is possible while students are still completing the prerequisite courses, but unconditional admission cannot be granted until admission criteria have been successfully completed.

Admission to the university does not guarantee acceptance into the nursing major. Various health care agencies in Piedmont North Carolina cooperate with the School of Nursing in providing clinical learning experiences for students. The size of each incoming junior class is determined by the availability of these clinical resources. Therefore, it is impossible to assure space for every student who meets the criteria.

1. GPA
   - Overall grade point average of 3.0 or higher

2. Minimum grade
   - A grade of C (2.0) or better in each of the courses listed below.
     - BIO 271 Human Anatomy
     - KIN 291 Clinical Human Anatomy

3. Repeat
   - No more than two of the above prerequisite courses may be repeated to earn the minimum required grade or better. Prerequisite courses may be repeated only one time.

**Priority Admissions**

Priority in admission (subject to space availability) will be granted to students who meet the criteria detailed below.

a. Status
   - Enter UNCG as new, first-time freshmen.

b. Cumulative GPA
   - Earn a cumulative GPA of 3.50 by the end of the third semester.

c. Courses
   - Complete the items below by the end of the third semester, with a 3.0 (B) or better in each course completed. Courses must be completed at UNCG.

1. Science courses
   - Complete all but one of the required science courses listed below.
     - CHE 104 General Descriptive Chemistry II
     - BIO 271 Human Anatomy
     - KIN 291 Clinical Human Anatomy

2. Other courses
   - Earn a cumulative GPA of 3.0 by the end of the third semester.
Registered nurse students who hold unrestricted RN licenses in states covered by the multi-state Nurse Licensure Compact do not need to be licensed separately in North Carolina, unless they become residents of North Carolina. See the NC Board of Nursing website at http://www.ncbon.org. The length of time required to complete the program varies with each individual.

*Qualifying courses

NUR 370 Concepts of Professional Nursing
NUR 371 Nursing Health Assessment

Criteria for Progression in the Major

1. Students must earn a grade of C (2.0) or better in all required 200- to 400-level nursing courses in order to progress and graduate. An overall grade point average of 2.0 or better is required to graduate.
2. Failure to earn a grade of C (2.0) or better will result in immediate dismissal from the School of Nursing.
3. Students in the upper division clinical nursing courses who interrupt their studies for personal or academic reasons for longer than one year must reapply for admission to the upper division. (This item does not apply to RN to B.S.N. students).
4. The required 200- to 400-level courses in the pre-licensure program are designed to be completed in two academic years. Students who voluntarily withdraw from one or more of these required courses are considered to have withdrawn from the program and must apply for readmission prior to enrolling in the next semester.

Grading in Practicum and Laboratory

A grade of unsatisfactory in lab or clinical practicum in nursing courses will result in a course grade of F.

Appeal Procedure Related to Progression Policies

If a student wishes to appeal a policy in the School of Nursing, the student should complete a “Student Appeal Request.” The Student Appeals Committee hears student appeals. Students may obtain the request form and discuss the appeals process with the Chair of the Committee or the Associate Dean for Academic Programs. The Student Appeal Request form may be printed from the School of Nursing website, http://nursing.uncg.edu.

General Information

1. Substitutions for prerequisite courses may be made with prior approval from the Office of the Associate Dean, School of Nursing.
2. Qualified students are encouraged to take Honors courses in the arts and sciences.
3. All students are encouraged to take either Advanced Placement Exams, Biology Department exemption exam, or CLEP exam for the BIO prerequisite course*.
4. The pre-licensure B.S.N. program is designed to be completed in 9 semesters [four academic years plus one summer] of full-time study. Some students may wish to spread the requirements over 10 semesters, or to attend additional summer school. Depending on the number of transfer hours a student brings to UNCG, registered
nurses may be able to complete the program in 3 semesters of full-time study, but part-time study is also available.

5. A detailed School of Nursing Student Handbook that contains additional information is available on the Web at 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.

*BIO Prerequisite Course

The course listed below is a prerequisite for five other requirements**.

BIO 111 Principles of Biology I

**Qualified

BIO 271 Human Anatomy
BIO 277 Human Physiology
BIO 280 Fundamentals of Microbiology
KIN 291 Clinical Human Anatomy
KIN 292 Clinical Human Physiology

Clinical Information

1. Nursing majors are required to purchase uniforms—estimated cost is $180. Uniforms are required for clinical activities in the 200- to 400-level nursing courses. Students usually purchase uniforms in the second semester of the sophomore year.

2. Students 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 200- to 400-level courses with a clinical component are responsible for their own transportation to and from the agencies used for clinical activities/practicum experiences. Car owners are reminded that current liability insurance is required by North Carolina law.

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 with at least one Tetanus, Diphtheria and Pertussis (Tdap) immunization since age 12 years.

   c. Rubella and Measles evidence as required by the university

   d. Evidence of a positive titer for Mumps or evidence of two doses of Mumps vaccine (evidence of 2 MMR is acceptable)

   e. Evidence of chicken pox immunization or positive titer

   f. Evidence of Hepatitis B immunization. Students who begin their series of immunizations after January 1, 2007 must also have evidence of a post-vaccination positive titer, or evidence of revaccination, unless they are still in the initial course of immunization. For students in the pre-licensure program, the initial series must be started prior to the first year of clinical, and a positive titer or evidence of beginning the second series of immunization is required prior to the start of the second year of clinical.

   g. Evidence of immunization against influenza (seasonal flu shot) in the last 12 months or declination form on file in the School of Nursing—annual requirement

   h. Evidence of certification by the American Heart Association 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 preregister 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 the Nursing Practicum course work or any other course with a clinical component (by August 1 for fall semester or December 1 for spring semester). For students in the pre-licensure program, results must be submitted by July 1, prior to enrolling in the required 300-level
nursing courses. The university has contracted with Certiphi.com to perform this service. The cost is to be paid by the student. The results will be kept in the student’s School of Nursing file and will be destroyed upon graduation, withdrawal, or termination from the program. The Assistant Dean for Academic Affairs will receive the results of the criminal background check of each undergraduate student. The School will not use this information in any way except to verify to clinical agencies that students have been subjected to the background check and to release a copy of the information to the agency, if requested. Students must sign two release forms (copies available in the Student Affairs Office), which will authorize the release of the information to the clinical agency, if requested. Directions on obtaining the background check are available in the Student Affairs Office. This criminal background check does not replace the one that will be done by the N.C. Board of Nursing prior to initial licensure as a registered nurse (see item #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 (cocaïne), THC (marijuana), MTD (methadone), mAMP (methamphetamine), MDMA (ecstasy), OPI (opiate), PCP (Phencyclidine), PPX (propoxyphene), ALC (alcohol), and OXY (oxycodeone). In some cases, such as when results are inconclusive, it will be necessary to repeat the test. Note: Many labs in North Carolina are not NIDA-approved. The agency has contracted with Corporate Screening to do the drug screens, although tests from other NIDA-approved labs are acceptable if they screen for all the required drugs. Directions on obtaining the drug screens from Corporate Screening are available in the Student Affairs Office.

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 listed below.

1. An act or behavior of the type which violates the North Carolina Nursing Practice Act, Article 9 of Chapter 90 of the North Carolina General Statutes (NCGS §90-171.37; §90-171.44)
2. An act or behavior of the type which violates the Code of Ethics for Nurses of the American Nurses’ Association
3. An act or behavior which threatens or has the potential to threaten the physical, emotional, mental or environmental safety of the client, a family member or substitute familial person, another student, a faculty member or other health care provider
4. An act of behavior (commission or omission) which constitutes nursing practice for which a student is not authorized or educated at the time of the incident.

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 Program Director within the School of Nursing.

The Course Chair and/or Program Director will investigate the incident within three working days to determine whether there are grounds for believing that an unsafe practice has occurred. If the incident is minor, the faculty member, in consultation with the Course Chair or Program Director may require remedial work or instruction for the student.

If the incident is major, the Course Chair or Program Director, in consultation with the involved faculty member, will review the student’s clinical performance evaluations, academic record, and potential for successful completion of the major in nursing. Based upon this careful and deliberate review, a decision to reprimand the student, require withdrawal from the clinical course, or to dismiss the student from the School will be made.

The Dean will be informed of the decision and will send written notification of the decision to the student via certified mail.

Should the student wish to appeal the decision, the student will submit a written request to the School of Nursing Appeals Committee. The Program Director will provide the accumulated correspondence or documentation related to the issue to the committee. A request for an appeal should occur within seven (7) working days of receipt of written notification of the decision from the Dean.

IV. Hearing Process
The Chair of the School of Nursing Appeals Committee will thereafter notify the student, the faculty member, Course Chair, and Program Director as to the time and place for a hearing.

The Committee will hold a closed hearing within ten (10) working days of receipt of the request for an appeal, at which time the faculty member, Course Chair, and Program Director may be present and provide documentation and other oral or written evidence regarding the incident. The student may be present and will be given an opportunity to provide documentation and other oral or written evidence regarding the incident. The student will be allowed an advocate/support person at the hearing; however, the support person cannot be an attorney, and will not be permitted to speak.

Following the factual presentation, the Committee will convene in executive session to review the actions taken against the student for unsafe practice and to make a recommendation regarding the resolution of the incident. The Committee will base its recommendation on the evidence presented at the hearing. The Committee shall make its recommendation in writing to the Dean and forward pertinent documentation.

The Committee may recommend the following remedies: support for the action taken, remedial work or instruction, a reprimand, withdrawal from the course, or dismissal from the School of Nursing.

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 Appeals Committee.

Graduate students in the School of Nursing should refer to the 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 Program Director within the School of Nursing. Upon determination by the faculty, Course Chair, and Program Director, that the physical and/or emotional problems warrant dismissal from the School of Nursing, the Dean will be notified. The Dean, in consultation with the faculty, and upon review of the documentation, will make a decision regarding dismissal of the student from the School of Nursing. The Dean will send written notification of the decision to the student. Should the student wish to appeal the decision the student will submit a written request to the School of Nursing Appeals Committee. The Dean will provide the accumulated correspondence or documentation related to the issue to the committee.

A request for an appeal should occur within seven (7) working days of written notification of the decision from the Dean.

II. Hearing Process

The Chair of the School of Nursing Appeals Committee will thereafter notify the student, the faculty member, the Course Chair, and Program Director as to the time and place for a hearing to determine whether the physical and/or emotional problems warrant dismissal.

The committee will hold a closed hearing within ten (10) working days at which time the faculty member, Course Chair, and Program Director will be present and will provide documentation and other oral or written evidence regarding the incident. The student will be present and will be given opportunity to provide documentation and other oral or written evidence regarding the problem.

The student will be allowed an advocate/support person at the hearing; however, the support person cannot be an attorney, and will not be permitted to speak.

Following the factual presentation, the Committee will convene in executive session to determine whether the problem warrants dismissal from the School. The Committee shall make its recommendation in writing to the Dean and forward pertinent documentation. The Committee may recommend dismissal from the School of Nursing major, or reinstatement in the program.

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.

Veteran’s Access Program in Nursing

The UNCG VAP will have three tracks as detailed below.

• One for the non-RN veteran student who wishes to accelerate the program.
• One for the non-RN veteran student who wishes to receive military experience credit for some courses but not accelerate their nursing program.
Nursing

- One for the RN veteran student in the RN to B.S.N. concentration.

All VAP students will need 122 s.h. to graduate. This may be comprised of transfer credit, credit earned at UNCG, or credit by competency testing and/or exam; however, 31 s.h. of course work must be taken at UNCG.

UNCG grants 6 s.h. for military experience and basic training.

VAP students’ Joint Services transcript will be assessed individually to determine specific General Education course requirements, using American Council for Educational (ACE) principles. This process will be used to determine learning gaps for each VAP student. A learning gap analysis will determine the specific courses for which the veteran may be eligible to receive credit through transfer credit evaluation, competency skills testing, and standardized examination.

Overall VAP requirements for the Nursing major are detailed with the information for the general Nursing major.

**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

Concentrations and available AOS Codes:
- Nursing, U701
- Nursing/RN to B.S.N., U702
- Nursing/RN 2Plus Program, U710
- Nursing/RN ROTC 2Plus Program, U770

**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.
3. Provide high quality and safe nursing care as a member of an interprofessional team.

**Nursing Major: Nursing Concentration for Undergraduates (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 Code: U701

I General Education Core Requirements (GEC)

See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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
- PHI 220 Medical Ethics
- RCO 203 Residential College Seminar in Philosophical/Religious/Ethical Principles

Humanities and Fine Arts (3 s.h.)
- Student selects additional 3 s.h. from GLT, GFA, or GPR list.

GHP—Historical Perspectives (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
- FMS 115 Freshman Seminar in Reasoning and Discourse I
- 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
- RCO 215 Residential College Seminar in Social and Behavioral Studies
- SOC 101 Introduction to Sociology
- SOC 202 Social Problems in Global Context
- PSY 121 General Psychology

II General Education Marker Requirements

See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
- Four 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.

Required
NUR 415 Nursing Leadership and Management

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
NUR 425 Nursing Practicum I

III Major and Related Area Requirements
1. Required
NUR 310 Nursing Care of Individuals with Neurobehavioral Problems across the Lifespan
NUR 310L Practicum for Nursing Care of Individuals with Neurobehavioral Problems across the Lifespan
NUR 320 Nursing Care of Individuals with Chronic Physiological Problems
NUR 320L Practicum for Nursing Care of Individuals with Chronic Physiological Problems
NUR 340 Health and Illness in Infants, Children and Adolescents
NUR 340L Practicum for Health and Illness in Infants, Children and Adolescents
NUR 355 Pathophysiology and Pharmacology for Nursing
NUR 360 Childbearing and Reproductive Health
NUR 360L Practicum for Childbearing and Reproductive Health
NUR 365 Interprofessional Education Seminar
NUR 375 Nursing Informatics and Technology
NUR 380 Nursing Skills
NUR 385 Critical Reasoning
NUR 410 Nursing Care of the Community of Older Adults
NUR 415 Nursing Leadership and Management
NUR 420 Community Health Nursing
NUR 430 Care of Individuals with Complex Illness
NUR 440 Nursing Practicum II

Qualified
The courses listed below require a 3.0 GPA or higher to enroll.
NUR 210 Concepts in Nursing
NUR 220 Nursing Assessment of Well Individuals

2. Required
BIO 271 Human Anatomy
or
KIN 291 Clinical Human Anatomy
BIO 277 Human Physiology
or
KIN 292 Clinical 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
or
RCO 203 Residential College Seminar in Philosophical/Religious/Ethical Principles
PSY 121 General Psychology
ATY 100 Contemporary Non-Western Cultures
or
SOC 101 Introduction to Sociology
or
SOC 202 Social Problems in Global Context
or
RCO 215 Residential College Seminar in Social and Behavioral Studies
STA 108 Elementary Introduction to Probability and Statistics
Completion of both courses in a two-course sequence of Anatomy and Physiology I and II can be used to substitute for Human Anatomy (or Clinical Human Anatomy) and Human Physiology (or Clinical Human Physiology) courses. Completion of one of the two courses can be used to substitute for the Human Anatomy (or Clinical Human Anatomy) requirement.
Completion of a higher level chemistry course, can be used to substitute for General Descriptive Chemistry I and Introductory Chemistry Laboratory. Completion of 2 higher-level chemistry courses and their labs can be used to substitute for General Descriptive Chemistry I, General Descriptive Chemistry II, and Introductory Chemistry Laboratory.
Completion of Psychology 241, Developmental Psychology, from the N.C. Community College System, can be used to satisfy the Human Development Across the Life Span requirement.
Nursing

Requirements listed above must be completed prior to enrolling in 300-level or 400-level nursing courses. Because of the time commitments involved with the 300- and 400-level nursing courses, and the difficulties in scheduling non-nursing courses concurrently with nursing courses, students should try to have most GEC course requirements completed prior to entering the upper division major.

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

B.S.N. under the Veteran’s Access Program (VAP)

Students pursuing the Nursing major: Nursing concentration for undergraduates (U701)—B.S.N. under the Veteran’s Access Program (VAP)

Requirements

1. Prerequisite courses
   The same Minimum Criteria for Admission as undergraduates apply.
   Prerequisite courses, prior to entering the upper division major, include Anatomy, Physiology, Microbiology, and the course listed below.
   STA 108 Elementary Introduction to Probability and Statistics

2. Upper-division admission
   VAP students will be directly admitted to the upper division of the Nursing major after acceptance into the university and successful completion of pre-requisite course credit.

3. University requirements
   Completion of other university requirements for the degree. Accelerated students must complete General Education requirements before beginning the Nursing courses. The plan of study for VAP students wishing to accelerate would require credit (by transfer credit and/or competency testing using national exams) for the courses listed below before starting the three-semester program.
   NUR 210 Concepts in Nursing
   NUR 220 Nursing Assessment of Well Individuals

4. Upper-level courses
   Satisfactory completion of the required 200- to 400-level courses.*
   VAP students may be granted credit by successful completion of national examination for 300-level and selected 400-level Nursing courses, based upon individualized assessment.
   *Specific related courses in VAP students’ plan of study may be substituted for courses on this list based upon individual assessment.
   NUR 210 Concepts in Nursing
   NUR 220 Nursing Assessment of Well Individuals
   NUR 310 Nursing Care of Individuals with Neurobehavioral Problems across the Lifespan
   NUR 320 Nursing Care of Individuals with Chronic Physiological Problems

B.S.N. as a Second Degree

Students pursuing the Nursing major: Nursing concentration for undergraduates (U701)—B.S.N. as a second degree

Requirements

1. Prerequisite courses
   The same Minimum Criteria for Admission as undergraduates apply.
   Prerequisite courses, prior to entering the upper division major, include Anatomy, Physiology, Microbiology, and the course listed below.
   STA 108 Elementary Introduction to Probability and Statistics

2. Upper-division admission
   Second-degree students must also apply for admission to the upper-division major.

3. University requirements
   Completion of other university requirements for the degree.

4. Upper-level courses
   Satisfactory completion of the required 200- to 400-level courses.
   NUR 210 Concepts in Nursing
   NUR 220 Nursing Assessment of Well Individuals
   NUR 310 Nursing Care of Individuals with Neurobehavioral Problems across the Lifespan
   NUR 320 Nursing Care of Individuals with Chronic Physiological Problems
   NUR 340 Health and Illness in Infants, Children and Adolescents
   NUR 350 Nursing Research and Evidence-Based Practice
   NUR 360 Childbearing and Reproductive Health
   NUR 380 Nursing Skills
   NUR 410 Nursing Care of the Community of Older Adults
   NUR 415 Nursing Leadership and Management
   NUR 420 Community Health Nursing
   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 435 National Council Licensure Examination Review for Registered Nurses
NUR 440 Nursing Practicum II

Nursing Major: RN to B.S.N. Concentration (NURS)—B.S.N.

Students pursuing the Nursing major: RN to B.S.N. concentration (U702)—B.S.N.

Requirements
1. Required
   Satisfactory completion of the courses listed below.
   NUR 370 Concepts of Professional Nursing
   NUR 371 Nursing Health Assessment
2. Credit earned
   May earn credit (30 s.h.) for completion of diploma or associate degree nursing courses.
3. Required
   Satisfactory completion of the courses listed below and one NUR elective*.
   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 Elective
Example nursing electives include the courses listed below and any 500-level NUR course.
NUR 330 Global Perspectives on the Health of Women
NUR 345 Basic Health Management of Children
NUR 405 Pharmacology in Nursing

4. GEC requirements
   Completion of the GEC requirements. See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

5. Residency Requirement
   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. Electives
   Completion of sufficient electives to earn a minimum of 122 s.h.

7. University requirements
   Completion of other university requirements for the degree.

8. Current License
   RN students must hold a current, active unrestricted RN license in North Carolina or in a state covered by the multi-state Nurse Licensure Compact. For questions see the NC Board of Nursing website at www.ncbon.com.

Nursing Major: RN to B.S.N. Concentration for 2Plus Students (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:
   RN 2Plus Program, U710
   RN ROTC 2Plus Program, U770

Students who graduate from associate degree nursing programs that are part of the N.C. Uniform Articulation Agreement are not required to meet the UNCG General Education Requirements (GEC) in the categories of GS—Social and Behavioral Sciences (3 s.h.), Natural Sciences (GNS), or Reasoning and Discourse (GRD). This program of study is congruent with the N.C. Uniform Articulation Agreement.

Students who graduate from diploma nursing programs or associate degree nursing programs that are not part of the Articulation Agreement will be expected to meet requirements for all GEC categories (see complete GEC requirements and approved course listings). Graduates of foreign nursing programs will be advised on an individual basis.

I General Education Core Requirements (GEC)
See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GLT, GFA, GPR (6 s.h.)
   Student selects 6 s.h. from GLT, GFA, and/or GPR list.
GHP—Historical Perspectives (3 s.h.)
   Student selects 3 s.h. from GHP list.
GMT—Mathematics (3 s.h.)
   STA 108 Elementary Introduction to Probability and Statistics

II General Education Marker Requirements
See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
   Four 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
   NUR 472 Nursing Leadership and Management
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**
NUR 370 Concepts of Professional Nursing

---

### III Major and Related Area Requirements for all Registered Nurses

1. **Earned credit**
   May earn credit (30 s.h.) for completion of diploma or associate degree nursing courses.

2. **Completion of Courses**
   Completion of the courses listed below and 3 s.h. of an additional NUR elective.
   - 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

3. **Required**
   STA 108 Elementary Introduction to Probability and Statistics

---

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

---

### RN to B.S.N. under the Veteran’s Access Program (VAP)
Students pursuing the Nursing major: RN to B.S.N. concentration (U702)—B.S.N. under the Veteran’s Access Program

**Requirements**

1. **Required**
   Satisfactory completion of the courses listed below.
   - NUR 370 Concepts of Professional Nursing
   - NUR 371 Nursing Health Assessment

2. **Earned credit**
   May earn credit (30 s.h.) for completion of diploma or associate degree nursing courses.

3. **Required**
   Satisfactory completion of the courses listed below and one NUR elective*. Credit may be granted for some of these courses pending transcript review.
   - 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 Electives
Example nursing electives include the courses listed below and any 500-level NUR course.
- NUR 345 Basic Health Management of Children
- NUR 390 Culture and Health Care

---

### 4. GEC requirements
Completion of the GEC requirements. See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

---

### 5. Residency requirement
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. Electives
Completion of sufficient electives to earn a minimum of 122 s.h.

---

### 7. University requirements
Completion of other university requirements for the degree.

---

### 8. Current License
RN students must hold a current, active unrestricted RN license in North Carolina or in a state covered by the multi-state Nurse Licensure Compact. For questions see the NC Board of Nursing website at www.ncbon.com.

---

### Nursing Honors
For information on Latin Honors (e.g., cum laude), see the topic Graduation with Latin Honors under Steps to Graduation in the Academic Regulations and Policies section of this Bulletin. 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 the topic Honors Programs in the Departments, Programs, and Courses section of this Bulletin.

**Requirements**

1. **GPA**
   UNCG GPA of 3.30 of higher at graduation

2. **Honors work**
   At least 12 s.h. of Honors course work with grades of at least B (3.0) as detailed below.
   a. Honors course work in the major
      6–9 hours of Honors course work in the major chosen from contract courses in Nursing*, any 500-level NUR course, and/or the course listed below.
      - NUR 493 Honors Work
   b. Optional
      1–3 s.h. of other Honors course work
   c. Senior honors project
      3 s.h. in the course listed below.
      - HSS 490 Senior Honors Project
Contract NUR courses

Contract courses in Nursing include those listed below.

Pre-Licensure Program

- NUR 310 Nursing Care of Individuals with Neurobehavioral Problems across the Lifespan
- NUR 320 Nursing Care of Individuals with Chronic Physiological Problems
- NUR 330 Global Perspectives on the Health of Women
- NUR 340 Health and Illness in Infants, Children and Adolescents
- NUR 345 Basic Health Management of Children
- NUR 350 Nursing Research and Evidence-Based Practice
- NUR 360 Childbearing and Reproductive Health
- 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 Community Health Nursing
- NUR 430 Care of Individuals with Complex Illness
- NUR 496 Nutrition as a Nursing Intervention

RN to B.S.N. Program

- NUR 330 Global Perspectives on the Health of Women
- 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

For further information, contact the School of Nursing Undergraduate Program Director.

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 and Spring

NUR 210 Concepts in Nursing (3:3)

Introduction to fundamental concepts in nursing.

- Prerequisite: Admission to NURS major; current certification as a Certified Nursing Assistant-I (CNA-1) or current unrestricted licensure as a practical nurse (LPN).

NUR 220 Nursing Assessment of Well Individuals (3:2:3)

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: Admission to NURS major; Pr. or Coreq.: NUR 210
- Offered: Summer

NUR 310 Nursing Care of Individuals with Neurobehavioral Problems across the Lifespan (4:4)

Nursing care of individuals who have neurobehavioral problems

- Registration Restriction: NURS major
- Prerequisite: NUR 210 and NUR 220
- Corequisite: NUR 310L
- Offered: Fall and Spring
- Notes: Students must provide own transportation to practicum experiences.

NUR 310L Practicum for Nursing Care of Individuals with Neurobehavioral Problems across the Lifespan (1:0:3)

Practicum for nursing care of individuals who have neurobehavioral problems. Clinical activities in selected behavioral health savings.

- Registration Restriction: NURS major
- Prerequisite: NUR 210 and NUR 220
- Corequisite: NUR 310

NUR 320 Nursing Care of Individuals with Chronic Physiological Problems (3:3)

Nursing care of clients who have chronic physiological problems.

- Registration Restriction: NURS major
- Prerequisite: NUR 210 and NUR 220
- Corequisite: NUR 320L
- Offered: Fall and Spring
- Notes: Students must provide own transportation to practicum experiences.

NUR 320L Practicum for Nursing Care of Individuals with Chronic Physiological Problems (2:0:6)

Practicum for nursing care of clients who have chronic physiological problems.

- Registration Restriction: NURS major
- Prerequisite: NUR 210 and NUR 220; overall minimum GPA of C
- Corequisite: NUR 320
NUR 330 Global Perspectives on the Health of Women (3:3)
Global perspectives on women’s health issues.
Distribution: GE Marker: GL

NUR 340 Health and Illness in Infants, Children and Adolescents (3:3)
Nursing care and health promotion of infants, children, and adolescents with acute and chronic illness, special health care needs, and those receiving well child care.
• Registration Restriction: NURS major
Prerequisite: NUR 210 and NUR 220
Corequisite: NUR 340L
Offered: Fall and Spring
Notes: Students must provide own transportation to practicum experiences.

NUR 340L Practicum for Health and Illness in Infants, Children and Adolescents (1:0:3)
Practicum for nursing care and health promotion of infants, children, and adolescents with acute and chronic illness, special health care needs, and those receiving well child care.
• Registration Restriction: NURS major
Prerequisite: NUR 210 and NUR 220
Corequisite: NUR 340

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). Pr. or Coreq.: STA 108 or equivalent, NUR 310, NUR 320, NUR 340, NUR 360, NUR 380

NUR 355 Pathophysiology and Pharmacology for Nursing (4:4)
Study of pathophysiologic changes that influence disease processes across the lifespan and related pharmacological therapies.
• Registration Restriction: NURS major
Prerequisite: NUR 210 and NUR 220

NUR 360 Childbearing and Reproductive Health (3:3)
Nursing care of women and families along the childbearing continuum. Topics include reproductive health, promotion of health for pregnancy and birth, nursing management of complications, and newborn care.
• Registration Restriction: NURS major
Prerequisite: NUR 210 and NUR 220
Corequisite: NUR 360L
Offered: Fall and Spring
Notes: Students must provide own transportation to practicum experiences.

NUR 360L Practicum for Childbearing and Reproductive Health (1:0:3)
Practicum for nursing care of women and families along the childbearing continuum. Topics include reproductive health, promotion of health for pregnancy and birth, nursing management of complications, and newborn care.
• Registration Restriction: NURS major
Prerequisite: NUR 210 and NUR 220
Corequisite: NUR 360

NUR 365 Interprofessional Education Seminar (1:0:3)
Clinical application of theories, concepts, and research related to collaborative interprofessional education (IPE) across healthcare disciplines.
• Registration Restriction: NURS major
Prerequisite: NUR 210, NUR 220, and NUR 380

NUR 370 Concepts of Professional Nursing (3:3)
Study of basic concepts in professional nursing.
Prerequisite: STA 108; overall minimum GPA of C (2.0); satisfaction of GEC requirements for GHP, GNS, GSB, GRD, and GRD1; must be licensed Registered Nurse.
Offered: Fall and 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 and Spring

NUR 375 Nursing Informatics and Technology (2:2)
Focus on the use of electronic technologies and the management of information to facilitate nursing practice and enhance quality care.
• Registration Restriction: NURS major
Prerequisite: NUR 210 and NUR 220
Corequisite: NUR 310 and 310L; or NUR 320 and 320L; or NUR 340 and 340L; or NUR 360 and 360L

NUR 380 Nursing Skills (2:0:4)
Introduction and practice of nursing skills necessary for care of clients in clinical settings.
• Registration Restriction: NURS major
Prerequisite: NUR 210 and NUR 220
Offered: Fall

NUR 385 Critical Reasoning (1:1)
This application based course focuses on the development and improvement of critical reasoning skills for professional nursing practice.
• Registration Restriction: NURS major
Prerequisite: NUR 210 and NUR 220
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 395 Transition to Civilian Professional Nursing (3:3)
This didactic course covers the fundamentals of professional civilian nursing. Similarities and differences between military and civilian models of care are presented.
Prerequisite: Completion of NUR 210 and NUR 220; or RN licensure. NURS major admitted to the Veteran Access Program.
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 and NUR 320 and NUR 340 and NUR 360 (or their 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 and NUR 320 and NUR 340 and NUR 350 and NUR 360 and NUR 380 (or their equivalent); admission to NURS major; overall minimum GPA of C (2.0)
Offered: Fall

NUR 420 Community Health Nursing (3:3)
Nursing care of individuals, families, and groups within the community setting. Exploration of environmental characteristics and resources.
Prerequisite: NUR 310 and NUR 320 and NUR 340 and NUR 360 (or their 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 and 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 (WI). Students must provide own transportation to practicum experiences.

NUR 430 Care of Individuals with Complex Illness (3:3)
Nursing care of individuals/families with complex, multi-system illness. A case study approach to plan, manage, and evaluate patient care outcomes.
- Registration Restriction: NURS major
Prerequisite: NUR 410, NUR 415, NUR 420, and NUR 425
Corequisite: NUR 430L
Offered: Spring
Notes: Students must provide own transportation to practicum experiences.

NUR 430L Practicum for Care of Individuals with Complex Illness (2:0:6)
Practicum for nursing care of individuals/families with complex, multi-system illness.
- Registration Restriction: NURS major
Prerequisite: NUR 410, NUR 415, NUR 420, and NUR 425
Corequisite: NUR 430

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: Admission to NURS major; overall minimum GPA of C (2.0)
Corequisite: NUR 430 and 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 (4:3:3)
Nursing concepts and care of individuals, families, and groups within community settings. Additional Registration Requirement: 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.
Offered: Fall

NUR 471 Nursing Care of the Older Adult (4:3:3)
Nursing concepts and care of older adults: theories of aging, physiological/psychological functioning, impact of developmental changes, illness, and chronic dysfunction.
- Additional Registration Requirement: Current unrestricted North Carolina RN license or unrestricted RN license in a state covered by the multi-state Nurse Licensure Compact.
Prerequisite: NUR 370 and NUR 371; overall minimum GPA of C (2.0)
Offered: Fall

NUR 472 Nursing Leadership and Management (4:3:3)
The professional nurse’s role in applying principles of leadership and management in health care organizations across the continuum of care.
Nursing

- Additional Registration Requirement: Current unrestricted North Carolina RN license or unrestricted RN license in a state covered by the multi-state Nurse Licensure Compact.
  Prerequisite: NUR 370 and NUR 371; overall minimum GPA of C (2.0)
  Offered: Fall
  Notes: Taught as SI (Speaking Intensive).

NUR 473 Nursing Research (4:3:3)
Introduction to nursing research and the professional nurse’s role in research.
- Additional Registration Requirement: Current unrestricted North Carolina RN license or unrestricted RN license in a state covered by the multi-state Nurse Licensure Compact.
  Prerequisite: NUR 370 and NUR 371; overall minimum GPA of C (2.0)
  Offered: Spring

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: Satisfaction of all general education requirements; overall minimum GPA of C (2.0). Pr. or Coreq.: NUR 470 and NUR 471 and NUR 472 and NUR 473
  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 506 Role of Nursing Administration in Quality and Safety (2:1:3)
Prepares the student to apply principles of quality and safety at the unit level.
  Prerequisite: Upper level undergraduates or graduate students

NUR 540 Financial Management in Healthcare (3:2:3)
Introduction to the principles of fiscal management, health care agency accounting practices, and the nurse administrator’s role in budgeting processes.
  Prerequisite: Graduate students enrolled in MSN in Nursing Administration or MSN/MBA program or upper division undergraduate students.
  Offered: Spring

NUR 550 Pathophysiology for Nursing (3:3)
The physiological changes across the life span and common pathophysiological mechanisms.

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.

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.
The Department of Nutrition offers course instruction, research experience, and fieldwork opportunities. The curriculum is designed to train students in the three areas of focus listed below.

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

New first year and transfer students are required to have a minimum 2.50 cumulative GPA to be admitted to the B.S. in Nutrition. Additionally, all continuing students must maintain a cumulative GPA of at least 2.50 throughout the completion of the Nutrition major. Students that change their Nutrition major or concentration during the academic year will be held to the minimum 2.50 GPA requirement. If the GPA drops below 2.50, students will be contacted in writing by the Undergraduate Program Director indicating that they have dropped below the threshold and will have one semester to increase the cumulative GPA to at least 2.50. If this does not happen, the student will be dropped from the Nutrition major the following semester. Notifications to students will be made at the beginning of each fall and spring semester.

A student must earn a grade of C (a C- is not acceptable) or better in all required NTR and related area courses to graduate in each of the three concentrations offered by the department. Furthermore, students must earn a C or better in prerequisite courses to enroll in specific upper-level courses (see course listings). A student may not receive credit for any NTR course by special examination.

No NTR course or related area course for which a grade of C (a C- is not acceptable) or better is required for the major may be taken more than twice. Students who receive a grade below C, which includes a C-, twice in the same NTR course or related area course for which a grade of C or better is required for the major will be dropped from the major.

### Specific Upper-Level Courses

Students must earn a C or better in prerequisite courses to enroll in these courses.

- NTR 531 Nutrition and Human Metabolism
- NTR 560 Advanced Nutrition
- NTR 573 Medical Nutrition Therapy

### 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.
Nutrition

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

Nutrition Major: Human Nutrition and Dietetics Concentration (NUTR)—B.S.
(and Didactic Program in Dietetics)
Degree: Bachelor of Science
Required: 122 semester hours, to include at least 36 hours at or above the 300 course level
AOS Code: U552

I General Education Core Requirements (GEC)
See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (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
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.

GSB—Social and Behavioral Sciences (6 s.h.)
Student selects 6 s.h. from GSB list.

Required
  PSY 121 General Psychology

II General Education Marker Requirements
See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
Four 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
Students must earn grades of C (2.0) or better in all major and related area required courses.

1. Required
  NTR 103 Introduction to Food Science
  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. Required
  BIO 111 Principles of Biology I
  BIO 277 Human Physiology
  BIO 280 Fundamentals of Microbiology
  CED 310 Helping Skills
IV Electives
Electives sufficient to complete total semester hours required for degree.

Nutrition Major: Nutrition Science Concentration (NUTR)—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: U550

I General Education Core Requirements (GEC)
See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (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 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.

GSB—Social and Behavioral Sciences (6 s.h.)
Student selects 6 s.h. from GSB list.

II General Education Marker Requirements
See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
Four 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
Students must earn grades of C (2.0) or better in all major and related area required courses.
1. Required
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. Required
BIO 111 Principles of Biology I
BIO 112 Principles of Biology II
BIO 277 Human Physiology
BIO 280 Fundamentals of Microbiology
BIO 355 Cell Biology
BIO 392 Genetics
CHE 111 General Chemistry I
CHE 112 General Chemistry I Laboratory
CHE 114 General Chemistry II
CHE 115 General Chemistry II Laboratory
CHE 205 Introductory Organic Chemistry
CHE 206 Introductory Organic Chemistry Laboratory
ENG 101 College Writing I
ISM 110 Business Computing I
MAT 115 College Algebra
STA 108 Elementary Introduction to Probability and Statistics

Student selects additional 3 s.h. from GEC list.
IV Electives
Electives sufficient to complete total semester hours required for degree.

Nutrition Major: Nutrition and Wellness Concentration (NUTR)—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: U533

I General Education Core Requirements (GEC)
See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (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
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
CST 105 Introduction to Communication Studies

GSB—Social and Behavioral Sciences (6 s.h.)
Student selects 6 s.h. from GSB list.
Required
PSY 121 General Psychology

II General Education Marker Requirements
See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
Four 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
Students must earn grades of C (2.0) or better in all major and related area required courses.

1. Required
NTR 103 Introduction to Food Science
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 Lifetime Wellness
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
Completion of the course listed below or pass placement exam.
MAT 115 College Algebra
7. Selected electives
   Four of the courses listed below; two 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 Mental Health and Well-Being
   HEA 314 Public Health Diseases
   HEA 315 Epidemiology
   HEA 316 Environmental Health
   HEA 433 Gender and Health
   HEA 334 Community Health
   HEA 447 Income, Social Status, and Health
   HEA 450 Current Health Problems
   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.
1. Required
   NTR 103 Introduction to Food Science
   NTR 213 Introductory Nutrition
2. Select
   Three courses chosen from those listed below.
   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

Nutrition Disciplinary Honors
   Requirements
   12 s.h. as detailed below.
   1. Honors work
      6 s.h. of the course below, taken for 3 s.h. during fall semester of senior year and 3 s.h. during spring semester of senior year.
      NTR 493 Honors Work
   2. Honors work in the major
      6 s.h. of any 500-level honors contracted 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 3.50 overall GPA at graduation

Recognition
   The designation “Completed Disciplinary Honors in Nutrition” and the title of the Senior Honors Project will be printed on the student’s official transcript.

Honors Advisor
   See Lauren Haldeman for further information and guidance about Honors in Nutrition.

NUTRITION COURSES (NTR)

NTR 103 Introduction to Food Science (3:3)
   Basic scientific principles of food preparation with emphasis on standards of selection, purchasing, preparation, storage, and preservation.
   Offered: Fall and 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; NTR major or minor. Pr. or Coreq.: NTR 103
   Offered: Fall and 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 and Spring
   Distribution: GE Core: GNS, CAR: GLS

NTR 282 Introduction to Dietetics (1:0:2)
   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: NTR major; sophomore, junior, or senior standing
Nutrition

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 and 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 and 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 and 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 food service and clinical dietetics settings. Operational assessment, evaluation, and cost control related to food service 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 food service 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 and/or 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: Minimum grade of C 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: Grade of C (2.0) or better in NTR 213 (or equivalent) and BIO 277 (or equivalent)
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.
Peace and Conflict Studies

Department of Peace and Conflict Studies

School of Health and Human Sciences

210 McIver Building
336-334-4781
http://pacs.uncg.edu

Faculty
Tom Matyók, Associate Professor and Department Chair
Cathryne L. Schmitz, Professor and Director of Undergraduate Studies
Associate Professor Janke
Assistant Professors Askerov, Rinker

The Department of Peace and Conflict Studies takes a dynamic and interdisciplinary approach to the study of peace and the practice of conflict management, resolution, and transformation. Undergraduates in this field of study will gain an understanding of peace science and peace scholarship while actively engaged in their communities proactively transforming conflict.

Most courses are open to major and non-majors. There will be a few openings for online attendance; please note, all courses are synchronous as to allow face-to-face interaction between residential and distance learners.

Peace and Conflict Studies Major (PCST or OPCS)—B.A.

Degree: Bachelor of Arts
Required: 122 semester hours, and at least 36 hours at or above the 300 course level
Available Concentrations and AOS Codes:
   Peace and Conflict Studies, U560 (PCST)
   Peace and Conflict Studies Online, U562 (OPCS)

I General Education Core Requirements (GEC)

See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (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.)
   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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
   Four 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

1. Required
   PCS 205 Violence in the Modern World
   PCS 305 Foundations of Peace and Conflict Studies
   PCS 308 Working through Interpersonal Conflicts
   PCS 309 Conflict and Culture
   PCS 311 Conflict Research
   PCS 315 Conflict Transformation
   PCS 318 Managing Conflict in Professional Contexts
   PCS 415 Global Peacebuilding
   PCS 416 Practicum I
   PCS 420 Senior Seminar
2. Select
   Additional 3 s.h. from PCS courses at the 500 level

IV Electives

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

Peace and Conflict Studies Minor

Required: minimum of 15 semester hours
AOS Code: U569

Students, in consultation with a Peace and Conflict Studies advisor, plan a minor that fits their professional and educational goals from the course options below.
Peace and Conflict Studies Courses (PCS)

PCS 205 Violence in the Modern World (3:3)
Designed to provide a cross-disciplinary examination of violence and peace. Students will be engaged in an exploration of world issues and their impact at the local level.

**Offered:** Fall
**Distribution:** GE Marker: GL
**Notes:** Formerly CPS 205.

PCS 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
**Distribution:** GE Core: GSB
**Notes:** Formerly CPS 212.

PCS 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.

**Offered:** Fall
**Notes:** Formerly CPS 305.

PCS 308 Working through Interpersonal Conflicts (3:3)
Explores the causes of interpersonal and intergroup tensions and the techniques (micro-level processes) to address them effectively whether in the workplace, community, or at home.

**Offered:** Fall
**Notes:** Formerly CPS 308.

PCS 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.

**Offered:** Fall
**Distribution:** GE Marker: GN
**Notes:** Formerly CPS 309.

PCS 311 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.

**Offered:** Fall
**Notes:** Formerly PCS 409; formerly CPS 409.

PCS 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.

**Offered:** Spring
**Notes:** Formerly CPS 312.

PCS 315 Conflict Transformation (3:3)
Examine the theory, practice, and narrative of conflict transformation. Transformative models, locally and globally, are explored; and, the process of ending destructive action and promoting constructive change are engaged.

**Offered:** Spring
**Notes:** Formerly CPS 315.

PCS 318 Managing Conflict in Professional Contexts (3:3)
Through the study and application of multiple theories, principles, and skills, students will learn about methods and processes for managing conflict in professional contexts.

**Notes:** Formerly CPS 318.

PCS 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.

**Offered:** Fall
**Notes:** Formerly CPS 405.

PCS 415 Global Peacebuilding (3:3)
This course explores the complexity of engaging local and global peace and conflict practice (macro-level process) that enhances the building and nurturing of civic society in the 21st century.

**Offered:** Spring
**Notes:** Formerly CPS 415.

PCS 416 Practicum I (4:4)
Through a directed learning experience in a practicum setting, students engage with communities through entry level practices and engaged inquiry experiences reflecting on the field of Peace and Conflict Studies.

- **Registration Restriction:** PCST major; junior or senior standing
- **Prerequisite:** PCS 305, PCS 308, PCS 309, PCS 312, PCS 315, PCS 318
- **Corequisite:** PCS 405, PCS 409

**Offered:** Fall
**Notes:** Formerly CPS 416.

PCS 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:** PCS 416; PCST major; senior standing

**Offered:** Spring
**Notes:** Formerly CPS 417.
Peace and Conflict Studies

PCS 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: PCS 305, PCS 308, PCS 309, PCS 312, PCS 315, PCS 318, PCS 409, and PCS 416; PCST major; senior standing
Corequisite: PCS 417
Offered: Spring
Notes: Formerly CPS 420.

PCS 450 Independent Study in Peace and Conflict Studies (1-3)
Independent study opportunity for students to engage in an in-depth exploration of a topic of special interest within the context of Peace and Conflict Studies.
Prerequisite: Permission of instructor
Notes: May be repeated once for credit when topic varies.

PCS 505 Environmental Justice: Interdisciplinary Response for Sustainability (3:3)
Interdisciplinary exploration of models that address social, economic, environmental justice concerns and their impact on community, economic, and environmental sustainability.
Cross Listed: SWK 505

PCS 517 Peacebuilding Challenges in a Complex World (3:3)
Introduction to the interdisciplinary theory, research, and intervention strategies used in peacebuilding operations.

PCS 533 Restorative Justice: Theory and Models (3:3)
Examines the principles and practices of restorative justice, evaluating the potentials and limitations of restorative methods and interventions in the US and internationally.
Cross Listed: Same as SWK 533.

PCS 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
Notes: Formerly CPS 540.
Cross Listed: Same as BUS 540, CST 540, ENT 540, SWK 540, WGS 540.

PCS 556 Sports, Conflict, and Peacebuilding (3:3)
The role that sports play in reflecting political, religious, ethnoracial, and social class conflicts is explored. The possibilities for using sports to teach skills for peaceful transformation are examined.

PCS 579 Gender and Peacebuilding (3:3)
Examines the role of gender, sex, diversity, and power relations in the creation and resolution of conflict and building of peace.
Cross Listed: Same as SWK 579.

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

PCS 589A Experimental Course: Post-Conflict Peacebuilding: Local and Global Approaches (3:3)
Students participate in a simulation exercise designed to replicate an intervention in a violent but post-conflict scenario. Participants demonstrate the skills needed to engage with a community in recovery.
Offered: Offered Spring 2017
Department of Philosophy

College of Arts and Sciences

239 Curry Building
336-334-5059
www.uncg.edu/phi

Faculty

Gary Rosenkrantz, Professor and Head of Department
Professors Leplin, Zimmerman
Associate Professors Gert, Jones
Senior Lecturers Gallimore, Maki
Lecturers Bottenberg, Matteson, Metivier, Rosenfeld

The Department of Philosophy offers courses on the fundamental problems and methods of philosophy, the classics of philosophical literature, and the major figures in the history of philosophy.

Philosophy courses fall into natural groups. See Philosophy Course Groups as listed in the Philosophy Major.

Groups A and B are useful preparation for careers in law and government, and the department offers a major in philosophy with a Prelaw concentration. Group B provides knowledge and skills vital to careers in science and medicine. Group C relates philosophy to other humanistic disciplines and is vital to a liberal education. Group D is necessary for advanced work in philosophy.

All courses under 300 and many higher level courses are open to students without previous training in philosophy. Prerequisites for courses may be waived at the discretion of the instructor. Students are encouraged to begin work in Philosophy by taking specific courses noted below*.

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 (when the budget allows).

We are now able to offer financial assistance to Philosophy majors planning to study abroad through our Wyatt Lee Martin Memorial Fund. Please contact the Department for information about this opportunity.

There is a chapter of the national philosophy honor society, Phi Sigma Tau, at 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.

*Specific Courses

Students are encouraged to begin work in Philosophy by taking the courses listed below.

PHI 111 Introduction to Philosophy
PHI 115 Practical Reasoning

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 Online, U245
- Philosophy Prelaw, U190
- Philosophy Prelaw Online, U246

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 311 Intermediate Formal Logic
- PHI 319 Knowledge, Truth, and Belief
- 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
Philosophy

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 under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (3 s.h.)
   PHI 251 History of Ancient Philosophy

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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
   Four 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 College of Arts and Sciences Additional Requirements (CAR)
   See CAR requirements in the Academic Units section. See the GEC Course Summary Table for approved CAR courses.

GMO/GPM—Historical Perspectives (3 s.h.)
   PHI 252 History of Modern Philosophy

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 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. Required
   PHI 310 Introduction to Formal Logic

2. Required
   PHI 251 History of Ancient Philosophy
   PHI 252 History of Modern Philosophy

3. Required
   PHI 494 Senior Capstone Course

Prelaw Concentration
   In addition to the major requirements, the Prelaw concentration requires the courses listed below.
   a. Required
      PHI 115 Practical Reasoning
   b. Select
      Choose one of the courses listed below.
      PHI 319 Knowledge, Truth, and Belief
      PHI 325 Introduction to the Philosophy of Science
      PHI 555 Epistemology
   c. Select
      Choose one of the courses listed below.
      PHI 119 Introduction to Ethics
      PHI 121 Contemporary Moral Problems
      PHI 220 Medical Ethics
      PHI 321 Ethical Theory
   d. Select
      Choose one of the courses listed below.
      PHI 331 Social and Political Philosophy
      PHI 545 Social Philosophy
   e. Select
      One course selected from those listed below.
      BLS 362 Vice, Crime, and American Law
      PHI 335 Philosophy of Law
      PHI 336 Philosophy of Crime and Punishment
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. Upper level courses
   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 the courses listed below.

Required
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 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

2. Ethical Theory
   PHI 119 Introduction to Ethics
   PHI 311 Social and Political Philosophy
   PHI 335 Philosophy of Law
   PHI 336 Philosophy of Crime and Punishment
   PHI 338 Ethics and International Affairs
   PHI 545 Social Philosophy

Additional Options
The courses below may also count toward the completion of three classes in Applied Ethics and Ethical Theory with the permission of both the instructor and the head of the philosophy department*. Students should be aware that permission will be granted only when the course focuses primarily on ethics.

Eligible Courses
PHI 301 Topics in Philosophy
PHI 351 Major Philosophers
PHI 353 Major Philosophies
PHI 402 Independent Study
PHI 494 Senior Capstone Course

*Qualified
These courses may not be substituted for the course listed below.

PHI 321 Ethical Theory

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: GMO

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: GPM

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: Fall or 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; GE Marker: GL

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)
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 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.

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
Physics and Astronomy

Department of Physics and Astronomy

College of Arts and Sciences

321 Petty Building
336-334-5844
http://physics.uncg.edu

Faculty
Edward Hellen, Associate Professor and Head of Department
Professor Gerace (Helena Gabriel Houston Distinguished Professor for Science Education)
Associate Professors Beatty, Danford (Emeritus), Miroshnichenko, Pratap

Physics and astronomy have long been recognized as constituting the basis for study, research, and understanding in the natural sciences. The undergraduate major program seeks to provide the student with a broad and general background in all areas of physics. With this background, the student should be able to adapt readily to the specialized requirements of a job in industry, as a teacher, or to the specialized graduate study in physics or a number of related fields. Opportunities are provided through electives to sample the concerns of many of these related fields.

The effort required for a non-scientist to understand our technological society is formidable, but essential if an educated man or woman is to intelligently understand and affect our natural surroundings. Recognizing this, the Department of Physics and Astronomy offers for the non-major, with no prerequisites, courses with an overview of physics as well as special interest courses dealing with topics of immediate concern*.

Its faculty members are involved with students in research in computer simulation and computational physics, biophysics, observational astrophysics and digital image analysis, and science education research. The department uses and administers the Three College Observatory, located in a nearby dark-sky location. This observatory contains the state’s largest (32 inch) reflecting telescope, along with a low light-level image acquisition system.

*Non-Major Courses
Courses with no prerequisites that offer an overview of physics as well as special interest courses dealing with topics of immediate concern.
AST 203 Conceptual Astronomy
AST 209 Astronomy: The Solar System
AST 235 Astronomy: Stars and Galaxies
PHY 205 Conceptual Physics
PHY 333 Selected Topics

Physics Major (PHYS)—B.A. or B.S.
Degree: Bachelor of Arts or 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:
Physics—B.A., U191
Comprehensive Science High School Teaching Licensure—B.A., U195
Physics—B.S., U193
Comprehensive Science High School Teaching Licensure—B.S., U196

Physics Major: Physics Concentration (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 specific courses* no later than the end of their sophomore year. Any student who desires to major in physics should contact the head of the department as soon as possible so a proper schedule can be planned.

*Specific Courses
Students who elect physics as a major must complete these courses no later than the end of their sophomore year.
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
MAT 293 Calculus III

I General Education Core Requirements (GEC)
See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (3 s.h.)
Student selects 3 s.h. from GHP list.
GNS—Natural Sciences (7 s.h.)
CHE 111 General Chemistry 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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
Four 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 CAR requirements in the Academic Units section. See the GEC Course Summary Table for approved CAR courses.

GMO/GPM—Historical Perspectives (3 s.h.)
Student selects 3 s.h. from GMO or GPM list, depending on category used to satisfy GHP requirement.
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 with a different departmental prefix than chosen to fulfill GE Core GSB requirement.

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

VI Electives
Electives sufficient to complete the 122 semester hours required for degree.
Physics and Astronomy

Physics Major: Comprehensive Science High School Teaching Licensure Concentration (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 under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (3 s.h.)
Student selects 3 s.h. from GHP list.
GNS—Natural Sciences (6–7 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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
Four 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 CAR requirements in the Academic Units section. See the GEC Course Summary Table for approved CAR courses.

GMO/GPM—Historical Perspectives (3 s.h.)
Student selects 3 s.h. from GMO or GPM list, depending on category used to satisfy GHP requirement.

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 with a different departmental prefix than chosen to fulfill GE Core GSB requirement.

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 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. Required
   PHY 321 Introduction to Modern Physics
   PHY 323 Mechanics
   PHY 325 Electricity and Magnetism I
   PHY 401 Physics Senior Seminar

2. Select
   Choose one of the two sequences listed below.
   a. Sequence A
      PHY 291 General Physics I with Calculus
      PHY 292 General Physics II with Calculus
b. Sequence B
   PHY 211 General Physics I
   PHY 212 General Physics II

3. Select
   At least two chosen from the courses listed below.
   PHY 327 Thermal Physics
   PHY 412 Electronics for Scientists
   PHY 413 Microcomputer Interfacing for Scientists
   TED 559 Teaching Practices and Curriculum in Science

4. Select
   At least three chosen from the courses listed below.
   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

Required
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

Required
BIO 111 Principles of Biology I
BIO 112 Principles of Biology II
GEO 103 Introduction to Earth Science

Select
One chosen from the courses listed below.
GEO 111 Physical Geology
GEO 205 Environmental Change: Its Nature and Impact
GEO 311 Weather and Climate
GEO 314 Physical Geography: Landscape Processes

The courses listed below 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. Required
   TED 535 Literacy in the Content Area

2. Required
   ERM 401 Assessment I: Accountability in Our Nation’s Schools
   ERM 402 Assessment I: Standardized Tests
   ERM 403 Assessment III: Classroom Assessment

3. Required
   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. Required
   TED 545 Diverse Learners

5. Required
   TED 559 Teaching Practices and Curriculum in Science

6. Required
   TED 465 Student Teaching and Seminar: Secondary School

7. Recommended
   The course listed below is strongly recommended.
   LIS 120 Introduction to Instructional Technology for Educational Settings

---

Physics Major: Physics Concentration (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, biology, environmental science, or physics.

Students who elect physics as a major must complete specific courses* no later than the end of their sophomore year. Any student who desires to major in physics should contact the head of the department as soon as possible so a proper schedule can be planned.

*Specific Courses
Students who elect physics as a major must complete these courses no later than the end of their sophomore year.

   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
   MAT 293 Calculus III

I General Education Core Requirements (GEC)

See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GLT—Literature (6 s.h.)
Student selects 6 s.h. from GLT list.
Physics and Astronomy

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 (3 s.h.)
Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (6-7 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 EducationMarker Requirements
See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
Four 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 CAR requirements in the Academic Units section. See the GEC Course Summary Table for approved CAR courses.

GMO/GPM—Historical Perspectives (3 s.h.)
Student selects 3 s.h. from GMO or GPM list, depending on category used to satisfy GHP requirement.

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 with a different departmental prefix than chosen to fulfill GE Core GSB requirement.

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 37 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. Required
- PHY 321 Introduction to Modern Physics
- PHY 323 Mechanics
- PHY 325 Electricity and Magnetism I
- PHY 401 Physics Senior Seminar

2. Select
Choose one of the two sequences listed below.
   a. Sequence A
      - PHY 291 General Physics I with Calculus
      - PHY 292 General Physics II with Calculus
   b. Sequence B
      - PHY 211 General Physics I
      - PHY 212 General Physics II

3. Select
At least two chosen from the courses listed below.
- PHY 327 Thermal Physics
- PHY 412 Electronics for Scientists
- PHY 413 Microcomputer Interfacing for Scientists

4. Select
At least three chosen from the courses listed below.
- 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

5. Select
At least three chosen from the courses listed below.
- 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
6. Select
   One additional course chosen from those listed below.
   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
   Required
   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: Comprehensive Science High School Teaching Licensure Concentration (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 under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

   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 (3 s.h.)
      Student selects 3 s.h. from GHP list.

   GNS—Natural Sciences (6–7 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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

   GL/GN—Global/Global Non-Western Perspectives
      Four 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 CAR requirements in the Academic Units section. See the GEC Course Summary Table for approved CAR courses.

   GMO/GPM—Historical Perspectives (3 s.h.)
      Student selects 3 s.h. from GMO or GPM list, depending on category used to satisfy GHP requirement.
   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 with a different departmental prefix than chosen to fulfill GE Core GSB requirement.
Physics and Astronomy

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 37 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. Required
   PHY 321 Introduction to Modern Physics
   PHY 323 Mechanics
   PHY 325 Electricity and Magnetism I
   PHY 401 Physics Senior Seminar
2. Select
   Choose one of the two sequences listed below.
   a. Sequence A
      PHY 291 General Physics I with Calculus
      PHY 292 General Physics II with Calculus
   b. Sequence B
      PHY 211 General Physics I
      PHY 212 General Physics II
3. Select
   At least two chosen from the courses listed below.
   PHY 327 Thermal Physics
   PHY 412 Electronics for Scientists
   PHY 413 Microcomputer Interfacing for Scientists
4. Select
   At least three chosen from the courses listed below.
   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
5. Select
   At least three chosen from the courses listed below.
   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
6. Select
   One additional course chosen from those listed below.
   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
Required
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
Required
BIO 111 Principles of Biology I
BIO 112 Principles of Biology II
GEO 103 Introduction to Earth Science

Select
One chosen from the courses listed below.
GEO 111 Physical Geology
GEO 205 Environmental Change: Its Nature and Impact
GEO 311 Weather and Climate
GEO 314 Physical Geography: Landscape Processes

The courses listed below 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. Required
   TED 535 Literacy in the Content Area
2. Required
   ERM 401 Assessment I: Accountability in Our Nation’s Schools
   ERM 402 Assessment II: Standardized Tests
   ERM 403 Assessment III: Classroom Assessment
3. Required
   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. Required
   TED 545 Diverse Learners
5. Required
   TED 559 Teaching Practices and Curriculum in Science
6. Required
   TED 465 Student Teaching and Seminar: Secondary School
7. Recommended
   The course listed below is strongly recommended.
   LIS 120 Introduction to Instructional Technology for Educational Settings
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

1. Core
   PHY 205 Conceptual Physics
   AST 209 Astronomy: The Solar System
   AST 235 Astronomy: Stars and Galaxies

2. Select
   a. One chosen from the courses listed below.
      PHY 211 General Physics I
      PHY 211A General Physics I
   b. One chosen from the courses listed below.
      PHY 212 General Physics II
      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 the components as listed below. Other quite different programs may be fitted to the individual student’s interests and objectives.

1. Select
   Choose one of the two sequences listed below.
   a. Sequence A
      PHY 291 General Physics I with Calculus
      PHY 292 General Physics II with Calculus
   b. Sequence B
      PHY 211 General Physics I
      PHY 212 General Physics II

2. Select
   At least 7 s.h. of additional courses that may not include those listed below.
   AST 203 Conceptual Astronomy
   AST 209 Astronomy: The Solar System
   AST 235 Astronomy: Stars and Galaxies
   PHY 205 Conceptual Physics
   PHY 333 Selected Topics

Astronomy Courses (AST)

AST 203 Conceptual Astronomy (3:3)
   Introductory study of astronomy including planets, the Sun, stars, galaxies, and cosmology.
   Offered: Fall and Spring
   Distribution: 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 and 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 and Spring
   Distribution: GE Core: GNS, CAR: GPS
   Notes: No student may receive credit for both this course and AST 203.

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

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
Physics and Astronomy

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 and 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 and 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: A grade of C or better in MAT 151 or MAT 190, or permission of instructor
Offered: Spring and Summer
Distribution: GE Core: GNS, CAR: GPS
Notes: Laboratory is included in PHY 211 and PHY 212. No student may receive credit for PHY 211 or PHY 212 if credit has previously been earned for PHY 211A or PHY 212A or PHY 291 or PHY 292.

PHY 211A General Physics I (4:3:3)
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 or 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: A grade of C or better in PHY 211 or permission of instructor
Offered: Fall and Summer
Distribution: GE Core: GNS, CAR: GPS
Notes: Laboratory is included in PHY 211 and PHY 212. No student may receive credit for PHY 211 or PHY 212 if credit has previously been earned for PHY 211A or PHY 212A or PHY 291 or PHY 292.

PHY 212A General Physics II (4:3:3)
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: 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.
Prerequisite: Grade of C or better in MAT 101 and MAT 151; or grade of C or better in MAT 101 and MAT 190; or grade of C or better in MAT 191; or permission of instructor
Corequisite: MAT 191 or MAT 292
Offered: Fall
Distribution: CAR: GPS
Notes: Laboratory is included in PHY 291 and PHY 292. Course taught in a blended lecture and lab format. PHY 291 and PHY 292 together constitute a one-year university physics course. No student may receive credit for this course if credit has previously been earned for PHY 211A or PHY 212A or PHY 211 or PHY 212.

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.
Prerequisite: Grade of C or better in MAT 292 and PHY 291
Offered: Fall
Distribution: CAR: GPS
Notes: Laboratory is included in PHY 291 and PHY 292. Course taught in a blended lecture and lab format. PHY 291 and PHY 292 together constitute a one-year university physics course. No student may receive credit for this course if credit has previously been earned for PHY 211A or PHY 212A or PHY 211 or PHY 212.

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: Grade of C or better in PHY 292; or grade of C or better in PHY 291 and concurrent registration in PHY 292
Corequisite: PHY 292 (if not satisfied as a prerequisite)

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: Grade of C or better in PHY 292 or PHY 211 (or PHY 212 with permission of instructor); grade of C or better in MAT 390 (or MAT 394) with concurrent registration in MAT 394 (or MAT 390)
Corequisite: MAT 390 or MAT 394 (if not satisfied as prerequisites)
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: Completion of or current registration in PHY 321
Corequisite: PHY 321 (if not satisfied as a prerequisite)
Offered: Spring
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Prerequisite: Grade of C or better in PHY 292; grade of C or better or concurrent registration in MAT 390 (or MAT 394)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Corequisite: MAT 390 or MAT 394 (if not satisfied as a prerequisite)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Offered: Fall</td>
</tr>
<tr>
<td>PHY 323L</td>
<td>Classical Physics Laboratory (1:0:3)</td>
<td>1</td>
<td>Performance of experiments emphasizing concepts of classical physics. Topics include force, energy, resonance, and relaxation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Prerequisite: Completion of or concurrent registration in PHY 323</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Corequisite: PHY 323 (if not satisfied as a prerequisite)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Offered: Fall</td>
</tr>
<tr>
<td>PHY 325</td>
<td>Electricity and Magnetism I (3:3)</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Prerequisite: Grade of C or better in MAT 390, MAT 394, and PHY 292</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Offered: Fall</td>
</tr>
<tr>
<td>PHY 325L</td>
<td>Electricity and Magnetism Laboratory (1:0:3)</td>
<td>1</td>
<td>Performance of electricity and magnetism and electronic experiments with analysis of these basic phenomena as applied to research laboratory.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Prerequisite: Completion of or concurrent registration in PHY 325</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Corequisite: PHY 325 (if not satisfied as a prerequisite)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Offered: Fall</td>
</tr>
<tr>
<td>PHY 327</td>
<td>Thermal Physics (3:3)</td>
<td>3</td>
<td>Properties of matter developed by combining thermodynamic reasoning with molecular theory.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Prerequisite: Grade of C or better in MAT 394 and PHY 321</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Offered: Alt Fall</td>
</tr>
<tr>
<td>PHY 330</td>
<td>Astrophysics (3:3)</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Prerequisite: Grade of C or better in PHY 292</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Offered: Alt Spring</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Notes: Formerly PHY 530.</td>
</tr>
<tr>
<td>PHY 331</td>
<td>Experimental Physics (1:0:3)</td>
<td>1</td>
<td>Advanced courses in laboratory techniques as involved in special laboratory problems.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Prerequisite: Completion with a grade of C or better or concurrent registration in two advanced courses in physics</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Corequisite: Two advanced courses in physics (if not satisfied as a prerequisite)</td>
</tr>
<tr>
<td>PHY 332</td>
<td>Experimental Physics (1:0:3)</td>
<td>1</td>
<td>Advanced courses in laboratory techniques as involved in special laboratory problems.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Prerequisite: Completion with a grade of C or better or concurrent registration in two advanced courses in physics</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Corequisite: Two advanced courses in physics (if not satisfied as a prerequisite)</td>
</tr>
<tr>
<td>PHY 333</td>
<td>Selected Topics (1–3)</td>
<td>1–3</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Prerequisite: Permission of instructor</td>
</tr>
<tr>
<td>PHY 345</td>
<td>20th-Century Physics: A Liberal Art (3:3)</td>
<td>3</td>
<td>20th-century developments in description of physical universe, including small (quantum mechanics), fast (Einstein’s relativity), energetic (nuclear). Emphasize understanding, societal impact, minimal mathematics.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Prerequisite: Junior, senior standing, or permission of instructor</td>
</tr>
<tr>
<td>PHY 395</td>
<td>Computational Physics Laboratory II (1:0:3)</td>
<td>1</td>
<td>Use of numerical methods and computational models to simulate and investigate the behavior of various physical systems, including ODE integration, PDE mesh relaxation, and/or Monte Carlo methods.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Prerequisite: Grade of C or better in MAT 390, PHY 321, and PHY 294</td>
</tr>
<tr>
<td>PHY 400</td>
<td>Seminar (1–3)</td>
<td>1–3</td>
<td>Selected topics of current interest in physics are studied.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Notes: Formerly PHY 500.</td>
</tr>
<tr>
<td>PHY 401</td>
<td>Physics Senior Seminar (1:1)</td>
<td>1</td>
<td>Topics from current physics literature, and presentations by students, faculty and guest lecturers. Oral reports on research topics. Attendance at weekly seminars required.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Prerequisite: PHYS major; senior standing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Offered: Spring</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Notes: Grade: Pass/Not Pass (P/NP). Required of all Physics majors.</td>
</tr>
<tr>
<td>PHY 412</td>
<td>Electronics for Scientists (3:2:3)</td>
<td>3</td>
<td>Electronic circuits useful for measurement, signal processing, and control. This course is especially designed to meet needs of experimental scientist.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Prerequisite: Grade of C or better in MAT 390 and PHY 292; or permission of instructor</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Offered: Fall</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Notes: Formerly PHY 512.</td>
</tr>
<tr>
<td>PHY 413</td>
<td>Microcomputer Interfacing for Scientists (3:2:3)</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Prerequisite: Grade of C or better in PHY 292, or permission of instructor</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Offered: Alt Spring</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Notes: Formerly PHY 513.</td>
</tr>
<tr>
<td>PHY 419</td>
<td>Advanced Laboratory (1–3:0:3–9)</td>
<td>1–3</td>
<td>Principles of design and execution of laboratory experiments are introduced, with emphasis on developing the capability to do independent experimentation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Prerequisite: Grade of C or better in one intermediate physics lab—PHY 321L, PHY 323L, or PHY 325L</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Notes: Formerly PHY 519.</td>
</tr>
</tbody>
</table>
Physics and Astronomy

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: Grade of C or better in 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: Grade of C or better in 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: Grade of C or better in 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. Results are applied to alternating current circuit theory, electromagnetic waves, and radiation.
Prerequisite: Grade of C or better in 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: Grade of C or better in two courses from the major sequence beyond the PHY 291 with PHY 292; permission of instructor; approval of department head
Offered: Fall and Spring and Summer
Notes: May be repeated for up to 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
This number reserved for experimental courses. Refer to the Course Schedule for current offerings.
Political Science

Department of Political Science

College of Arts and Sciences

324 Curry Building
336-334-5989
www.uncg.edu/psc

Faculty
William Crowther, Professor and Head of Department
Professors Brady, Clotfelter, deHoog, Lehoucq, Prysby, Pubantz
Associate Professors Buck, Griffiths, Holian, Johnson, Klase, 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
Available concentrations and AOS Codes:
- American Politics, U235
- Global Politics, U236
- Political Science, U197
- Political Science, with Social Studies High School Teaching Licensure, U199
- Prelaw, U198
- Public Affairs, U237

The Political Science Major is suitable for students with career interests in law, politics, or governmental service (at local, state, or federal levels), as well as for students who have more general intellectual interests in government, politics, and international relations as part of their effort to obtain a liberal education or to prepare for careers in business or nonprofit work.

Students should take a broad variety of courses in the major to become familiar with the diversity of topics and methods used by contemporary political scientists throughout the world. Majors should consult early with their faculty advisors to plan programs most suitable to their individual interests and needs.

Students seeking teacher licensure should see School of Education Licensure Programs. Licensure in social studies is available for political science majors. Additional hours may be required for completion of the degree.

The American Politics concentration provides Political Science majors with sufficient breadth and depth of knowledge in American political institutions and behavior to give students the academic background necessary to succeed in related jobs and professions and to prepare them for advanced study in this field.

The Global Politics concentration provides Political Science majors sufficient breadth and depth of knowledge in international relations and comparative politics to give students the academic background necessary to succeed in related jobs and professions and to prepare them for advanced studies in these fields.

The Prelaw concentration is designed for political science majors with a strong interest in law. The concentration provides majors with a breadth and depth of knowledge of legal issues and legal research, rigorously prepares them for advanced studies in law, and trains them for the legal professions using a broad variety of skills relating to legal institutions and particular subject areas related to law.

The Public Affairs concentration provides Political Science majors sufficient breadth and depth of knowledge in public policy, public affairs, and public administration to give students the academic background necessary to succeed in related jobs and professions and to prepare them for advanced studies in these fields.

I General Education Core Requirements (GEC)

See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (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

Political Science
Political Science

or
RCO 101 College Writing I

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

GSB—Social and Behavioral Sciences (6 s.h.)
PSC 200 American Politics
PSC 240 The International System

II General Education Marker Requirements
See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
Four 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 CAR requirements in the Academic Units section. See the GEC Course Summary Table for approved CAR courses.

GMO/GPM—Historical Perspectives (3 s.h.)
Student selects 3 s.h. from GMO or GPM list, depending on category used to satisfy GHP requirement.

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 with a course prefix other than PSC.

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
All Political Science Majors
Every political science major must complete a minimum of 30 s.h. in political science as detailed below.

1. Required
   PSC 200 American Politics
   PSC 240 The International System
   PSC 260 Introduction to Comparative Politics
   PSC 301 Research Methods in Political Science
2. Select
   Additional 18 s.h. in political science at the 300 level or higher.

American Politics Concentration
In partial fulfillment of the major requirement of 18 s.h. at the 300 level or higher, the American Politics concentration requires 12 s.h. selected from the courses listed below.
PSC 322 American State Politics
PSC 326 Elections, Law, and the Courts
PSC 327 American Political Parties
PSC 328 North Carolina and Southern Politics
PSC 329 American Interest Group Politics
PSC 330 Internship in Campaigns and Elections
PSC 332 Elections and Voting
PSC 333 The U.S. Congress
PSC 334 The American Presidency
PSC 335 Women in Politics
PSC 337 Politics and the Media

Global Politics Concentration
In partial fulfillment of the major requirement of 18 s.h. at the 300 level or higher, the Global Politics concentration requires 12 s.h. of course work selected from categories A and B listed below. The student must complete at least 3 s.h. in each category.

Category A
PSC 340 International Political Economy
PSC 341 International Law
PSC 342 American Foreign Policy
PSC 344 Politics of Globalization
PSC 347 International Security
PSC 348 International Organization

Category B
PSC 350 Democratic Political Systems
PSC 352 Nationalism and Ethnic Politics
PSC 354 Post-Conflict Politics
PSC 355A Selected Topics in Comparative Politics: Political Violence
PSC 355B Selected Topics in Comparative Politics: Political Parties
PSC 355C Selected Topics in Comparative Politics: Politics of Development
PSC 355D Selected Topics in Comparative Politics: Politics of Industrial Societies
PSC 355E Selected Topics in Comparative Politics: Comparative Legislative Process
PSC 355G Selected Topics in Comparative Politics: Political Ideologies
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

**Prelaw Concentration**

In partial fulfillment of the major requirement of 18 semester hours at the 300 level or higher, the Prelaw concentration requires the items detailed below.

1. **Required**
   - PSC 316 Judicial Process
2. **Select**
   - 9 s.h. chosen from the courses listed below.
   - PSC 280 Introduction to Law
   - 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 516 Administrative Law

**Qualified**

The courses listed below qualify only when approved by the department as an appropriate prelaw-related course.

- PSC 300 Special Topics
- PSC 399 Public Affairs Internship

**Public Affairs Concentration**

In partial fulfillment of the major requirement of 18 s.h. at the 300 level or higher, the Public Affairs concentration requires the completion of 12 s.h. with choices of courses in public policy, public administration, and public affairs as detailed below.

- PSC 210 Introduction to Public Policy
- PSC 310 Public Administration
- PSC 311 The Nonprofit Sector and Governance
- PSC 312 Environmental Law and Policy
- PSC 316 Judicial Process
- PSC 322 American State Politics
- PSC 323 Urban Politics
- PSC 329 American Interest Group Politics
- PSC 333 The U.S. Congress
- PSC 334 The American Presidency
- PSC 399 Public Affairs Internship

**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 105 Exploring Political Issues
  - PSC 200 American 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 the required course listed below and at least 12 hours of additional course work above the 100 level. The student should select courses to best suit intellectual and career interests, in consultation with a member of the Political Science faculty.

**Qualified**

- PSC 300 Special Topics
- PSC 399 Public Affairs Internship

**Political Science Disciplinary Honors Requirements**

12 s.h. of Political Science Honors work as detailed below.

1. **Select**
   - 3 s.h. at the 200 level or above.
2. **Select**
   - At least 3 s.h. at the 300 level or above.
3. **Required**
   - PSC 493 Honors Work
4. **Required**
   - 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 Courses (PSC)

PSC 101 Politics in a Digital World (3:3)
Introduction to the analysis of politics (domestic and international) through the study of social media, databases, polls, blogs, and on-line news sources.
Distribution: GE Core: GSB

PSC 105 Exploring Political Issues (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 200 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
Notes: Formerly PSC 100.

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.
Prerequisite: PSC 301 or permission of instructor
Offered: Spring
Notes: Instructor: McAvoy

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 311 The Nonprofit Sector and Governance (3:3)
Development of nonprofit organizations and their contributions in the U.S. and internationally; their political, social, and economic roles; nonprofit governance; relationships to government; types of nonprofits; contemporary issues. Service-learning course.

PSC 312 Environmental Law and Policy (3:3)
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.
Notes: Instructor: 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.
Notes: Instructor: 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.
Notes: Instructor: 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.
Notes: Instructor: 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.
Notes: Instructor: 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.
Notes: Instructor: 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.
Notes: Instructor: Pryshby

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.
Notes: Instructor: Pryshby

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.
Notes: Instructor: Pryshby

PSC 329 American Interest Group Politics (3:3)
Emphasis on interest groups’ ideologies, tactics, and effect on public policy.
Notes: Instructor: McAven

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 200 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 200 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.
Notes: Instructor: Pryshby

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 relationships to constituencies, especially campaigns, elections, and home styles.
Notes: Instructor: 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.
Notes: Instructor: 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.
Notes: Instructor: 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.
Offered: Fall
Notes: Instructor: Holian

PSC 338 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 339 International Law (3:3)
Introduction and analysis of the fundamentals of international law and its role in the contemporary international system.
Prerequisite: PSC 240 or permission of instructor
Notes: Instructor: Griffiths

PSC 340 American Foreign Policy (3:3)
Analysis of the decision-making process concerning formulation and execution of American foreign policy.
Prerequisite: PSC 240, its equivalent, or permission of instructor
Notes: Instructor: Podaras
Political Science

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)
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.
Prerequisite: Any international relations course or permission of instructor
Offered: Spring
Notes: Instructor: Pubantz

PSC 349 Human Rights and the Global Citizen (3:3)
Explores the role of international and nongovernmental organizations, and other non-state actors in the development of international human rights. Analyzes advocacy networks’ role in the protections of those rights.
Distribution: GE Marker: GL

PSC 350 Democratic Political Systems (3:3)
Comparative examination of political institutions and behavior in selected industrialized and non-industrialized countries.
Notes: Instructor: 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.
Prerequisite: PSC 260 or permission of instructor
Notes: Instructor: Crowther

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)
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.

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.
Notes: Instructor: 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.
Notes: Instructor: Crowther

PSC 391 African Political Systems (3:3)
Survey and analysis of the institutions and current problems of African states. Emphasis on Sub-Saharan Africa.
Prerequisite: PSC 240 or PSC 290 or permission of instructor
Distribution: GE Marker: GN
Notes: Instructor: Griffiths
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.
Offered: Alt Spring
Notes: Instructor: Griffiths

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
Notes: May be repeated for credit if the topic of study changes.

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 (3:3)
Notes: May be repeated for credit when topic varies.

PSC 510 Topics in Public Policy: Politics of Education (3:3)
See PSC 510.

PSC 510B Topics in Public Policy: Criminal Justice (3:3)
See PSC 510.

PSC 510C Topics in Public Policy: Labor Relations (3:3)
See PSC 510.

PSC 510E Topics in Public Policy: Environmental Policy (3:3)
See PSC 510.

PSC 510F Topics in Public Policy: Urban Development Policy (3:3)
See PSC 510.

PSC 510G Topics in Public Policy: Health Strategies (3:3)
See PSC 510.

PSC 510H Topics in Public Policy: Global Challenges (3:3)
See PSC 510.

PSC 510I Topics in Public Policy: Press and Politics (3:3)
See PSC 510.

PSC 510J Topics in Public Policy: Politics of Industrial Policy (3:3)
See PSC 510.

PSC 510K Topics in Public Policy: Ethics in Public Policy (3:3)
See PSC 510.

PSC 511 Topics in Public Affairs (1)

Registration Restriction: Graduate standing; or senior PSCI major; or permission of the Graduate Director
Prerequisite: for senior PSCI major: completion of PSC 310 (or PSC 311)
Notes: May be repeated when topics vary up to a limit of 6 s.h.

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: Foreign and Defense Policy (1-3)
See PSC 510.

PSC 511F Topics in Public Affairs: Legislative Relations (1)
See PSC 511.

PSC 511G Topics in Public Affairs: Financial Management (1)
See PSC 511.

PSC 511H Topics in Public Affairs: Grant Writing (1)
See PSC 511.
Political Science

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: Program Evaluation (1)
See PSC 511.

PSC 511R Topics in Public Affairs: Diversity and Culture (1)
See PSC 511.

PSC 511S Topics in Public Affairs: Social Entrepreneurship in Nonprofits (1)
See PSC 511.

PSC 511V Topics in Public Affairs: Volunteer Management (1)
See PSC 511.

PSC 512 Federalism and Intergovernmental Relations (3:3)
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.

Notes: Instructor: 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 which degrees can be earned, but programs of study chosen as second majors at UNCG. 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.
Preprofessional Programs

Pre Dentistry (PRED), Pre Medicine (PREM), and Pre Veterinary Medicine (PVET)

Health Careers Advisory Committee
Robin G. Maxwell, Committee Chair, Senior Lecturer, Department of Biology

Bruce Banks, Associate Professor, Department of Chemistry and Biochemistry
Jennifer Clark, Advisor, School of Health and Human Sciences
Mark Hens, Associate Professor, Department of Biology
Jeremy Ingraham, Lecturer, Department of Biology
Karen Katula, Associate Professor, Department of Biology
Heather Kern, Students First Office
Esther Leise, Professor, Department of Biology
George Michel, Professor, Department of Psychology
Ron Morrison, Associate Professor, Department of Nutrition
Promod Pratap Associate Professor, Department of Physics and Astronomy
Caitlin Saraphis, College of Arts and Sciences Advising Center
Aaron Terranova, Associate Professor, Department of Kinesiology

Students should declare the appropriate Preprofessional second major, upon which they will be assigned to a member of this committee for assistance in planning their program of study as their secondary advisor. They will also be automatically enrolled in the Preprofessional Programs group in Canvas, which will provide resources and communication about upcoming events, opportunities, and deadlines.

The admission requirements vary slightly among the various schools and programs. For specific information students should review the websites of the medical, dental, and veterinary medical schools that they are interested in applying to. Other sources of information are current volumes of Medical School Admission Requirements and Admission Requirements of American Dental Schools.

The Preprofessional Programs constitute a core of courses that must be completed before admission to the professional schools. They can be successfully incorporated into almost any major. It has been shown in the case of medical schools that the choice of major does not significantly affect the student’s probability of admission. Students should give consideration to any major that they find interesting and in which they feel they can do well. Nearly all students accepted to medical, dental, and veterinary schools have completed a bachelor’s degree.

The achievement of outstanding academic credentials should not be accomplished at the cost of totally sacrificing extracurricular activities. Most professional programs prefer students who have participated in nonacademic activities and actively pursued a range of interests.

In addition to the core of preparatory courses, virtually all professional schools require some form of standardized test prior to consideration of a student’s admission application. These tests are usually taken in the spring before application is made. Medical schools require the Medical College Admission Test (MCAT), dental schools the Dental Admission Test (DAT), and veterinary schools the Graduate Record Examination (GRE) Aptitude Test.

Applications to professional schools are made a year before expected matriculation, usually between June 15 and November 15. This means that the course work included on the standardized entrance test must be completed by the end of the junior year of college in order to move straight from college to professional schools without a “gap” year. Early application is strongly recommended, as interviews and acceptances go first to the earliest applicants.

The American Medical College Application Service (AMCAS) is the agent for 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 declare a Preprofessional second major, to be assigned a member of the Health Careers Advisory Committee for assistance in planning their programs of study.

Pre Medicine Requirements

Allopathic and osteopathic medical schools generally require the categories below.

1. General Biology with Laboratory
   BIO 111 Principles of Biology I
   BIO 112 Principles of Biology II

2. 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

3. Organic Chemistry with Laboratory
   CHE 351 Organic Chemistry I
   CHE 352 Organic Chemistry II
   CHE 354 Organic Chemistry Laboratory

4. Biochemistry
   One of the options listed below.
   a. Option A
      CHE 420 Chemical Principles of Biochemistry
   b. Option B
      CHE 556 Biochemistry I
      CHE 557 Biochemistry II

5. Physics with Laboratory
   One of the options listed below.
   a. Option A
      PHY 211 General Physics I
      PHY 212 General Physics II
b. Option B
   PHY 291 General Physics I with Calculus
   PHY 292 General Physics II with Calculus

6. Mathematics
   A few schools require mathematics through calculus, while standardized tests often require statistics.
   MAT 191 Calculus I

   STA 108 Elementary Introduction to Probability and Statistics
   or
   STA 271 Fundamental Concepts of Statistics

7. College Writing
   ENG 101 College Writing I
   ENG 102 College Writing II

8. Behavioral Sciences
   PSY 121 General Psychology
   SOC 101 Introduction to Sociology

Other courses that are often recommended include those detailed below.
1. Human Physiology with Laboratory
   BIO 277 Human Physiology

2. Cell Biology and Genetics
   BIO 355 Cell Biology
   BIO 392 Genetics

3. Functional Microscopic Anatomy with Laboratory
   BIO 472 Histology

---

**Pre Dentistry Requirements**
Dental school preparatory course requirements are usually much like those for medical school; however, they may also require anatomy in addition to the classes listed above.
   Anatomy with Laboratory
   BIO 271 Human Anatomy

---

**Pre Veterinary Medicine Requirements**
Veterinary school course requirements are considerably more extensive than those for medical or dental schools. In addition to specifying all of the above courses in mathematics, chemistry, and biology, these programs typically require or recommend more courses in **animal science, general microbiology, animal nutrition, and possibly some business courses**. Several hundred hours of work experience with animals or in a veterinarian’s practice is required. Students interested in veterinary school should make contact with the school and with the advisory committee at an early stage of their undergraduate careers.
Pre Engineering (PREN)

Advisors
Promod Pratap, Associate Professor, Department of Physics and Astronomy

The following two-year pre-engineering curriculum offers preparation for students who plan to transfer to engineering programs in other institutions. This program has been approved by the Subcommittee on Engineering Transfer for transfer to the engineering programs at North Carolina A&T State University, North Carolina State University, and The University of North Carolina at Charlotte. Students interested in engineering should contact the advisors above as soon as possible.

See the designated General Education requirements and approved course listings. Recommended are a beginning course in literature, history (200 level), history or philosophy of science, and communications*. Some engineering programs require proficiency in a foreign language through the level of the first year (101–102). Students should make appropriate selections after consultation with an advisor. More information may be found on the Web at http://physics.uncg.edu/academics/engineering.html.

Note that the one-hour Kinesiology activity courses may be taken in any semester; most engineering schools require at least two P.E. credits.

*Recommended
CST 105 Introduction to Communication Studies

Requirements
Freshman year—1st Semester
17 semester hours as detailed below.
1. Required
   3 s.h. of writing as listed below. This requirement may be exempted.
   ENG 101 College Writing I
2. Required
   4 s.h. of chemistry as listed below.
   CHE 111 General Chemistry I
   CHE 112 General Chemistry I Laboratory
3. Required
   3 s.h. of math as listed below.
   MAT 151 Precalculus II
   or
   MAT 191 Calculus I
4. Select
   6 s.h. chosen from GEC Categories
5. Select
   1 s.h. chosen from Kinesiology activity courses.

Sophomore year—1st Semester
16 semester hours as detailed below.
1. Required
   3 s.h. of math as listed below.
   MAT 292 Calculus II
   or
   MAT 293 Calculus III
2. Required
   4 s.h. of physics as listed below.
   PHY 292 General Physics II with Calculus
3. Select
   3 s.h. chosen from GEC Categories
4. Select
   3 s.h. of economics as listed below or an elective.
   ECO 201 Principles of Microeconomics
5. Required
   3 s.h. of computer science as listed below.
   CSC 130 Introduction to Computer Science

Sophomore year—2nd Semester
12–15 semester hours as detailed below.
1. Select
   3 s.h. of math as listed below or an elective.
   MAT 293 Calculus III
2. Select
   9–12 s.h. chosen from GEC Categories

Freshman year—2nd Semester
18 semester hours as detailed below.
1. Required
   3 s.h. of writing as listed below. This requirement may be exempted.
   ENG 102 College Writing II
2. Required
   4 s.h. of chemistry as listed below.
   CHE 114 General Chemistry II
   CHE 115 General Chemistry II Laboratory
3. Required
   6 s.h. of math as listed below.
   MAT 191 Calculus I
   or
   MAT 292 Calculus II
   MAT 220 Plane and Solid Analytic Geometry
4. Required
   4 s.h. of physics as listed below.
   PHY 291 General Physics I with Calculus
5. Select
   1 s.h. chosen from Kinesiology activity courses.
Prelaw (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 Prelaw major. Students who plan to attend law school may select their major from any academically rigorous field. However, since law schools seek to admit students who can think, speak, and write at the highest levels of competency, students (regardless of major) should take courses that develop skills in critical, creative, and reflective thinking as well as clear and cogent writing and speaking. To obtain these skills, it is especially useful to take courses in the areas of Philosophical, Religious, and Ethical Principles (GPR) and Reasoning and Discourse (GRD). Courses in these areas are offered by many departments, including Anthropology, Communication Studies, English, History, Philosophy, Political Science, Religious Studies, and Sociology. In addition, Freshman Seminars, Honors, and Residential College courses are helpful. Students should also be sure to develop computer skills.

Students interested in Prelaw should consult one of the Prelaw advisors from the above list in addition to their major advisors.
Preprofessional Programs

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
Judy S. Kinney, Assistant Professor, Department of Community and Therapeutic Recreation
Kimberly D. Miller, AP Assistant Professor, Department of Community and Therapeutic Recreation

Four occupational therapy (OT) programs are currently available in North Carolina: The University of North Carolina at Chapel Hill, East Carolina University, Lenoir-Rhyne College, and Winston-Salem State University offer a Master of Science (M.S.) in Occupational Therapy. Accreditation changes in occupational therapy now require that all students completing a degree in occupational therapy after January 1, 2007 must obtain the master’s degree.

Students seeking admission into a Master of Science program in Occupational Therapy may declare a major in Recreation and Parks Management (RPMT), with an emphasis in Therapeutic Recreation, but will be expected to complete a core of additional courses.

Requirements
Requirements for entry into an M.S. program in O.T. generally include the courses detailed below. Additional recommendations may include (depending on the master’s program of interest to student) a course in either an academic or community-based setting that requires the skills of the body and mind, such as art, music, dance, recreation, sports classes, theater, etc. First aid and CPR certification may also be required. Students should contact an advisor for assistance in planning their program of study.

1. Introductory Biology
   4 s.h. as listed below.
   BIO 111 Principles of Biology I
2. Human Anatomy with lab
   4 s.h. as listed below.
   BIO 271 Human Anatomy
3. Human Physiology with lab
   4 s.h. as listed below.
   BIO 277 Human Physiology
4. Abnormal Psychology
   3 s.h. as listed below.
   PSY 341 Abnormal Psychology
5. Introduction to Statistics
   3 s.h. as listed below.
   STA 108 Elementary Introduction to Probability and Statistics
6. Human Growth and Development
   3 s.h. as listed below.
   HDF 211 Human Development Across the Life Span
7. Select
   3 s.h. of Kinesiology or course related to Human Movement and Analysis
8. Select
   3 s.h. of Sociology, Anthropology, or Cultural Diversity
9. Select
   1–2 s.h. of Medical Terminology
10. Select
    Reasoning course such as philosophy, logic, ethics, methods, or research inquiry in a social science
Pre Pharmacy (PREP)

Advisors
Nicholas Oberlies, Professor, Department of Chemistry and Biochemistry
Robin G. Maxwell, Senior Lecturer, Department of Biology

Students seeking a professional degree in pharmacy may follow a Pre Pharmacy curriculum at UNCG. In some cases, it is possible to complete the prerequisites in two or more years and then transfer to a school of pharmacy. An additional three to four years will then be required to complete the Doctor of Pharmacy degree. There are 137 accredited schools of pharmacy in the United States. The North Carolina schools are the University of North Carolina at Chapel Hill, Campbell University, Wingate University, and High Point University.

Completion of the Pre Pharmacy work at UNCG does not guarantee admission to pharmacy school. Students should consult a Pre Pharmacy advisor before registering for courses. Those planning to apply to out-of-state pharmacy schools should bring along information from those schools.

Requirements

Pre Pharmacy requirements generally include the courses as listed below. Many schools specify other humanities and social science courses, including communication studies, for a total of around 64 credits. Students will also be required to take the Pharmacy College Admission Test before applying to pharmacy school.

1. Required
   All three courses include an accompanying lab course.
   BIO 111 Principles of Biology I
   BIO 271 Human Anatomy
   BIO 277 Human Physiology
   BIO 280 Fundamentals of Microbiology

2. Required
   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

Qualified
   UNC Chapel Hill also requires one of the biochemistry courses listed below.
   CHE 420 Chemical Principles of Biochemistry
   CHE 556 Biochemistry I

3. Required
   ENG 101 College Writing I
   ENG 102 College Writing II

4. Required
   MAT 191 Calculus I

5. Select
   One option chosen from those listed below.
   a. Option A
      PHY 211 General Physics I
      PHY 212 General Physics II
   b. Option B
      PHY 291 General Physics I with Calculus
      PHY 292 General Physics II with Calculus

6. Required
   STA 108 Elementary Introduction to Probability and Statistics
Preprofessional Programs

Pre Physical Therapy (PHYT)

Advisors
Robin G. Maxwell, Senior Lecturer, Department of Biology
Randy J. Schmitz, Associate Professor, Department of Kinesiology

Six doctoral programs in physical therapy (DPT) are currently available in North Carolina. They are at Duke University, Elon University, UNC-Chapel Hill, East Carolina University, Western Carolina University, and Winston-Salem State University.

Students seeking a DPT degree may major in any academic area but will be expected to complete a core of science courses. The minimum grade point average for admission is 3.0 on a 4.0 scale. Volunteer experience in physical therapy is required for admission.

Requirements
Requirements for the MPT and DPT generally include the courses listed below.

Additional recommendations include computer literacy and course work in biomechanics, and genetics. Students should contact the programs directly to ensure that they meet current requirements for each school. A complete listing of accredited physical therapy programs is available from the American Physical Therapy Association, 1111 North Fairfax Street, Alexandria, VA 22314, 703-684-APTA.

Students should contact an advisor for assistance in planning their program of study.

1. Statistics
   STA 108 Elementary Introduction to Probability and Statistics
2. Introductory Biology
   BIO 111 Principles of Biology I
   BIO 112 Principles of Biology II
3. Anatomy
   BIO 271 Human Anatomy
4. Physiology
   BIO 277 Human Physiology
5. Physics
   One option chosen from those listed below.
   a. Option A
      PHY 211 General Physics I
      PHY 212 General Physics II
   b. Option B
      PHY 291 General Physics I with Calculus
      PHY 292 General Physics II with Calculus
6. General Chemistry
   CHE 111 General Chemistry I
   CHE 112 General Chemistry I Laboratory
   CHE 114 General Chemistry II
   CHE 115 General Chemistry II Laboratory
7. General Psychology
   PSY 121 General Psychology
8. Human Growth and Development
   HDF 211 Human Development Across the Life Span
   or
   PSY 250 Developmental Psychology
9. CPR Certification
Department of Psychology

College of Arts and Sciences
296 Eberhart Building
336-334-5013
www.uncg.edu/psy

Faculty
Stuart Marcovitch, Professor and Head of Department
Professors Guttentag, Johnston, Kane, Keane, Mendez Smith, Michel, Nelson-Gray, Shelton, Silvia, Touron
Associate Professors Bosevski, Delaney, Eddington, Levine, Stein, Zell
Assistant Professors Baker, Vrshek-Schallhorn, Wahlheim, Wisco
Lecturers Estle, Gallagher, Ladrow, Russell

The Department of Psychology approaches its subject matter as a scientific discipline with emphasis placed on understanding behavior and cognition through experimentation and observation.

We offer broad training in psychology that can prepare students for the working world and graduate training in most major branches of psychology. We offer specialized training in the major areas of psychology, including clinical psychology, cognitive psychology, social psychology, personality psychology, developmental psychology, biological psychology, and quantitative and research skills.

The objectives of the curriculum are:
1. To provide an understanding of the use of scientific methodology in psychological research at both intermediate and advanced levels. This understanding will include a familiarity with the design of observational, survey, and experimental studies; principles of inference from scientific data; the logic of statistical testing; and the 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. and B.S. programs for undergraduates, the department has a Ph.D. program and a terminal M.A. program for graduate students.

Students who wish to seek teacher licensure should see School of Education Licensure Programs as well as below. Such persons should contact the departmental Director of Undergraduate Studies as early as possible.

Psychology Major (PSYC)—B.A. or B.S.
Degree: Bachelor of Arts or 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:
Psychology—B.A., U215
Social Studies High School Teaching Licensure—B.A., U217
Psychology—B.S., U230

The Psychology Major provides a background for entry into a variety of professions other than psychology where understanding the principles of behavior and cognition is important. It also provides the necessary background for individuals planning to do graduate work in either basic or applied psychology.

The curriculum provides students with a structured, sequenced exposure to six core areas in psychology. These are: behavior analysis; biopsychology; clinical psychology; cognitive psychology; development psychology; and, social psychology. Majors must sample from at least four domains at the intermediate (200) level, but can choose a narrower or broader sampling of upper level courses. The curriculum also affords hands-on experience with scientific psychology via laboratory courses and field experiences.

The Psychology Major for the Bachelor of Science degree serves students who want additional training in science, math, statistics, and research methods relative to the Bachelor of Arts degree.

Psychology Major: Psychology Concentration (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 Code: U215

I. General Education Core Requirements (GEC)
See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (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.
Psychology

GMT—Mathematics (3 s.h.)
Students who receive advanced placement credit in mathematics will be approved on a case-by-case basis.

MAT 115 College Algebra
or
MAT 150 Precalculus I
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.

GSB—Social and Behavioral Sciences (6 s.h.)
PSY 121 General Psychology
Student selects additional 3 s.h. from GSB list with a course prefix other than PSY. GSB requirement may not be fulfilled solely with courses in Psychology.

II General Education Marker Requirements
See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
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 College of Arts and Sciences Additional Requirements (CAR)
See CAR requirements in the Academic Units section. See the GEC Course Summary Table for approved CAR courses.

GMO/GPM—Historical Perspectives (3 s.h.)
Student selects 3 s.h. from GMO or GPM list, depending on category used to satisfy GHP requirement.

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 with a course prefix other than PSY.

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 35 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. Required
   PSY 121 General Psychology
   PSY 122 Careers in Psychology

2. Intermediate-level core courses
   Select 4 courses from the 7 listed below.
   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

3. Required
   PSY 310 Statistics in Behavioral Science Research
   PSY 311 Research Methods in Psychology

4. Upper-level courses
   A minimum of four additional PSY courses at the 300 level or above. Must include at least two courses at the 400 level or above. Students may not complete GSB requirements solely with courses in Psychology.

   Qualified
   The course listed below may not be used to fulfill this requirement:
   PSY 433 Research Experience in Psychology

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

Psychology Major: Social Studies High School Teaching Licensure Concentration (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 Code: U217

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 under School of Education Licensure Programs. 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, Religious Studies, or Anthropology that address human behavior and experiences from complementary or, perhaps, alternative perspectives.

Psychology Major: Psychology Concentration (PSYC)—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: U230

I General Education Core Requirements (GEC)
See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (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.)
Students who receive advanced placement credit in mathematics will be approved on a case-by-case basis.

MAT 115 College Algebra
or
MAT 150 Precalculus I
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.

GSB—Social and Behavioral Sciences (6 s.h.)
PSY 121 General Psychology
Student selects additional 3 s.h. from GSB list with a course prefix other than PSY. GSB requirement may not be fulfilled solely with courses in Psychology.

II General Education Marker Requirements
See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
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 College of Arts and Sciences Additional Requirements (CAR)
See CAR requirements in the Academic Units section. See the GEC Course Summary Table for approved CAR courses.

GMO/GPM—Historical Perspectives (3 s.h.)
Student selects 3 s.h. from GMO or GPM list, depending on category used to satisfy GHP requirement.

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 with a course prefix other than PSY.

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

VI—Writing Intensive Courses
A total of four WI courses.

IV Major Requirements
Minimum 44 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. Required
   PSY 121 General Psychology
   PSY 122 Careers in Psychology

2. Intermediate-level core courses
   Select 4 courses from the 7 listed below.
   PSY 230 Biological Psychology
   PSY 240 Principles of Learning
Psychology

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

3. Required
PSY 310 Statistics in Behavioral Science Research
PSY 311 Research Methods in Psychology

4. Upper-level courses
A minimum of four additional PSY courses at the 300 level or above. Must include at least two courses at the 400 level or above. Students may not complete GSB requirements solely with courses in Psychology.

Qualified
The course listed below may not be used to fulfill this requirement:
PSY 433 Research Experience in Psychology

5. Additional courses
Additional three courses in PSY at the 400 level or above.

Required
PSY 410 Intermediate Psychological Statistics

Qualified
The course listed below may count for a maximum of 3 s.h.
PSY 433 Research Experience in Psychology

V Related Area Requirements
Two courses in math or science with a minimum grade of C- at the 200 level or above.
May not use the courses taken to fulfill GEC and/or CAR requirements to meet this requirement.
Choose courses from the following course prefixes: AST, BIO, CHE, CSC, ECO, ERM, GEO, KIN, MAT, NTR, PHY, PSC, SOC, STA.

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

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.

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 courses in PSY at the 200 level
- A minimum of three courses in PSY at the 300 level or above, including at least one course at the 400 level or above

Qualified
The course listed below may not be used to satisfy requirements for the concentration in Psychology.
PSY 433 Research Experience in Psychology

Psychology Minor
Required: 18 semester hours
AOS Code: U215

The psychology minor complements study in a wide range of fields including anthropology, biology, business and marketing, community and therapeutic recreation, human development, sociology, social work, exercise and sport science, education and counseling, and nursing.

Requirements
A grade of C- or better in all psychology courses required for the minor.
1. Required
PSY 121 General Psychology
2. A minimum of two psychology courses at the 200 level
3. One psychology course at the 400 level or above

Qualified
The course listed below may not be used to satisfy requirements for the concentration in Psychology.
PSY 433 Research Experience in Psychology

4. Any two additional psychology courses

Qualified
The course listed below may not be used to fulfill this requirement.
PSY 433 Research Experience in Psychology

Psychology Honors
Requirements
At least 12 s.h. in psychology courses as detailed below.
1. Select
Two chosen from the courses listed below.
PSY 401 Academic Writing in Psychology
PSY 410 Intermediate Psychological Statistics
PSY 495 Senior Honors Seminar
PSY 515 History and Systems of Psychology
PSY 519 Special Topics in Psychology

Qualified
The courses listed below may be taken more than once for credit to satisfy this requirement.
PSY 495 Senior Honors Seminar
PSY 519 Special Topics in Psychology

2. Required
Both courses below in the order listed.
PSY 493 Honors Independent Study
HSS 490 Senior Honors Project

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 and 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: Students may not receive credit for both HDF 302 and PSY 230.

PSY 250 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 Statistics in Behavioral Science Research (3:3)
Descriptive and inferential statistics, including estimating parameters and testing significance, as applied to psychological research. Taught at an introductory level. Requires knowledge of elementary algebra.

Prerequisite: Grades of at least C- in PSY 121 and in STA 108 (or MAT 115 or MAT 150)
Notes: Students may not receive credit for more than one of the following: PSY 310 and also STA 271 (or STA 352 or ECO 250).

PSY 311 Research Methods in Psychology (4:3:3)
Introduction to the research methodologies of psychology and to analysis and interpretation of data. Experience with methods of data collection, basic statistical ways to display and analyze data, and writing reports.

Prerequisite: Grades of at least C- in PSY 310 and ENG 101, and a P in PSY 122

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

Notes: Students may not receive credit for both HDF 302 and PSY 230.
PSY 346 The Psychology of Gender (3:3)
Evaluation of effects of biological sex and gender role socialization on personality and behavior through examination of empirical research.
Prerequisite: Minimum grade of C- (1.7) in PSY 121

PSY 357 Psychology and Medicine (3:3)
Examination of how the theories and methods of psychology inform the diagnoses and treatments of both physical and mental illnesses.
Prerequisite: Minimum grade of 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 intelligences, 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 390 Health Psychology and Culture (3:3)
Focuses on understanding the relationship between health and illness by exploring biological, psychological, and social factors across select cultures.
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: Minimum grade of B (3.0) in both PSY 310 and PSY 311

PSY 401 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: Grade of at least C- in PSY 310
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: Grade of at least C- in PSY 310
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 310
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 310, 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 310
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 310, 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 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: 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: 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.
Psychology

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 463.

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 470.

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 C- or better in PSY 341 or PSY 470; junior standing; and permission of instructor
Notes: Malpractice insurance fee required for certain placements. Be advised that internship sites will require a criminal background check and/or drug test, and reserve the right to reject applicants on the basis of the results.

PSY 481 Cognition and Consciousness (3:3)
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 481.

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; 3.50 GPA in the major and 12 s.h. in the major; completion of PSY 311

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 and Human Sciences
437 Coleman Building
336-334-5532
www.uncg.edu/phe

Faculty
Tracy Nichols, Professor and Department Head
Professors Bibeau, Dudley
Associate Professors Lovelace, Morrison, Perko, Schulz, Smith, Strack, Wyrick
Assistant Professors Erausquin, Rulison, Tanner
AP Professor McCoy-Pulliam
AP Assistant Professors Chrismon, Kelly, Lucas, Milroy, Rosario

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 Education Major (PHTH)—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 Health Education, U407
  - Health Studies Online, U415

The Department of Public Health Education offers the Bachelor of Science (B.S.) degree in Public Health Education major with a concentration in Community Health Education or Health Studies (an online degree program). Both concentrations provide a foundation in the core areas of public health including: social and behavioral sciences, epidemiology, public health statistics, and health policy and administration. Only students in the Community Health Education concentration are eligible candidates for national credentialing as a Certified Health Education Specialist (CHES). The Health Studies Online concentration is an online option available for second-degree seeking students looking for a non-professional degree to complement their current professional or career experiences.

Criteria for Admission to the Public Health Education Major
Students must be formally admitted to the Public Health Education major through an application process and select a concentration of Community Health Education or Health Studies Online. Students are considered Pre-Public Health (PHTH) until the student is formally accepted into the Public Health (PHTH) major.

Only students who have formal, written acceptance into the PHTH major will be permitted to register in upper level public health education (HEA) courses, typically completed in the junior and senior years. Admission cannot be sought into the major until completion or transfer of 45 credit hours. The application deadline is April 1 of each year. Applications are obtained from the Department of Public Health Education. Transcripts from all post-secondary schools attended must be submitted with the application. Admission to the university does not guarantee acceptance into the PHTH major. Conditional admission may be granted if students are still completing the prerequisite courses, but full admission to the major cannot be granted until all admission criteria for Community Health Education or Health Studies Online concentration have been successfully completed.

Public Health Education Major: Community Health Education Concentration (PHTH)—B.S.
Degree: Bachelor of Science
Required: 124 semester hours, to include at least 36 hours at or above the 300 course level
AOS Code: U407

Increasing national interest in health and health promotion attracts students to the undergraduate degree program in Community Health Education. The concentration provides field experiences in public and private agencies as part of the professional preparation program. Students are prepared to design and implement health promotion programs in the community. Graduates have careers in national, state, and local health agencies, health and human services organizations, and business and industry; and many continue on into graduate study.

Minimum Criteria for Admission to the Concentration
Pre-public health students must meet the following criteria to be accepted into the major and declare the Community Health Education concentration. Students should meet these minimum requirements before submitting an application to the concentration.

1. GPA
   Overall grade point average of 2.50 or higher.

2. Prerequisites
   A grade of C (2.0) or better in each of the prerequisite health-related courses listed below or their equivalent. Prerequisite courses may be repeated only one time to earn the minimum required grade or better.
   a. Biology
      BIO 111 Principles of Biology I
      BIO 111L Principles of Biology I Lab
b. Communication Studies
One chosen from the courses listed below.
- CST 105 Introduction to Communication Studies
- CST 341 Communication and Workplace Relationships

c. English
- ENG 101 College Writing I

d. Math
- One chosen from the courses listed below or a higher level mathematics course.
- MAT 115 College Algebra
- STA 108 Elementary Introduction to Probability and Statistics

e. Nutrition
- NTR 213 Introductory Nutrition

f. Social Science
- One chosen from the courses listed below.
- PSY 121 General Psychology
- SOC 101 Introduction to Sociology

3. HEA courses
A grade of C (2.0) or higher in any completed HEA courses (including transferred HEA courses).

Recommended
It is recommended, but not required, that students complete the course listed below and/or a HEA elective prior to submitting the application.
- HEA 201 Personal Health

Minimum Criteria for Progression in the Concentration
1. Students must continue to maintain the cumulative GPA requirement of 2.50 to progress and graduate. Students who drop below a 2.50 overall GPA will be dropped from the program.

2. No HEA course or health-related area course for which a grade of C or better is required for the major may be taken more than twice (a C- is not acceptable). Students who receive a grade below C twice in the same HEA course or health related area course required for the major will be dropped from the major.

Graduation Requirements for the Concentration
1. A grade of C (2.0) or better in all required HEA courses and health related courses.

2. Overall GPA of 2.50

3. Registration for and completion (e.g., sitting for) of the CHES exam offered by the National Commission for Health Education Credentialing (NCHEC).

4. Completion of all other requirements as described for degree and major (students may still be required to complete free elective credit hours to meet university degree requirements).
II General Education Marker Requirements
See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved 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 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 Requirements
1. Required
   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 428 Health Education Internship (Fieldwork IV and Seminar)
   HEA 466 Community Health Interventions II

2. Select
   12 s.h. from the courses listed below.
   HEA 113 Medical Terminology for Public Health Professionals
   HEA 201 Personal Health
   HEA 202 Introduction to Peer Health Education
   HEA 203 Peer Health Education: Selected Topics
   HEA 207 International Health
   HEA 231 Athlete Health and Sport Performance
   HEA 260 Human Sexuality
   /ENT 307 Global Health
   HEA 310 Mental Health and Well-Being
   HEA 312 Public Health and Healthcare Systems in the US
   HEA 318 Conflict Resolution and Facilitation Skills
   HEA 331 Alcohol, Tobacco, and Other Drugs
   HEA 334 Community Health
   HEA 350 Race, Ethnicity, and Health
   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 433 Gender and Health
   HEA 447 Income, Social Status, and Health
   HEA 450 Current Health Problems
   HEA 471 Immigrant and Refugee Health
   HEA 475 Independent Study

IV Related Area Requirements
Required
1. Biology
   Choose one of the options listed below.
   a. Option A
      BIO 111 Principles of Biology I
      BIO 111L Principles of Biology I Lab
   b. Option B
      BIO 271 Human Anatomy
   c. Option C
      BIO 277 Human Physiology

2. Communication Studies
   One chosen from the courses listed below.
   CST 105 Introduction to Communication Studies
   CST 341 Communication and Workplace Relationships

3. English
   ENG 101 College Writing I

4. Math
   One chosen from the courses listed below or a higher level mathematics course.
   MAT 115 College Algebra
   STA 108 Elementary Introduction to Probability and Statistics

5. Nutrition
   NTR 213 Introductory Nutrition

6. Social Science
   One chosen from the courses listed below.
   PSY 121 General Psychology
   SOC 101 Introduction to Sociology

V Electives
Electives sufficient to complete total semester hours required for degree.
Public Health Education Major: Health Studies Online Concentration (PHTH)—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: U415

The program leading to the Bachelor of Science in Public Health, Health Studies Online concentration, is designed to prepare individuals for positions in health-related fields and provide a base for graduate study. The Health Studies Online concentration will allow time and location bound students to complete an undergraduate degree without relocating to the UNCG campus. Our graduates, like other graduates in general education programs, are competitive in the job market for careers in administration, education, health sciences, human relations, and public service, and in other governmental, community-based and/or nonprofit settings.

Students requesting admission to the Health Studies Online concentration may apply to the major only after earning a prior degree (A.A., A.S., B.A., B.S., or equivalent; an A.A.S. is not an equivalent option) from an accredited college or university and completion of courses that satisfy General Education Core and General Education Marker requirements.

Minimum Criteria for Admission to the Concentration

Pre-public health students must meet the following criteria to be accepted into the major and declare the Health Studies Online concentration. Students should meet these minimum requirements before submitting an application to the concentration.

1. Prior degree
   Students requesting admission to the Health Studies Online concentration may apply to the major only after earning a prior degree (A.A., A.S., B.A., B.S., or equivalent; an A.A.S. does not count as an equivalent) from an accredited college or university and completion of courses that satisfy General Education Core and General Education Marker requirements.

2. GPA
   Overall grade point average of 2.50 or higher.

3. Prerequisites
   A grade of C (2.0) or better in each of the courses listed below or their equivalent. Prerequisite courses may be repeated only one time to earn the minimum required grade or better.
   a. Biology
      Choose one of the options listed below.
      1. Option 1
         BIO 111 Principles of Biology I
         BIO 111L Principles of Biology I Lab
      2. Option 2
         BIO 271 Human Anatomy
      3. Option 3
         BIO 277 Human Physiology

   b. Communication Studies
      One chosen from the courses listed below.
      CST 105 Introduction to Communication Studies
      CST 341 Communication and Workplace Relationships

   c. English
      ENG 101 College Writing I

   d. Math
      One chosen from the courses listed below or a higher level mathematics course.
      MAT 115 College Algebra
      STA 108 Elementary Introduction to Probability and Statistics

   e. Social Science
      One chosen from the courses listed below.
      PSY 121 General Psychology
      SOC 101 Introduction to Sociology

   f. Information Systems
      ISM 110 Business Computing

4. HEA courses
   A grade of C (2.0) or higher in any completed HEA courses (including transferred HEA courses).

Minimum Criteria for Progression in the Concentration

1. Students must continue to maintain the cumulative GPA requirement of 2.50 to progress and graduate. Students who drop below a 2.50 overall GPA will be dropped from the program.

2. No HEA course or health-related area course for which a grade of C or better is required for the major may be taken more than twice (a C- is not acceptable). Students who receive a grade below C twice in the same HEA course or health related area course required for the major will be dropped from the major.

Graduation Requirements for the Concentration

1. A grade of C (2.0) or better in all required HEA courses and health related courses.

2. Overall GPA of 2.50

3. Registration for and completion (e.g., sitting for) of the CHES exam offered by the National Commission for Health Education Credentialing (NCHEC).

4. Completion of all other requirements as described for degree and major (students may still be required to complete free elective credit hours to meet university degree requirements).

I General Education Core Requirements (GEC)

GEC—Literature (3 s.h.)
   Student selects 3 s.h. from GLT list.

GEC—Fine Arts (3 s.h.)
   Student selects 3 s.h. from GFA list.

GEC—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.
Public Health Education

GHP—Historical Perspectives (3 s.h.)
Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (6-7 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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved 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 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 Requirements
1. Core Courses
   HEA 308 Introduction to Public Health
   HEA 312 Public Health and Healthcare Systems in the US
   HEA 314 Public Health Diseases
   HEA 315 Epidemiology
   HEA 316 Environmental Health
   HEA 325 Public Health Data Analysis
   HEA 350 Race, Ethnicity, and Health
   HEA 433 Gender and Health
   HEA 447 Income, Social Status, and Health
   HEA 490 Capstone Experience

2. Select
   18 s.h. chosen from the courses listed below. A minimum of 12 s.h. must have an HEA prefix.
   HEA 113 Medical Terminology for Public Health Professionals
   HEA 201 Personal Health
   HEA 207 International Health
   HEA 260 Human Sexuality
   HEA 307/ENT 307 Global Health
   HEA 310 Mental Health and Well-Being
   HEA 318 Conflict Resolution and Facilitation Skills
   HEA 331 Alcohol, Tobacco, and Other Drugs
   HEA 334 Community Health
   HEA 369 Lifetime Health Concerns
   HEA 412 Community Health Organizations
   HEA 420 The School Health Program
   HEA 430 Social Marketing for Health
   HEA 450 Current Health Problems
   HEA 470 Adolescent Health
   HEA 471 Immigrant and Refugee Health
   HEA 475 Independent Study

Qualified
A maximum of 6 s.h. may be selected from the courses listed below.
   HDF 212 Families and Close Relationships
   HDF 302 Infant and Child Development
   KIN 220 Lifetime Wellness
   MGT 300 Management of Organizations
   MGT 312 Human Behavior in Business Organizations
   NUR 390 Culture and Health Care
   NTR 213 Introductory Nutrition
IV Related Area Requirements

Required
1. Biology
   Choose one of the options listed below.
   a. Option A
      BIO 111 Principles of Biology I
      BIO 111L Principles of Biology I Lab
   b. Option B
      BIO 271 Human Anatomy
   c. Option C
      BIO 277 Human Physiology

2. Communication Studies
   One chosen from the courses listed below.
   CST 105 Introduction to Communication Studies
   CST 341 Communication and Workplace Relationships

3. English
   ENG 101 College Writing I

4. Math
   One chosen from the courses listed below or a higher level mathematics course.
   MAT 115 College Algebra
   STA 108 Elementary Introduction to Probability and Statistics

5. Social Science
   One chosen from the courses listed below.
   PSY 121 General Psychology
   SOC 101 Introduction to Sociology

V Electives
Electives sufficient to complete total semester hours required for degree.

Public Health as a Second Major
Course requirements for the Public Health Education major as a second major are the same as for the major.

Public Health Courses (HEA)

HEA 113 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.

Notes: Formerly HEA 313.

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 and 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.

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 and Spring

HEA 231 Athlete Health and Sport Performance (3:3)
This course will address the prevention of acute and chronic effects of health issues on athlete health and sport performance within various socio-ecological systems that athletes operate within.

HEA 236 First Aid (1:1)
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 and 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
Public Health Education

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 Global Health (3:3)
Study of disease burden and health systems in high-, middle-, and low-income countries. Emphasis on challenges and public health and entrepreneurial approaches to improvements in resource-constrained and emerging nations.
Distribution: GE Marker: GN
Cross Listed: Same as ENT 307

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: PHTH major or PHE minor
Offered: Fall

HEA 310 Mental Health and Well-Being (3:3)
Study of mental health issues and emotional well-being emphasizing mental disorders, stigma, and disparities in intervention approaches. Also covers social, emotional, and spiritual health and wellness.
Prerequisite: Junior or senior standing

HEA 312 Public Health and Healthcare Systems in the US (3:3)
Study of how the public health system and the health care system interact to influence society’s health. Differential impact on stakeholders, costs, insurance, health reform, health promotion through policy.
Prerequisite: HEA 308; HEA 315

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 and 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 and Spring

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 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 Education 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 308; HEA 314; HEA 315; HEA 339; admission to the PHTH major, Community Health Education concentration; or permission of instructor. Pr. or Coreq.: HEA 325
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 and Spring

HEA 350 Race, Ethnicity, and Health (3:3)
This course considers the implications of both race and ethnicity for understanding health determinants, as well as policy and programming for addressing population level health concerns.

HEA 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 308, HEA 314, HEA 315, HEA 339; admission to a professional program for community health education concentration; or permission of instructor. 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 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) (12)
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 and 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 433 Gender and Health (3:3)
This course considers the implications of both gender and biological sex for understanding health determinants as well as policy and programming for addressing population level health concerns.
Notes: Formerly HEA 333.

HEA 447 Income, Social Status, and Health (3:3)
This course considers the population health implications of income and social status as structural determinants of health. Policy and program interventions will be explored as practical solutions.
Notes: Formerly HEA 347.

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 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 advisor and instructor.
Prerequisite: Demonstrated competency for independent work and permission of academic advisor and instructor
Notes: May be repeated once for credit.

HEA 490 Capstone Experience (6:6)
Capstone experience designed to apply knowledge and skills from core areas of public health using a problem-based approach to address public health challenges.
- Registration Restriction: PTHH major; Health Studies Online concentration
Prerequisite: HEA 308, HEA 314, HEA 315, HEA 316, HEA 325, HEA 350, HEA 433, HEA 447
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.

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 and Sciences

109 Foust Building
336-334-5762
www.uncg.edu/rel

Faculty

Gregory P. Grieve, Professor and Head of Department
Professors Bregman, Krueger, Rogers
Associate Professors Haskell, Ramsey
Assistant Professor Gabbay
Lecturers McDuffie, McKinnon, Rohit
Visiting Assistant Professor Carter
Affiliated Faculty Sopper

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 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.

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 under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
   Four 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 CAR requirements in the Academic Units section. See the GEC Course Summary Table for approved CAR courses.

GMO/GPM—Historical Perspectives (3 s.h.)
Student selects 3 s.h. from GMO or GPM list, depending on category used to satisfy GHP requirement.

GLS/GPS—Natural Sciences (3–4 s.h.)
Student selects 3–4 s.h. from GLS or GPS list.

GBS—Social and Behavioral Sciences (3 s.h.)
Student selects 3 s.h. from GSB list with a different departmental prefix than chosen to fulfill GE Core GSB requirement.

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

Students must complete a minimum of 27 semester hours in Religious Studies at the 200 level or higher (excluding the Senior Seminar); at least 9 s.h. 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. Required
   REL 298 Thinking About Religion

2. Select
   One course from each of the following categories for a total of 9 s.h.
   a. 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/WGS 310 Christianity and the Construction of Gender
      REL 311 Topics in Biblical Studies
      REL 312/WGS 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
   b. 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
   c. 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. Electives
      Four additional electives in Religious Studies above the 100 level for 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 Major

Requirements
Students must complete a minimum of 27 semester hours in Religious Studies at the 200 level or higher*; at least 9 s.h. 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.

Qualified
The course listed below is excluded for credit toward meeting this requirement.
REL 410 Senior Seminar

Requirements for a Second Major in Religious Studies are the same as for the Religious Studies Major.

Religious Studies as a Second Academic Concentration for Elementary Education Majors
Required: minimum of 18 semester hours

Requirements
1. Traditions and Historical Studies
   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 217 The Synagogue
   REL 218 Chinese Religion
   REL 220 Japanese Religion
   REL 221 Buddhism
   REL 225 Islam
   REL 229 Introduction to African American Religions
   REL 250 Religious Traditions and Care of the Earth
   REL 254 Religion in Traditional Societies
   REL 301 Early Christianity
   REL 305 Religions of the Greco-Roman World
   REL 311 Topics in Biblical Studies
   REL 313 Topics in Ancient Judaism
   REL 366 Religions of China: Selected Topics
   REL 367 Religions of Japan: Selected Topics
   REL 310/WGS 310 Christianity and the Construction of Gender
   REL 312/WGS 312 Judaism and the Construction of Gender
   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
2. Additional REL courses
   6 s.h. additional REL courses at the 200 level or above.

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
Minimum of 18 s.h. in Religious Studies at or above the 100 level as listed below.
1. Required
   REL 298 Thinking About Religion
2. Select
   One course from each of the categories listed below for a total of 9 s.h.
   a. 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/WGS 310 Christianity and the Construction of Gender
      REL 311 Topics in Biblical Studies

Religious Studies

REL 312/WGS 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

b. 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

c. 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. Additional REL electives
Two additional electives in Religious Studies at the 100 level or above for 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

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 Introduction to Asian Religion (3:3)
Comparative study of Asian religions and their contributions to modern religious self-understanding, focusing critically and evaluatively on such patterns of expression as myth, ritual, and social forms.
Distribution: GE Core: GPR

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

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: GMO

REL 211 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 212 Modern Judaism (3:3)
Introductory study of Judaism, its history, texts, life, and thought.
Distribution: GE Core: GHP, GE Marker: GL, CAR: GMO

REL 214 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: CAR: GMO

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 Core: GPR, 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 contemporary world in both Asia and the West.
Distribution: GE Core: GPR, GE Marker: GN

REL 222 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 226 Approaches to the Qur'an (3:3)
Study of significant themes and stories of the Qur'an, with an emphasis on diversity of interpretations.
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 233 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 Core: GPR, GE Marker: GN

REL 240 Modern Judaism (3:3)
A survey of modern Jewish thinkers from Spinoza to Rozensweig.
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 Core: GHP, CAR: GMO

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 theory.

Offered: Fall or Spring

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 and 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.

Cross Listed: Same as WGS 310.

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.

Cross Listed: Same as WGS 312.

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 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 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 357 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 358 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 359 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 360 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 361 Religions of Iran: Selected Topics (3:3)
   Explores selected aspects of Iranian religions. Possible topics include Zoroastrianism, Sufism, Twelver Shi’ism, and the Babi and Baha’i faiths.
   Notes: May be repeated up to three times as the topic varies.

REL 362 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 363 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 492 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 502 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 College of Visual and Performing Arts, 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.

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.

Admission to Student Teaching

During the junior year, students already admitted to the Teacher Education Program must apply for admission to Student Teaching.

Student Teaching admission includes:
1. Grade point average of at least 2.50 (some departments require a GPA higher than a 2.50 for student teaching).
2. Approval of the school or department in which the student is majoring.
3. Completion of additional requirements specific to the major department or school teacher education program.

Application forms are available online from the School of Education Licensure Programs website. Forms must be submitted by November 1 for student teaching in the fall of the following year, and by February 15 for student teaching in the spring of the following year.

Student teaching assignments are usually made in schools within commuting distance of 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.

General and Professional Education Requirements

Requirements for teacher licensure are specified in the respective program descriptions. Candidates should know program specific requirements. This information is available on the department websites, handbooks of their licensure programs, and/or in the 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.
School of Education Licensure Programs

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. Required
   TED 535 Literacy in the Content Area
2. Required
   ERM 405 Measurement and Assessment in Teaching
3. Required
   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. Required
   TED 445 Human Diversity, Teaching, and Learning
5. Required
   TED 5xx: (in the appropriate subject area)
6. Required
   The course listed below taken for 12 s.h.
   TED 465 Student Teaching and Seminar: Secondary School
7. Strongly recommended.
   LIS 120 Introduction to Instructional Technology for Educational Settings

Second Academic Concentration Requirement

All students majoring in Elementary and Physical Education are required to complete an approved second academic concentration consisting of a minimum of 18 semester hours in a basic academic discipline or an approved interdisciplinary field of study. Depending on the academic discipline selected, a maximum of 6 s.h. may be counted toward General Education requirements and the second concentration. This requirement became effective for all students who entered the university in Fall 2005. Some departments (e.g., French and Spanish) require 24 hours for their second academic concentration. All students majoring in Middle Grades Education must complete 24, 25, or 27 hours in two of five content fields: Language Arts, Mathematics, Science, and/or Social Studies. This requirement also applies to students seeking a second degree in one of the affected majors. Students should check with the major school and/or department about this requirement or additional requirements specific to individual programs.

Teacher Licensure in Comprehensive Secondary Social Studies

Students majoring in anthropology, geography, history, political science, psychology, or sociology can seek teacher licensure in comprehensive secondary social studies. Students seeking social studies licensure must take a total of 18 semester hours in history and economics beyond their major requirements from the departments of anthropology, geography, political science, psychology, and sociology. Because history majors need to achieve breadth in social science content and methods, history majors must complete an additional 15 hours of social science electives. Courses must be selected from the following approved list. This list is also available from the School of Education Office of Student Services (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 18 semester hours detailed below and one additional 300-level history course.

ECO 101 Introduction to Economics
HIS 308 Navigating World History
HIS 316 Interpreting American History
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.

This licensure program relies heavily on early and adequate advising. It is the student’s responsibility to meet as soon as possible with both his/her major advisor and the secondary education advisor in the School of Education Office of Student Services. See other sections in this chapter for additional teacher licensure requirements.

Note that some courses identified below may have prerequisites and many satisfy general education requirements. Choose five courses from the list below from at least three different disciplines.

a. ATY
   ATY 213 Introduction to Cultural Anthropology
   ATY 258 Introduction to Archaeology
   ATY 325 Caribbean Societies and Cultures
   ATY 330 Cultures of North American Indians
   ATY 333 Latin American Societies and Cultures

b. GEO
   GEO courses listed below or other regional course.
   GEO 104 World Regional Geography
   GEO 105 Introduction to Human 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

c. PSC
   PSC 200 American Politics
   PSC 260 Introduction to Comparative Politics
   PSC 290 The Politics of the Non-Western World
School of Education Licensure Programs

d. 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

e. 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

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 beside each program. Requirements for teacher licensure are specified in the program descriptions under each respective department.

Birth–12 Licensure
Professions in Deafness—Specialized Education Services

Birth–Kindergarten, Elementary, and Middle Grades Licensure
Auditory/Oral (B–K)—Specialized Education Services
Birth through Kindergarten (B–K)—Human Development and Family Studies
Elementary Education (Grades K–6)—Teacher Education and Higher Education
Middle Grades Education (Grades 6–9)—Teacher Education and Higher Education

K–12 Special Subject-Area Licensure
Art Education—Art
Music—Music Education
Physical Education and Health Teacher Education—Kinesiology
Professions in Deafness—Specialized Education Services

School Social Work—Social Work
Second Language in French and Spanish—Languages, Literatures, and Cultures
Special Education—Specialized Education Services
Theatre Education—Theatre

Secondary Subject-Area Licensure (Grades 9–12)
Comprehensive Science—Biology
Comprehensive Science—Chemistry and Biochemistry
English—English
Latin—Classical Studies
Mathematics—Mathematics and Statistics
Comprehensive Science—Physics and Astronomy
Comprehensive Social Studies—Teacher Education and Higher Education
Integrated Science—Interdepartmental Program

Teachers Academy and Licensure Programs Courses (EDU)

There are no undergraduate courses offered with this prefix. Please see the Graduate School Bulletin for graduate-level courses.
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 Coakley, Lindsey, Rife, Shears, Wineburg
Associate Professors Hurd, Poole, Washington
Assistant Professors Dyson, Powers, Swick
Academic Professional Assistant Professors Rhodes (B.S.W. Director), Thull (Field Director)
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 are focused on the professional curriculum. The program prepares students for work with individuals, families, groups, organizations and communities.

Accreditation

The program is accredited by the Council on Social Work Education for an eight-year period ending in June 2021.

Admission to the Social Work Major

The student who wishes to formally declare Social Work as a major should consult with the Undergraduate Program Director. Admission to the major is based upon the criteria listed below. Admission is competitive and limited. Decisions concerning admission are announced by January 1 and are effective with the beginning of the spring semester.

1. Required course
   Satisfactory completion of the course listed below with a grade of C or higher.
   SWK 215 Introduction to Social Work
2. GPA
   A minimum university GPA of 2.50
3. Credit hours
   Completion of a minimum of 51 s.h.
4. Application packet
   Completion and submission of the B.S.W. Application Packet by December 7 of the year in which the student is seeking admission

Requirements for Admission to Field Instruction

1. Social Work major
   Prior admission to the Social Work Major
2. Required courses
   Completion of the courses below (or their equivalent) and completion of the department’s culture and diversity requirement.
   BIO 105 Major Concepts of Biology
   ECO 101 Introduction to Economics
   HDF 212 Families and Close Relationships
   PSC 200 American Politics
   PSY 121 General Psychology
   SOC 101 Introduction to Sociology
Qualified
Choose one of the courses listed below.
STA 108 Elementary Introduction to Probability and Statistics
SWK 250 Introduction to Social Work Data Analysis

3. Credit hours
Completion of 84 s.h. with a 2.50 grade point average

4. Early field experience
Satisfactory completion of all early field experience requirements

5. SWK Courses
Satisfactory completion of the courses listed below with a minimum grade of C. No Social Work course may be taken more than twice.
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

6. Application process
An application process and approval of the Director of Field Instruction

General Information
Admission to the university does not constitute acceptance to the department. Academic credit is not awarded for life or work experience. Community social work agencies cooperate with the Department of Social Work in providing field work experiences for the students. The number of students placed for field instruction is determined by the availability of these resources. At times, there may not be an approved site for student placement and there may be delay in meeting that part of the graduation requirements.

Students enrolled in the practice sequence are individually responsible for their own transportation to and from community agencies. Students are required to provide proof of liability and malpractice insurance. Malpractice insurance information is available in the departmental office.

Students who fail to enter senior year field instruction within two years of completion of all Bachelor of Social Work foundation courses* must reapply for admission to the social work program. The Director of the Bachelor of Social Work program in consultation with the student and faculty will decide what social work courses, if any, must be repeated prior to reapplying for admission to field instruction.

Students who enter field instruction and fail to successfully complete it must reapply for admission to field instruction within two years of completion of all Bachelor of Social Work foundation courses*. If more than two years elapse, the student must reapply for admission to the social work program. Students who have previously entered field instruction and have not successfully completed it may only reapply once for readmission.

*BSW Foundation Courses
SWK 215 Introduction to Social Work
SWK 310 Social Policy and Services
SWK 311 Human Behavior and Social Environment
SWK 315 Social Work, Diversity, and Vulnerable Populations
SWK 325 Research in Social Work Practice
SWK 351 Professional Skills

Social Work Major: Social Work Concentration (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
AOS Code: U894

I General Education Core Requirements (GEC)
See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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.

Humansities and Fine Arts (3 s.h.)
Student selects additional 3 s.h. from GLT, GFA, or GPR list.

GHP—Historical Perspectives (3 s.h.)
Student selects 3 s.h. from GHP list.

GNS—Natural Sciences (6–7 s.h.)
BIO 105 Major Concepts of Biology
Student selects additional 3–4 s.h. from GNS list with a course prefix other than BIO.

GMT—Mathematics (3 s.h.)
Choice dependent on course chosen in Related Area Requirements.

MAT 112 Contemporary Topics in Mathematics
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.

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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
Four 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 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

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. Required
   BIO 105 Major Concepts of Biology
   ECO 101 Introduction to Economics
   HDF 212 Families and Close Relationships
   PSC 200 American Politics
   PSY 121 General Psychology
   SOC 101 Introduction to Sociology

2. Recommended
   MAT 112 Contemporary Topics in Mathematics

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 (through 102) at the elementary level (0–6 s.h.) or complete 6 s.h. in course work chosen from the courses listed below.
   ADS 201 Introduction to African American Studies
   ADS 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 433 Gender and Health
   HEA 447 Income, Social Status, and Health
   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 Introduction to Asian 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
   or
   ASL 101 Elementary American Sign Language I
   SES 102 American Sign Language II
   or
   ASL 102 Elementary American Sign Language II
   SES 200 People with Disabilities in American Society
   SOC 327 Race and Ethnic Relations
   SOC 329/WGS 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

Qualified
Choose one of the courses listed below. Social work majors who take the SWK course instead of the STA course will need to also take a general math course* to meet the GEC requirement.
   STA 108 Elementary Introduction to Probability and Statistics
   SWK 250 Introduction to Social Work Data Analysis
Social Work

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

Social Work Major: Special Subject-Area Licensure in School Social Work Concentration (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
AOS Code: U895

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
Teacher Education
In addition to completing the requirements for the social work major, the student must be admitted to the Teacher Education Program, have a minimum cumulative 3.0 GPA, and successfully complete the courses listed below.
ELC 381 Cultural Foundations of Education
SWK 582 School Social Work

Field Instruction
Must be taken in a school social work setting.
SWK 413 Field Instruction I
SWK 414 Field Instruction II

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
AOS Code: U894

Requirements
The Social Work minor requires 15 semester hours of Social Work courses to include the courses listed below and two 500-level courses in Social Work.

Required
SWK 215 Introduction to Social Work
SWK 311 Human Behavior and Social Environment
SWK 315 Social Work, Diversity, and Vulnerable Populations

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 and 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 and 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 and 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

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 392 Child Maltreatment (3:3)
This course covers the history, comparative perspectives, and legal framework of child abuse and maltreatment. Child maltreatment is placed within the cycle of family violence and advocacy skills are taught.
Cross Listed: Same as HDF 392.
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 505 Environmental Justice: Interdisciplinary Response for Sustainability (3:3)
Interdisciplinary exploration of models that address social, economic, environmental justice concerns and their impact on community, economic, and environmental sustainability.
Cross Listed: PCS 505

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
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 533 Restorative Justice: Theory and Models (3:3)
Examines the principles and practices of restorative justice, evaluating the potentials and limitations of restorative methods and interventions in the US and internationally.
Cross Listed: Same as PCS 533.

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, CST 540, ENT 540, PCS 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 579 Gender and Peacebuilding (3:3)
Examines the role of gender, sex, diversity, and power relations in the creation and resolution of conflict and building of peace.
Cross Listed: Same as PCS 579.

SWK 582 School Social Work (3)
Examination and understanding of school social work services with emphasis on professional standards, cultural sensitivity, accountability, and program planning.
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
This number reserved for experimental courses. Refer to the Course Schedule for current offerings.
Department of Sociology

College of Arts and Sciences

337 Graham Building
336-334-5609
http://soc.uncg.edu/

Faculty
Shelly L. Brown-Jeffy, Associate Professor and Interim Head of Department
Professors Allan, Kroll-Smith, Westervelt
Associate Professors Cureton, Daynes, Hunnicutt, Luebke, Sills
Assistant Professors Dollar, Huebner, Kuperberg
Lecturers Clapp, O’Boyle, Patterson

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
  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

Sociology Major: Sociology Concentration (SOCI)—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: U221

I General Education Core Requirements (GEC)
See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (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.
Sociology

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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN — Global/Global Non-Western Perspectives
Four 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 College of Arts and Sciences Additional Requirements (CAR)
See CAR requirements in the Academic Units section. See the GEC Course Summary Table for approved CAR courses.

GMO/GPM — Historical Perspectives (3 s.h.)
   Student selects 3 s.h. from GMO or GPM list, depending on category used to satisfy GHP requirement.

GLS/GPS — Natural Sciences (3–4 s.h.)
   Student selects 3–4 s.h. from GLS or GPS list.

GFA — Fine Arts (3 s.h.)
   Student selects 3 s.h. from GFA 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
All sociology majors must complete a minimum of 36 semester hours in sociology with at least a 2.0 GPA in the major.

Core Requirements
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 the Sociology Concentration
Six additional Sociology courses, four of which must be taken at the 300 level or above.

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.

Sociology Major: Criminology Concentration (SOCI) — 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: U222

I General Education Core Requirements (GEC)
See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
   Four 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 College of Arts and Sciences Additional Requirements (CAR)
   See CAR requirements in the Academic Units section. See the GEC Course Summary Table for approved CAR courses.

GMO/GPM—Historical Perspectives (3 s.h.)
   Student selects 3 s.h. from GMO or GPM list, depending on category used to satisfy GHP requirement.

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
   All sociology majors must complete a minimum of 36 semester hours in sociology with at least a 2.0 GPA in the major.

Core Requirements
   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 the Criminology Concentration
1. Required
   SOC 222 Sociology of Deviant Behavior
   SOC 324 Criminology

2. Select
   At least three additional courses chosen from the list below.
   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 393 Drugs and Society
   SOC 419/WGS 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

3. One 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.
Teacher Licensure Requirements

The courses listed below satisfy competencies for the Standard Professional I License in Secondary Social Studies.

1. Required
   All secondary social studies licensure students must complete the courses listed below and one additional 300-level history course.
   ECO 101 Introduction to Economics
   HIS 308 Navigating World History
   HIS 316 Interpreting American History
   HIS 430 Historical Methods for Social Studies Teachers
   HIS 440 Principles and Practices for Teaching History

2. Required
   ERM 401 Assessment I: Accountability in Our Nation’s Schools
   ERM 402 Assessment II: Standardized Tests
   ERM 403 Assessment III: Classroom Assessment

3. Required
   LIS 120/TED 120 Introduction to Instructional Technology for Educational Settings

4. Required
   This course requires 25 hours of internship in the schools.
   SES 401 Understanding and Teaching Students with Disabilities in Inclusive Settings

5. Required
   TED 401 Child and Adolescent Development and Learning
   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

Qualified

The course listed below requires 25 hours of internship in the schools.
   TED 403 Teaching English Learners with Diverse Abilities

Electives

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

Sociology as a Second Major

Students who wish to declare a second major in Sociology must complete all requirements listed for the Sociology major.

Qualified

Students double majoring in Sociology and Psychology may substitute a specified PSY course* for the course listed below.
   SOC 302 Introduction to Data Analysis

*Specified PSY course

PSY 310 Statistics in Behavioral Science Research

Qualified

Students double majoring in Sociology and Political Science may substitute a specified PSC course* for the course listed below.
   SOC 301 Introduction to Methods and Research

*Specified PSC course

PSC 301 Research Methods in Political Science

Sociology as a Second Academic Concentration for Elementary Education Majors

Required: minimum of 18 semester hours

Requirements

1. Required
   6 s.h. as listed below.
   SOC 101 Introduction to Sociology
   SOC 201 Social Problems
2. Select 
12 s.h. at the 300 level or above chosen from the courses listed below.
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 Minor
Required: minimum of 15 semester hours
AOS Code: U221

Requirements
• 15 s.h. in sociology
• 9 s.h. counted toward the minor must be in residence at UNCG.

Disciplinary Honors in Sociology
Consult the Honors Advisor for Sociology, Sarah Daynes. See also Honors Programs.

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 and 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 and 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 and 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 and Spring

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 and 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 and 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 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.
Prerequisite: SOC 222
Offered: Fall and Spring
Sociology

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.
Cross Listed: Same as WGS 329.
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 333 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
Notes: Formerly SOC 433. Formerly SOC 533.

SOC 335 Marriage and the Family (3:3)
Analysis of marriage and family with particular attention to change and interrelationships with other institutions.

SOC 336 The Family (3:3)
Analysis of marriage and family with particular attention to change and interrelationships with other institutions.

SOC 338 Social Problems (3:3)
A study of basic social problems, such as health, crime, poverty, and urbanization, and their relationship to modern society and culture.

Prerequisite: Junior standing, SOC 101 or MGT 300 or permission of instructor

SOC 339 Theories of Social Control (3:3)
Examination of theories of control of deviant behavior, including social disorganization, anomie, labeling, social learning, and social structure theories.

Prerequisite: SOC 101 and one additional sociology course or permission of instructor

SOC 340 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.
Notes: Formerly SOC 240.

SOC 341 Sociological Perspectives on Social Psychology (3:3)
Conceptual frameworks of social psychology for selected topics: theories of social psychology, 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 373 Green Criminology (3:3)
Study of harms and crimes against the natural environment and the related impacts on human and non-human animals. Students will assess and analyze the causes and consequences of environmental crime.

SOC 375 International Field Research (4:2:6)
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

SOC 377 Disaster, Self, and Society (3:3)
The anatomy of disasters examined from both anthropological and sociological perspectives. Case studies are presented through several conceptual lenses for clarifying individual, social, cultural, and political responses to catastrophic events.

Prerequisite: 3 s.h. of course work with a prefix of ATY or SOC; or permission of instructor
Cross Listed: Same as ATY 377.

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; SOCI major

SOC 393 Drugs and Society (3:3)
This course focuses on drug (mis)use as a social phenomenon. We discuss the history of drug (mis)use, causes of drug use, and the development and enforcement of drug laws.

Prerequisite: SOC 101 or 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.

Prerequisite: Junior or senior standing and sociology major; 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; SOCI major

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: SOCI major; 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 or 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 students 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 students 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 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
- This number reserved for experimental courses. Refer to the Course Schedule for current offerings.

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
Diane Ryndak, Professor and Chair of Department
Professor Pagliaro
Associate Professors Compton, Kurtts, Rock, Williamson
Clinical Associate Professors Little, Parker
Assistant Professors Gillis, Henner, Jimenez, Kang
Clinical Assistant Professor DeNaples
Lecturers Allen, Torres
Visiting Assistant Professor Cavanaugh

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 life span 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.

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.

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.

Courses

The courses below 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

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 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 a qualifying course* and (b) completion of all courses needed to fulfill the UNCG general education requirements (GEC). A minimum 3.0 GPA is required for admission.

*Qualifying Course

Additional departmental requirements include a grade of C or better in a qualifying course either of the courses listed below.

TED 250 Teaching as a Profession
SES 250 Introduction to Professions in Specialized Education

Admission to Student Teaching

3.0 or better GPA, recommendation of departments, and C (2.0) or better in professional courses.
Specialized Education Services

I General Education Core Requirements (GEC)
See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
Four 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 Requirements
74 semester hours as provided below.

Elementary Education
39 s.h. as detailed below.
1. Select one of the courses listed below.
   TED 250 Teaching as a Profession
   SES 250 Introduction to Professions in Specialized Education
2. Required
   TED 222 Mathematics for Teaching
   TED 320 Language Arts Education
   TED 335 Language Foundations for Teachers
   TED 350 Internship I: Inquiry in Teaching and Learning
   TED 360 Integrating the Social Studies in Elementary Grades
   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

Special Education
38 s.h. to include the courses listed below.
SES 252 Survey of Learning and Behavior Differences
SES 350 Interprofessional and Instructional Field Experience 1
SES 352 Interprofessional and Instructional Field Experience 3
SES 360 Assessment for Exceptional Learners
SES 447 Service Delivery Systems and Role Management
SES 460 Home-School Partnerships for Students with Exceptional Needs
SES 465 Student Teaching and Seminar: Students with Mild and/or Moderate Disabilities
SES 466 Positive Behavior Supports for Exceptional Learners
SES 469 Reading Instruction for Learners with Disabilities
SES 469L Laboratory in Mild Disabilities: Reading Instruction
SES 471 Teaching Exceptional Learners the General Curriculum I
SES 472 Teaching Exceptional Learners the General Curriculum II

Student Teaching
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. This will apply to the courses listed as part of the requirements above that are noted below.
   TED 461 Student Teaching and Seminar: Elementary Grades
   SES 465 Student Teaching and Seminar: Students with Mild and/or Moderate Disabilities
IV Teacher Licensure Requirements
16 semester hours as provided below.

1. Select
   One chosen from the courses listed below.
   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. Required
   ELC 381 Cultural Foundations of Education

3. Required
   HDF 302 Infant and Child Development

4. Required
   HEA 341 Health Pedagogy for Elementary School Teachers

5. Required
   LIS 120/TED 120 Introduction to Instructional Technology for Educational Settings

6. Select
   One chosen from the courses listed below.
   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: 124–127 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
   K–12 Deaf and Hard of Hearing Teacher Licensure, U162
   Interpreter Preparation, U932

The Professions in Deafness major provides opportunities for study in three concentrations: Advocacy and Services for the Deaf; K–12 Deaf and Hard of Hearing Teacher Licensure; and Interpreter Preparation. All areas of study focus on the unique educational needs of deaf and hard of hearing children emphasizing language acquisition, teaching methods, and communication modes. Specialized training in communication modes is offered through sign classes and the Sign Language Laboratory. Supervised experiences are available for student observations, volunteer work, and practicum in area public schools and other settings.

Advocacy and Services for the Deaf
   Upon completion of the Advocacy and Services for the Deaf program, students are able to:
   • Identify and explain the services/roles of different community agencies available to individuals who are Deaf or hard of hearing.
   • Identify specific needs of individuals who are Deaf or hard of hearing relative to their age, gender, ethnicity, and English language ability to identify appropriate services in the community where these individuals’ needs may be addressed.
   • Identify different helping professions and select one in which they would like to pursue graduate-level studies.
   • Discuss the organizational structures and funding sources of community agencies that advocate for and serve individuals who are Deaf or hard of hearing.
   • Take part in collaborating with service providers from multiple agencies to develop a rehabilitation/habilitation plan for clients who are Deaf or hard of hearing.

Admission Process
There is no formal admission into the program. Upon enrollment in the university, students must meet with the advisor designated for their specific concentration to review forms outlining technical standards, dispositions, and program requirements. Students must then satisfy the progression requirements in order to continue in the program.

Progression Requirements
1. Satisfactory progress on Dispositions Review each semester
2. Continued demonstration of required competencies outlined in the Technical Standards
3. Passing scores on the Professions in Deafness program benchmark assessments. If the student does not pass any of the benchmark assessments, they will not be permitted to continue in the program.
4. Achievement of a B- or higher in SES courses
5. Achievement of the following minimum GPA Requirements:
   - Freshman year: 1.75
   - Sophomore year: 2.0
   - Junior and Senior year: 2.50

Graduation Requirements
Completion of degree requirements

I General Education Core Requirements (GEC)
See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (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.

GBS — 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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN — Global/Global Non-Western Perspectives
   - Four 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 Requirements
1. Required
   - SES 200 People with Disabilities in American Society
   - SES 245 History and Culture of the Deaf Community
   - SES 357 The Profession of Interpreting
   - SES 445 Advocacy and Services for the Deaf
   - SES 463 Visual English Systems
   - SES 467 Advocacy and Services for the Deaf Internship
   - SES 480 Interpreting in Specialized Settings
   - SES 486 Seminar and Practicum

2. Select
   - A minimum of 15 s.h. from the courses listed below.
   - 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

IV Related Area Requirements
Required
   - CST 105 Introduction to Communication Studies
   - CST 207 Relational Communication
   - CED 310 Helping Skills
   - CED 393 Adult Violence and Victimization

   - HDF 211 Human Development Across the Life Span
   - or
   - HDF 212 Families and Close Relationships

   - HDF 304 Adult Development
   - or
   - HDF 321 Issues in Parenting

   - HEA 310 Mental Health and Well-Being
   - PSY 121 General Psychology
   - SOC 101 Introduction to Sociology
   - SOC 327 Race and Ethnic Relations
   - SWK 215 Introduction to Social Work
V Electives
A minimum of 21 semester hours from the courses listed below.

Courses
CSD 334 Introduction to Audiology
CST 200 Communication and Community
CST 210 Communicating Ethically
CST 308 Organizational Communication
CST 337 Intercultural Communication
CST 341 Communication and Workplace Relationships
CST 342 Communication and Public Relations: Strategies and Innovations
CTR 101 Leisure and American Lifestyles
HDF 302 Infant and Child Development
HDF 303 Adolescent Development: From Puberty to Young Adulthood
HDF 422 Interrelationships between Families and the Community
HEA 260 Human Sexuality
HEA 306 Topics in Stress Management
HEA 303 Topics in Violence, Injury, and Health
HEA 447 Income, Social Status, and Health
PSY 260 Psychological Perspectives on Social Psychology
PSY 341 Abnormal Psychology
PSY 346 The Psychology of Gender
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 498 Interpreting in Social Service Settings
SES 499 Theatrical/Artistic Uses of American Sign Language
SOC 222 Sociology of Deviant Behavior
SOC 317 Criminal Justice
SOC 325 Sociology of Work Organizations
SOC 335 Marriage and the Family
SOC 350 Juvenile Delinquency
SOC 371 Immigration, Ethnicity, and Race in a Global Context
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: K–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 K–12 Deaf and Hard of Hearing Teacher Licensure program provides preparation at the undergraduate level for students planning to provide educational services for children who are D/deaf or hard of hearing from kindergarten through grade 12 and for school-aged learners with mild to moderate disabilities (specific learning disabilities, emotional disabilities, and mild intellectual disabilities). Students successfully completing all program requirements will be recommended for initial licensure from the North Carolina Department of Public Instruction in K–12 Deaf and Hard of Hearing Teacher Licensure and in Special Education: General Curriculum (K–12). Coursework and field work are designed to ensure that graduates acquire the twenty-first-century professional teaching knowledge and skills to communicate with and facilitate language and academic learning in students with hearing loss and students with mild to moderate disabilities.

Student Learning Goals
Students completing the program are able to:

- Demonstrate understanding of current federal and North Carolina law and policy related to special education and related services.
- Explain the basic educational and clinical concepts relative to definitions, characteristics, identification, and diagnosis of students with hearing loss and students with mild to moderate disabilities.
- Demonstrate a comprehensive working knowledge of language through spoken and signed communication, and implement programs for infants, young children, and youth who are D/deaf or hard of hearing that successfully incorporate these understandings.
- Use a variety of assessments to develop educational plans, document learning, and evaluate the effectiveness of instruction with young children and youth who are D/deaf or hard of hearing and with students in K–12 settings who have mild to moderate disabilities.
- Facilitate access to the standard curriculum by young children and youth who are D/deaf or 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 3.0 or better GPA and 20 hours of documented successful experience with children
2. A passing score on the PEPSI (Program Entry Potential Signing and Interpreting) and SPIL (Sign Potential at the Intermediate Level)
3. Signed and completed forms outlining Technical Standards, Dispositions, and Program Requirements
4. Grade of B- or better in specified course*
5. Completed application form and successful acceptance into the Teacher Education Program
6. A passing score on Praxis I or documented passing scores on the SAT and/or ACT as required by the NC Department of Public Instruction

*Specified Course
SES 250—Introduction to Professions in Special Education

Progression Requirements
1. Grades
   Maintain an overall GPA 3.0 or better throughout the program and receive at least a B- or better grade in all SES and related area courses. A student will be required to retake any SES or related area course if he or she earns a grade lower than B- in the course.
2. Admission
   Students must be admitted to Teacher Education before enrolling in the courses listed below.
   SES 252 Survey of Learning and Behavior Differences
   SES 321 Seminar/Practicum with Deaf Students I
   SES 350 Interprofessional and Instructional Field Experience 1
   SES 351 Interprofessional and Instructional Field Experience 2
   SES 360 Assessment for Exceptional Learners
   SES 378 Language Teaching Methods with Deaf Students
   SES 447 Service Delivery Systems and Role Management
   SES 451 Spoken Language Facilitation in Deaf Children
   SES 461 Internship in Teaching Students with Hearing Loss
   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

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. Prior to being placed for student teaching, students must pass the Sign Proficiency Test.

Competency Assessment (PEPSI)
   The Program Entry Potential for Signing and Interpreting (PEPSI) is delivered during the course listed below.
   SES 101 American Sign Language I

Competency Assessment (SPIL)
   The Signed Proficiency at the Intermediate Level (SPIL) is delivered during the course listed below.
   SES 102 American Sign Language II

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 under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

   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 (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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
   Four 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 Requirements

1. Required
   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 History and Culture of 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 333 Special Projects
   SES 350 Interprofessional and Instructional Field Experience 1
   SES 351 Interprofessional and Instructional Field Experience 2
   SES 360 Assessment for Exceptional Learners
   SES 378 Language Teaching Methods with Deaf Students
   SES 447 Service Delivery Systems and Role Management
   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 481 Instructional ASL for Educating Deaf Students
   SES 483 Instructional Methods: Students with Hearing Loss

2. Electives
   Student selects 3 s.h. from the courses listed below or another course with faculty approval.
   SES 435/HDF 435 Preschool: Development, Learning, and Curriculum
   SES 446 Working with Diverse Deaf Populations

Additional Requirements
   In addition to course work, the items below must be accomplished.
   • Completion of the Program Entry Potential for Sign Language Interpreters (PEPSI)
   • Completion of the Signed Proficiency at the Intermediate Level (SPIL)
   • Passing score on the Sign Proficiency Test

IV Related Area Requirements
   See also Program Progression Requirements above.

Courses
   CSD 334 Introduction to Audiology
   TED 335 Language Foundations for Teachers
   TED 401 Child and Adolescent Development and Learning
   TED 403 Teaching English Learners with Diverse Abilities

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.
- 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/transliterator as well as the Code of Ethics, health issues, certification process, and best practices established by the profession.
- Discuss the audiological, social, emotional, linguistic, cultural and academic implications for individuals who are Deaf or hard of hearing and their impact on the interpreting process.
- Utilize the broad spectrum of information learned through various liberal arts, communication, and educational courses to enhance their ability to interpret general discourse within several fields.
- Assess their interpreting/transliterating performance and develop a plan for continued professional growth.

Admission Process

There is no formal admission into the program. Upon enrollment in the university, students must meet with the advisor designated for their specific concentration to review forms outlining technical standards, dispositions, and program requirements. Students then must satisfy the progression requirements in order to continue in the program.

Progression Requirements

1. Satisfactory progress on Dispositions Review each semester
2. Continued demonstration of required competencies outlined in the Technical Standards
3. Passing scores on the Professions in Deafness program benchmark assessments. If a student does not pass any of the benchmark assessments, they will not be permitted to continue in the program.
4. Achievement of a B- or higher in SES courses
5. Achievement of the following minimum GPA Requirements:
   a. Freshmen year—1.75
   b. Sophomore year—2.0
   c. Junior and Senior year—2.50

Graduation Requirements

Completion of degree requirements.

I General Education Core Requirements (GEC)

See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

 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.
 GMT—Mathematics (3 s.h.)
   MAT 115 College Algebra
 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.
 GHP—Historical Perspectives (3 s.h.)
   Student selects 3 s.h. from GHP 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.)
   SES 240 Communication Development in Children
   Student selects additional 3 s.h. from GSB list.

II General Education Marker Requirements
   See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
   Four 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 Requirements

Language Requirements
   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 370 American Sign Language/Deaf Literature

Core Requirements
   SES 240 Communication Development in Children
   SES 244 Cognitive Processing Skills for Interpreting
   SES 245 History and Culture of the Deaf Community
   SES 357 The Profession of Interpreting
   SES 409 Interpreting Strategies: Language Facilitation
   SES 411 Diagnostics and Assessment of Interpreters
   SES 445 Advocacy and Services for the Deaf
   SES 446 Working with Diverse Deaf Populations
   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

IV Related Area Requirements
1. Required
   CST 105 Introduction to Communication Studies
2. Select
   One chosen from the courses listed below.
   HDF 211 Human Development Across the Life Span
   HDF 212 Families and Close Relationships
   HDF 302 Infant and Child Development

V Electives
A minimum of 6 s.h. chosen from the courses listed below.
   CST 207 Relational Communication
   CST 337 Intercultural Communication
   ELC 381 Cultural Foundations of Education
   ENG 111 Introduction to Linguistics
   ENG 262 Sociolinguistics
   ENG 321 Linguistics for Teachers
   HEA 113 Medical Terminology for Public Health Professionals
   HEA 201 Personal Health
   HEA 260 Human Sexuality
   HEA 310 Mental Health and Well-Being
   ISM 110 Business Computing I
   PSY 121 General Psychology
   PSY 341 Abnormal Psychology
   SES 100 Visual Gestural Communication
   SES 200 People with Disabilities in American Society
   SES 252 Survey of Learning and Behavior Differences
   SES 270 Fingerspelling and Numbers in ASL
   SES 333 Special Projects
   SES 400 Perspectives on the Global Deaf Community
   SES 460 Home-School Partnerships for Students with Exceptional Needs
   SES 495 Interpreting in Medical Settings
   SES 497 Interpreting in Mental Health Settings
   SES 498 Interpreting in Social Service Settings
   SES 499 Theatrical/Artistic Uses of American Sign Language
   SOC 101 Introduction to Sociology
   SOC 225 Race, Class, and Gender: Social Inequalities
   STA 108 Elementary Introduction to Probability and Statistics
   TED 445 Human Diversity, Teaching, and Learning
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 and/or emotional disabilities, and educable mental disabilities). Students enrolling in this program learn about trends and issues in the field of special education, characteristics and needs of students with mild to moderate disabilities, specialized teaching methods for working with these students, strategies for collaboration with parents and/or families and colleagues, positive means for providing behavior supports, and technology applications that support students’ education.

In addition to courses in the major area, students elect a second academic concentration (e.g., psychology, sociology, interdepartmental studies). Field experiences and student teaching take place at local public and private schools with students who have mild to moderate disabilities. Students completing this program and its requirements are eligible for licensure by the North Carolina Department of Public Instruction in special education: general curriculum (K-12).

Transfer students may require additional semesters to complete this undergraduate degree program.

Also see Teacher Education and Higher Education for Teacher Education admission requirements and second academic concentration requirements.

Student Learning Goals

Students completing the teacher preparation program in Special Education: General Curriculum are able to:

- Demonstrate understanding of current federal and North Carolina law and policy related to special education and related services.
- Explain the basic educational and clinical concepts relative to definition, characteristics, identification, and diagnosis of students with mild to moderate disabilities.
- Create or revise program models for effective special education service delivery, including transition, based on a system of care philosophy and issues related to competent professional role management.
- Use exemplary diagnostic, instructional, and therapeutic approaches, including those based on technology applications, for effectively and positively meeting the academic and social and/or emotional needs of students with mild to moderate disabilities.
- Evaluate the effectiveness of students’ special education programs and services as well as overall program and service structures.
- Work collaboratively with other school professionals, paraprofessionals, parents, and community and agency personnel to meet the needs of students with mild to moderate disabilities.

I General Education Core Requirements (GEC)
See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (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.)
SOC 101 Introduction to Sociology
Student selects additional 3 s.h. from GSB list.

II General Education Marker Requirements
See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
Four 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 200 People with Disabilities in American Society
SES 240 Communication Development in Children
SES 250 Introduction to Professions in Specialized Education
SES 252 Survey of Learning and Behavior Differences
SES 350 Interprofessional and Instructional Field Experience 1
SES 351 Interprofessional and Instructional Field Experience 2
SES 352 Interprofessional and Instructional Field Experience 3
SES 360 Assessment for Exceptional Learners
SES 447 Service Delivery Systems and Role Management
SES 460 Home-School Partnerships for Students with Exceptional Needs
SES 465 Student Teaching and Seminar: Students with Mild and/or Moderate Disabilities
SES 466 Positive Behavior Supports for Exceptional Learners
SES 469 Reading Instruction for Learners with Disabilities
SES 469L Laboratory in Mild Disabilities: Reading Instruction
SES 471 Teaching Exceptional Learners the General Curriculum I
SES 472 Teaching Exceptional Learners the General Curriculum II

IV Teacher Licensure Requirements

Students must have a 3.0 overall grade point average to be admitted to teacher education, and a 3.0 grade point average in all courses with an SES prefix in order to be admitted to student teaching. Students must earn a 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.

1. GEC
   - General Education Core Requirements as identified above.
2. Required
   - ELC 381 Cultural Foundations of Education
3. Required
   - LIS 120/TED 120 Introduction to Instructional Technology for Educational Settings
4. Required
   - One chosen from the courses listed below.
     - SPA 101 Beginning Spanish I
     - SPA 121 Basic Spanish for Teachers
5. Required
   - TED 450 Psychological Foundations of Education
6. Required
   - TED 335 Language Foundations for Teachers
7. Required
   - TED 545 Diverse Learners
8. GPA
   - Minimum GPA of 3.0

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.

---

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 (ASL) with emphasis on the development of basic receptive and expressive skills. ASL grammar will be covered to develop rudimentary conversational skills in ASL. Introduction to Deaf culture and community.

Prerequisite: PRDF major
Offered: Fall and Spring and Summer
Notes: May not receive credit for both ASL 101 and SES 101. 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; PRDF major
Offered: Fall and Spring
Notes: May not receive credit for both ASL 101 and SES 101. 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
SES 203 American Sign Language III (3:3)
Continuation of American 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; PRDF major
Offered: Fall
Notes: Formerly SES 355.
Notes: May not receive credit for both ASL 203 and SES 203.

SES 204 American Sign Language IV (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; PRDF major
Offered: Spring
Distribution: CAR: GFL
Notes: May not receive credit for both ASL 204 and SES 204.
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 and Spring and 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 and Spring
Distribution: GE Core: GSB

SES 244 Cognitive Processing Skills for Interpreting (3:3)
Development of cognitive processing skills within ASL and English. Abilities to manipulate with accuracy two languages involved in the interpreting process in order to interpret a message accurately.
Prerequisite: SES 101; PRDF major

SES 245 History and Culture of 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.
Prerequisite: PRDF major
Offered: Fall and Spring
Notes: May not receive credit for both ASL 245 and SES 245.

SES 250 Introduction to Professions in Specialized Education (3:2:3)
Study of fundamental concepts on teaching and learning, applicable to educational services to students with disabilities. Particular emphasis is given to teachers’ perspectives with required field experience in schools.
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
Distribution: GE Core: GSB

SES 270 Fingerspelling and Numbers in ASL (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 296 Study Abroad for Global Engagement: Field Experience (1:0:3)
Second of three courses taken in conjunction with a UNCG Study Abroad Exchange. Online individual study focusing on the field experience and appropriate engagement in international, intercultural, and/or multicultural contexts.
• Registration Restriction: Acceptance to a UNCG Study Abroad Exchange Program
Prerequisite: IGS 295
Notes: May repeated up to three times (for three different exchange experiences) for credit when topic varies for a total of 3 s.h.; however, may apply only once toward Special Programs in Liberal Studies: IGS major concentration requirements. Grade: Pass/Not Pass (P/NP).
Cross Listed: Same as IGS 296, TED 296.

SES 297 Study Abroad for Global Engagement: Re-Entry Reflections and Applications (1:1)
Third of three courses taken in conjunction with a UNCG Study Abroad Exchange. Focus on the re-entry and re-acclimation processes and the integration of intercultural development into future contexts.
• Registration Restriction: Acceptance to a UNCG Study Abroad Exchange Program
Prerequisite: IGS 296
Notes: May repeated up to three times (for three different exchange experiences) for credit when topic varies for a total of 3 s.h.; however, may apply only once toward Special Programs in Liberal Studies: IGS major concentration requirements. Grade: Pass/Not Pass (P/NP).
Cross Listed: Same as IGS 297, TED 297.

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 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 (4:0)

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. 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 350 Interprofessional and Instructional Field Experience 1 (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 and Spring
Notes: Course is repeated for credit three times, during the first three professional semesters. Formerly SES 350A.

SES 351 Interprofessional and Instructional Field Experience 2 (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 and Spring
Notes: Course is repeated for credit three times, during the first three professional semesters. Formerly SES 350B.

SES 352 Interprofessional and Instructional Field Experience 3 (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 and Spring
Notes: Course is repeated for credit three times, during the first three professional semesters. Formerly SES 350C.

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 378 Language Teaching Methods with Deaf Students (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 and Spring
Notes: This course is taught as Speaking Intensive (SI) and Writing Intensive (WI) during the fall semester only. Formerly SES 578.

SES 397 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 398 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 399 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, HDF 302; HDF 315 (or SES 315); SES 242; 2.50 GPA; formal admission to HDF major
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; HDF 302; HDF 315 (or SES 315); SES 242; 2.50 GPA; formal admission to HDF major
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 315 (or SES 315); 2.50 GPA; formal admission to HDF 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 and 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 446 Working with Diverse Deaf Populations (3:3)
Course is designed to equip professionals to work with Deaf and hard of hearing individuals with significant learning and communications challenges including deaf-blind, autism, and developmental disabilities.
Prerequisite: SES 204; PRDF major

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 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: permission of instructor
Offered: Spring

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 and 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 and 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 and/or Moderate Disabilities (12)
Student teaching emphasizing teaching students with mild/moderate learning disabilities in K–12 settings with university supervision. Full-time special education teaching assignment in cooperating schools for a full semester. Conferences and seminars required.
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 emphasized.
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 and 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 HDFS major or permission of instructor
Cross Listed: Same as HDF 468.
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
<th>Semester</th>
<th>Prerequisites</th>
</tr>
</thead>
</table>
| 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 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: Fall                                                               |         |                |                                                                                                                  |
| 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                                                               |         |                |                                                                                                                  |
| 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                                                            |         |                |                                                                                                                  |
| 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 481 Instructional ASL for Educating Deaf Students (3:3)                 |         |                | - To improve students' American Sign Language vocabulary and conceptual accuracy for a variety of content areas in the K–12 setting, and provide techniques for teaching through a bilingual instructional approach.  
   |                                                                 |                |  
   | Prerequisite: SES 101; SES 102; SES 203; SES 204; PRDF major with Birth–12 Deaf and Hard of Hearing Teacher Licensure concentration or permission of instructor  
   | Notes: May be repeated for credit.                                           |         |                |                                                                                                                  |
| SES 483 Instructional Methods: Students with Hearing Loss (3:3:3)          |         |                | - 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 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 and Spring                                                    |         |                |                                                                                                                  |
| 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 and 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 Intro to Special Education (3:3)
   Introductory course designed to survey the field of students with disabilities. Major attention focused on characteristics of students with disabilities, free appropriate public education, and the least restrictive environment.
   • Registration Restriction: Seniors or graduate standing
   Offered: Fall and Spring and Summer

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

Cornelia Strong Residential College

University Teaching and Learning Commons

121 Guilford Residence Hall
336-334-1325
http://utlc.uncg.edu/residentialcolleges/strong

Faculty
Sara Littlejohn, Program Chair
Anne Barton, Associate Program Chair

Strong Residential College, founded in 1994, fosters a holistic academic community grounded in liberal education with an intellectual commitment to sustainability and hands-on research.

Strong College strives to help students make connections to the larger, global landscape by focusing on creating sustainable social, economic, structural, aesthetic, and environmental futures through fieldwork research, reflection, and learning—an approach that ultimately threads observation and analysis into intentional connections between education and social responsibility.

Students in this closely knit community will take at least two core courses focused on sustainable communities during their four semesters in the program and will also have the option of taking General Education courses open only to Residential College students. In the fourth semester, students will complete independent capstone projects structured around the concept of sustainable communities. During the two years of the program, students will develop their leadership skills through participation in Strong College committees and will live in Guilford Residence Hall.

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.*

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

Ashby Residential College Courses (RCO)

RCO courses are listed under Warren Ashby Residential College.
Academic Recovery Seminar Courses (ARS)

ARS 100 Reclaim, Regain, and Recover (0)
A self-guided online course to support students on academic probation in developing and applying constructive academic recovery behaviors and skills with the goal of restoring academic good standing at UNCG.

Prerequisite: Permission of instructor
Notes: Grade: Satisfactory/Unsatisfactory (S/U). Offered as an experimental course Spring 2015. Formerly FFL 115.

ARS 120 Academic Connections in Education (0)
Students returning from academic suspension will create meaningful connections with UNCG faculty and staff; develop an understanding of university academic policy; identify academic and personal goals; and generate solutions for academic challenges.

Registration Restriction: Written permission required; restricted to students returning to or continuing at UNCG after academic suspension.
Notes: Grade: Pass/Not Pass (P/NP)

ARS 589 Experimental Course
This number reserved for experimental courses. Refer to the Course Schedule for current offerings.
Department of Teacher Education and Higher Education

School of Education
488 School of Education Building
336-334-3437
http://tehe.uncg.edu

Faculty
Colleen Fairbanks, Professor and Chair of Department
Professors Carlone, Cooper, Jacobs, Levin, Miller, Schunk
Associate Professors Faircloth, He, Journell, Richardson, Tan, Vetter, Wilson
Assistant Professors Alarcón, Heredia, McGowan, Patterson, Zoch, Schissel
Clinical Assistant Professors Howerton, Johnson, Mangrum

Undergraduate majors in this department are prepared to receive the North Carolina Standard Professional I License for teaching in public schools, grades K–6 and 6–9. The majors in this department include Elementary (K–6) and Middle Grades (6–9) Education.

Elementary and Middle Grades Education majors progress through their professional studies in Inquiry Teams of about 25 students under the guidance of a university instructor, who serves as their field supervisor, academic advisor, and weekly seminar leader. Students assigned to an inquiry team take all Elementary or Middle Grades methods courses together and do 10-hour per week internships in schools. Three internships are required prior to student teaching. New inquiry teams begin in the fall semester of the junior year and continue for four consecutive semesters.

Student Learning Goals
Student learning goals are consistent with standards set forth by the Council for the Accreditation of Educator Preparation (CAEP) programs at www.caepnet.org, the Interstate New Teacher Assessment and Support Consortium (INTASC) at www.ccsso.org, the National Educational Technology Standards at www.iste.org, and the North Carolina Department of Public Instruction at www.ncpublicschools.org.

Admission to the Teacher Education Program and to the Elementary or Middle Grades Education Majors

Admission to the University does not guarantee admission to Teacher Education with a major in the Department of Teacher Education and Higher Education. The School of Education’s Department of Teacher Education and Higher Education reserves the right to refuse admission where additional enrollments would threaten the academic quality of classes or programs. The size of each junior class coming into Elementary or Middle Grades Education is determined by the availability of instructors for student practicum and student teaching experiences. Therefore, it may not be possible to assure space for each student who meets the quantitative criteria for admission to the major as specified above. Interviews and/or other qualitative criteria will be implemented in such instances. Students must apply for admission by July 1 to be admitted for the fall semester. In addition to admission to teacher education (see School of Education), a student who seeks admission to the Elementary or Middle Grades Education major is expected to achieve:

- A minimum grade point average (GPA) of 3.0;
- A grade of C or better in the specified course*;
- Completion of all courses needed to fulfill the General Education Requirements; and
- Satisfactory scores on the Praxis I.

*Specified Course
TED 250 Teaching as a Profession

Admission to Student Teaching

The department has specific grade point average expectations and performance criteria to remain active in the program. Please contact the department office for this information.

Eligibility to enter student teaching requires maintaining a grade point average of 3.0 or better after being admitted to the major, and achieving a grade of C or better in each professional course. After admission to the major, if a student fails to maintain a grade point average of 3.0, the student has one semester to improve his/her grade point average. If a student receives a C- or lower in a professional course, the student is eligible to retake the course at its next offering.

Second Academic Concentration Requirement

- All students majoring in Elementary Education are required to complete an approved second concentration of at least 18 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 four middle level content fields (concentrations): Language Arts, Mathematics, Science, Social Studies.

Elementary Education and Special Education: General Curriculum Dual Major (SPEL)—B.S.

See full program requirements under Specialized Educational Services.
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. Scores
   Satisfactory scores on Praxis I or SAT I.
2. GPA
   GPA of 3.0 or higher.
3. Courses
   Grades of C or better in the courses listed below.
   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 under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
   Four 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 s.h. with a grade of C or better as listed below.
1. Prerequisites
   Prerequisites for admission to the major as listed below.
   MAT 115 College Algebra
   TED 222 Mathematics for Teaching
   TED 250 Teaching as a Profession
2. Required
   SES 340 Strategies for Teaching Students with Disabilities in General Education Settings
   TED 320 Language Arts Education
   TED 360 Integrating the Social Studies in Elementary Grades
   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. Required
   The course below is taken the last semester of program.
   TED 461 Student Teaching and Seminar: Elementary Grades

IV Related Area Requirements
1. Required
   ELC 381 Cultural Foundations of Education
2. Required
   HDF 301 Development of School-Age Children
Teacher Education and Higher Education

3. Required
   One chosen from the courses listed below.
   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

4. Required
   HEA 341 Health Pedagogy for Elementary School Teachers

5. Required
   KIN 302 Movement Pedagogy for Elementary School Teaching

6. Required
   LIS 120/TED 120 Introduction to Instructional Technology for Educational Settings

V Second Academic Concentration Requirements
18 semester hours as listed below.

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. 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)—B.S.
Degree: Bachelor of Science
Required: 124–128 semester hours, to include at least 36 hours at or above the 300 course level
Available Concentrations and AOS Codes:
   Language Arts, U256
   Math, U257
   Science, U258
   Social Studies, U259

Middle Grades Education Major: Language Arts with Grade 6–9 Teacher Licensure Concentration (MDED)—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: U256

I General Education Core Requirements (GEC)
See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
   Four 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 grade of C required in all courses listed under Major Requirements.
1. Prerequisite
   Prerequisite for admission to the major.
   ENG 103 Essentials of Professional and Business Writing
   TED 250 Teaching as a Profession
2. Required
   ERM 405 Measurement and Assessment in Teaching
   SES 540 Intro to Special Education
   TED 350 Internship I: Inquiry in Teaching and Learning
   TED 375 Internship II: Inquiry in Teaching and Learning
   TED 400 Internship III: Inquiry in Teaching and Learning
   TED 403 Teaching English Learners with Diverse Abilities
   TED 421 Reading Education in the Middle Grades
   TED 442 Teaching and Learning in the Middle Grades
   TED 462 Student Teaching and Seminar: Middle Grades
   TED 535 Literacy in the Content Area

IV Teacher Licensure Requirements
Courses
ELC 381 Cultural Foundations of Education
TED 445 Human Diversity, Teaching, and Learning
TED 452 Educational Psychology for the Middle Grades

V Second Academic Concentration Requirements
Students must complete a coherent course of study in a middle-level content field.

English Language Arts
ENG 104 Approach to Literature
ENG 211 Major British Authors: Medieval to Eighteenth Century
ENG 212 Major British Authors: Romantic to Modern
ENG 204 Non-Western Literary Classics
or
ENG 208 Topics in Global Literature
or
ENG 209 Topics in Non-Western Literature
ENG 223 Writing of Essays
ENG 251 Major American Authors: Colonial to Romantic
ENG 252 Major American Authors: Realist to Modern
ENG 310 Young Adult Literature
ENG 321 Linguistics for Teachers
ENG 324 Teaching Writing in Elementary and Middle Grades

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).

Middle Grades Education Major: Math with Grade 6–9 Teacher Licensure Concentration (MDED)—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: U257

I General Education Core Requirements (GEC)
See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (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.
Teacher Education and Higher Education

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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
Four 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 grade of C required in all courses listed under Major Requirements.
1. Prerequisite
   Prerequisite for admission to the major.
   ENG 103 Essentials of Professional and Business Writing
   TED 250 Teaching as a Profession

2. Required
   ERM 405 Measurement and Assessment in Teaching
   SES 540 Intro to Special Education
   TED 350 Internship I: Inquiry in Teaching and Learning
   TED 375 Internship II: Inquiry in Teaching and Learning
   TED 400 Internship III: Inquiry in Teaching and Learning
   TED 403 Teaching English Learners with Diverse Abilities
   TED 421 Reading Education in the Middle Grades
   TED 442 Teaching and Learning in the Middle Grades
   TED 462 Student Teaching and Seminar: Middle Grades
   TED 535 Literacy in the Content Area

IV Teacher Licensure Requirements
Courses
   ELC 381 Cultural Foundations of Education
   TED 445 Human Diversity, Teaching, and Learning
   TED 452 Educational Psychology for the Middle Grades

V Second Academic Concentration Requirements
Students must complete a coherent course of study in a middle-level content field.

Mathematics
   MAT 115 College Algebra
   MAT 150 Precalculus I
   MAT 151 Precalculus II
   MAT 191 Calculus I
   MAT 253 Discrete Mathematical Structures
   MAT 292 Calculus II
   MAT 303 Topics in Mathematics
   MAT 304 Introduction to the Foundations of Geometry
   STA 108 Elementary Introduction to Probability and Statistics
   TED 222 Mathematics for Teaching

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).

Middle Grades Education Major: Science with Grade 6–9 Teacher Licensure Concentration (MDED)—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: U258

I General Education Core Requirements (GEC)
See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
   Four 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 grade of C required in all courses listed under Major Requirements.

1. Prerequisite
   Prerequisite for admission to the major.
   ENG 103 Essentials of Professional and Business Writing
   TED 250 Teaching as a Profession

2. Required
   ERM 405 Measurement and Assessment in Teaching
   SES 540 Intro to Special Education
   TED 350 Internship I: Inquiry in Teaching and Learning
   TED 375 Internship II: Inquiry in Teaching and Learning
   TED 400 Internship III: Inquiry in Teaching and Learning
   TED 403 Teaching English Learners with Diverse Abilities
   TED 421 Reading Education in the Middle Grades
   TED 442 Teaching and Learning in the Middle Grades
   TED 462 Student Teaching and Seminar: Middle Grades
   TED 535 Literacy in the Content Area

IV Teacher Licensure Requirements

Courses
   ELC 381 Cultural Foundations of Education
   TED 445 Human Diversity, Teaching, and Learning
   TED 452 Educational Psychology for the Middle Grades

V Second Academic Concentration Requirements

Students must complete a coherent course of study in a middle-level content field.

Science
   AST 209 Astronomy: The Solar System
   BIO 111 Principles of Biology I
   BIO 112 Principles of Biology II
   BIO 277 Human Physiology
   CHE 111 General Chemistry I
   CHE 112 General Chemistry I Laboratory
   ENV 100 Introduction to Environmental Studies
   GEO 103 Introduction to Earth Science
   NTR 213 Introductory Nutrition
   PHY 205 Conceptual Physics
   PHY 205L Conceptual Physics Laboratory

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).

Middle Grades Education Major: Social Studies with Grade 6–9 Teacher Licensure Concentration (MDED)—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: U259

I General Education Core Requirements (GEC)

See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (3 s.h.)
   Student selects 3 s.h. from GHP list.
Teacher Education and Higher Education

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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
Four 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 grade of C required in all courses listed under Major Requirements.

1. Prerequisite
Prerequisite for admission to the major.
ENG 103 Essentials of Professional and Business Writing
TED 250 Teaching as a Profession

2. Required
ERM 405 Measurement and Assessment in Teaching
SES 540 Intro to Special Education
TED 350 Internship I: Inquiry in Teaching and Learning
TED 375 Internship II: Inquiry in Teaching and Learning
TED 400 Internship III: Inquiry in Teaching and Learning
TED 403 Teaching English Learners with Diverse Abilities
TED 421 Reading Education in the Middle Grades
TED 442 Teaching and Learning in the Middle Grades
TED 462 Student Teaching and Seminar: Middle Grades
TED 535 Literacy in the Content Area

IV Teacher Licensure Requirements
Courses
ELC 381 Cultural Foundations of Education
TED 445 Human Diversity, Teaching, and Learning
TED 452 Educational Psychology for the Middle Grades

V Second Academic Concentration Requirements
Students must complete a coherent course of study in a middle-level content field.

Social Studies
1. Base Courses
ECO 201 Principles of Microeconomics
ECO 202 Principles of Macroeconomics
HIS 211 The United States: A General Survey to 1865
HIS 212 The United States: A General Survey Since 1865
HIS 308 Navigating World History
HIS 316 Interpreting American History
HIS 347 History of North Carolina
HIS 430 Historical Methods for Social Studies Teachers
or
HIS 440 Principles and Practices for Teaching History

PSC 200 American Politics
PSC 260 Introduction to Comparative Politics

2. Comparative Politics
Two chosen from the courses listed below.
GEO 104 World Regional Geography
GEO 105 Introduction to Human Geography
GEO 106 Geosystems Science
GEO 110 Introduction to Geography

3. Global Perspectives
One HIS Global Perspectives course chosen from the courses listed below.
HIS 203 History of Africa to 1870
HIS 204 History of Africa since 1870
HIS 215 The Civilizations of Asia
HIS 216 The Civilizations of Asia
HIS 239 The First America: Latin America, 1492-1830
HIS 240 (Dis)order and Progress: Latin America since 1810
HIS 240 (Dis)order and Progress: Latin America since 1810
HIS 293 The First America: Latin America, 1492-1830
HIS 240 (Dis)order and Progress: Latin America since 1810
HIS 304 Gender, Family, and Wealth in African History
HIS 306 Islam and Popular Culture in Africa
HIS 320 History of Mexico and Central America
HIS 321 Latin America and the United States
HIS 380 Topics in the Near and Middle East
HIS 381 The Near and Middle East since World War I
HIS 383 Chinese History to 1800
Disciplinary Honors in Elementary and Middle Grades Education

The Disciplinary Honors Program allows students in all majors to do Honors work in their majors or in upper-division interdisciplinary studies. Through Disciplinary Honors, students have the opportunity to study topics in depth and to do advanced research under the supervision of a faculty member, thus giving themselves a competitive advantage when applying for graduate school or beginning a career. In order to participate in and take Disciplinary Honors courses, students must have a 3.50 grade point average at the time of registration and meet all other course prerequisites.

Recognition

Students who complete the requirements for the Disciplinary Honors Program receive a Certificate of Disciplinary Honors in Elementary and Middle Grades Education; have that accomplishment, along with the title of their Senior Honors Project, noted on their official transcript; and are recognized at a banquet held at the end of the academic year.

Requirements

The student requirements for the Disciplinary Honors Program in Elementary and Middle Grades Education include those provided below.

1. Minimum GPA
   - Maintain a UNCG GPA of 3.50 or higher through graduation
2. Good standing
   - Maintaining a “good standing” status in the Elementary and Middle Grades Education program, which means he/she is not on a Professional Improvement Plan and is managing the extensive workload and internship,
3. Honors assignments
   - Self-initiating, managing, and taking responsibility for the honor assignments with input from the faculty.
4. Honors course work
   - Completing at least 12 s.h. of Honors course work with grades of A or B as listed below.
   a. Course work in the major
      - 6-9 s.h. Honors course work in the major
   b. Honors project course
      - HSS 490 Senior Honors Project
   c. Additional course work
      - 0-3 s.h. of other Honors course work

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.
- Prerequisite: North Carolina Teaching Fellow
- Offered: Fall and Spring
- Notes: Formerly CUI 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.
- Prerequisite: MAT 115 or equivalent
- 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 223 Mathematics for Teaching Middle Grades (3:3)
- This course explores the mathematical content of middle school mathematics: numbers and operations, algebra, measurement, statistics, probability, and geometry. It is structured to build students’ conceptual understanding of mathematics.
- Prerequisite: TED 222; MDED major

TED 224 English Language Arts Concepts for Middle Grades Teachers (3:3)
- The course addresses foundational concepts in middle school English language arts, including the cultural and historical contexts of adolescent literature; genre, form, and literary analysis; writing processes; and grammar essentials.
- Prerequisite: MDED major; Admission to the Teacher Education Program
Teacher Education and Higher Education

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 and Spring and Summer
Notes: Formerly CUI 250.

TED 296 Study Abroad for Global Engagement: Field Experience (1:0:3)
Second of three courses taken in conjunction with a UNCG Study Abroad Exchange. Online individual study focusing on the field experience and appropriate engagement in international, intercultural, and/or multicultural contexts.
• Registration Restriction: Acceptance to a UNCG Study Abroad Exchange Program
Prerequisite: IGS 295
Notes: May repeated up to three times (for three different exchange experiences) for credit when topic varies for a total of 3 s.h.; however, may apply only once toward Special Programs in Liberal Studies; IGS major concentration requirements. Grade: Pass/Not Pass (P/NP).
Cross Listed: Same as IGS 296, SES 296.

TED 297 Study Abroad for Global Engagement: Re-Entry Reflections and Applications (1:1)
Third of three courses taken in conjunction with a UNCG Study Abroad Exchange. Focus on the re-entry and re-acculturation processes and the integration of intercultural development into future contexts.
• Registration Restriction: Acceptance to a UNCG Study Abroad Exchange Program
Prerequisite: IGS 296
Notes: May repeated up to three times (for three different exchange experiences) for credit when topic varies for a total of 3 s.h.; however, may apply only once toward Special Programs in Liberal Studies; IGS major concentration requirements. Grade: Pass/Not Pass (P/NP).
Cross Listed: Same as IGS 297, SES 297.

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 Language Foundations for Teachers (3:3)
Introductory study of the components of English phonology, morphology, semantics, syntax, and sociolinguistics with a special emphasis on the K–12 classroom application of this knowledge.
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 Integrating the Social Studies in Elementary Grades (3:3:3)
An examination of curriculum, instruction, and learning in K–6 social studies education. Emphasizes 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 493.

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 421 Reading Education in the Middle Grades (3:3)
This course examines who middle grades struggling readers are, what challenges content learning may present them, and how content area teachers can address the diverse literacy needs of students.
Registration Restriction: MDED major

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 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.
Teacher Education and Higher Education

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 from birth to age 5 and investigates the role that texts play in young children’s development.
Offered: Spring and 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 write and what classroom teachers can do to facilitate their growth as readers and writers in the primary grades.
Prerequisite: Admission to the M.A. in Teaching (Elementary Education concentration) 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 and 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 and Fall
Notes: Formerly CUI 520.

TED 521 Literacy II: Reading and Writing in the Intermediate 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.A. in Teaching (Elementary Education concentration) 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 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 and Spring and Summer
Notes: Formerly CUI 535.

TED 545 Diverse Learners (3:3)
Provides students with a broad base of knowledge and skills that will facilitate their effectiveness in meeting the needs of diverse learners through appropriate instructional, curricular, and behavioral strategies.
Prerequisite: Admission to the Teacher Education Program or permission of department
Offered: Fall and 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 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 445, admission to the Teacher Education Program, and an overall minimum GPA of 3.0; 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
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 580 Education in Global Settings (0–6:3:3–18)
The course is designed for students who are interested in exploring education issues through guided study-abroad experiences. Students will participate in field experiences and interact with students and teachers abroad.
Notes: May be repeated for a cumulative total of 6 s.h.

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

TED 590 Community Literacies and Adult Learners (3:3)
This course focuses on working with adult learners, including families of K–12 English learners, who are learning English as an additional language, in both formal and informal settings.
Theatre

School of Theatre

College of Visual and Performing Arts

200 Taylor Building
336-334-5576
http://performingarts.uncg.edu

Faculty
John Poole, Associate Professor and Director of the School of Theatre
Professors Bell, Fisher, Hansen, McMullen, Wren
Associate Professors Allard, Briley, Flannery, Gabriel, Gulley, Morris, White
Lecturers Cauthen, Davis, Haas, Purvis

The School of Theatre offers a full range of liberal arts and professional degree programs that prepare undergraduate students for a variety of career opportunities in theatre. The school offers the following undergraduate degree programs:

B.A. in Drama
B.F.A. in Drama, with concentrations in Acting, Design and Technical Production, Theatre Education (Teacher Licensure)

The degrees, which are accredited by the National Association of Schools of Theatre, provide students with a vital mix of course work that combines both theory and practice and allows for the development of skills and talents.

The school also offers two minors in Drama and Technical Theatre. Each minor requires completion of 18 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 school’s rich and varied curriculum is matched by an extensive co-curricular program that includes opportunities to participate in productions at Triad Stage, UNCG Theatre, North Carolina Theatre for Young People, and Workshop Theatre. Participation in school-sponsored plays and musicals is open to majors and non-majors alike.

The school encourages students to pursue internship opportunities, particularly in the summer months. Students are also encouraged to investigate study abroad programs offered by the university.

The school utilizes office, classroom, laboratory, studio, and performance space in the Taylor, Brown, UNCG Auditorium, McIver, and Curry buildings on campus. The school’s faculty is composed of talented artists and scholars with excellent reputations as teachers. Students are encouraged to collaborate with faculty on creative and research projects during their course of study.

Admission to the school’s degree programs is competitive. The requirements stated below are minimum requirements, and marginal compliance with them does not automatically imply admission.

Admission to Closed Courses
Due to enrollment pressures and limitations on space in certain classes, the school adheres to the following policy governing enrollment in its courses:

1. Individual faculty are responsible for adding or dropping students from their classes once enrollment limits have been met.
2. Students may be dropped from closed courses even though they may have successfully completed the registration process for the following reasons:
   a. Student is not a major or minor.
   b. Student has not completed course prerequisites or does not meet other enrollment restrictions as stated in the Undergraduate Bulletin.

Post-Baccalaureate Unclassified Students
Post-Baccalaureate unclassified students are restricted from taking any 500-level class without the permission of the Director and course instructor. Only officially admitted M.F.A. students can register for 600-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 under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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
- MUS 214 Jazz Appreciation
- or
- MUS 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 (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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives

Four 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 Requirements

1. Courses
   a. Required
      - 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
   b. Select
      4 s.h. chosen from the courses listed below. NOTE: Junior and senior transfer students must complete a minimum of 2 s.h. in this requirement.
      - THR 491 Advanced Theatre Practice—Scenery
      - THR 492 Advanced Theatre Practice—Costumes
      - THR 493 Advanced Theatre Practice—Box Office and/or Publicity
      - THR 494 Advanced Theatre Practice—Production
      - THR 495 Advanced Theatre Practice—Lighting
      - THR 496 Advanced Theatre Practice—Running Crew

   Qualified

   No more than 3 s.h. may be from the course listed below.
   - THR 490 Advanced Theatre Practice—Performance

   c. Select
      3 s.h. chosen from the courses listed below.
      - THR 502 Theatre History III
      - THR 505 American Theatre History
      - THR 506 Non-Western Theatre and/or Film
2. Select
   One performance course selected from the courses listed below.
   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. Select
   One design course selected from the courses listed below.
   THR 351 Scene Design
   THR 361 Costume Design
   THR 370 Lighting Design

4. Select
   One course selected from the courses listed below.
   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. Select
   11 s.h. from categories 2 and/or 3 and/or 4 and/or the courses listed below.
   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 Advanced CAD for the Theatre
   THR 548 Stage Millinery and Accessories
   THR 549 Historical Costume Pattern Drafting and Draping

IV Foreign Language Requirement
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.
pursue a B.F.A. in Theatre Education are cautioned to take courses that meet General Education Core (GEC) requirements instead of taking courses in the major.

**Continuance in the B.F.A. Drama Major**

As part of developing appropriate professional understanding, B.F.A. Acting students must complete one production assignment 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 Production students must complete one production assignment during the second semester in the freshman year and at least six more assignments during the sophomore, junior, and senior years.

B.F.A. 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 or Design and Technical Production are required to complete one production assignment each semester in the program*.

**Internship Requirements**

B.F.A. Acting and Design and Technical Production majors are required to complete an internship**. Transfer students should make arrangements to schedule the internship as soon as possible. Internships must be approved prior to completion of the internship duties.

All Theatre majors are expected to read and abide by the policies published in the student handbooks, available online.

*Production Assignments*

Credit is earned for these production assignments as noted in the outline of requirements within programs.

- THR 191 Theatre Practice—Scenery
- THR 192 Theatre Practice—Costumes
- THR 194 Apprentice Production Practicum
- THR 294 Intern Production Practicum
- THR 394 Journeyman Production Practicum
- 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 and/or Publicity
- THR 494 Advanced Theatre Practice—Production
- THR 495 Advanced Theatre Practice—Lighting
- THR 496 Advanced Theatre Practice—Running Crew

**Internship**

The internship may be fulfilled by the courses listed below or 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.

- THR 232 Acting II

---

**Drama Major: Acting Concentration (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

AOS Code: U881

I General Education Core Requirements (GEC)

See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GLT—Literature (3 s.h.)
- ENG 339 Shakespeare: Early Plays and Sonnets
- or
- ENG 340 Shakespeare: Later Plays

GFA—Fine Arts (6 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 (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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
Four 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
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 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

2. Technical Theatre Studies
   a. Required
      All of the courses listed below.
      THR 140 Stage Crafts: Scenery, Lighting, and Sound
      THR 145 Stage Crafts: Costuming and Makeup
   b. One course selected from the courses listed below.
      THR 351 Stage Design
      THR 361 Costume Design
      THR 370 Lighting Design

3. Required
   a. Required
      All of the courses listed below.
      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
   b. Select
      4 s.h. selected from the courses listed below. NOTE: Junior and senior transfer students must complete 2 s.h. of this requirement.
      THR 491 Advanced Theatre Practice—Scenery
      THR 492 Advanced Theatre Practice—Costumes
      THR 493 Advanced Theatre Practice—Box Office and/or Publicity
      THR 494 Advanced Theatre Practice—Production
      THR 495 Advanced Theatre Practice—Lighting
      THR 496 Advanced Theatre Practice—Running Crew

   Qualified
   No more than 3 s.h. may be from the course listed below.
   THR 490 Advanced Theatre Practice—Performance

   c. Select
      3 s.h. selected from the courses listed below.
      THR 502 Theatre History III
      THR 505 American Theatre History
      THR 506 Non-Western Theatre and/or Film

4. Internship
   Completion of approved internship.

IV Related Area Requirements
1. Select
   Two Music Performance courses selected with advisor.
2. Select
   Three Dance courses selected with advisor.
3. Select
   One course selected from the courses listed below or other ENG course that focuses on dramatic literature, selected in consultation with advisor.
   ENG 339 Shakespeare: Early Plays and Sonnets
   ENG 340 Shakespeare: Later Plays

IV Electives
Major electives of 9 s.h. required for degree, and additional electives sufficient to complete the 124 semester hours required for degree.
**Drama Major: Design and Technical Production Concentration (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

AOS Code: U888

### I General Education Core Requirements (GEC)

See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

**GLT—Literature (3 s.h.)**
- ENG 339 Shakespeare: Early Plays and Sonnets
- or
- ENG 340 Shakespeare: Later Plays

**GFA—Fine Arts (6 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 (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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

**GL/GN—Global/Global Non-Western Perspectives**
Four 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

1. Design and Technical Theatre Studies
   a. Required
      All of the courses listed below.
      - THR 140 Stage Crafts: Scenery, Lighting, and Sound
      - THR 145 Stage Crafts: Costuming and Makeup
      - THR 245 Theatre Graphics
      - THR 351 Scene Design
      - THR 361 Costume Design
      - THR 370 Lighting Design
      - THR 444 Computer Aided Drafting for the Theatre
      - THR 498 Capstone Production Practicum
   b. Select
      Two selected from the courses listed below.
      - THR 242 Technical Production: Scenery
      - THR 244 Technical Production: Costumes
      - THR 246 Technical Production: Sound and Lighting
   c. Select
      One selected from the courses listed below.
      - THR 503 Period Styles in Performance Design I
      - THR 504 Period Styles in Performance Design II
   d. Select
      One selected from the courses listed below.
      - THR 450 Advanced Scene Design
      - THR 460 Advanced Costume Design
      - THR 470 Advanced Lighting Design
   e. Select
      12 s.h. selected from the courses listed below. May be repeated for credit up to six times each. NOTE: Junior and senior transfer students must complete 8 s.h. of this requirement.
      - THR 194 Apprentice Production Practicum
      - THR 294 Intern Production Practicum
      - THR 394 Journeyman Production Practicum
   f. Select
      12 s.h. selected from the courses listed below.
      - THR 248 Portfolio Preparation for the Theatre
      - THR 260 Advanced Makeup
      - THR 284 Arts Management
      - THR 345 Costume and Scenic Property Crafts
      - THR 346 Costume Crafts
      - THR 386 Introduction to Stage Management
      - THR 395 Special Problems
      - 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
Theatre

THR 544 Advanced CAD for the Theatre
THR 548 Stage Millinery and Accessories
THR 549 Historical Costume Pattern Drafting and Draping
THR 552 Multi-Set Design Techniques
THR 575 Theatrical Sound Design and Technology
THR 584 Theatre Management
THR 586 Stage Management
THR 587 Theatre Field Studies

Qualified
The courses below are also eligible if not used to meet prior requirements.

THR 242 Technical Production: Scenery
THR 244 Technical Production: Costumes
THR 246 Technical Production: Sound and Lighting
THR 450 Advanced Scene Design
THR 460 Advanced Costume Design
THR 470 Advanced Lighting Design

2. Performance Studies
All of the courses listed below.
THR 130 Fundamentals of Acting
THR 410 Directing I

3. Other Theatre Studies
   a. Required
      All of the courses listed below.
      THR 201 Playscript Analysis
      THR 500 Theatre History I
      THR 501 Theatre History II
   b. Select
      3 s.h. selected from the courses listed below.
      THR 407 Feminist Theatre
      THR 502 Theatre History III
      THR 505 American Theatre History
      THR 506 Non-Western Theatre and/or Film

4. Internship
   Completion of approved internship

IV Electives
Electives sufficient to complete the 124 semester hours required for degree.

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: U883

I General Education Core Requirements (GEC)
See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

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 (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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
   Four GL/GN courses, at least one of which must carry the GN marker (THR 506 recommended but not required)
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
53 s.h. as provided below.
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 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

Field Experience
Students are required to complete 100 hours of field experience in schools prior to beginning student teaching.
THR 497 Student Teaching in Theatre Arts

IV Professional Education Courses
12 s.h. as provided below.
1. Required
   ELC 401 Schooling in a Democratic Society
2. Required
   ERM 401 Assessment I: Accountability in Our Nation’s Schools
3. Required
   ERM 402 Assessment II: Standardized Tests
4. Required
   ERM 403 Assessment III: Classroom Assessment
5. Required
   LIS 120/TED 120 Introduction to Instructional Technology for Educational Settings
6. Required
   SES 401 Understanding and Teaching Students with Disabilities in Inclusive Settings
7. Required
   TED 401 Child and Adolescent Development and Learning
8. Required
   TED 402 Student Engagement in the Classroom
9. Required
   TED 403 Teaching English Learners with Diverse Abilities
10. Required
    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: U147

Requirements
1. Required
   THR 201 Playscript Analysis
2. Select
   At least 15 s.h. chosen from the courses listed below.
   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
1. Required
   THR 201 Playscript Analysis
2. Select
   At least 12 s.h. chosen from the courses listed below.
   THR 140 Stage Crafts: Scenery, Lighting, and Sound
   THR 145 Stage Crafts: Costuming and Makeup
3. Select
   At least 12 s.h. chosen from the courses listed below.
   THR 245 Theatre Graphics
   THR 260 Advanced Makeup
   THR 361 Costume Design
   THR 345 Costume and Scenic Property Crafts
Theatre

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 Advanced CAD for the Theatre
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 as listed below.
1. Select
9 s.h. in the major, selected from any combination of the options below. 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.
   a. Acting
      THR 232 Acting II
   b. 500-level THR course
      Any 500-level THR course completing graduate work with graduate students. Instructor must be notified at the beginning of course.
   c. Contract course
      Any THR course negotiated as a Contract Course between the Honors Candidate and the instructor meeting Honors council guidelines for Contract Courses. See advisor for application forms and deadlines for submission.
   d. Independent study
      Taken under the guidance of a faculty member, perhaps taken in preparation for the Capstone Experience/Project. See advisor for approval.
   e. Honors work*
      THR 483 Honors Work

*Qualified
Course qualifies if taken toward completion of the course listed below.
   HSS 490 Senior Honors Project

2. Select
3 s.h. chosen from the courses listed below. The B.A. Capstone Experience, building on earlier courses, and/or University Studies Abroad to create a capstone experience, can serve as credit or substitute for these courses. 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.

HSS 490 Senior Honors Project
THR 483 Honors Work
THR 498 Capstone Production Practicum

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 110 Designing Weddings and Other Ceremonies (3:3)
This course explores how to design local ceremonies associated with life transitions (birthdays, initiations, weddings, and memorials), while considering theatre design elements and ritual found in comparable non-Western cultures.
   Distribution: GE Core: GFA; GE Marker: GN

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-DRAM majors. DRAM majors in the B.F.A. Design and Technical Theatre concentration and the B.F.A. Technical Production concentration are permitted.

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.
   • Registration Restriction: DRAM major

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.
   • Registration Restriction: DRAM major or School of Theatre minor
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 Apprentice Production Practicum (1:0:4)
Beginning-level production work in scenery, lighting, costuming, sound, or stage management.
• Registration Restriction: B.F.A. DRAM major; Design and Technical Production Concentration; or permission of instructor
Prerequisite: THR 140 or THR 145; or permission of instructor
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 and 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.
Prerequisite: Restricted to Theatre Department majors and minors

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 or THR 145

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 248 Portfolio Preparation for the Theatre (3:3)
This course guides students in developing the materials and skills necessary to present their education and experience to employers in the most effective manner, including resumes, cover letters, and portfolios.
Prerequisite: THR 140 and THR 145

THR 260 Advanced Makeup (3:2:3)
Special emphasis on character analysis, physiognomy, color, three-dimensional make-up, rubber prostheses, beard and wig make-up for theatre, film and television production.
Prerequisite: THR 140 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: All Years

THR 284 Arts Management (3:3)
Introduction to arts management for nonprofit arts organizations. Topics include management principles, marketing, fundraising, and financial planning.
Corequisite: VPA 284
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 294 Intern Production Practicum (2:0:6)
Intermediate-level production work in scenery, lighting, costuming, sound, or stage management.
• Registration Restriction: B.F.A in DRAM: Design and Technical Production concentration or Technical Production concentration
Prerequisite: THR 140 or THR 145
Notes: May be repeated for a total of 12 s.h.

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.
Theatre

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 curricula. 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, VPA 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 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 386 Introduction to Stage Management (3:3)
Introduction to the duties and responsibilities of the theatrical stage manager; emphasis on the stage manager’s place in the theatrical organization and their interaction with other members of the production.
Prerequisite: THR 140 and THR 145; 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 394 Journeyman Production Practicum (3:0:9)
Advanced-level production work in scenery, lighting, costuming, sound, or stage management.
- Registration Restriction: BFA in DRAM: Design and Technical Production concentration or Technical Production concentration
Prerequisite: THR 140 or THR 145
Notes: May be repeated for a total of 12 s.h.

THR 395 Special Problems (1–3)
Guided individual study in an area of special interest to the student.
Prerequisite: Permission of faculty supervisor is required prior to registration.
Notes: May be repeated for credit. Formerly THE 333.

THR 407 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
Notes: Formerly THR 507.

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 and Spring and Summer

THR 444 Computer Aided Drafting for the Theatre (3:3)
Introduction to the fundamentals of Computer Aided Drafting and its use in theatre.
Prerequisite: THR 245 or permission of instructor
Offered: Spring
Notes: Formerly THR 545.

THR 450 Advanced Scene Design (3:3)
Advanced problems in set design for performance. Topics may vary with each offering.
• Registration Restriction: BA or BFA in DRAM; or permission of instructor
Prerequisite: THR 351
Notes: Formerly THR 550.

THR 460 Advanced Costume Design (2:2)
Advanced problems in costume design for performance. Topics may vary with each offering.
• Registration Restriction: BA or BFA in DRAM; or permission of instructor
Prerequisite: THR 361
Notes: Formerly THR 560.

THR 470 Advanced Lighting Design (3:3)
Advanced problems in lighting design for performance. Topics may vary with each offering.
• Registration Restriction: BA or BFA in DRAM; or permission of instructor
Prerequisite: THR 370 and THR 444
Notes: Formerly THR 570.

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: Junior standing or permission of instructor
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: One (1) s.h. of THR 191 and junior standing; or permission of instructor
Notes: May be repeated for credit.

THR 492 Advanced Theatre Practice—Costumes (1:0:4)
Open to any student interested in participating in the costume phases of production.
Prerequisite: One (1) s.h. of THR 192 and junior standing; or permission of instructor
Notes: May be repeated for credit.

THR 493 Advanced Theatre Practice—Box Office and/or Publicity (1:0:4)
Open to any student interested in participating in the office and/or publicity phase of production.
Prerequisite: One (1) s.h. of THR 191 or THR 192 and junior standing; or permission of instructor
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: One (1) s.h. of THR 191 or THR 192 and junior standing; or permission of instructor
Notes: May be repeated for credit.

THR 495 Advanced Theatre Practice—Lighting (1:0:4)
Open to any student interested in participating in the lighting phase of production.
Prerequisite: One (1) s.h. of THR 191 and junior standing; or permission of instructor
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: One (1) s.h. of THR 191 or THR 192 and junior standing; or permission of instructor
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 Capstone Production Practicum (3:0:9)
Capstone experience for a BFA DRAM major: Design and Technical Theatre concentration or Technical Production concentration student.
• Registration Restriction: Junior standing and BFA DRAM major: Design and Technical Theatre concentration or Technical Production concentration; or permission of instructor
Prerequisite: THR 140 or THR 145

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 490, THR 491, THR 492, THR 493, THR 494, THR 495, and/or THR 496 and senior standing; or permission of instructor
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.
Theatre

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 6 s.h., depending on course content.

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 444; junior, senior, or graduate standing; 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 Advanced CAD for the Theatre (3:1:6)
Continuation of Computer Aided Drafting for the Theatre concentrating on 3-D virtual modeling and visualization and its use in the theatre.
Prerequisite: THR 444 or permission of instructor
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 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 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 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
The University Teaching and Learning Commons works with faculty and staff partners across campus to enhance teaching, learning, research, and creative activity. The Teaching Innovations Office connects faculty to each other and to resources, support, and opportunities. Through the Experimental (residential) Colleges, UTLC creates living laboratories for students and faculty where new pedagogies and teaching practices are developed and implemented. The Multiliteracy Centers provide students, faculty, and staff with opportunities to communicate globally across disciplines and the Undergraduate Research, Scholarship and Creativity Office brings together faculty and students in applied research, scholarship, and creativity. Join us in creating inquiry and innovation at UNCG.

See also:
- Warren Ashby Residential College
- Ione Grogan Residential College
- Cornelia Strong Residential College

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 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 and Spring
Notes: Formerly UNS 201.

**FFL 225 Special Topics in Social Movements (3:3)**
Examines principles and definitions of social justice through the focused study of specific social movements.
*Prerequisite: UNCG students with 12 or more semester hours
Notes: May be repeated twice for credit.

**FFL 250 Enhancing the Transfer and Adult Student Experience (2:2)**
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.

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

Integrated Studies Lab Courses (ISL)

**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
Notes: May be repeated once for credit.

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

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 and Spring

**UNS 589 Experimental Course**
This number reserved for experimental courses. Refer to the Course Schedule for current offerings.
Arts Administration Major (ARAD)—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: U640

Other Requirements
A minimum GPA of 2.0 is required for all hours attempted.
Student must complete a minimum of 31 hours in residence at UNCG:
- 12 s.h. of those must be in the major field
- 9 s.h. of those must be in the minor (if a minor is sought)

I General Education Core Requirements (GEC)
See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GLT—Literature (3 s.h.)
Student selects 3 s.h. from GLT list.
GFA—Fine Arts (6 s.h.)
Student selects 6 s.h. from the following:
  DCE 101 Introduction to Dance
  DCE 200 Dance Appreciation
  MUP 220 Making Music with Computers
  MUS 211 Topics in Pop Music
  MUS 214 Jazz Appreciation
  MUS 223 Music and Environment
  MUS 231 First Nights: Five Performance Premieres
  MUS 241 Music Appreciation
  MUS 329 History of Rock Music
  MUS 332 History of Western Music II
  THR 100 Drama Appreciation
  THR 130 Fundamentals of Acting

GPR—Philosophical, Religious, Ethical Principles (3 s.h.)
Student selects 3 s.h. from GPR list.

Recommended
  ENT 362/PHI 362 Ethical Issues in Entrepreneurship
  or
  MUS 135 Musicology Research
  or
  MUS 343 Music Cultures of the World
  or
  PHI 362/ENT 362 Ethical Issues in Entrepreneurship

GHP—Historical Perspectives (3 s.h.)
Student selects 3 s.h. from GHP list.

Recommended
  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.)
  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.

Recommended
  CST 105 Introduction to Communication Studies
  or
  ENG 102 College Writing II

GSB—Social and Behavioral Sciences (6 s.h.)
Student selects 6 s.h. from GSB list.

Recommended
  ECO 100 Economics of a Global Sustainable Society
  ECO 101 Introduction to Economics
  ECO 201 Principles of Microeconomics
  ECO 202 Principles of Macroeconomics
  PSC 210 Introduction to Public Policy
  SOC 101 Introduction to Sociology

II General Education Marker Requirements
See complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
Four courses carrying GL/GN markers; at least one course must carry the GN marker.
Visual and Performing Arts

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 grade of C- (1.70) required for all courses to count toward the major.

1. Core
   ENT 200/FIN 200 Introduction to Entrepreneurial Finance
   ENT 300/BUS 300 Ideas to Opportunities: Feasibility Analysis
   VPA 201 Issues in Arts Administration
   VPA 284/THR 284 Arts Management
   VPA 323/ART 323/DCE 323/THR 323 The Arts as Human Experience
   DCE 455/VPA 455/ENT 455 Arts and Entrepreneurship: Career Strategies for Artists
   VPA 499 Internship in Arts Administration

2. Arts-Related Courses
   12 s.h. chosen from the courses listed below. Any two courses from this list will also fulfill the GEC GFA requirements.
   DCE 101 Introduction to Dance
   DCE 200 Dance Appreciation
   MUP 220 Making Music with Computers
   MUS 211 Topics in Pop Music
   MUS 214 Jazz Appreciation
   MUS 223 Music and Environment
   MUS 231 First Nights: Five Performance Premieres
   MUS 241 Music Appreciation
   MUS 329 History of Rock Music
   MUS 332 History of Western Music II
   THR 100 Drama Appreciation
   THR 130 Fundamentals of Acting

3. Select
   Additional 6 s.h. in the College of Visual and Performing Arts. Preferably upper-level; selected with the permission of the Arts Administration Program director and the instructor of the course. Recommended upper-level options include the courses listed below.
   DCE 132 African Dance I
   DCE 230 Somatic Practices in Dance
   DCE 116 Jazz Dance I
   DCE 111 Introduction to Contemporary Dance
   DCE 113 Introduction to Ballet
   DCE 330 Iyengar Yoga: Somatic Practice
   MUP 125 Class Voice
   MUP 180 Beginning Guitar
   MUP 182 Beginning Piano
   MUP 344 Digital Music Composition I
   MUP 345 Digital Music Composition II
   MUS 334 American Music
   MUS 343 Music Cultures of the World
   MUS 354 Modern Asia Through Its Music
   MUS 431 Selected Topics in Ethnomusicology
   MUS 455 The Symphonic Tradition
   MUS 495 History of Opera
   MUS 483 Music before 1600
   MUS 484 Music from 1600 to 1800
   MUS 485 Music of the Nineteenth Century
   MUS 486 Music of the Twentieth Century
   THR 407 Feminist Theatre
   THR 500 Theatre History I
   THR 501 Theatre History II
   THR 502 Theatre History III
   THR 505 American Theatre History
   THR 506 Non-Western Theatre and/or Film
   THR 584 Theatre Management

4. Capstone Experience
   VPA 499 Internship in Arts Administration

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

Arts Administration majors should consider the available minors in Art, Business, Communication Studies, Dance, Drama, Entrepreneurship, Media Studies, Music, Political Science, or Technical Theatre.

Recommended
Recommended electives related to Arts Management include the courses listed below.
   ACC 201 Financial Accounting
   ACC 218 Financial Statement Preparation and Disclosures
   BUS 206/ENT 206 Start Something
   BUS 240/ENT 240 Introduction to the Entrepreneurial Experience
   BUS 300/ENT 300 Ideas to Opportunities: Feasibility Analysis
   BUS 328 Organizational Leadership
   BUS 336/ENT 336 Opportunities to Action: Business Plan
   BUS 339/ENT 339 Entrepreneurial Leadership
   BUS 340/ENT 340 Social Entrepreneurship
   BUS 470/ENT 470 Entrepreneurial/Small Business Management
   CST 105 Introduction to Communication Studies
   CST 200 Communication and Community
   CST 207 Relational Communication
   CST 210 Communicating Ethically
   CST 308 Organizational Communication
   CST 311 Deliberation and Decision Making
   CST 315 Persuasion and Social Influence
   CST 337 Intercultural Communication
   CST 341 Communication and Workplace Relationships
CST 342 Communication and Public Relations: Strategies and Innovations
CST 350 Small Group and Team Communication
CTR 101 Leisure and American Lifestyles
CTR 201 Introduction to Community Leadership
CTR 316 Leisure for Older Adults
CTR 401 Strategic Community Leadership
CTR 423 Meeting and Event Planning and Management
CTR 429 Special Event Management
ECO 100 Economics of a Global Sustainable Society
ECO 101 Introduction to Economics
ECO 201 Principles of Microeconomics
ECO 202 Principles of Macroeconomics
ENT 130/BUS 130 Entrepreneurship in a Sustainable Global Environment
ENT 201/BUS 201 Creativity, Innovation, and Vision
ENT 276/ART 276 Creative Space: The Meeting of Art and Entrepreneurship
ENT 300/BUS 300 Ideas to Opportunities: Feasibility Analysis
ENT 321/IAR 321 Design Thinking and/or Entrepreneurial Thinking
ENT 335/FIN 335 Entrepreneurial Finance
ENT 336/BUS 336 Opportunities to Action: Business Plan
ENT 339/BUS 339 Entrepreneurial Leadership
ENT 340/BUS 340 Social Entrepreneurship
ENT 354/STH 354 Restaurant Entrepreneurship
ENT 403/MKT 403 Entrepreneurial Marketing
ENT 404/ELC 404 Entrepreneurship and Innovation in Community Leadership
ENT 470/BUS 470 Entrepreneurial/Small Business Management
FIN 200/ENT 200 Introduction to Entrepreneurial Finance
FIN 315 Business Finance I
FIN 335/ENT 335 Entrepreneurial Finance
ISM 110 Business Computing I
MGT 300 Management of Organizations
MKT 320 Principles of Marketing
MKT 403/ENT 403 Entrepreneurial Marketing
MUP 402/VPA 402/ENT 402 Entrepreneurship in the Performing Arts
VPA 201 Issues in Arts Administration
VPA 284/THR 284 Arts Management
MUP 402/VPA 402/ENT 402 Entrepreneurship in the Performing Arts
VPA 499 Internship in Arts Administration
PSC 210 Introduction to Public Policy
or
PSC 311 The Nonprofit Sector and Governance

Arts Administration Minor
Required: 18 semester hours
AOS Code: U878

The minor in Arts Administration complements study in a wide range of fields including music, theatre, dance, the visual arts, creative writing, communications, media studies, and business.

Requirements
18 s.h. as listed below. A grade of C is required in all course work toward the minor.
ACC 201 Financial Accounting
or
FIN 200/ENT 200 Introduction to Entrepreneurial Finance

VPA 201 Issues in Arts Administration
VPA 284/THR 284 Arts Management
MUP 402/VPA 402/ENT 402 Entrepreneurship in the Performing Arts
VPA 499 Internship in Arts Administration

Musical Theatre Minor
Required: 15 semester hours
AOS Code: U877

This minor is intended to provide introductory performance-related experiences for performing arts students not in the BFA theatre degree tracks. Students in the BFA theatre degree tracks may be able to earn a minor in musical theatre by taking 15 credits in the more advanced offerings in musical theatre.

Requirements
1. Required
   THR 305 Development of American Musical Theatre
2. Required
   9 s.h. selected from the courses listed below or advanced courses in Musical Theatre (for students demonstrating proficiency in the above courses).
   VPA 320 Musicianship for Musical Theatre
   VPA 330 Dance for Musical Theatre
   MUP 125 Class Voice
   THR 130 Fundamentals of Acting
3. Required
   3 s.h. selected from the courses listed below or topics courses in Music, Theatre, or Dance related to Musical Theatre or additional credits in any of the performance categories not in your Major (acting, dancing, singing).
   VPA 340 Workshop in Musical Theatre
   VPA 350 Musical Theatre Audition Technique I
   VPA 351 Musical Theatre Audition Technique II
   THR 395 Special Problems
Visual and Performing Arts Courses (VPA)

Some of the following courses may not be available every year. Inquire at the College of Visual and Performing Arts for schedule. All VPA courses are open to all university students.

VPA 201 Issues in Arts Administration (3:3)
Introduces foundational skills required for successful management of arts organizations. Requires an introductory supervised internship experience to link theory with practice. 16 hours total will be required at off-campus sites.
Notes: Formerly MTD 201.

VPA 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
Notes: Formerly MTD 210.

VPA 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
Notes: Formerly MTD 284.
Cross Listed: THR 284

VPA 320 Musicianship for Musical Theatre (3:3:1)
Development of musicianship skills to be used specifically for the Musical Theatre genre.
Notes: Formerly MTD 320.

VPA 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.
Notes: Formerly MTD 323.
Cross Listed: ART 323, DCE 323, THR 323.

VPA 324 Experimental Course: The Arts as Social Change: Theory and Practice (3:3)
Students will examine the ways in which the arts create social change in our institutions and communities through an exploration of theory and case studies, and an engagement in practice.
Offered: Offered Spring 2017; previously offered as an experimental course Spring 2016.

VPA 330 Dance for Musical Theatre (3:3:1)
For students interested in developing dance skills to be used specifically for the musical theatre genre, including tap, ballet, jazz, and contemporary. Various pieces of choreography will be set in class.
Notes: Formerly MTD 330.

VPA 338 Exploring Performing Arts Cultures (1–3)
Course is used for Music, Theatre and Dance study trips. Offered only when a course accompanies a specific trip.
Prerequisite: Determined by needs of specific trip
Notes: Grade: Pass/Not Pass (P/NP). Formerly MTD 338; MUS 338.

VPA 340 Workshop in Musical Theatre (3:0:6)
An exploration of musical theatre in a studio workshop setting.
• Registration Restriction: By audition only.
Notes: May be repeated when topic varies for a total of 9 s.h.
Formerly MTD 340.

VPA 350 Musical Theatre Audition Technique I (1:0:3)
For undergraduate students interested in developing their musical-theater audition skills.
Notes: Formerly MTD 350.

VPA 351 Musical Theatre Audition Technique II (1:0:3)
For undergraduate students interested in the continued and advanced development of their musical-theater audition skills.
Prerequisite: VPA 350 or permission of instructor
Notes: Formerly MTD 351.

VPA 402 Entrepreneurship in the Performing Arts (3:3)
Focus on entrepreneurship knowledge, skills and career development in the performing arts.
Prerequisite: Junior or senior standing
Offered: Fall and Spring
Notes: Taught as Writing Intensive (WI) and Speaking Intensive (SI). Formerly MTD 402.
Cross Listed: Same as ENT 402, MUP 402.

VPA 455 Arts and Entrepreneurship: Career Strategies for 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.
• Registration Restriction: ARAD, DANC, DRAM, MEDU, MUSI, or PRFM major; or permission of instructor
Offered: Fall
Notes: Formerly MTD 455.
Cross Listed: Same as DCE 455, ENT 455

VPA 499 Internship in Arts Administration (3:2:10)
Supervised work experience approved in advance that requires regularly scheduled hours in an arts organization. In addition, the course will meet weekly and requires reading, writing, and oral communication assignments.
Prerequisite: Major or minor in arts administration and permission of instructor
Notes: Formerly MTD 499.

VPA 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: junior, senior, or graduate standing
Notes: Formerly MTD 555.

VPA 589 Experimental Course
This number reserved for experimental courses. Refer to the Course Schedule for current offerings.
Women’s and Gender Studies
Program

College of Arts and Sciences
336 Curry Building
336-334-5673
http://wgs.uncg.edu

Program Faculty
Mark Rifkin, Professor, Department of English, Director of
Women’s and Gender Studies Program
Professors
Emily Edwards, Department of Media Studies, Director of Center
for Creative Writing in the Arts
Tara Green, African American and African Diaspora Studies
Program
Karen Kilcup, Elizabeth Rosenthal Excellence Professor of English,
Environmental & Sustainability Studies
Derek Krueger, Department of Religious Studies, Joe Rosenthal
Excellence Professor
Alexandra Moore, Department of English, Linda Arnold Carlisle
Excellence Professor of Women’s and Gender Studies
Eugene Rogers, Department of Religious Studies
Cathryne Schmitz, Department of Peace and Conflict Studies
Amy Williamsen, Department of Languages, Literatures, and
Cultures
Associate Professors
Risa Applegarth, Department of English
Silvia Bettez, Department of Educational Leadership and Cultural
Foundations
Danielle Bouchard, Women’s and Gender Studies Program
Sarah Cervenak, Women’s and Gender Studies Program, African
American and African Diaspora Studies Program, Director of
Undergraduate Studies in Women’s and Gender Studies
Ben Clarke, Department of English
Jenny Dale, Professional Librarian, Coordinator of First-Year
Programs
Jennifer Feather, Department of English
Gwen Hunicutt, Department of Sociology
Elizabeth Keathley, School of Music, Director of Graduate Studies
for Women’s and Gender Studies
Lisa Levenstein, Department of History
Cybelle McFadden, Department of Languages, Literatures, and
Cultures
Noelle Morissette, Department of English
Nancy Myers, Department of English
Loren Olson, Department of Communication Studies
Susanne Rinner, Department of Languages, Literatures, and
Cultures
Paige Hall Smith, Department of Public Health Education,
Director of the Center for Women’s Health and Wellness
Amy Vetter, Department of Teacher Education and Higher
Education
Amy Vines, Department of English

Mission Statement

The central focus of the Women's and Gender Studies
Program is to explain how gender is produced within social
institutions and how these institutions affect individual lives
and to analyze the mutual constitution of gender, race, eth-
nicity, 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 educa-
tion. 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 under General Educa-
tion Program in the University Requirements section. See the
GEC Course Summary Table for approved courses.
Women’s and Gender Studies

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 (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.)
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 complete GEC requirements under General Education Program in the University Requirements section. See the GEC Course Summary Table for approved courses.

GL/GN—Global/Global Non-Western Perspectives
Four 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 CAR requirements in the Academic Units section. See the GEC Course Summary Table for approved CAR courses.

GMO/GPM—Historical Perspectives (3 s.h.)
Student selects 3 s.h. from GMO or GPM list, depending on category used to satisfy GHP requirement.

GLS/GPS—Natural Sciences (3–4 s.h.)
Student selects 3–4 s.h. from GLS or GPS list.

GSA—Social and Behavioral Sciences (3 s.h.)
Student selects 3 s.h. from GSA list with a course prefix other than WGS.

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 above the 100 level. Students must earn a grade of at least C- in all courses required for the major.

Core Requirements
The courses listed below are required of all majors.
WGS 250 An Introduction to Women’s and Gender Studies
WGS 270 Sexuality and Culture
WGS 333 Gendered Worlds
WGS 350 Introduction to Feminist Theories
WGS 490 Women’s and Gender Studies Senior Capstone Course

Electives
15 s.h. of approved courses chosen from among the following when they carry a WGS marker on the Course Schedule. This list is not comprehensive as additional courses may appear on the Course Schedule within UNCGenie that will carry the WGS marker and may thus count toward major or minor requirements.
BLS 348 Representing Women
BLS 386 Women, War, and Terror
CED 574 Contemporary Topics in Counseling
ELC 381 Cultural Foundations of Education
ENG 331 Women in Literature
ENG 332 English Women Writers before 1800
ENG 376 African American Writers after the 1920s
ENG 383 Topics in Queer Studies
HDF 212 Families and Close Relationships
HDF 407 Issues Affecting Women and Families
HIS 328 U.S. Women’s History to 1865
HIS 329 U.S. Women’s History Since 1865
HIS 342 U.S. Women and their Bodies
PCS 205 Violence in the Modern World
PCS 305 Foundations of Peace and Conflict Studies
PCS 309 Conflict and Culture
PHI 301 Topics in Philosophy
PSC 335 Women in Politics
PSC 336 Women and the Law
PSY 346 The Psychology of Gender
SOC 354 Work and Gender
or
MGT 354 Managing Diversity in Organizations

WGS 329/SOC 329 Sociological Perspectives on Gender
WGS 419/SOC 419 Gender, Crime, and Deviance
WGS 450 Topics Seminar in Women’s and Gender Studies
WGS 490 Women’s and Gender Studies Senior Capstone Course

Qualified
The course below may be taken for only 6 s.h.
toward the WGST major:
WGS 400 Independent Study

Special Topics
Special topics courses or sections with central focus on
women and gender may be approved by the Director of WGS
for elective credit.

Women’s and Gender Studies Minor
Required: minimum of 18 semester hours
AOS Code: U871

Requirements
Students must earn a grade of at least C- in all courses
required for the minor.

Core Requirements
WGS 250 An Introduction to Women’s and Gender Studies

WGS 270 Sexuality and Culture
or
WGS 333 Gendered Worlds

WGS 350 Introduction to Feminist Theories

Electives
9 s.h. of approved courses chosen from among the fol-
lowing when they carry a WGS marker on the Course Sched-
ule. This list is not comprehensive as additional courses may
appear on the Course Schedule within UNCGenie that will
carry the WGS marker and may thus count toward major or
minor requirements.
BLS 348 Representing Women
BLS 386 Women, War, and Terror
CED 574 Contemporary Topics in Counseling
ELC 381 Cultural Foundations of Education
ENG 331 Women in Literature
ENG 332 English Women Writers before 1800
ENG 376 African American Writers after the 1920s
ENG 383 Topics in Queer Studies
HDF 212 Families and Close Relationships
HDF 407 Issues Affecting Women and Families
HIS 328 U.S. Women’s History to 1865
HIS 329 U.S. Women’s History Since 1865
HIS 342 U.S. Women and their Bodies

Women’s and Gender Studies Courses (WGS)

WGS 150 Gender, Race, and Sexuality (3:3)
Students will address the complex historical and con-
temporary relationships among gender, race, and sexuality as
important and interdependent aspects of social life.
Distribution: GE Core: GRD

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 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.
Cross Listed: Same as REL 310.

WGS 312 Judaism and the Construction of Gender (3:3)
Jewish understandings of gender from ancient to mod-
ern times, with focus on law and tradition, roles in the Jewish
community, family, sexuality, and Jewish theology.
Cross Listed: Same as REL 312.
Women’s and Gender Studies

WGS 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.
Cross Listed: Same as SOC 329.

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.
Prerequisite: WGS 250 or permission of instructor
Distribution: GE Core: GPR

WGS 375 Topics in Native American and Indigenous Studies (3:3)
Exploration of the literatures, cultural productions, histories, and politics of indigenous peoples. Topic will vary depending on section.
Cross Listed: Same as ENG 375.
Notes: May be repeated for credit when topic varies.

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 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.
Cross Listed: Same as SOC 419.

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 biweekly 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 and 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: WGST major or permission of instructor
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, CST 540, ENT 540, PCS 540, SWK 540.

WGS 589 Experimental Course
This number reserved for experimental courses. Refer to the Course Schedule for current offerings.
History of the University of North Carolina

The following is reprinted from http://www.northcarolina.edu/?q=about-our-system/220-years-history.

In North Carolina, all the public educational institutions that grant baccalaureate degrees are part of the University of North Carolina. The multi-campus state university encompasses 16 such institutions, as well as the NC School of Science and Mathematics, the nation’s first public residential high school for gifted students. Chartered by the North Carolina General Assembly in 1789, the University of North Carolina 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.

Additional institutions of higher education, diverse in origin and purpose, began to win sponsorship from the General Assembly beginning as early as 1877. Five were historically black institutions, and another was founded to educate American Indians. Some began as high schools. Several were created to prepare teachers for the public schools. Others had a technological emphasis. One is a training school for performing artists.

The 1931 session of the General Assembly redefined the University of North Carolina to include three state-supported institutions: the campus at Chapel Hill (now the University of North Carolina at Chapel Hill), North Carolina State College (now North Carolina State University at Raleigh), and Woman’s College (now the University of North Carolina at Greensboro). The new multi-campus University operated with one board of trustees and one president. By 1969, three additional campuses had joined the University through legislative action: the University of North Carolina at Charlotte, the University of North Carolina at Asheville, and the University of North Carolina at Wilmington.

In 1971 legislation was passed 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 (now the University of North Carolina School of the Arts), Pembroke State University (now the University of North Carolina at Pembroke), Western Carolina University, and Winston-Salem State University. In 1985 the NC School of Science and Mathematics was declared an affiliated school of the University; in July 2007 NCSSM by legislative action became a constituent institution of the University of North Carolina. All the schools and universities welcome students of both sexes and all races.

The UNC Board of Governors is the policy-making body legally charged with “the general determination, control, supervision, management, and governance of all affairs of the constituent institutions.” It elects the president, who administers the University. The 32 voting members of the Board of Governors are elected by the General Assembly for four-year terms. Former board chairmen may continue to serve for limited periods as non-voting members emeriti. The president of the UNC Association of Student Governments or that student’s designee is also a non-voting member.

Each of the UNC campuses 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 university 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 campus on delegation from the Board of Governors.

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.

The Board of Governors of the University of North Carolina

The following is compiled from http://www.northcarolina.edu/apps/bog/members.htm.

Roger Aiken, Vice Chair
W. Louis Bissette Jr., Chair
Pearl Burris-Floyd
C. Philip Byers
Walter C. Davenport
Thom Goolsby
H. Frank Grainger
Henry W. Hinton
James L. Holmes Jr.
Rodney E. Hood
Joe Knott
W. Marty Kotis III
Scott Lampe
Steven B. Long
Joan G. MacNeill
Ann Maxwell
University History, Officers, & Faculty

J. Alex Mitchell
W. G. Champion Mitchell
Anna S. Nelson
R. Doyle Parrish
Joan Templeton Perry, Secretary
Therence O. Pickett
David M. Powers
Robert S. Rippy
O. Temple Sloan III
Harry L. Smith Jr.
J. Craig Souza
George A. Sywassink
William Webb
Laura I. Wiley
Michael Williford

Ex Officio
Madeline Finnegan, President of the UNC Association of Student Governments

Members Emeritus
Hannah D. Gage

Officers of the University of North Carolina

The following is compiled from https://www.northcarolina.edu/Leadership-and-Policy/Leadership-and-Organizational-Structure.

President
Margaret Spellings

Senior Leadership Team
Senior Vice President Academic Affairs
Junius Gonzales
Senior Vice President for External Affairs
Kevin Howell
Senior Vice President for Finance and Budget
Jonathan Pruitt
Senior Vice President Governance, Legal, and Risk and General Counsel
Tom Shanahan
Senior Vice President and Chief Operating Officer
Charlie Perusse
Senior Vice President for Strategy and Policy
Andrew P. Kelly
Chief of Staff
Meredith Didier

Other Senior Officers
Vice President for Academic and Student Affairs
Karrie Dixon
Vice President for Academic and University Programs
Alisa Chapman
Vice President for Academic Programs, Faculty and Research
Kim van Noort
Vice President for Communications
Joni Worthington
Acting Vice President Federal Affairs
Jonathan Kappler
Vice President International, Community and Economic Engagement
Leslie Boney
Vice President for State Government Relations
Drew Moretz
Vice President for Legal Affairs and Deputy General Counsel
Joanna Carey Cleveland
Vice President for Compliance and Audit
Lynne Sanders
Vice President of Human Resources
Matthew Brody
Vice President for Information Technology and Chief Information Officer
John Leydon
Vice President for University Advancement
Timothy Minor
Senior Associate Vice President and Secretary of the University
Andrea Poole
Vice President Technology Based Learning and Innovation
Matthew Rascoff

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
History of the University of North Carolina at Greensboro

The following is reprinted from http://www.uncg.edu/inside-unCG/inside-history.htm.

The University of North Carolina at Greensboro was established by legislative enactment on February 18, 1891. The city of Greensboro, situated near the geographical center of the state, was selected for the location of the new institution after its citizens approved $30,000 in bonds for its first buildings. R.S. Pullen and R.T. Gray gave the original 10-acre site. The institution opened on October 5, 1892 with a student body of 198 and a faculty of 15—and the final enrollment reached 223 at the end of the first year. Classes were organized in three departments: commercial, domestic science, and pedagogy.

The institution came into being as a direct result of a crusade by Dr. Charles Duncan McIver on behalf of the education of women. Other pioneers in public school education—notably, Edwin A. Alderman, James Y. Joyner, and M.C.S. Noble—assisted McIver, but to him, more than to any other individual, the university owes its foundation.

During the past century the university’s mission has evolved, as suggested with its sequence of names. It was known first as the State Normal and Industrial School, and after 1897 as the State Normal and Industrial College until 1919. During the period 1919–1931, it was known as the North Carolina College for Women, and became the Woman’s College of the University of North Carolina from 1932 to 1963. It is warmly remembered as “the WC” by its many alumnae of the period.

From 1932 to 1963 the university was one of the three branches of the Consolidated University of North Carolina. The other campuses included the University of North Carolina at Chapel Hill and the North Carolina State College of Agriculture and Engineering at Raleigh (now N.C. State University). In 1962, the board of trustees recommended that the Greensboro campus become coeducational at all levels of instruction. Subsequently, by act of the General Assembly in the spring of 1963, the name of the institution was changed to the University of North Carolina at Greensboro. The first African American students were admitted in 1956 and men were first admitted as part of the general student body in 1964.

In December of 1934, during the years of the Consolidated University, the Woman’s College Section of the Alpha Chapter of North Carolina Chapter of Phi Beta Kappa was installed. (Alpha Chapter is the one at Chapel Hill.) On February 17, 1956, Epsilon Chapter of North Carolina was installed at this campus. In 2006, UNCG’s chapter was voted the best in the nation on a public university campus by the national Phi Beta Kappa organization.

In October of 1971, the North Carolina General Assembly adopted legislation which combined all 16 of the state-supported institutions of higher education into a single University of North Carolina. The UNC system is 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.

UNCG’s chancellor is Dr. Franklin D. Gilliam Jr., who took office on May 22, 2015. He came to UNCG from the University of California, Los Angeles (UCLA), where he was dean of the UCLA Luskin School of Public Affairs.

In addition to founding president Charles Duncan McIver, UNCG’s other chief executive officers have been:

- Dr. Julius I. Foust (1906–1934)
- Dr. Walter Clinton Jackson (1934–1950)
- Dr. Edward Kidder Graham (1950–1956)
- Dr. Gordon W. Blackwell (1957–1960)
- Dr. Otis Singletary (1961–64, 1966)
- Dr. James S. Ferguson (1964–1979, including interim term)
- Dr. William E. Moran (1979–1994)
- Dr. Debra W. Stewart (fall semester 1994, interim)
- Dr. Dana L. Dunn (spring and summer semesters 2015, acting)
UNCG Today

With more than 19,400 students and 2,500 faculty and staff, UNCG is the largest state university in the Piedmont Triad and has an annual economic impact of more than $1 billion. The campus has grown to include 30 residence halls and 30 academic buildings on 210 acres.

UNCG takes pride in being a learner-centered public research university. The College of Arts & Sciences and seven professional schools offer 79 undergraduate majors, 65 master’s programs, and 30 doctoral programs.

The university holds two classifications from the Carnegie Foundation for the Advancement of Teaching, as a “research university with high research activity” and for “community engagement” in curriculum, outreach and partnerships. More than $35 million annually in grants and contracts for research and creative activity are awarded to faculty members annually. Among the most prominent of UNCG’s research initiatives are the Gateway University Research Park and the Joint School of Nanoscience and Nanoengineering, both partnerships with North Carolina Agricultural and Technical State University.

Globalization of the curriculum has expanded opportunities for international education, through new programs like the UNC Exchange Program and the Lloyd International Honors College. In addition, innovative signature programs such as Building Entrepreneurial Learning for Life (BELL), Communication Across the Curriculum, Undergraduate Research, and Freshman Seminars enhance the student experience.

As a cultural leader, UNCG offers concerts, lectures, dance and theatre performances, exhibitions in the internationally known Weatherspoon Art Museum, and readings by nationally known authors. In athletics, Spartan teams compete in nine women’s and nine men’s sports in Division I of the National Collegiate Athletic Association. With ethnic minority students making up 26 percent of the student body, UNCG is the most diverse of the UNC system’s historically white campuses.

Although much has changed, some things remain the same. The university motto—service—continues to be a guiding principle put into practice through all aspects of university life.

UNCG Schools and Colleges

The university’s Academic Affairs Division consists of five professional schools, the College of Arts & Sciences, the Graduate School, the Lloyd International Honors College, and the College of Visual and Performing Arts. The names below are the ones currently in use. In some cases, the names have changed since the academic units were founded. The schools and their dates of establishment are:

- School of Education (1921)
- The Graduate School (1921–22)
- School of Nursing (1966)
- Joseph M. Bryan School of Business & Economics (1969)
- College of Arts & Sciences (1969)
- Lloyd International Honors College (2005)
- Joint School of Nanoscience & Nanoengineering (2007)
- School of Health and Human Sciences (2011)
- College of Visual and Performing Arts (2016)

The Board of Trustees of the University of North Carolina at Greensboro

The following is compiled from http://chancellor.uncg.edu/bot/index.htm.

Charles Blackmon
Frances Bullock
Vanessa Carroll
Mona Edwards
Brad Hayes, Chair
Kathy Manning
Betsy Oakley
Elizabeth Phillips
William Priddy Jr.
D. Ward Russell
Susan Safran
R. David Sprinkle

Ex Officio Member (one-year term)
Holly Shields, President, UNCG Student Government Association, 2017–18

Officers of the University of North Carolina at Greensboro

Office of the Chancellor
Chancellor
Franklin D. Gilliam Jr., Ph.D.

- Associate Vice Chancellor for Strategy and Policy
  Julia Jackson-Newsome, Ph.D.

- Chief of Staff
  Waiyi Tse, J.D.

- General Counsel
  Jerry D. Blakemore, J.D.

- Deputy General Counsel
  Michael R. Jung, J.D.

- Associate General Counsel
  Todd E. Davis, J.D.

- Director of Federal and External Affairs
  Nikki Baker, B.A.

- Director of State and External Affairs
  R. Andrew Cagle, B.A.

- Director, Intercollegiate Athletics
  Kimberly S. Record, M.S.

- Associate Vice Chancellor for University Communications, and Chief Communications Officer
  Jeff Shafer, M.S.

Academic Affairs

Provost and Executive Vice Chancellor
Dana L. Dunn, Ph.D.

Vice Provost for Academic Services
University History, Officers, & Faculty

J. Alan Boyette, Ph.D.
Vice Chancellor for Enrollment Management
Bryan J. Terry, Ph.D.
Vice Chancellor for Research & Economic Development
Terri L. Shelton, Ph.D.
Vice Chancellor for Student Affairs
Cheryl M. Callahan, Ph.D.
The College of Arts & Sciences
John Z. Kiss, Ph.D., Dean
Chuck Bolton, Ph.D., Associate Dean
Dayna Touron, Ph.D., Associate Dean
Stanley H. Faeth, Ph.D., Associate Dean
Joseph M. Bryan School of Business & Economics
McRae C. “Mac” Banks II, Ph.D., Dean
William O. Brown, Ph.D., Associate Dean
Division of Continual Learning
James M. Eddy, Ph.D., Dean
Nora S. Reynolds, A.B., Executive Director
School of Education
Randy Penfield, Ph.D., Dean
Troy Sadler, Ph.D., Associate Dean
Jewell Cooper, Ph.D., Associate Dean
The Graduate School
Kelly J. Burke, D.M.A., Vice Provost and Dean
Gregory C. Bell, Ph.D., Associate Dean
J. Scott Hudgins, M. Div., Assistant Dean
School of Health and Human Sciences
Celia R. Hooper, Ph.D., Dean
Kathleen Williams, Ph.D., Senior Associate Dean
David H. Demo, Ph.D., Associate Dean
Esther Leerkes, Ph.D., Associate Dean
Charles C. Dent, B.S., Assistant Dean
Lisa B. Walker, M.B.A., Assistant Dean
Eileen Miller, M.P.H., Assistant Dean
International Programs Center
Penelope J. Pynes, Ph.D., Associate Provost for International Programs
Lloyd International Honors College
Omar Ali, Ph.D., Interim Dean
Rebecca Muich, Ph.D. Associate Dean
Angela Bolte, Ph.D., Assistant Dean
Joint School of Nanoscience and Nanoengineering
James G. Ryan, Dean
Joseph L. Graves Jr., Associate Dean
School of Nursing
Robin E. Remsburg, Ph.D., Dean
Debra C. Wallace, Ph.D., Senior Associate Dean
Heidi Krowchuck, Ph.D., Associate Dean
Lynne Lewallen, Ph.D., Assistant Dean
University Libraries
Martin Halbert, M.L.S., Ph.D., Dean
Kathy M. Crowe, M.L.S., M.A., Associate Dean
Keith Gorman, M.L.S., Ph.D., Assistant Dean
Michael A. Crumpton, M.L.S., Assistant Dean

Beth R. Bernhardt, M.L.S., Ph.D., Assistant Dean
Timothy M. Bucknall, M.L.S., M.A., Assistant Dean

College of Visual and Performing Arts
Peter Alexander, Ed.D., Dean
A. Lawrence Jenkens, Ph.D., Associate Dean
Christopher M. Cassidy, M.F.A., Director, School of Art
Janet Lilly, M.F.A., Director, School of Dance
Dennis W. AsKew, Ph.D., Director, School of Music
John R. Poole, Ph.D., Director, School of Theatre

Business Affairs
Vice Chancellor for Business Affairs
Charles A. Maimone, M.B.A., M.Ed.
Associate Vice Chancellor for Facilities
Jorge Quintal, M.C.E.
Associate Vice Chancellor for Finance
Steven W. Rhew, CPA
Assistant Vice Chancellor for Foundation Finance
Lauren V. Cox, CPA, M.B.A.
Associate Vice Chancellor for Human Resources (Interim)
Michelle Lamb Moone, SPHR
Chief of Police
Paul Lester, FBINA
Associate Vice Chancellor for Campus Enterprises
Scott Milman, M.B.A., M.S.

Information Technology Services
Vice Chancellor for Information Technology Services (Interim)
Donna Heath, M.S.
Associate Vice Chancellor for Administrative Systems
Lee Norris
Associate Vice Chancellor for Learning Technology and Client Services
Todd Sutton
Associate Vice Chancellor for Systems & Networks, Chief Infrastructure Architect (Interim)
Jeff Whitworth

Research and Economic Engagement
Vice Chancellor for Research and Economic Engagement
Terri L. Shelton, Ph.D.

Student Affairs
Vice Chancellor for Student Affairs
Cheryl M. Callahan, Ph.D.
Associate Vice Chancellor for Student Affairs
Jim S. Settle, Ph.D.
Associate Vice Chancellor and Dean of Students
Brett A. Carter, Ph.D.

University Advancement
Vice Chancellor for University Advancement
Jan Zink, Ed.D.
Faculty of the University of North Carolina at Greensboro

Teaching Faculty

This list reflects faculty appointments held during the 2016–17 academic year and includes appointments and promotions known at the time of publishing that become effective on July 1, 2017.

Moses Acquaah (2000), Professor and Department Head, Management. B.A., University of Science and Technology (Ghana); M.A., M.B.A., Simon Fraser University (Canada); Ph.D., University of Wisconsin Milwaukee.

April Ruffin Adams (2016), Visiting Assistant Professor, African American and African Diaspora Studies. B.A. Hampton University; M.S.W. North Carolina Agricultural and Technical State University; Ph.D. The University of North Carolina at Greensboro.

Heather Brook Adams (2017), Assistant Professor, English. B.A. Mount Union College; M.A. Middlebury College; Ph.D. Penn State University.

Jeffrey T. Adams (1985), Associate Professor, Media Studies. B.A., Lycoming College; M.A., Arizona State University; Ph.D., Northwestern University.

Judith A. Adams (2015), Visiting Assistant Professor, School of Nursing. A.S.N., Quinnipiac University; B.S.N., Pennsylvania State University; M.S.N. Georgetown University; Ph.D., Duke University.

Rebecca G. Adams (1983), Professor, Gerontology. B.A., Trinity College; M.A., Ph.D., University of Chicago.

Amy Adamson (2000), Professor, Biology. B.S., State University of New York at Geneseo; Ph.D., Johns Hopkins University.

Anne Trice T. Akers (2012), Clinical Assistant Professor, Library and Information Studies. B.A., University of Richmond; M.A., Virginia Polytechnic Institute and State University; M.L.S., East Carolina University; Ph.D., North Carolina State University.

Jeanette Alarcon (2013), Associate Professor, Teacher Education Higher Education. B.A., The University of Texas at El Paso; M.A., Ph.D., The University of Texas at Austin.

Omar Ali (2010), Professor, African American and African Diaspora Studies. Dean, Lloyd International Honors College. B.Sc., London School of Economics and Political Science; Ph.D., Columbia University.

Janet Allard (2010), Associate Professor, Theatre. B.A., University of Redlands; M.F.A., Yale University.

Aaron Allen (2007), Associate Professor, Music. Director, Environmental & Sustainability Studies Program. B.A., Tulane University; A.M., Ph.D., Harvard University.


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.

Heng An (2003), Associate Professor, Accounting and Finance. B.A., M.A., Central University of Finance and Economics (China); M.A., Middle Tennessee State University; M.A., Ph.D., University of Alabama.


Arthur Anastopoulos (1995), Professor, Anthropology. B.A., Columbia University; M.P.H., Yale University; Ph.D., Harvard University.

Susan Andreatta (1997), Professor, Anthropology. B.A., University of Delaware; M.A., Iowa State University; Ph.D., Michigan State University.

Carine R. Applegarth (2009), Associate Professor, English. B.A., Carleton College; M.A., The University of North Carolina at Chapel Hill.

Jennifer Arberg (2011), Lecturer, Teacher Education and Higher Education. B.S., Appalachian State University; M.Ed., The University of North Carolina Greensboro.

Mark V. Armstrong (2001), Senior Lecturer, Computer Science. B.A., Erskine College; M.S., Wake Forest University.

Ali Askarov (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 and Director, Music. B.M., University of Georgia; M.M., Pennsylvania State University; D.M.A., The University of Michigan.

David F. Ayers (2002), Associate Professor, Educational Leadership and Cultural Foundations. B.S., M.A., Appalachian State University; Ed.D., North Carolina State University.

Cynthia T. Bacon (2015), Assistant Professor, School of Nursing. Diploma, Union Memorial Hospital School of Nursing; B.S.N., Notre Dame of Maryland University; M.A.S., M.S.N., Johns Hopkins University; Ph.D., The University of North Carolina at Chapel Hill.

Hunter Bacot (2017), Professor, Political Science. B.A., University of North Carolina Chapel Hill; M.P.A., University of North Carolina Charlotte; Ph.D., University of Tennessee.
Marjorie Bagley (2009), Professor, Music. B.M., University of Michigan; M.M., Manhattan School of Music.
Berrak Bahadir (2017), Assistant Professor, Economics. B.A., M.A., Marmara University; Ph.D., Emory University.
S. Cem Bahadir (2017), Assistant Professor, Marketing, Entrepreneurship, Hospitality and Tourism. B.S., M.S., Marmara University; Ph.D., Emory University.
Denise N. Baker (1975), Professor, English. B.A., University of Michigan; M.A., University of California Santa Barbara; Ph.D., University of Virginia.
Levi Baker-Russell (2015), Assistant Professor, Psychology. B.A., M.S., Marquette University; Ph.D., Florida State University.
McRae C. Banks (2011), Margaret & Harrell Hill 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.
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. B.M., Eastman School of Music; M.M., Baylor University; D.M., Florida State University.
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, Strong Residential College. 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.
Christine Basik (2017), Clinical Assistant Professor, School of Nursing. B.S.N., East Carolina University; M.S.N., University of North Carolina at Greensboro.
David Battigelli (2008), Lecturer and Lab Assistant, Biology. B.S., M.S.P.H., Ph.D., The University of North Carolina at Chapel Hill.
Ian D. Beatty (2009), Associate 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), Associate Professor, History. B.A., The College of William and Mary; M.A., National University of Ireland, Galway; Ph.D., Boston College.
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), Clinical Instructor, School of Nursing. B.S.N., M.S.N., The University of North Carolina at Greensboro.
Silvia C. Betz (2007), Associate 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.
Aaron Beveridge (2017), Assistant Professor, English. B.A., Ohio State University; M.A., University of Akron; Ph.D., University of Florida.
J. Lee Beverly (2012), Professor, Nutrition. B.S., University of Florida; M.S., Virginia Polytechnic Institute and State University; Ph.D., University of Georgia.
Ramji Bhandari (2016), Assistant Professor, Biology. B.S., Bangladesh Agricultural University; Ph.D. Hokkaido University.
Daniel L. Bibeau (1984), Professor, 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.
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.
Sandra Blaha (2016), Clinical Instructor, School of Nursing. B.S.N., M.S.N., University of North Carolina at Greensboro.
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).
Dane Blevins (2017), Assistant Professor, Management. B.S., Northeastern University; M.B.A., North Carolina State University; Ph.D., University of Texas at Dallas.
James Boles (2014), Professor and Department Head, Marketing, Entrepreneurship, Hospitality and Tourism. B.A., M.E.A., M.B.A., University of West Florida; Ph.D., Louisiana State University.
Charles Bolton (2005), Professor, History. Associate Dean, College of Arts and Science. 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.
University History, Officers, & Faculty

Janet J. Bosevski (2007), Associate Professor, Psychology. B.Sc., University of Toronto; M.A., McGill University; Ph.D., Queen’s University.

Frances Bottenberg (2015), Lecturer, Philosophy. B.A., The State University of New York at Potsdam; M.A., Temple University; Ph.D., Stony Brook University.

Danielle Bouchard (2016), Associate Professor, Women’s and Gender Studies. B.A., Bard College; Ph.D., University of Minnesota.

Ayesha S. Boyce (2015), Assistant Professor, Educational Research Methodology. B.S., Arizona State University; M.A., California State University, Long Beach; Ph.D., University of Illinois at Urbana-Champaign.

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.


Amy Brabeck (2014), Lecturer, Languages, Literatures, and Cultures. B.A., Saint Mary’s College; M.A., University of Illinois at Urbana-Champaign.


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.

Logan W. Breedlove (2013), Lecturer, Teacher Education and Higher Education. B.S., Appalachian State University; M.Ed., The University of North Carolina Greensboro.

Rachel Briley (2003), Associate Professor, Theatre. B.A., The Catholic University of America; M.F.A., Arizona State University.

Rochelle Brock (2015), Professor and Department Chair, Educational Leadership and Cultural Foundations. B.A., University of California, Berkeley; Ph.D., Pennsylvania State University.


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.

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 Associate 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.


Dennis A. Burns (1989), Senior Lecturer, Chemistry and Biochemistry. B.A., Augustana College.

Michael Burns (1994), Professor, Music. B.M., Victoria University (Wellington, New Zealand); M.M., New England Conservatory; D.M.A., University of Cincinnati.


Eleanor H. Buttnier (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), Associate Professor, Languages, Literatures, and Cultures. B.A., Catholic University of Chile; M.A., Ph.D., Rutgers, The State University of New Jersey.

Courtney Caiola (2016), Assistant Professor, School of Nursing. B.A., University of North Carolina at Chapel Hill; M.P.H., Tulane University; M.S.N., University of Tennessee; Ph.D., Duke University.


Laura Cameron (2015), Lecturer, Teacher Education and Higher Education. B.S., M.Ed., The University of North Carolina 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.

Bonnie F. Canziani (2000), Associate Professor, Marketing, Entrepreneurship, and Hospitality & Tourism Management. B.A., M.M.H., Ph.D., Cornell University.

Guy Capuzzo (2003), Associate Professor, Music. B.M., William Patterson University; M.A., The City University of New York; Ph.D., University of Rochester.

David Carlone (2000), Associate 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), 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.

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. B.A., St. John’s University; M.A., Ph.D., University of Iowa.


Christopher Cassidy (2005), Associate Professor and Director, Art. B.F.A., University of the Arts; M.F.A., State University of New York.

Michael D. Cauthen (1996), Senior Lecturer, African American and African Diaspora Studies. Lecturer, Warren Ashby Residential College. B.A., Alfred University; M.S., Purdue University.

Nadja B. Cech (2001), Professor, Chemistry and Biochemistry. B.S., Southern Oregon University; Ph.D., University of New Mexico.

John Ceneviva (2016), Lecturer, Management. B.A., Saint Joseph’s University; M.B.A., The University of North Carolina at Chapel Hill.

Sarah Cervenak (2009), Associate Professor, Women’s and Gender Studies. B.A., Rutgers, The State University of New Jersey; M.A., Ph.D., New York University.

Micheline Chalhoub-Devile (2005), Professor, Educational Research Methodology. B.A., Beirut University College; M.A., Ph.D., The Ohio State University.

Mary Catherine Chauvin (2016), Lecturer, Information Systems and Supply Chain Management. B.S., The University of North Carolina at Greensboro; M.B.A., Kent 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. 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., Tribhuvan University (Nepal); Ph.D., Mississippi State University.

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).

Jill Anne Chounard (2014), Assistant Professor, Educational Research Methodology. B.A., University of Toronto (Canada); M.A., Ph.D., University of Ottawa (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.

Yu-Min Chung (2017), Assistant Professor, Mathematics and Statistics. B.S., National Chung Cheng University; Ph.D., Indiana University Bloomington.

Joyce Clapp (2010), Senior Lecturer, Sociology. B.A., North Carolina State University; M.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), Associate Professor, English. M.St., D.Phil., Exeter College in the University of Oxford.

T. Mark Clodfelter (2013), Professor, Music. B.M., Lenoir-Rhyne University; M.M, The University of North Carolina School of the Arts.

Tanya Coakley (2004), 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.

University History, Officers, & Faculty


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), Senior Lecturer, Languages, Literatures, and Cultures. B.A., Moscow State Pedagogical University; M.A., Florida State University.


David Cook (2007), Professor, Media Studies. B.A., University of Maryland; Ph.D., University of Virginia.

Jewell E. Cooper (2001), Professor, Teacher Education and Higher Education. Associate Dean, School of 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.

Mitchell Croatt (2010), Associate Professor and Department Head, Chemistry and Biochemistry. B.S., University of Minnesota; Ph.D., Stanford University.

Amanda Cromartie (2010), Lecturer and MSA Program Director, Accounting and Finance. B.A., M.S., The University of North Carolina at Greensboro.

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), Associate Professor, English. B.A., Duquesne University; Ph.D., Emory University.


Kristen R. Curcio (2015), Clinical Assistant Professor, School of Nursing. B.A., College of St. Rose; B.S.N., Binghamton University; M.S.N., The University of North Carolina at Greensboro; D.N.P., Duke University.

Steven R. Cureton (1997), Associate Professor, Sociology. B.A., North Carolina Agricultural and Technical State University; M.A., Ph.D., Washington State University.


Gregory Daniels (2015), Academic Professional Associate Professor, Kinesiology. B.S., Virginia Polytechnic Institute and State University; M.S., Ph.D., Pennsylvania State University.

Jackie Daughton (1993), Senior 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.

Benjamin Davis (2014), Lecturer, Languages, Literatures, and Cultures. B.A., M.A., University of Illinois at Urbana-Champaign; Ph.D., Washington University.

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.


Paul G. Davis (2000), Associate Professor, Kinesiology. B.S.Ed., Western Carolina University; M.S., Ph.D., University of South Carolina.

Stephanie G. Davis (2009), Lecturer, Teacher Education and Higher Education. B.S., M.Ed., Ph.D., The University of NC Greensboro.

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.

Keith G. DeBabbage (1988), Professor, Geography. B.S., University of Dundee (Scotland); M.S., University of Surrey (England); Ph.D., University of Georgia.


Ruth H. DeHoog (1990), Professor, Political Science. Director, Master of Public Affairs Program. B.A., Calvin College; M.A., Ph.D., Michigan State University.

Peter F. Delaney (2005), Associate Professor, Psychology. B.S., Carnegie Mellon University; M.S., Ph.D., Florida State University.

David H. Demo (1996), Professor, Human Development and Family Studies. Associate Dean for Graduate Programs, School of Health and Human Sciences. B.A., University of Richmond; M.S., Virginia Commonwealth University; Ph.D., Cornell University.

Jing Deng (2008), Associate Professor, Computer Science. B.E., M.E., Tsinghua University; M.S., Ph.D., Cornell University.

Susan Denman (2013), Clinical Professor, School of Nursing. B.S., State University of New York; M.S., FNP State University of New York at SUNY; Ph.D., The University of North Carolina at Chapel Hill.

Jigna M. Dharod (2009), Associate Professor, Nutrition. B.S., P.G., University of Mumbai (India); Ph.D., University of Connecticut, Storrs.


George Dimock (1994), Associate Professor, Art. B.A., Harvard University; M.F.A., Rochester Institute of Technology; Ph.D., University of Rochester.


Stuart Dischell (1996), Professor, English. B.A., Antioch College; M.F.A., University of Iowa.

Indika Dissanayake (2016), Assistant Professor, Information Systems and Supply Chain Management. B.S., University of Moratuwa (Sri Lanka); M.S., University of Texas at Dallas; Ph.D., University of Texas at Arlington.

Peter Dola (1997), Senior Lecturer, Languages, Literatures, and Cultures. B.A., Louisiana State University; M.A., University of Iowa.

Cindy Dollar (2014), Assistant Professor, Sociology. B.A., M.A., The University of North Carolina at Greensboro; Ph.D., North Carolina State University.


Gavin Douglas (2002), Associate Professor, Music. B.A., B.M., Queens University (Canada); M.M., University of Texas; Ph.D., University of Washington.

James B. Douglass (2005), Associate Professor, Music. B.M., M.M., The University of Alabama; D.M.A., University of Southern California.

William Dudley (2011), Professor, Public Health Education. B.A., The University of North Carolina at Charlotte; M.S., Ph.D., University of Georgia.


Liam Duffy (1999), Assistant Professor, Chemistry and Biochemistry. B.A., Boston University; Ph.D., The University of North Carolina at Chapel Hill.


Yanneccia D. Dyson (2016), Assistant Professor, Social Work. B.S.W., Florida Agricultural & Mechanical University; M.S.W., The Florida State University; Ph.D., Clark Atlanta University.

Chad Eby (2006), Associate Professor, Music. B.M., University of North Texas; M.M., The Ohio State University.

Kari Eddington (2008), Associate Professor, Psychology. B.A., Purdue University; Ph.D., Indiana University.

James M. Eddy (2008), Professor, Public Health Education. B.S., M.S., State University of New York; D.Ed., The Pennsylvania State University.

Emily D. Edwards (1987), Professor, Media Studies. B.A., Florence State University; M.A., Ph.D., University of Tennessee, Knoxville.

Charles Egeland (2010), Associate Professor, Anthropology. B.A., Colorado State; M.A., Ph.D., Indiana University.

Alexander Asa Eger (2009), Associate Professor, History. B.A., Rutgers, The State University of New Jersey; M.A., Ph.D., University of Chicago.

Mark E. Elliott (2008), Associate Professor, History. B.A., Duquesne University; M.A., University of California, Riverside; Ph.D., New York University.


Mark Engebretson (2003), Professor, Music. B.M., University of Minnesota; M.M., D.M., Northwestern University.

Jeffrey Ensign (2015), Lecturer, Music. B.M., University of Northern Iowa; M.M., University of North Texas Ph.D., University of North Texas.

Jennifer Erazquin (2013), Assistant Professor, Public Health Education. B.A., University of Michigan; M.P.H., Ph.D., University of California Los Angeles.


Keith M. Erikson (2002), Associate Professor, Nutrition. B.A., Cedarville College; M.S., Ph.D., Pennsylvania State University.

Igor Erovenko (2006), Associate Professor, Mathematics and Statistics. Ph.D., University of Virginia.

Jennifer L. Etiner (2004), Professor, Kinesiology. B.S., University of Tennessee; M.A., The University of North Carolina at Chapel Hill; Ph.D., Arizona State University.

Alexander Ezerman (2008), Associate Professor, Music. B.M., Oberlin Conservatory; M.M., D.M.A., State University of New York at Stony Brook.

Richard H. Fabiano (1996), Professor, Mathematics and Statistics. B.S., St. Joseph’s University; M.S., Ph.D., Virginia Polytechnic Institute and State University.

Stanley Faeth (2008), Florence Schaefer Distinguished Professor of Science, Biology. Associate Dean of Research, College of Arts & Sciences. B.S., M.S., University of Cincinnati; Ph.D., Florida State University.

Colleen M. Fairbanks (2006), Professor and Department Chair, Teacher Education and Higher Education. B.A., M.A., Ph.D., University of Michigan.

Beverly Faircloth (2006), Associate Professor, Teacher Education and Higher Education. B.A., Wake Forest University; M.Ed., North Carolina State University; Ph.D., The University of North Carolina at Chapel Hill.
Jennifer Feather (2008), Associate Professor, English. B.A., Columbia University; M.A., Ph.D., Brown University.

SallyAnn H. Ferguson (1990), Professor, English. B.A., Norfolk State University; M.A., Ph.D., The Ohio State University.


Talia Fernos (2010), Associate Professor, Mathematics and Statistics. B.S., The Evergreen State College; Ph.D., University of Illinois at Chicago.

Benjamin Filene (2006), Professor, History. A.B., Brown University; Ph.D., Yale University.


Mark A. Fine (2011), Professor and Department Chair, Human Development and Family Studies. B.A., Cornell University; M.A., Ph.D., The Ohio State University.


Michael M. Flannery (2001), Associate Professor, Theatre. B.S., Wake Forest University; M.F.A., The University of North Carolina at Greensboro.

Anne C. Fletcher (1996), Professor, Human Development and Family Studies. B.A., Haverford College; Ph.D., Temple University.

Melissa Floyd-Pickard (2002), Professor and Department Chair, Social Work. B.A., Miami University (Ohio); M.S.W., Ph.D., Virginia Commonwealth University.


Yvonne Ford (2016), Assistant Professor, School of Nursing. B.S.N., Barton College; M.S.N., Duke University; Ph.D., University of North Carolina at Greensboro.

Lisa G. Fox-Thomas (2003), Academic Professional Associate Professor, Communication Sciences and Disorders. B.A., The University of North Carolina at Chapel Hill; M.A., The University of North Carolina at Greensboro; Ph.D., University of Virginia.

Maria Freeman (2005), Lecturer, Languages, Literatures, and Cultures. B.S., University Polytechnic of Huelva; M.A., University Polytechnic University of Madrid; M.A., University Antonio de Nebrija, Madrid.


Christopher P. Frost (1986), Lecturer, Master of Arts in Liberal Studies. B.A., Wake Forest University; M.A., Trinity College; Ph.D., University of Cincinnati.

Lixin Fu (2001), Associate Professor, Computer Science. B.S., Wuhan University; M.Engr., Ministry of Aeronautical and Aerospace Industry; M.S., Georgia Institute of Technology; Ph.D., University of Florida.

Denise Gabriel (2009), Associate Professor, Theatre. B.F.A., University of Nebraska; M.A., The Ohio State University.

Amanda Gale (2015), Assistant Professor, Interior Architecture. B.A., M.A., Michigan State University; Ph.D., Eastern Michigan University.

Richard Gallimore (2001), Senior Lecturer, Philosophy. B.A., The University of North Carolina at Chapel Hill; M.A., University of Rochester.

Linda Gann (2007), Assistant Professor, Library and Information Studies. B.S., M.L.I.S., Ph.D., The University of Oklahoma.

Mariche Garcia-Bayonas (2004), Associate Professor, Languages, Literatures, and Cultures. B.A., University of Seville; M.A., Ph.D., Indiana University.

Vidyaranya B. Gargeya (1993), Professor and Department Head, Information Systems and Supply Chain Management. Director, M.B.A. Program. B.Tech., Andhra University (India); P.G.D.M., Indian Institute of Management (India); Ph.D., Georgia State University.

Dianne R. Garrett (2006), Lecturer, Marketing, Entrepreneurship, and Hospitality & Tourism Management. B.S., Elon University; M.A., Seton Hall University.

Robin M. Gee (2003), Associate Professor, Dance. B.A., State University of New York Empire State College; M.F.A., Sarah Lawrence College.

William J. Gerace (2008), Helena Gabriel Houston Distinguished Professor for Science Education, Physics and Astronomy. B.S., Massachusetts Institute of Technology; Ph.D., Princeton University.

Kevin M. Gerald (2005), Associate Professor, Music. B.M., Illinois Wesleyan University; M.M., D.M.A., University of Michigan.

Mary Ann Gerhard (2009), Senior Lecturer, Chemistry and Biochemistry. B.A., The University of North Carolina at Greensboro.

Cassandra Germain (2016), Lecturer, Faculty Teaching Statistician, School of Nursing. B.A., Hunter College; M.S., Ph.D., North Carolina State University.

Heather J. Gert (2005), Associate Professor, Philosophy. A.B., Kenyon College; A.M., Ph.D., Brown University.

Dora Gichevia (2010), Assistant Professor, Economics. B.A., Colgate University; M.A., M.Phil., Ph.D., Yale University.

Diane Gill (1987), Professor, Kinesiology. B.S., State University of New York at Cortland; M.S., Ph.D., University of Illinois Urbana-Champaign.

Cerise L. Glenn (2009), Associate Professor, Communication Studies. Director, African American and African Diaspora Studies Program. B.A., The University of North Carolina at Asheville; M.S., North Carolina State University; Graduate Certificate, Ph.D., Howard University.

Allan H. Goldfarb (1987), Professor, Kinesiology. B.S., Brooklyn College; M.Ed., Ph.D., Temple University.
Miguel Gomez (2015), Lecturer, Department of Teacher Education and Higher Education. B.A., The University of Georgia; M.Ed., The University of North Carolina at Greensboro.

Laura M. Gonzalez (2009), Associate Professor, Counseling and Educational Development. B.A., Colgate University; M.Ed., University of Delaware–Newark; Ph.D., North Carolina State University.

Pandora Goode (2015), Clinical Assistant Professor, School of Nursing. B.S.N., North Carolina Agricultural and Technical State University; M.S.N., Winston-Salem State University; D.N.P., The University of Tennessee; Ph.D., The University of North Carolina at Greensboro.

Erika S. Gray (2009), Lecturer, Teacher Education and Higher Education. B.S., East Carolina University; M.A., Appalachian State University; Ph.D., The University of North Carolina Greensboro.

Curtis E. Green (2005), Lecturer, Biology. B.S., Hampden-Sydney College; M.S., The University of North Carolina at Greensboro.

Jill Green (1993), Professor, Dance. B.S., Brooklyn College; M.A., New York University; Ph.D., The Ohio State University.

Nancy Green (1999), Associate Professor, Computer Science. B.A., North Carolina State University; M.A., The University of North Carolina at Chapel Hill; M.S., University of Pennsylvania; Ph.D., University of Delaware.

Tara Green (2008), Professor, African American and African Diaspora Studies. B.A., Dillard University; M.A., Ph.D., Louisiana State University.

Gregory Grieve (2002), Professor and Department Head, Religious Studies. M.A., Ph.D., University of Chicago.

Merlyn A. Griffiths (2007), Associate Professor, Marketing, Entrepreneurship, and Hospitality & Tourism Management. B.S.B.A., Boston University; M.B.A., Bentley College; Ph.D., University of California, Irvine.

Robert J. Griffiths (1986), Associate Professor, Political Science. B.S., University of Vermont; M.A., Ph.D., University of Connecticut.

Veronica Grossi (1997), Associate Professor, Languages, Literatures, and Cultures. B.A., M.A., Ph.D., University of Texas at Austin.

Mary Guhwe (2016), Clinical Assistant Professor, School of Nursing. Biology. B.A., Mount Holyoke College, Nursing. B.S., M.S.N., D.N.P. Duke University.


Joel D. Gunn (2005), Lecturer, Anthropology. B.A., M.A., University of Kansas; Ph.D., University of Pittsburgh.

Sat Gupta (2004), Professor, Mathematics and Statistics. B.A., M.A., Ph.D., University of Delhi; Ph.D., Colorado State University.

Robert E. GuttenTag (1986), Professor, Psychology. B.Sc., University of Toronto; M.A., Ph.D., University of Denver.


Alice E. Haddy (1994), Professor, Chemistry and Biochemistry. B.S., M.S., Ph.D., University of Michigan Ann Arbor.

Steve Haines (1999), Professor, Music. B.M., St. Francis Xavier University; M.M., University of North Texas.

Lauren A. Haldeman (2001), Assistant Professor, Nutrition. M.S., Ph.D., University of Connecticut.

Mary Hall-Brown (2001), Senior Lecturer, Geography. B.S., University of South Alabama; M.A., The University of North Carolina at Greensboro.

Deborah C. Hancock (1985), Clinical Associate Professor, School of Nursing. B.S.N., Clemson University; M.N., University of Florida.

Robert C. Hansen (1986), Professor, Theatre. B.A., University of Minnesota; M.S., Florida State University; Ph.D., University of Minnesota.

J. William Harden (1998), Associate Professor, Accounting and Finance. B.B.A., North Georgia College and State University; M.S., Georgia State University; Ph.D., University of Kentucky.

Justin T. Harmon (2016), Assistant Professor, Community and Therapeutic Recreation. B.S., University of Illinois; M.S., Northern Illinois University; Ph.D., Texas A&M University.

Pamela Harris (2016), Assistant Professor, Counseling and Educational Development. Ph.D. William and Mary.


Ellen Haskell (2007), Associate Professor, Religious Studies. B.A., University of Michigan; M.A., Ph.D., University of Chicago Divinity School.


Ye He (2007), Associate Professor, Teacher Education and Higher Education. B.A., M.A., Shanghai Teachers University; Ph.D., The University of North Carolina at Greensboro.

Edward H. Hellen (1994), Associate Professor and Department Head, Physics and Astronomy. B.S., University of Wisconsin Madison; M.S., Ph.D., University of Michigan Ann Arbor.

Heather Helms (2000), Associate Professor, Human Development and Family Studies. B.A., Messiah College; M.S., University of Maryland; Ph.D., The Pennsylvania State University.

Michael A. Hemphill (2016), Assistant Professor, Kinesiology. B.S., Wingate University; Ph.D., Purdue University.
University History, Officers, & Faculty

Mark Hens (1996), Associate Professor, Biology. B.A., Hiram College; Ph.D., Medical University of South Carolina.

Robert A. Henson (2005), Associate Professor, Educational Research Methodology. B.S, M.S., A.M., Ph.D., University of Illinois.


Anne Hershey (1998), Julia Taylor Morton Professor, Biology. B.S., East Carolina University; M.S., Ph.D., North Carolina State University.

Linda L. Hestenes (1995), Associate Professor, Human Development and Family Studies. B.A., University of California, Santa Barbara; M.S., Ph.D., Purdue University.

Kimberly Kappler Hewitt (2011), Associate Professor, Educational Leadership and Cultural Foundations. B.S., M.Ed., Vanderbilt University; Ph.D, Miami University.

Maura K. Heyn (2004), Associate Professor and Department Head, Classical Studies. B.A., Loyola Marymount University; M.A., Ph.D., University of California, Los Angeles.

Travis L. Hicks (2008), Associate Professor, Interior Architecture. B.S., Georgia Tech; M.Arch., Princeton University.

Martha Higgins (2010), Lecturer, Nutrition. B.S., The University of North Carolina at Chapel Hill; M.S., R.D., The University of North Carolina at Greensboro.

Virginia A. Hinton (1993), Associate Professor, Communication Sciences and Disorders. B.S., University of Tennessee; M.A., Northwestern University; Ph.D., University of Iowa.

Nancy J. Hodges (1998), Burlington Industries Professor and Department Head, Consumer, Apparel, and Retail Studies. B.F.A., Minneapolis College of Art and Design; M.A., Ph.D., University of Minnesota.

Christopher T. Hodgkins (1991), Professor, English. B.A., University of the Pacific; M.A., Ph.D., University of Chicago.

Ana Paula Hofling (2014), Assistant Professor, Dance. B.A., University of California, Berkeley; M.A., University of California, Los Angeles; M.F.A., University of Hawaii at Manoa; Ph.D, University of California, Los Angeles.

David Holian (2000), Associate Professor, Political Science. Director, Center for Legislative Studies. B.A., Northwestern University; M.A., Loyola University; Ph.D., Indiana University.

Heather Holian (2003), Associate Professor, Art. B.A., University of Arizona; M.A., Ph.D., Indiana University.

Stephen P. Holland (2003), Professor, Economics. B.A., University of Iowa; M.S., Iowa State University; Ph.D., University of Michigan.

David Holley (1992), Professor, Music Performance. B.M.E., Furman University; M.M., University of Texas.

Ana Hontanilla (2002), Associate Professor, Languages, Literatures, and Cultures. M.A., The Ohio State University; Ph.D., Washington University in St. Louis.

Celia R. Hooper (2003), Professor and Dean, School of Health and Human Sciences. B.A., Wake Forest University; M.S., The University of North Carolina at Greensboro; Ph.D., Case Western Reserve University.

Mary Ann Horley (1998), Lecturer, Languages, Literatures, and Cultures. B.A., Bethany College; M.A., The University of North Carolina at Chapel Hill.

Margaret L. Horton (1984), Senior Lecturer, Biology. B.S., Guilford College; M.A., The University of North Carolina at Greensboro.


Walter S. Howerton (2011), Clinical Assistant Professor, Teacher Education and Higher Education. B.S., Fairmont State College; M.Ed., Ph.D., The University of North Carolina at Greensboro.

Dayong Huang (2008), Associate Professor, Accounting and Finance. B.A., M.A., Hubei University; Ph.D., West Virginia University.

Lori Anne Hubbard (2013), Clinical Instructor, School of Nursing, B.S.N., M.S.N., The University of North Carolina at Greensboro.

Glenn M. Hudak (2001), Professor, Educational Leadership and Cultural Foundations. A.B., University of California, Berkeley; M.A., University of Wisconsin Madison; M.Div., Union Theological Seminary; Ph.D., University of Wisconsin Madison.

Daniel Huebner (2014), Assistant Professor, Sociology. B.A., B.S., Montana State University; M.A., Ph.D., University of Chicago.

Marie Hull (2015), Assistant Professor, Economics. B.A., University of Kansas; M.A., Ph.D., Duke University.

Gwendolyn C. Hunnicutt (2003), Associate Professor, Sociology. B.A., M.A., Ph.D., University of New Mexico.

Andrea Gail Hunter (1999), Associate Professor, Human Development and Family Studies. B.A., Spelman College; M.S., Ph.D., Cornell University.

Elisabeth P. Hurd (1991), Associate Professor, Social Work. B.A., Harvard University; M.S., Case Western Reserve University; Ph.D., University of Chicago.

Jiyoung Hwang (2013), Assistant Professor, Marketing, Entrepreneurship, and Hospitality & Tourism Management. B.S., Hanyang University; M.S., Michigan State University; Ph.D., The Ohio State University.

Yolanda M. Hyde (2007), Professor, School of Nursing. A.D.N., A.S., Richmond Community College; B.S.N., M.S.N., The University of North Carolina at Greensboro; Ph.D, The University of North Carolina at Chapel Hill.

Kathy Hytten (2013), Professor, Educational Leadership and Cultural Foundations. B.A., Colgate University; Ph.D., The University of North Carolina at Chapel Hill.

Brett R. Ingram (2004), Associate Professor, Media Studies. B.S., North Carolina State University; M.F.A., The University of North Carolina at Greensboro.
Lakshmi S. Iyer (1999), Professor, Information Systems and Supply Chain Management. B.E., Bangalore University (India); M.S., Alabama State University; Ph.D., University of Georgia.

Venkataraman M. Iyer (1999), Professor, Accounting and Finance. B.Com., University of Bombay (India); Ph.D., University of Georgia.

Thomas F. Jackson (1999), Associate Professor, History. B.A., Georgetown University; M.A., Ph.D., Stanford University.

Victoria Jacobs (2012), Yopp Distinguished Professor, Teacher Education Higher Education. B.A., Dartmouth College; M.S., Ph.D., University of Wisconsin-Madison.


Katherine M. Jamieson (1999), Associate Professor, Kinesiology. B.S., M.S., California State University, Fullerton; Ph.D., Michigan State University.

Emily Janke (2013), Associate Professor, Peace and Conflict Studies. B.A., Colgate University; Ph.D., The Pennsylvania State College.

Lawrence Jenkens (2010), Professor and Associate Dean, College of Visual and Performing Arts, Art. A.B., Harvard University; M.A., Ph.D., New York University.

Jeanne Jenkins (2011), Assistant Professor, School of Nursing. B.S.N., The University of North Carolina at Charlotte; M.S.N. and M.B.A., Ph.D., The University of North Carolina at Greensboro.

Watson Jennison (2003), Associate Professor, History. B.A., The University of North Carolina at Chapel Hill; M.A., Ph.D., University of Virginia.

Wei Jia (2008), Professor, Nutrition. B.S., Jiangnan University; M.S., University of Missouri; M.B.A., Greenwich University; Ph.D., University of Missouri.

Zhenquan Jia (2011), Associate Professor, Biology. B.S., Northwest University for Nationalities; M.S., Gansu Agricultural University; Ph.D., Virginia Polytechnic Institute and State University.

Byoungho Jin (2009), Putman and Hayes Distinguished Professor, Consumer, Apparel, and Retail Studies. B.S., M.S., Ph.D., Yonsei University.

Corey M. Johnson (2008), Associate Professor and Department Head, Geography. B.A., University of Kansas; M.A., Ph.D., University of Oregon.

Robert Johnson (2013), Clinical Assistant Professor, Teacher Education Higher Education. B.A., Davidson College; M.A., Wake Forest University; Ph.D., The University of North Carolina Greensboro.

Susan W. Johnson (2005), Associate Professor, Political Science. B.A., Carson-Newman College; M.A., Appalachian State University; Ph.D., University of South Carolina.

Timothy D. Johnston (1982), Professor, Psychology. B.S., University of Edinburgh (Scotland); M.S., University of Wisconsin Madison; Ph.D., University of Connecticut.

Ambrose Jones III (2007), Associate Professor, Accounting and Finance. B.S., Kings College; Ph.D., Virginia Commonwealth University.

Connie Jones (2016), Assistant Professor, Counseling and Educational Development. B.A., Virginia Commonwealth University; M.S., Ph.D., Virginia Polytechnic and State University.

Holly G. Jones (2009), Associate Professor, English. B.A., University of Kentucky, Lexington; M.F.A., The Ohio State University.

Janine Jones (1999), Associate Professor, Philosophy. B.A., Barnard College; Ph.D., University of California, Los Angeles.

Jeff W. Jones (2001), Associate Professor, History. B.A., M.A., Ph.D., The University of North Carolina at Chapel Hill.


Allen Wayne Journell (2009), Associate Professor, Teacher Education and Higher Education. B.S., James Madison University; M.A., Virginia Polytechnic and State University; Ph.D., University of Illinois at Urbana-Champaign.

Spoma Jovanovic (2001), Professor, Communication Studies. B.A., University of California, Los Angeles; M.A., Ph.D., University of Denver.

April Judge (2012), Lecturer, Management. B.A., The University of North Carolina at Greensboro; M.S., North Carolina Agricultural and Technical State University.


Matina Kalcounis-Rüppell (2003), Professor and Department Head, Biology. B.S. Hon., M.S., University of Regina; Ph.D., University of Western Ontario.

Alan G. Kambil (2005), Professor, Communication Science and Disorders. B.A., University of Wisconsin; M.A., Ph.D., Indiana University.

Michael Kane (2000), Professor, Psychology. B.A., Haverford College; Ph.D., Duke University.

Jean Kang (2011), Assistant Professor, Specialized Education Services. B.A., Ewha Womans University; M.S.E, Ph.D., University of Kansas.

William B. Karper (1978), Associate Professor, Kinesiology. B.S., East Stroudsburg State College; M.S., Kean College of New Jersey; Ed.D., New York University.

Karen S. Katula (1993), Associate Professor, Biology. B.A., University of Miami; Ph.D., Northwestern University.

Donald Kautz (2003), Associate Professor, School of Nursing. B.S.N., University of Northern Colorado; M.S.N., Ph.D., University of Kentucky.

David Kauzlarich (2017) Professor and Department Head, Society. B.A., University of Illinois-Springfield; M.A., Ph.D., Western Michigan University.

Susan P. Keane (1983), Professor, Psychology. B.S., King’s College; M.A., Fairleigh Dickinson University; Ph.D., Purdue University.
University History, Officers, & Faculty

Elizabeth Keathley (2002), Associate Professor, Music. B.A., Sonoma State University; M.A., Ph.D, State University of New York at Stony Brook.

Jennifer Keith (1997), Professor, English. B.A., Rollins College; Ph.D., Emory University.

Peter M. Kellett (1994), Associate Professor, Communication Studies. B.A., Sheffield City Polytechnic; M.S., Ph.D., Southern Illinois University-Carbondale.

Trisha Kemerly (2012), Lecturer, Consumer, Apparel, and Retail Studies. B.A., Louisiana Tech University; M.A., Ph.D, The University of North Carolina at Greensboro.

Jessica Kennedy (2016), Lecturer, Biology. B.S., The University of North Carolina at Greensboro; M.S., East Carolina University.

Margaret Kennedy (2002), Lecturer, Teacher Education and Higher Education. B.S., Appalachian State University.


Laurie M. Kennedy-Malone (1990), Professor, School of Nursing. B.S., Worcester State College; M.S., University of Massachusetts Lowell; Ph.D., University of Texas at Austin.

Derek Keyser (2014), Lecturer, Classical Studies. B.A., Swarthmore College; M.A., Ph.D, The University of North Carolina at Chapel Hill.


Kyung Yong Kim (2017), Assistant Professor, Educational Research Methodology. B.A., Korea University; M.S., Ph.D, University of Iowa.

Marjorie S. Kimbrough (2011), Lecturer, Teacher Education and Higher Education. B.S./M.P.P.A., Mississippi State University.


Judy Kinney (2015), Assistant Professor, Community and Therapeutic Recreation. B.S., Virginia Commonwealth University; M.S., Southern Illinois University; Ph.D., Temple University.

Deborah Kipp (1999), Professor, Nutrition. B.S., Arizona State University; Ph.D., Cornell University.

Bruce K. Kirchoff (1986), Professor, Biology. B.G.S., M.S., University of Michigan Ann Arbor; Ph.D., Duke University.

John Z. Kiss (2016), Professor, Biology. Dean, College of Arts & Sciences. B.S., Georgetown University; Ph.D., The State University of New Jersey.

Kenneth A. Klase (2001), Associate Professor, Political Science. B.A., The Ohio State University; M.B.A., Auburn University; D.P.A., University of Georgia.

Paul A. Knapp (2005), Professor, Geography. B.A., University of Colorado; M.A., University of Arizona; Ph.D., University of Georgia.

Sally Koerner (2017), Assistant Professor, Biology. B.S., Clemson University; Ph.D., University of New Mexico.

Randy B. Kohlenberg (1985), Professor and Assistant Director, Music. B.M.E., Texas Lutheran University; M.A., West Texas A&M University; Ph.D., University of Oklahoma.

Brooke Kreitinger (2014), Visiting Assistant Professor, Languages, Literatures, and Cultures. B.A., College of Saint Benedict; Ph.D., Georgetown University.

Colleen E. Kriger (1993), Professor, History. B.A., Portland State University; M.A., Ph.D., York University (Canada).

Steve Kroll-Smith (2001), Professor, Sociology. B.S., Ball State University; M.A., Bryn Mawr College; M.A., Ph.D., University of Pennsylvania.

Heidi V. Krowchuk (1990), Associate Professor and Associate Dean, School of Nursing. B.S.N., M.S., University of Michigan Ann Arbor; Ph.D., Case Western Reserve University.


Nir B. Kshetri (2003), Professor, Management. B.Sc., B.E., M.Sc., M.A., Tribhuvan University, Kathmandu (Nepal); M.B.A., Banaras Hindu University, Varanasi (India); Ph.D., University of Rhode Island.

Arielle Kuperberg (2010), Associate Professor, Sociology. B.A., Hunter College; M.A., Ph.D., University of Pennsylvania.

Stephanie A. Kurtts (2003), Associate Professor, Specialized Education Services. B.S., M.Ed., East Carolina University; Ph.D., The University of North Carolina at Greensboro.

Mary Lou Kyle (2004), Lecturer, Teacher Education and Higher Education. B.A., High Point College; M.Ed. The University of North Carolina Greensboro.

Pamela Ladow (2004), Senior Lecturer, Psychology. B.S., M.S., The University of North Carolina at Greensboro.

Crystal Lamb (2016), Clinical Instructor, School of Nursing. B.S.N., M.S.N., The University of North Carolina at Greensboro.

Linda Dale Lamberson (2012), Clinical Instructor, School of Nursing. B.S.N., M.S.N., University of Southern Maine.


Robert E. Langenfeld (1986), Professor, English. B.A., University of Miami; M.A., Ph.D., Arizona State University.

Karen M. LaParo (2004), Professor, Human Development and Family Studies. B.S., Denison University; M.S., Ph.D., University of New Orleans.

Carl Lashley (1998), Associate Professor, Educational Leadership and Cultural Foundations. B.A., M.A., West Virginia University; Ed.D., Indiana University, Bloomington.

Larry E. Lavender (2002), Professor, College of Visual and Performing Arts. B.A., University of California, Riverside; M.F.A., University of California, Irvine; Ph.D., New York University.
Stephen Layson (1978), Associate Professor, Economics. B.A., Indiana University at Bloomington; Ph.D., University of Chicago.


Esther M. Leerkes (2003), Professor, Human Development and Family Studies. B.A., State University of New York at Potsdam; M.A., Ph.D., University of Vermont.

Carla LeFevre (1989), Professor, Music. B.M.E., Central Missouri State University; M.A., D.M.A., University of Iowa.

Marianne LeGreco (2007), Associate Professor, Communication Studies. B.S., Bradley University; M.A., Ph.D., Arizona State University.

Fabrice Lehoucq (2007), Professor, Political Science. B.A., University of Pittsburgh; M.A., Ph.D., Duke University.

Lijun Lei (2017), Assistant Professor, Accounting and Finance. B.S., Shanghai Jiao Tong University; M.S., University of Notre Dame; Ph.D., Virginia Tech.


Jacoba Leiper (2005), Clinical Assistant Professor, School of Nursing. B.S.N., University of Port Elizabeth, South Africa; M.S.N., The University of North Carolina at Greensboro.

Esther M. Leise (1991), Professor, Biology. B.S., University of Maryland College Park; Ph.D., University of Washington Seattle.

Deborah A. Lekan (2015), Clinical Assistant Professor, School of Nursing, Diploma, St. Vincent Charity Hospital School of Nursing; B.S.N., The University of North Carolina at Chapel Hill; M.S.N., Georgetown University; Ph.D., The University of North Carolina at Greensboro.

Jay Lennartson (1998), Senior Lecturer, Geography. B.A., Southern Connecticut State University; M.S., Ph.D., University of Wisconsin Milwaukee.

Jarrett Leplin (1971), Professor, Philosophy. B.A., Amherst College; M.A., Ph.D., University of Chicago.

John J. Lepri (1989), Professor, Biology. B.S., University of Michigan Ann Arbor; M.S., Central Missouri State University; Ph.D., North Carolina State University.

Susan A. Letvak (2000), Professor, School of Nursing. Department Chair and Director of Undergraduate Programs, Department of Adult Health Nursing. B.S.N., M.S.N., Russell Sage College; Ph.D., Adelphi University.

Lisa Levenstein (2002), Associate Professor, History. A.B., Brown University; M.A., Ph.D., University of Wisconsin Madison.

Carrie Levesque (2004), Lecturer, Bachelor of Arts in Liberal Studies Program. B.A., Bates College; Ph.D., Duke University.

Barbara B. Levin (1993), Professor, Teacher Education and Higher Education. B.A., University of California, Berkeley; M.S., University of Wisconsin Madison; Ph.D., University of California, Berkeley.

Douglas Levine (2005), Associate Professor, Psychology. B.S., M.S. (Ex. Soc. Psych.), M.S. (App. Sc.), Tulane University; Ph.D., University of California-Irvine.

Emily Levine (2010), Associate Professor, History. B.A., Yale University; M.A., Ph.D., Stanford University.

Lynne P. Lewallen (2000), Professor and Assistant Dean, School of Nursing. B.S.N., Duke University; M.S.N., The University of North Carolina at Greensboro; Ph.D., The University of North Carolina at Chapel Hill.

Michael E. Lewis (1988), Associate Professor, Geography. B.S., M.S., Oregon State; Ph.D., University of Oklahoma Norman.

Todd F. Lewis (2002), Assistant Professor, Counseling and Educational Development. B.S., Ohio Northern University; M.A., Heidelberg College; Ph.D., Kent State University.

Dennis Patrick Leyden (1984), Associate Professor, Economics. B.A., University of Virginia; M.S., Ph.D., Carnegie Mellon University.

Janet Lilly (2011), Professor and Director, Dance. B.A., New York University; M.F.A., University of Michigan.

Eun-Hee Lim (2008), Associate Professor, Art. B.F.A., SangMyoung University; M.F.A., SungShin Women’s University; M.F.A., Rochester Institute of Technology; Ed.D., Northern Illinois University.

Gary Lim (2010), Lecturer, English. B.A., National University of Singapore; M.A., University of Leicester; Ph.D., The City University of New York.

Kyoo Hye Lim (2016), Lecturer, Music. B.M., Yong Siew Toth Conservatory, National University of Singapore; M.M., Peabody Conservatory; D.M.A., University of Michigan.


Elizabeth W. Lindsey (1994), Professor, Social Work. B.A., The University of North Carolina at Chapel Hill; M.S.W., Ph.D., University of Georgia Athens.

Albert N. Link (1982), Virginia Batte Phillips Distinguished Professor, Economics. B.S., University of Richmond; Ph.D., Tulane University.

Teresa Little (2008), Clinical Assistant Professor, Specialized Education Services. B.A., Greensboro College; M.A., Appalachian State University; Ph.D., The University of North Carolina at Greensboro.

Sara Littlejohn (2006), Faculty Program Chair, Warren Ashby Residential College. B.A., M.A., Appalachian State University.

Yonghong Liu (2015), Assistant Professor, Management. B.A., M.A., Renmin University of China; Ph.D., University of Miami.

Zhi-Jun Liu (2001), Associate Professor, Geography. B.S., Hebei Normal University of China; M.A., Ph.D., University of Iowa.
University History, Officers, & Faculty

Amy Lixl-Purcell (1988), Associate Professor, Art. B.F.A., Alfred University; M.F.A., Rutgers, The State University of New Jersey.

John R. Locke (1982), Professor, Music. B.M., M.M., West Virginia University; Ed.D., University of Illinois.

Fabian Lopez (2007), Associate Professor, Music. Titulo de Professor, Conservatorio Superior de Musica de Malaga; M.M., Baylor University; D.M.A., University of Michigan.

Ignacio Lopez (2008), Associate Professor, Languages, Literatures, and Cultures. B.A., M.A., Ph.D., Universidad Complutense de Madrid.

Laura López (2005), Lecturer, Languages, Literatures, and Cultures. C.A.P., University of Barcelona; M.A., The University of North Carolina at Greensboro.

Julia Loreth (2004), Lecturer, Biology. B.S., California State University Hayward; M.S., The University of North Carolina at Greensboro.

Kay Ann Lovelace (1995), Associate Professor, Public Health Education. B.A., M.P.H., Ph.D., The University of North Carolina at Chapel Hill.

Cheryl A. Lovelady (1992), Professor, Nutrition. B.S., California State University, Chico; M.P.H., University of California, Berkeley; Ph.D., University of California, Davis.

Richard M. Luecht (1999), Professor, Educational Research Methodology. B.S., Carroll College; M.S., Ph.D., University of Wisconsin Milwaukee.

Ayalew Lulseged (2010), Associate Professor, Accounting and Finance. B.A., Addis Ababa University; M.B.A., M.S., Katholieke Universiteit Leuven; Ph.D., Louisiana State University.

Kristine Lundgren (2007), Associate Professor, Communication Sciences and Disorders. B.A., University of Connecticut; M.S., Sc.D., Boston University.

Kathleen Macfie (1993), Associate Professor, Languages, Literatures, and Cultures. B.A., Arizona State University; M.A., Ph.D., The University of North Carolina at Chapel Hill.


Rebecca B. MacLeod (2006), Associate Professor, Music. B.S., Duquesne University; M.M., Ph.D., Florida State University.


Wade Maki (2004), Senior Lecturer, Philosophy. B.A., University of Minnesota-Duluth; M.A., Bowling Green State University.

Vladislav Maksimov (2016), Assistant Professor, Management. B.B.A., Sofia University (Bulgaria); M.B.A., Ohio University; Ph.D., University of Miami.

Prashanti Manda (2016), Assistant Professor, Computer Science. B.S., Biju Patnaik University; Ph.D., Mississippi State University.

Jennifer R. Mangrum (2008), Clinical Assistant Professor, Teacher Education and Higher Education. B.A., The University of North Carolina at Wilmington; M.A., East Carolina University; Ph.D., The University of North Carolina at Greensboro.


Killian Manning (2004), Lecturer, Communication Studies. B.A., Auburn University; M.T.S., Boston University; M.A., The University of North Carolina at Chapel Hill; Ph.D., University of Utah.

Stuart Marcovitch (2004), Professor and Department Head, Psychology. B.A., McGill University; M.A., Ph.D., University of Toronto.


Thomas J. Martinek (1976), Professor, Kinesiology. B.S., University of North Dakota; M.S., George Williams College; Ed.D., Boston University.

Catherine E. Matthews (1992), Professor, Teacher Education and Higher Education. B.S., Oregon State University; M.A., Ph.D., University of Kansas.

Thomas Matyok (2007), Associate Professor and Department Chair, Peace and Conflict Studies.


Robert Mayo (2004), Professor, Communication Sciences and Disorders. B.A., Georgetown University; M.A., The Ohio State University; Ph.D., University of Memphis.

Hillary Houp McAlhany (2010), Clinical Instructor, School of Nursing. B.S.N., The University of South Carolina; M.S.N., Medical University of South Carolina.

Gregory McAvoy (1995), Professor, Political Science. B.A., Pomona College; Ph.D., University of Minnesota.


Thomas McCoy (2007), Assistant Professor, School of Nursing. B.S., The University of North Carolina at Asheville; M.S., Clemson University.

Cybelle McFadden (2007), Associate Professor, Languages, Literatures, and Cultures. B.A., The College of William and Mary; M.A., Ph.D., Duke University.

Sherri McFarland (2016), Professor, Chemistry and Biochemistry. B.A., Hendrix College; M.Sc., Ph.D., University of California San Diego.

Brian McGowan (2015), Assistant Professor, Teacher Education Higher Education. B.M., Old Dominion University; M.A., The Ohio State University; Ph.D., Indiana University Bloomington.

Diana McHenry (2007), Clinical Assistant Professor, School of Nursing. B.S., B.S.N., The University of North Carolina at Greensboro; M.S.N., Duke University.

Constance L. McKoy (1999), Professor and Assistant Director, Music. B.M., Oberlin College Conservatory of Music; M.M., Ph.D., The University of North Carolina at Greensboro.


Mark R. Meacham (2013), Lecturer, Teacher Education and Higher Education. B.A., The University of North Carolina Wilmington; M.F.A., University of Iowa; Ph.D., The University of North Carolina Greensboro.

Jennifer H. Meanley (2008), Associate Professor, Art. B.A., Mount Holyoke College; M.F.A., Indiana University.

Anju Mehta (2016), Visiting Assistant Professor, Management. B.A., M.A., Maharshi Dayanand University (India); M.I.B., Kurukshetra University (India); M.S., Ph.D., Auburn University.

Nikhil Mehta (2016), Assistant Professor, Information Systems and Supply Chain Management. B.A., Maharshi Dayanand University (India); M.B.A., Kurukshetra University (India); M.S., Ph.D., Auburn University.

Esra Memili (2011), Associate Professor, Marketing, Entrepreneurship, and Hospitality & Tourism Management. B.S., Marmara University; M.B.A., Edgewood College; Ph.D., Mississippi State University.

George F. Michel (2004), Professor, Psychology. B.A., Ph.D., Rutgers, The State University of New Jersey.


Samuel D. Miller (1986), Professor, Teacher Education and Higher Education. Associate Dean, School of Education. A.B., Providence College; M.Ed., Rhode Island College; Ph.D., University of Michigan Ann Arbor.

Ann Millet (2006), Lecturer, Bachelor of Arts in Liberal Studies Program. B.A., Ohio State University; M.A., Ph.D., The University of North Carolina at Chapel Hill.

Roger Mills-Koonce (2013), Associate Professor, Human Development and Family Studies. B.A., Ph.D., The University of North Carolina at Chapel Hill.

Jeffrey Milroy (2016), Assistant Professor, Public Health Education. B.S., State University of New York; M.P.H., Ph.D., The University of North Carolina at Greensboro.


Seoha Min (2013), Assistant Professor, Consumer, Apparel and Retail Studies. B.S., M.S., Seoul National University; Ph.D., University of Minnesota.

Anatoly Miroshnichenko (2005), Professor, Physics and Astronomy. M.S., Leningrad State University; Ph.D., Pulkova Observatory.

A. Keith Mobley (2006), Clinical Professor, Counseling and Educational Development. B.A., Augusta State University; M.Ed., Clemson University; Ph.D., The University of North Carolina at Greensboro.

Somya Mohanty (2016), Assistant Professor, Computer Science. B.S., Biju Patnaik University; M.S., Florida State University; Ph.D., Mississippi State University.

Cristian Moraru (1998), Class of 1949 Distinguished Professor, English. B.A., University of Bucharest (Romania); M.A., Ph.D., Indiana University.

Mary Y. Morgan (1981), Associate Professor, Human Development and Family Studies. B.S., Northeast Missouri State University; M.Ed., University of Illinois Urbana-Champaign; Ph.D., University of Missouri.

Christine Morris (2005), Associate Professor, Theatre. B.A., The University of North Carolina at Greensboro; M.F.A., University of Virginia.

Rebecca J. Morris (2013), Assistant Professor, Library and Information Studies. B.S., The Pennsylvania State University; M.L.I.S., Ph.D., University of Pittsburgh.

Ron F. Morrison (2001), Associate Professor and Department Chair, Nutrition. A.A., Mitchell College; B.S., Ph.D., East Carolina University.

Sharon Morrison (2001), Associate Professor, Public Health Education. B.S., Barry University; M.S.P.H., The University of North Carolina at Chapel Hill; Ph.D., University of Florida.

Noelle Morrisette (2007), Associate Professor, English. B.A., M.A., M. Phil., Ph.D., Yale University.


Amy S. Moyer (2010), Lecturer, Nutrition. B.S., M.Ed., The University of North Carolina at Greensboro.

Nida Mullins (2008), Clinical Assistant Professor, School of Nursing. A.D.N., Davis and Elkins College; B.S.N., Fairmont State College; M.S.N., The University of North Carolina at Greensboro.

Arthur D. Murphy (2004), Professor, Anthropology. B.A., University of Texas at Austin; M.A., University of Chicago; Ph.D., Temple University.

Joanne M. Murphy (2008), Associate Professor, Classical Studies. B.A., M.A., University College Dublin; M.A., Ph.D., University of Cincinnati.

Christine Murray (2005), Associate Professor, Counseling and Educational Development. B.A., Duke University; M.Ed., Ph.D., University of Florida.

Nancy A. Myers (1996), Associate Professor, English. B.A., M.A., Central Missouri State University; Ph.D., Texas Christian University.

Brett Nachman (2016), Lecturer, Anthropology. B.S., College of Charleston; M.A., Washington University in St. Louis.

Donna Nash (2010), Associate Professor, Anthropology. B.A., M.A., Ph.D., University of Florida.

Elizabeth J. Natallie (1985), Associate Professor, Communication Studies. B.A., Florida Technological University; M.A., Ph.D., Florida State University.
University History, Officers, & Faculty

David L. Nelson (2003), Professor, Music. B.M.E., University of Michigan; M.M., Ph.D., Northwestern University.

James A. Nelson (1999), Senior Academic Professional, Geography. B.S., The University of North Carolina at Charlotte; M.S., San Diego State University.

Rosemary O. Nelson-Gray (1971), Professor, Psychology. B.S., St. Louis University; Ph.D., State University of New York at Stony Brook.

Hamid R. Nemati (1997), Associate Professor, Information Systems and Supply Chain Management. B.S., M.B.A., University of Massachusetts Boston; Ph.D., University of Georgia.

John L. Neufeld (1974), Professor, Economics. B.A., Yale University; Ph.D., University of Michigan Ann Arbor.

Angela Newman (2008), Clinical Assistant 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.

Tracy R. Nichols (2006), Associate Professor and Department Chair, Public Health Education. B.A., The New School for Social Research New York; M. Phil., Ph.D., Columbia University.

Brett Nolker (2002), Associate Professor, Music. B.M.E., Central Methodist College; M.M.E., Wichita State University; Ph.D., University of Missouri.

Craig Nova (2005), Class of 1949 Professor, English. B.A., University of California; M.F.A., Columbia University.

Nick Oberlies (2009), Professor, Chemistry and Biochemistry. B.S., Miami University; Ph.D., Purdue University.

Clara O'Brien (2008), Associate Professor, Music. B.M., Youngstown University; M.M., Eastman School of Music, University of Rochester.

Warren G. O'Brien (2008), Associate Professor, History. B.A., Randolph-Macon College; M.A., James Madison University; Ph.D., University of Kentucky.

Christina K. O'Connor (2015), Lecturer, Teacher Education and Higher Education; B.A., University of Virginia; M.Ed., The University of North Carolina Chapel Hill; Ph.D., The University of North Carolina Greensboro.

Faith Oguz (2010), Assistant Professor, Library and Information Studies. B.S., Bogazici University; M.B.A., Yeditepe University; Ph.D., University of North Texas.

Joseph Oldham (2015), Visiting Associate Professor, Computer Science. B.A., Ph.D., University of Kentucky.

Loreen Olson (2011), Professor, Communication Studies. A.S., North Dakota State College of Science; B.A., St. Cloud State University; M.A., University of California, Davis; Ph.D., University of Nebraska, Lincoln.

Sheryl Oring (2011), Associate Professor, Art. B.S., University of Colorado, Boulder; M.F.A., University of California, San Diego.


Abigail Pack (2008), Associate Professor, Music. B.M.E., East Carolina University; M.A., University of Iowa; D.M.A., University of Wisconsin.

Christina G. Pack (2011), Lecturer, Management. Director, Undergraduate Student Services, Joseph M. Bryan School of Business and Economics. B.A., M.Ed., Clemson University.

Prashant C. Palvia (2000), Joe Rosenthal Excellence Professor, Information Systems and Supply Chain Management. B.S., University of Delhi (India); M.S., M.B.A., Ph.D., University of Minnesota.

Mila Parrish (2012), Associate Professor, Dance. B.F.A., University of Michigan; M.A., Columbia University; Ph.D., The Ohio State University.

Jennifer Park (2017) Assistant Professor, English. B.A., Yale University; M.A., Ph.D., University of North Carolina at Chapel Hill.

Hugh C. Parker (1991), Associate Professor, Classical Studies. B.A., Beloit College; M.A., Ph.D., University of Minnesota.

Michael F. Parker (1992), Nicholas Vacc Distinguished Professor, English. B.A., The University of North Carolina at Chapel Hill; M.F.A., University of Virginia.


Yashomati M. Patel (2004), Professor, Biology. B.A., Ph.D., Case Western Reserve University.

Jeffrey C. Patton (1980), Professor, Geography. B.S., M.A., Bowling Green State University; Ph.D., University of Kansas.

Sebastian Pauli (2006), Associate Professor, Mathematics and Statistics. M.A., Technische Universität Berlin; Ph.D., Concordia University.

Erica D. Payton (2016), Assistant Professor, Public Health Education. B.S., East Carolina University; M.P.H., Florida International University; Ph.D., University of Toledo.

Anne F. Pearson (2007), AP Assistant Professor, Social Work. Program Director for the Congregational Social Work Education Initiative. B.S., Appalachian State University; A.A.S., Sandhills Community College; B.S.N., The University of North Carolina at Greensboro; M.S.W., North Carolina Agricultural and Technical State University/The University of North Carolina at Greensboro.

Craig Peck (2007), Associate Professor, Educational Leadership and Cultural Foundations. B.A., Harvard University; M.A., Teachers College/Columbia University; M.A., Ph.D., Stanford University.

Amanda Pelon (2010), Lecturer, Management. B.A., Grand Valley State University; M.A., Michigan State University.

Randall D. Penfield (2013), Professor, Educational Research Methodology. B.S., University of Toronto (Canada); M.A., York University (Canada); Ph.D., University of Toronto (Canada).

Kelly Pereira (2010), Assistant Professor, Languages, Literatures, and Cultures. B.A., Colgate University; M.A., Middlebury College; M.Ph., University of Arizona, Tucson.
Michael A. Perko (2008), Professor, Public Health Education. B.S., M.S., East Stroudsburg University; Ph.D., University of Alabama.

Daniel Perlman (2007), Professor, Human Development and Family Studies. B.A., Bard College; M.A., Ph.D., Claremont Graduate School.

Elizabeth A. Perrill (2008), Associate Professor, Art. B.A., Grinnell College; M.A., Ph.D., Indiana University.

Kimberly Petersen (2011), Associate Professor, Chemistry and Biochemistry. B.S., University of Wisconsin, Madison; M.S., American University; Ph.D., Johns Hopkins University.

Emilia Phillips (2017), Assistant Professor, English. B.A., University of Tennessee Chattanooga; M.F.A., Virginia Commonwealth University.

Stephanie Pickett (2015) Visiting Assistant Professor, School of Nursing. B.S.N., Medical University of South Carolina; M.S.N., Duke University; Ph.D., Wayne State University.

Jason Pierce (2017), Assistant Professor, Management. B.S., Georgia Institute of Technology; Ph.D., Indiana University.


Kimberlianne Podlas (2004), Professor and Department Head, Media Studies. B.A., J.D., State University of New York Buffalo.

John Poole (2016), Professor and Director, Theatre. B.A., Theatre, Columbus State University; M.A., University of Arkansas, Ph.D., University of Georgia.

K. Jay Poole (2004), Associate Professor, Social Work. B.A., The University of North Carolina at Greensboro; M.S.W., North Carolina Agricultural and Technical State University/The University of North Carolina at Greensboro; Ph.D., The University of North Carolina at Greensboro.


Christopher N. Foulks (2001), Professor and Department Head, Communication Studies. B.A., University of Colorado; M.A., Ph.D., University of Denver.

Michelle Powell (2015), Lecturer, Women’s and Gender Studies. B.A., University of Rochester; M.A.T., The University of North Carolina at Chapel Hill; Ph.D., The University of North Carolina at Greensboro.

Meredith C. F. Powers (2016) Assistant Professor, Social Work. B.S.W., The University of North Carolina at Wilmington; M.S.W., The University of North Carolina at Chapel Hill; Ph.D., University of South Carolina.

Promod R. Pratap (1994), Associate Professor, Physics and Astronomy. M.S., I.I.T., University of Bombay (India); Ph.D., Syracuse University.


Charles L. Prysby (1971), Professor, Political Science. B.S., Illinois Institute of Technology; Ph.D., Michigan State University.

Jerry Pubantz (2006), Professor, Political Science. B.S., Georgetown University; M.A., Ph.D., Duke University.

Regina L. Pulliam (1998), Academic Professional Professor, Public Health Education. B.S., University of Maryland, College Park; M.P.H., The University of North Carolina at Greensboro.


Jessica Quattrucci (2013), Lecturer, Management. B.A., Guilford College; M.Ed., The University of North Carolina at Greensboro.

Louisa Raisbeck (2013), Assistant Professor, Kinesiology. B.S., Nottingham Trent University; M.S., Ph.D., Indiana University.

Bennett H. Ramsey (1990), Associate Professor, Religious Studies. B.A., Hamilton College; M.Div., M. Phil., Ph.D., Union Theological Seminary.

Terri Ramsey (1999), Academic Professional Assistant Professor, Communication Sciences and Disorders. B.A., M.Ed., The University of Virginia.

Aaron Ratcliffe (2013), Assistant Professor, Information Systems and Supply Chain Management. B.S., M.S., Ph.D., The University of North Carolina at Chapel Hill.

Scott Rawls (1994), Professor, Music. B.M., Indiana University; M.M., D.M.A., State University of New York at Stony Brook.

Jason J. Reddick (2003), Associate Professor, Chemistry and Biochemistry. B.S., Lock Haven University; M.S., Ph.D., Cornell University.

Patricia H. Reggio (2004), Marie Foscue Rourk Professor, Chemistry and Biochemistry. B.S., Louisiana State University-New Orleans; Ph.D., University of New Orleans.

Jennifer Reich (2010), Lecturer, Art. B.S., University of Virginia; M.A., Syracuse University.

Erin J. Reifsteck (2016), Assistant Professor, Kinesiology. B.S., Saint Francis University; M.S., Ph.D., The University of North Carolina at Greensboro.

David Remington (2002), Associate Professor, Biology. B.S., University of Montana; Ph.D., North Carolina State University.

Robin E. Remsburg (2013), Dean, School of Nursing. B.S.N., The University of North Carolina at Chapel Hill; M.S.N., The University of North Carolina at Greensboro; Ph.D., University of Maryland.


Tiffany Reynolds (2016), Lecturer, Marketing, Entrepreneurship, and Hospitality & Tourism. B.B.A., Central Michigan University; M.B.A., Wake Forest University.

Christopher K. Rhea (2011), Associate Professor, Kinesiology. B.S., University of Central Missouri; M.S., Barry University; Ph.D., Purdue University.
University History, Officers, & Faculty

Daniel Rhodes (2015), Academic Professional Assistant Professor, Social Work. A.A.S., Davidson Community College; B.S.W., The University of North Carolina at Greensboro; M.S.W., The University of North Carolina at Chapel Hill; Ph.D., The University of North Carolina at Greensboro

Adam Ricci (2003), Associate Professor, Music. B.A., M.A., Ph.D., University of Rochester.

Kerri Richardson (2005), Associate Professor, Teacher Education and Higher Education. B.S., M.Ed., Ph.D., University of Oklahoma Norman.

Scott Richter (2001), Professor, Mathematics and Statistics. B.S., Jacksonville University; M.A., University of North Florida; Ph.D., Oklahoma State University.

John C. Rife (1991), Professor, Social Work. B.A., Hanover College; M.S.W., Indiana University; M.A., Ph.D., The Ohio State University.

Mark Riffkin (2008), Professor, English. Director, Women’s and Genders Studies Program. B.A., Rutgers, The State University of New Jersey; M.A., Ph.D., University of Pennsylvania.

Rachele Riley (2017), Assistant Professor, Graphic Design. B.S., New York University; M.F.A., Virginia Commonwealth University.

Jeremy Rinker (2015), Assistant Professor, Peace and Conflict Studies. B.A., University of Pittsburgh; M.A., University of Hawaii; Ph.D. George Mason University

Susanne Rinner (2007), Associate Professor, Languages, Literatures, and Cultures. B.A., Freie Universität; M.A., Washington University; Ph.D., Georgetown University.

Marcia Rock (2009), Associate Professor, Specialized Education Services. B.S., Slippery Rock University; M.Ed., Old Dominion University; Ph.D., University of Pittsburgh.

Harper A. Roehm Jr. (2000), Associate Professor, Marketing, Entrepreneurship, and Hospitality & Tourism Management. B.S., Miami University; M.B.A., Ph.D., The Ohio State University.

Eugene Rogers (2005), Professor, Religious Studies. A.B., Princeton University; M.A., M.Phil., Ph.D., Yale University.

Scott Romine (1996), Professor and Department Head, English. B.A., University of Georgia; M.A., Ph.D., The University of North Carolina at Chapel Hill.

Carrie Rosario (2013), Academic Professional Assistant Professor, Public Health Education. B.A., Andrews University; M.P.H., The University of North Carolina at Greensboro; Ph.D., Loma Linda University.

Adam Rosenfeld (2015), Lecturer, Philosophy. B.S., B.A., The University of Texas, Austin; Ph.D., Stony Brook University.

Gary S. Rosenkrantz (1976), Professor and Department Head, Philosophy. B.A., City College of New York; Ph.D., Brown University.

B. Burgin Ross (2008), Academic Professional Assistant Professor, Nutrition. B.S., M.S., The University of North Carolina at Greensboro.

Scott E. Ross (2012), Professor, Kinesiology. B.S., University of Pittsburgh; M.A., Ph.D., The University of North Carolina at Chapel Hill.

Pamela Johnson Rowsey (2016), Professor, School of Nursing. B.S.N., Mississippi University for Women; M.S.N., University of Southern Mississippi; Ph.D., University of Michigan.

Phillip Daniel Royall (2003), Associate Professor, Geography. B.S., North Carolina State University; M.S., Ph.D., University of Tennessee Knoxville.

Kailan Rubinoff (2007), Associate Professor, Music. B.A., University of Pennsylvania; Masters Diploma, Conservatorium van Amsterdam; Ph.D., University of Alberta.

Parke A. Rublee (1990), Professor, Biology. B.A., Dartmouth College; M.S., Ph.D., North Carolina State University.

Olav Rueppell (2003), Professor, Biology. B.S., Universität Regensburg (Germany); M.S., Universität Würzburg (Germany); Ph.D., University of California, Davis.

Kelly L. Rulison (2010), Associate Professor, Public Health Education. B.S., University of Rochester; M.S., M.A.S., Ph.D., Pennsylvania State University.

Candie Rumph (2015), Lecturer, Biology. B.S., M.S., The University of North Carolina at Greensboro.

Linda Rupert (2006), Associate Professor, History. B.A., Brandeis University; M.A., Ph.D., Duke University.

Heather Rushforth (2006), Lecturer, Biology. B.S., Millersville University of Pennsylvania; M.S., The University of North Carolina at Greensboro.

Tonya Rutherford-Hemming (2016), Clinical Assistant Professor, School of Nursing. B.S.N., M.S.N., University of North Carolina at Chapel Hill; Ed.D., Northern Illinois University.

Alejandro Rutty (2007), Associate Professor, Music. Licenciado in Music, Universidad Catolica Argentina; M.M., University of New Mexico; Ph.D., State University of New York at Buffalo.


Diane Lea Ryndak (2014), Professor and Department Chair, Specialized Education Services. B.S., Illinois State University; M.Ed., University of Vermont; Ph.D., University of Illinois at Urbana-Champaign.

Jan Rychtar (2006), Professor, Mathematics and Statistics. B.Sc., M.Sc., R.N.Dr., Ph.D., Charles University Prague; Ph.D., University of Alberta.

Fereidoon Sadri (1994), Professor, Computer Science. B.S., Tehran University (Iran); M.S., University of Washington Seattle; M.S., Ph.D., Princeton University.

Filip Saidak (2006), Associate Professor, Mathematics and Statistics. Ph.D., Queen’s University.

Al F. Salam (2000), Associate Professor, Information Systems and Supply Chain Management. B.S., Bangladesh University of Engineering and Technology; M.B.A., Ph.D., State University of New York at Buffalo.

John C. Salmon (1989), Professor, Music. B.A., B.M., Texas Christian University; M.M., The Juilliard School; D.M.A., University of Texas; Solistendiop, Hochschule für Musik, Freiburg (Germany).
Maria C. Sanchez (2008), Associate Professor, English. B.A., Harvard College; M.A., University of Michigan-Ann Arbor; M.A., Ph.D., Harvard University.

Jennifer B. Sandovale (1981), Clinical Professor, School of Nursing. B.S.N., Columbia University; M.S.N., University of California, Los Angeles; Ph.D., The University of North Carolina at Chapel Hill.

Riikka M. Sarala (2008), Associate Professor, Management. B.Sc., M.Sc., Helsinki School of Economics; Ph.D., Swedish School of Economics.


Jeffrey K. Sarbaum (1999), Lecturer, Economics. B.A., M.A., University of Illinois at Chicago Circle; Ph.D., Central Michigan University.

Malcolm Schug (1999), Associate Professor, Biology. B.A., State University of New York College at Potsdam; M.S., Bowling Green State University; Ph.D., The Ohio State University.

Mark R. Schultz (2002), Associate Professor, Public Health Education. B.S., University of Wisconsin Parkside; M.S.P.H., Ph.D., The University of North Carolina at Chapel Hill.

Dale Schunk (2001), Professor, Teacher Education and Higher Education. B.S., University of Wisconsin LaCrosse; M.Ed., Ph.D., University of Virginia.

Malcolm Schug (1999), Associate Professor, Biology. B.A., State University of New York College at Potsdam; M.S., Bowling Green State University; Ph.D., The Ohio State University.

Mark R. Schultz (2002), Associate Professor, Public Health Education. B.S., University of Wisconsin Parkside; M.S.P.H., Ph.D., The University of North Carolina at Chapel Hill.

Dale Schunk (2001), Professor, Teacher Education and Higher Education. B.S., University of Wisconsin LaCrosse; M.Ed., Ph.D., University of Virginia.

Malcolm Schug (1999), Associate Professor, Biology. B.A., State University of New York College at Potsdam; M.S., Bowling Green State University; Ph.D., The Ohio State University.

Mark R. Schultz (2002), Associate Professor, Public Health Education. B.S., University of Wisconsin Parkside; M.S.P.H., Ph.D., The University of North Carolina at Chapel Hill.

Dale Schunk (2001), Professor, Teacher Education and Higher Education. B.S., University of Wisconsin LaCrosse; M.Ed., Ph.D., University of Virginia.


Terri L. Shelton (1996), Professor, Psychology. Associate Vice Chancellor for Research and Economic Development. B.A., College of William and Mary; M.A., Wake Forest University; Ph.D., Purdue University.

Francine Sheppard (2016), Assistant Professor, School of Nursing. B.S., Northwestern State University of Louisiana; M.S.N., Gardner-Webb University; Ph.D., University of North Carolina at Greensboro.


Ratnasingham Shivaji (2011), Helen Barton Excellence Professor and Department Head, Mathematics and Statistics. B.S., University of Sri Lanka; Ph.D., Heriot-Watt University.

Sudha Shreeniwas (2001), Associate Professor, Human Development and Family Studies. B.A., M.A., University of Delhi (India); Ph.D., University of Michigan.

Lenka Shriver (2013), Associate Professor, Nutrition. B.S., M.S., Ph.D., Oklahoma State University.

Sandra J. Shultz (2002), Professor and Department Chair, Kinesiology. B.S., California State University, Fullerton; M.S., University of Arizona; Ph.D., University of Virginia.


Paul Silvia (2002), Lucy Spinks Keke Excellence Professor, Psychology. B.A., University of Southern California; M.A., Ph.D., University of Kansas.

Jenni Simon (2016) Lecturer, Communication Studies. B.S., M.A., Wichita State University; Ph.D., University of Denver.

Rahul Singh (2001), Associate Professor, Information Systems and Supply Chain Management. B.E., Birla Institute of Technology (India); Ph.D., Virginia Commonwealth University.


Amanda L. Sink (1989), Senior Lecturer, Political Science. B.A., M.A., The University of North Carolina at Chapel Hill.

Patricia E. Sink (1986), Associate Professor, Music. B.M., M.M., The University of North Carolina at Greensboro; Ph.D., University of Kansas.

Tad Skotnicki (2016), Assistant Professor, Sociology. B.A., University of Notre Dame; M.A., University of Chicago; Ph.D., University of California San Diego.


University History, Officers, & Faculty

Julia L. Mendez Smith (2008), Professor, Psychology.  B.S., Duke University; M.S.Ed., Ph.D., University of Pennsylvania.

Paige Hall Smith (1995), Professor, Public Health Education.  Director, Center for Women’s Health and Wellness.  B.A., Davidson College; M.S.P.H., Ph.D., The University of North Carolina at Chapel Hill.

Montana Smithey (2012), Lecturer, Teacher Education and Higher Education.  B.A., Elon University; M.Ed., The University of North Carolina Greensboro.

Clifford D. Smyth (2008), Associate Professor, Mathematics and Statistics.  B.S., M.A., Stevens Institute of Technology; Ph.D., Rutgers, The State University of New Jersey.

Kenneth A. Snowden Jr. (1983), Professor, Economics.  B.S., East Tennessee State University; M.S., Ph.D., University of Wisconsin.


Ann B. Somers (1989), Senior Lecturer, Biology.  B.A., Villanova University; M.S., Appalachian State University.

Carmen T. Sotomayor (1987), Professor, Languages, Literatures, and Cultures. Licenciatura, Universidad de Extremadura (Spain); M.A., Ph.D., Michigan State University.

Sunny Spillane (2013), Assistant Professor, Art Education.  B.F.A., in Drawing, Pratt University; M.F.A., in Painting, Hunter College of the City University of New York; Ph.D., in Art Education, Florida State University.

Madelynn Stackhouse (2017), Assistant Professor, Management.  B.A., University of Calgary; M.S., Manchester Business School; Ph.D., University of Calgary.

Debra A. Stanford (2000), Assistant Professor, School of Nursing.  B.S.N., Marquette University; M.S.N., The University of North Carolina at Greensboro.

Joseph W. Starnes (2008), Professor, Kinesiology.  B.S., Georgia Institute of Technology; Ph.D., University of Massachusetts.

Robert H. Stavn (1971), Professor, Biology.  B.A., San Jose State College; M.S., Ph.D., Yale University.

Paul Steimle (2001), Professor, Biology.  B.S., Ph.D., Cleveland State University.

Gabriela L. Stein (2009), Associate Professor, Psychology.  B.A., Columbia College; M.A., Ph.D., The University of North Carolina at Chapel Hill.


Linda F. Stine (2000), Associate Professor, Anthropology.  B.A., The University of North Carolina at Chapel Hill; M.A., College of William and Mary; Ph.D., The University of North Carolina at Chapel Hill.

Roy Stine (1995), Associate Professor, Geography.  B.S., Appalachian State University; M.A., Montana State University Bozeman; Ph.D., University of South Carolina.

Robert Strack (2001), Associate Professor, Public Health Education.  B.S., Michigan State University; M.B.A., Indiana University; Ph.D., University of South Carolina.

Amy W. Strickland (2005), Lecturer and Director of Assessment and Planning, Bryan School of Business and Economics.  B.S., North Carolina State University; M.S., M.B.A., The University of North Carolina at Greensboro.

Richard Clay Stuart (2014), Lecturer, Anthropology.  B.A., Ph.D., The University of North Carolina at Chapel Hill; J.D., Wake Forest University.

Steven Stusek (1999), Professor, Music.  B.M., Indiana University; M.M., Arizona State University; D.M.A., Indiana University; Diplome, Conservatoire de la Région de Paris (France).

Jin Su (2016), Associate Professor, Consumer, Apparel, and Retail Studies.  B.E., Tianjin Polytechnic University (China); M.S., Renmin University of China; Ph.D., The University of North Carolina at Greensboro.

Yosei Sugawara (2014), Lecturer, Languages, Literatures, and Cultures.  B.L., Meiji Gakuin University; M.A., California State University San Bernardino; M.A., Ph.D., University of Arizona.


Selima Sultana (2003), Professor, Geography.  B.S., M.S., Jahanimger University (Bangladesh); Ph.D., University of Georgia.


Andrew Supple (2000), Associate Professor, Human Development and Family Studies.  B.A., M.A., Arizona State University; Ph.D., University of Wisconsin.

Shan Suthaharan (2001), Professor, Computer Science.  B.S., University of Jaffna (Sri Lanka); M.S., Dundee University (United Kingdom); Ph.D., Monash University (Australia).

Christopher A. Swann (2004), Associate Professor, Economics.  B.S., Bradley University; M.A., Ph.D., University of Virginia.

Danielle Swick (2013), Assistant Professor, Social Work.  B.A., DePauw University; M.S.W., University of Michigan; Ph.D., The University of North Carolina at Chapel Hill.

Chiaki Takagi (2000), Senior Lecturer, Languages, Literatures, and Cultures.  B.A., Meiji Gakuin University, Tokyo (Japan); M.A., North Carolina Agricultural and Technical State University.

Edna Tan (2009), Associate Professor, Teacher Education and Higher Education.  B.A., National University of Singapore; M.S., Ph.D., Columbia University.

Brett Tangedal (2007), Associate Professor, Mathematics and Statistics.  B.A., University of California at San Diego; M.S., University of Colorado at Boulder; C.Phil., Ph.D., University of California at San Diego.

Amanda Tanner (2011), Associate Professor, Public Health Education.  B.A., Saint Olaf College; M.P.H., Ph.D., Indiana University.
University History, Officers, & Faculty

Vasyl Taras (2009), Associate Professor, Management. B.A., Rivne State Technical University; M.P.A., University of Texas at Dallas; Ph.D., University of Calgary.

Stephen Tate (2007), Professor and Department Head, Computer Science. B.E., Vanderbilt University; Ph.D., Duke University.

Deborah J. Taub (2006), Professor, Teacher Education and Higher Education. B.A., Oberlin College; M.S., Ph.D., The University of Maryland.

Larry R. Taube (1982), Associate Professor, Information Systems and Supply Chain Management. B.S., M.S., Clarkson College; Ph.D., The University of North Carolina at Chapel Hill.

Anthony Taylor (2007), Associate Professor, Music. B.M., Washington State University; M.M., Florida State University; D.M.A., University of Cincinnati.


Pamela Taylor (1996), Lecturer, Languages, Literatures, and Cultures. B.A., Harvard University; M.A., The University of North Carolina at Greensboro.


David Teachout (2004), Professor, Music. B.M.E., West Virginia University; M.M., University of Oklahoma; Ph.D., Kent State 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.


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.


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), Senior Lecturer, Biology. B.S., University of Western Ontario (Canada); M.S., University of Guelph (Canada); Ph.D., Simon Fraser University (Canada).


Maruja Torres-Antonini (2014), Visiting Associate Professor, Interior Architecture. Arquitecto, Universidad Simon Bolivar; M.Arch., University of California at Berkley; Ph.D., University of Florida.

Dayna Touron (2007), Professor, Psychology. Associate Dean, College of Arts and Sciences. B.A., Maryville College; M.S., Ph.D., Syracuse University.

Margaret A. Trent (2013), Clinical Assistant Professor, School of Nursing. B.S.N., M.S.N., The University of North Carolina at Greensboro.

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.

Magdalene Tukov (2016), Clinical Assistant Professor, School of Nursing. B.S.N., University of Buea; M.P.H., University of Alabama at Birmingham; M.S.N., Ph.D., University at Buffalo.

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.

Martijn Van Hasselt (2014), Assistant Professor, Economics. B.A., University of Groningen; M.A., Ph.D., Brown University.

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), Associate Professor, Teacher Education and Higher Education. B.A., Southwestern University; M.A., Ph.D., The University of Texas at Austin.

Leila Villaverde (2002), 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), Associate 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.

Khoi Vo (2017), Professor and Department Head, Interior Architecture. B.A., University of Florida; M.Arch., Southern California Institute of Architecture.
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.


Christopher Wahlheim (2016), Assistant Professor, Psychology. B.S., M.S., Illinois State University; Ph.D., Washington University in St. Louis.

Susan M. Walcott (2006), Professor, Geography. B.A., Swarthmore College; M.A., Rutgers, The State University of New Jersey; Ph.D., Indiana University.

Nancy L. Walker (1985), Professor, Music. B.M., Hastings College; M.M., University of Colorado; D.M.A., Indiana University.

Anne Wallace (2005), Professor, English. B.A., M.A., University of Kansas; Ph.D., University of Texas at Austin.

Debra Wallace (2001), Professor and Senior Associate Dean, 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. B.M., Bowling Green State University; M.M., The University of Tennessee; Ph.D., The University of Texas.


Tyreasa J. Washington (2011), Associate Professor, Social Work. B.S.W., North Carolina Agricultural and Technical State University; M.S.W., University of Illinois at Urbana-Champaign; Ph.D., University of Illinois at Chicago.

Gideon Wasserberg (2009), Associate Professor, Biology. B.Sc., M.Sc., Ph.D., Ben-Gurion University; M.S.P.H., Johns Hopkins 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.

Maurice Watson (2017), Lecturer, Dance. M.F.A., in Dance/Choreography, University of Iowa.

Walker G. Weigel (1985), Senior Lecturer, Mathematics and Statistics. B.S., University of Richmond; M.A., The University of North Carolina at Chapel Hill.

Jennifer Wilson (2017), Clinical Assistant Professor, School of Nursing. B.S.N., Lenoir-Rhyne College; M.S.N., University of North Carolina at Greensboro.

P. Holt Wilson (2010), Associate 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.

Dane Winkler (2017), Assistant Professor, Sculpture. B.F.A., State University of New York; M.F.A., University of Maryland College Park.

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.

Anne Wood (2017), Lecturer, Consumer, Apparel, and Retail Studies. B.A., University of the South; M.S., The University of North Carolina at Greensboro.


Justin Worley (2015), Lecturer, Music. B.M., Columbus State University; M.M., Boston University; D.M.A., University of North Carolina at Greensboro.

James M. Wren (1990), 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.


Dan Yasaki (2008), Associate Professor, Mathematics and Statistics. B.S., The University of North Carolina at Chapel Hill; M.A., Ph.D., Duke University.

Clarice Young (2017), Assistant Professor Dance. B.F.A., in Dance, University of Louisiana at Lafayette, Lafayette, LA; M.F.A., in Dance, Hollins 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. B.B.A., B.M.E., M.A., Middle Tennessee State University; D.M.A., University of Illinois.

Inara Zandmane (2003), Lecturer, Music. 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), Associate 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**

This list reflects faculty appointments held during the 2016–17 academic year and includes appointments and promotions known at the time of publishing that become effective on July 1, 2017.

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.


Donald F. Allen (1962), Assistant Professor, Sociology. Emeritus (1992). B.A., North Texas State University; M.A., Ph.D., University of Texas at Austin.


José Almeida (1966), Associate Professor, Romance Languages. Emeritus (1998). B.A., M.A., Duke University; Ph.D., University of North Carolina at Chapel Hill.


Johann T. Baer (1973), Professor, German and Russian. Emeritus (1999). B.A., Indiana University at Bloomington; Ph.D., Harvard University.


James C. Barborak (1972), Professor, Chemistry and Biochemistry. Emeritus (2001). B.S., Ph.D., University of Texas at Austin.

Kate R. Barrett (1970), Professor, Kinesiology. Emerita (1997). B.S., Tufts University; M.S., Ph.D., University of Wisconsin Madison.
University History, Officers, & Faculty


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.


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.


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.


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.


Kenneth L. Caneva (1979), Professor, History. Emeritus (2010). B.S., Massachusetts Institute of Technology; Ph.D., Princeton University.


Deborah J. Cassidy (1990), Professor, Human Development and Family Studies. B.S., Northern Illinois University; M.S., Ph.D., University of Illinois Urbana-Champaign.


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.


Clifton B. Clark (1965), Professor, Physics and Astronomy. Emeritus (1994). B.A., M.A., University of Arkansas; Ph.D., Maryland University.


Mary V. Compton (2008), Associate Professor, Specialized Education Services. (2017). B.A., Greensboro College; M.Ed., Smith College; M.E., University of North Carolina at Greensboro; Ed. D., University of Virginia.


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.


Stephen C. Danford (1976), Associate Professor, Physics and Astronomy. Emeritus (2014). B.A., Dartmouth College; M.S., Ph.D., Yale 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.


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.


John L. Eatman (1981), Associate Professor, Information Systems and Operations Management. Director of Technology, Bryan School of Business and Economics. Emeritus (2014). B.S., Atlantic Christian College; M.S., Virginia Commonwealth University; Ph.D., University of South Carolina.


James N. Ellis (1963), Professor, English. Emeritus (1997). B.A., M.A., University of Oklahoma Norman; Ph.D., University of Texas at Austin.


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.


Marilyn L. Evans (1973), Associate Professor, School of Nursing. Emerita (2002). B.S., Skidmore College; M.Ed., Columbia University; Ph.D., The University of North Carolina at Chapel Hill.

Michael F. Farona (1990), Professor, Chemistry and Biochemistry. Emeritus (2003). B.S., Western Reserve University; M.Sc., Ph.D., The Ohio State University.


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.
University History, Officers, & Faculty


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.


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.


Karl R. Gentry (1965), Associate Professor, Mathematics and Statistics. Emeritus (2000). B.S., Wake Forest University; M.A., Ph.D., University of Georgia.


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.


Belinda Hardin (2008), Associate Professor, Specialized Education Services. (2016) B.A., University of North Carolina at Greensboro; M.A.T., University of Louisville; PhD, University of North Carolina at Chapel Hill.


Vincent Henrich (1990), Professor, Biology. Emeritus. (2015). B.S., University of Notre Dame; M.Sc., The Ohio State University; Ph.D., The Ohio State 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.


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.

Donald Hodges (2003), Professor, Music Education. Director, Music Research Institute. Emerita (2017). B.M.E., University of Kansas; M.M., Ph.D., University of Texas at Austin.


Phyllis Hunter (1996), Associate Professor, History. Emerita (2014). B.A., Harvard University; M.A., University of South Florida; Ph.D., College of William and Mary.


Sarah W. Jones (1952), Assistant Professor, School of Business and Economics. Emerita (1983). B.S., M.S., Woman’s College of North Carolina.


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.

Donald D. Kautz (2003), Associate Professor, School of Nursing. Emeritus (2016). B.S.N., University of Northern Colorado; M.S.N., Ph.D. University of Kentucky.

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.


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.


Jean P. Koenig (1962), Associate Professor, Romance Languages. Emerita (2002). B.A., Aix Marseille (France); M.A., The University of North Carolina at Chapel Hill; Docteur, L’Universite Toulouse (France).


Eileen M. Kohlenberg (1985), Professor, School of Nursing. Emeritus (2016). B.S., B.S.N., Morningside College; M.S.N., Ph.D., University of Texas at Austin.


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.


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.


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.


Kevin Lowe (1996), Professor and Department Head, Business Administration. Emeritus (2014). B.S.C., University of Louisville; M.B.A., Stetson University; Ph.D., Florida International University.

Louise Lowe (1941), Associate Professor, School of Home Economics. Emerita (1973). B.S., Georgia State College for Women; M.S., University of Georgia.


William T. Markham (1980), Professor, Sociology. Director, Environmental Studies Program. Emeritus (2015). B.A., Baylor University; M.A., Ph.D., University of Texas at Austin.

Carol Marsh (1978), Professor, School of Music. Emerita (2007). B.A., Stanford University; M.Phil., Ph.D., City University of New York.

Paul M. Mazgaj (1978), Professor, History. Emeritus (2016). B.S., M.A., University of Illinois Urbana-Champaign; Ph.D., University of Iowa.


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 University of North Carolina at Chapel Hill.


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.

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.


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.


Robert L. Miller (1968), Professor, Chemistry and Biochemistry. Emeritus (1998). B.S., M.S., Chicago Institute of Technology; Ph.D., University of Illinois.


Robert B. Muir (1966), Associate Professor, Physics and Astronomy. Emeritus (2006). B.A., Maryville College; M.S., Ph.D., University of Tennessee Knoxville.


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.

Gwendolyn S. O’Neal (2005), Professor and Head of Department, Consumer, Apparel, and Retail Studies. Emerita (2014). B.S., Bennett College; M.Ed., The University of North Carolina at Greensboro; Ph.D., The Ohio State University.


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.


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.


Nancy B. Ryckman (1977), Assistant Head Reference Librarian. B.A., AMLS, University of Michigan; M.Ed., The University of North Carolina at Greensboro.

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).


Helen A. Shaw (1989), Professor, Nutrition. Emerita (2000). B.S., University of Kentucky; M.S., Ph.D., University of Wisconsin Madison.

Chiranjila 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.


James W. Sherbon (1975), Professor, School of Music. Emeritus (2002). B.M.E., M.S., Emporia State University; Ph.D., University of Kansas.


Mary I. Smith-Soto (1975), Professor, Languages, Literatures, and Cultures. Emeritus (2014). B.A., University of Maryland; M.A., Ph.D., University of California, Berkeley.

David R. Soderquist (1968), Professor, Psychology. Emeritus (2002). B.S., M.S., Utah State University; Ph.D., Vanderbilt University.

Derecho, Havana (Cuba); Diploma de Doctor, Madrid (Spain).


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.


Richard T. Whitlock (1967), Associate Professor, Physics and Astronomy. Emeritus (1993). B.S., Capital University; M.S., Ph.D., Case Western Reserve 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.


---

Library Faculty

This list reflects faculty appointments held during the 2016–17 academic year and includes appointments and promotions known at the time of publishing that become effective on July 1, 2017.


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.

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 Dean of Special Collections and University Archives. B.A., Loyola University; M.A., Ph.D., University of Wisconsin; M.L.S., Simmons College.


University History, Officers, & Faculty

Samantha Harlow (2017), Online Learning Librarian. B.A., New York University; M.S.L.S., The University of North Carolina at Chapel Hill.


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 Carolina at Chapel Hill; M.Ed., University of Cincinnati.


Omar Ali (2011), Adjunct Associate Professor, History. B.Sc., London School of Economics and Political Science; Ph.D., Columbia University.

Jennifer Arberg (2011), Adjunct Lecturer, Teacher Education and Higher Education. B.S., Appalachian State University; M.Ed. The University of North Carolina at Greensboro.

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. B.A., M.A., Appalachian State University.

Arnold Barnes (2003), Adjunct Associate Professor, Social Work. Ph.D., Washington University.


Christine M. Bazik (2015), Adjunct Instructor, School of Nursing. B.S.N., East Carolina University; M.S.N., The University of North Carolina at Greensboro.

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.

Logan Breedlove (2013), Adjunct Lecturer, Teacher Education and Higher Education. B.S., Appalachian State University; M.Ed., The University of North Carolina at Greensboro.

Theresa M. Brodrick (2011), Adjunct Instructor, School of Nursing. B.S.N., University of Delaware; M.S.N., Villanova University; Ph.D., Capella University, Minneapolis.

Courtney Brown (2014), Adjunct Instructor, School of Nursing. A.D.N., Lexington Community College; B.S.N., Winston-Salem State University; M.S.N., Ph.D., The University of North Carolina at Greensboro.

LaVonne Brown (2009), Adjunct Lecturer, Teacher Education and Higher Education. B.A., M.A., The University of North Carolina at Greensboro.

Lynda M. Brown (2005), Adjunct Assistant Professor, Nutrition. B.S., College of William and Mary; Ph.D., University of Maryland.

Brian Byrd (2014), Adjunct Assistant Professor, Biology. B.A., University of North Carolina at Asheville; Ph.D., Tulane University.

Becky Caison (2011), Adjunct Lecturer, Teacher Education and Higher Education. B.S., North Carolina State University; M.Ed., The University of North Carolina at Chapel Hill.

Thomas (Mike) Callahan (2009), Adjunct Research Associate, Teacher Education and Higher Education. B.A., M.Ed., The University of North Carolina at Greensboro.

Adjunct Faculty

This list reflects faculty appointments held during the 2016–17 academic year and includes appointments and promotions known at the time of publishing that become effective on July 1, 2017.

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.
Patrick Conetta (2015), Adjunct Lecturer, Teacher Education and Higher Education. B.S., Eastern Connecticut State University; M.Ed., Ph.D., The University of North Carolina at Greensboro.

Megan M. Conner (2015), Adjunct Instructor, School of Nursing. B.S.N., M.S.N., Ph.D., The University of North Carolina at Greensboro.

Daragh Conrad (2016), Adjunct Clinical Instructor, Genetic Counseling. B.S., University of New Hampshire; M.S. Sarah Lawrence College.

Karen Corneliusen (2016), Adjunct Clinical Instructor, Genetic Counseling. B.S. The University of North Carolina at Chapel Hill; M.S., Ph.D., University of South Carolina.

Martha Cox (2009), Adjunct Professor, Human Development and Family Studies. B.S., University of Illinois, Urbana-Champaign; M.A., Ph.D., University of Virginia.

Lee Creighton (2015), Adjunct Lecturer, Teacher Education and Higher Education. B.S., M.S., Ph.D., North Carolina State University.

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. B.A., Appalachian State University; M.Ed., 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.

Jonathan Dooley (2015), Adjunct Lecturer, Teacher Education and Higher Education. B.A., St. Norbert College; M.Ed., James Madison College; Ph.D., Marquette University.


Xandra Eden (2005), Adjunct Assistant Professor, Art. B.F.A., Purchase College, State University of New York; M.A., Bard College.

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.

Suzanne Fitzsimmons (2015), Adjunct Instructor, Community and Therapeutic Recreation. B.S.N., Regents College; M.S.N., Binghamton University.

Phillip Fleischmann (2016), Adjunct Instructor, Community and Therapeutic Recreation. B.A., The University of North Carolina at Chapel Hill; M.S., The University of North Carolina at Greensboro.

Vincent Francisco (2015), Adjunct Professor, Public Health Education. B.A., Providence College; M.A., Ph.D., University of Kansas.

Vickie Goines (2008), Adjunct Research Associate, Teacher Education and Higher Education. B.S., M.S., North Carolina Agricultural and Technology State University.

Miguel Gomez (2015), Adjunct Lecturer, Teacher Education and Higher Education. B.A., University of Georgia; M.Ed., The University of North Carolina at Greensboro.

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.

Janet Groce (2015), Adjunct Instructor, Department of Specialized Education Services. B.S., North Carolina Agricultural and Technical State University; M.Ed., The University of North Carolina at Chapel Hill.

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.

Cynthia Hardy (1994), Adjunct Lecturer, Community and Therapeutic Recreation. B.S., M.A., Michigan State University.

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 Assistant Professor, Biology. B.S., West Virginia University; M.S., University of Maine; Ph.D., Virginia Polytechnic Institute and State University.


Eleazer D. Hunt (2008), Adjunct Professor, Geography. B.A., M.A., Ph.D., State University of New York at Buffalo.

Cheryl Johnson (2014), Adjunct Instructor, School of Nursing. B.S.N., Regis University; M.S.A., Uniformed Services University of Health Sciences.

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
University History, Officers, & Faculty

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.

Margaret Kennedy (2008), Adjunct Research Associate, Teacher Education and Higher Education. B.S., Appalachian State University.

Marjorie Kimbrough (2011), Adjunct Lecturer, Teacher Education and Higher Education. B.S., M.P.P.A., Mississippi State University.

Grace Kissing (2001), Adjunct Professor, Public Health Education. B.S., Georgia Institute of Technology; Ph.D., The University of North Carolina at Chapel Hill.

Daria L. Kringle (2012), Adjunct Assistant Professor, School of Nursing. B.S.N., M.S.N., Ph.D, The University of North Carolina at Greensboro.

Thomas Kwapis (2016), Adjunct Professor, Psychology. B.Sc., Louisiana State University; Ph.D., University of Wisconsin-Madison.

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.

Jack C. Lalonde (2016), Adjunct Assistant Professor, Kinesiology. B.S. University of Toledo; M.D. The Ohio 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., Shandong Medical University; M.P.H., Shandong Academy of Medical Sciences; Ph.D., Johns Hopkins University.

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.

Jessica McCord (2015), Adjunct Professor, Department of Specialized Education Services. B.S., M.A., Ph.D., University of New Mexico.

Michael McCormick (2014), Adjunct Assistant Professor, Psychology. B.S., Appalachian State University; M.A., Ph.D., The University of North Carolina at Greensboro.

Linda F. McCutcheon (1983), Adjunct Assistant Professor, School of Human Environmental Sciences. B.S., M.S., Ph.D.


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.


Lindsey Oakes (2016), Adjunct Instructor, Community and Therapeutic Recreation. B.S., University of Florida; M.S. The University of North Carolina at Greensboro.

Christina O’Connor (2015), Adjunct Instructor, Teacher Education and Higher Education. B.A., The University of Virginia; M.Ed., The University of North Carolina at Chapel Hill; Ph.D., 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).

Symphony Oxedine (2014), Adjunct Instructor, Teacher Education and Higher Education. B.A., Oklahoma State University; M.Ed., The University of North Carolina at Greensboro.


Cedric John Pearce (2009), Adjunct Professor, Chemistry and Biochemistry. B.Sc., The University of Southampton, England.

Warner Phelps (2003), Adjunct Professor, Geography. B.S., Southwestern Memphis; Ph.D., University of Tennessee.

Preston Phillips (2013), Adjunct Associate Professor, Geography. B.S., University of North Carolina at Wilmington; Ph.D., The University of Iowa.

Deirdre 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 Preddy (2008), Adjunct Lecturer, Teacher Education and Higher Education. B.A., M.Ed., The University of North Carolina at Greensboro.

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.

Gregory M. Raner (2000), Adjunct Associate Professor, Nutrition. Assistant Professor, Chemistry and Biochemistry. B.S., LeMoyne 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.

Jean A. Reinert (2013), Adjunct Assistant Professor, School of Nursing. B.S.N., Mount Saint Joseph College; M.S.N., University of Texas.

Denise C. Rhew (2012), Adjunct Instructor, School of Nursing. B.S.N., M.S.N., The University of North Carolina at Greensboro.


Heather Sanderson (2002), Adjunct Instructor, Kinesiology. B.S., University of Arkansas; M.S., University of West Florida.

Donald D. Smith (1997), Adjunct Professor, Public Health Education. B.A., Trinity College; M.D., Duke University.

Montana Smitley (2012), Adjunct Lecturer, Teacher Education and Higher Education. B.A., Elon University; M.Ed., The University of North Carolina at Greensboro.

Christy Stanley (2016), Adjunct Clinical Instructor, Genetic Counseling. B.S., Virginia Polytechnic Institute and State University; M.S., University of Cincinnati.

Josef M. Starobin (1997), Visiting Adjunct Assistant Professor, Physics and Astronomy. M.S., Ph.D., Moscow Physico-Technical Institute (Russia).


Deborah Taub (2015), Adjunct Professor, Department of Specialized Education Services. B.A., Ithaca College; M.S., Syracuse University; Ph.D., American University.

Anita Tesh (2015), Adjunct Professor, School of Nursing. B.S.N., University of North Carolina at Chapel Hill; M.S.N., Ed.D., University of North Carolina at Greensboro.

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.

Gloria Walters (2015), Adjunct Assistant Professor, School of Nursing. B.S.N., University of North Carolina at Charlotte; M.S.N., Texas A&M University; Ph.D., University of North Carolina at Greensboro.

Mansukh Wani (2009), Adjunct Professor, Chemistry and Biochemistry. B.S., M.S., University of Bombay, India; Ph.D., Indiana University.

University History, Officers, & Faculty
Academic References

Enrollment and Degree Statistics

The following is compiled from the Office of Institutional Research Fact Book, 2016–17 Data Set:

Enrollment Summary for Fall Semester 2016
Seniors .......................................................................................................................................................................................... 4,656
Juniors .......................................................................................................................................................................................... 4,369
Sophomores ................................................................................................................................................................................ 3,279
Freshmen .................................................................................................................................................................................... 3,685
Graduates .................................................................................................................................................................................... 3,483
Specials and Unclassified ............................................................................................................................................................ 450
Total Collegiate Enrollment for Fall 2016 .................................................................................................................................. 19,922

Summary of Earned Degrees Granted at UNCG August 2015, December 2015, and May 2016

Graduate Degrees
Doctor of Philosophy ........................................................................................................................................................................ 140
Doctor of Education ........................................................................................................................................................................... 4
Doctor of Musical Arts ........................................................................................................................................................................... 9
Doctor of Public Health ........................................................................................................................................................................ 0
Specialist in Education ....................................................................................................................................................................... 12
Certificate of Advanced Study ......................................................................................................................................................... 20
Combined Master of Science and Specialist in Education .......................................................................................................... 8
Master of Arts .................................................................................................................................................................................. 162
Master of Arts in Teaching ............................................................................................................................................................... 21
Master of Business Administration .................................................................................................................................................. 57
Master of Education ........................................................................................................................................................................... 75
Master of Fine Arts ........................................................................................................................................................................... 52
Master of Library and Information Studies ..................................................................................................................................... 76
Master of Music .................................................................................................................................................................................. 37
Master of Public Affairs ................................................................................................................................................................. 10
Master of Public Health ................................................................................................................................................................. 33
Master of School Administration ...................................................................................................................................................... 14
Master of Science ............................................................................................................................................................................. 218
Master of Science in Athletic Training ........................................................................................................................................... 9
Combined Master of Science and Master of Business Administration ......................................................................................... 0
Master of Science in Nursing .......................................................................................................................................................... 80
Combined Master of Science in Nursing and Master of Business Administration ........................................................................... 0
Master of Social Work ................................................................................................................................................................. 8
Total Graduate Degrees ................................................................................................................................................................. 1,045

Baccalaureate Degrees
Bachelor of Arts ............................................................................................................................................................................. 1,058
African American and African Diaspora Studies ......................................................................................................................... 8
Anthropology .................................................................................................................................................................................. 32
Art ............................................................................................................................................................................................... 15
Biology .......................................................................................................................................................................................... 41
Business Administration ................................................................................................................................................................. 0
Academic References

Chemistry .............................................................................................................................. 0
Classical Studies .................................................................................................................. 13
Communication Studies ..................................................................................................... 101
Dance ................................................................................................................................. 11
Drama ................................................................................................................................. 19
Economics .......................................................................................................................... 15
English ................................................................................................................................. 86
French ................................................................................................................................. 4
Geography .......................................................................................................................... 16
German ............................................................................................................................... 2
History ................................................................................................................................. 81
Hospitality & Tourism Management .................................................................................... 7
Mathematics ....................................................................................................................... 7
Media Studies ..................................................................................................................... 44
Music .................................................................................................................................... 17
Peace and Conflict Studies ................................................................................................. 4
Philosophy .......................................................................................................................... 4
Physics ................................................................................................................................. 0
Political Science ................................................................................................................ 33
Psychology ........................................................................................................................ 187
Religious Studies .............................................................................................................. 14
Sociology ............................................................................................................................ 121
Spanish ............................................................................................................................... 30
Special Programs in Liberal Studies: Archaeology ............................................................. 9
Special Programs in Liberal Studies: Asian Studies ......................................................... 10
Special Programs in Liberal Studies: Environmental Studies .......................................... 11
Special Programs in Liberal Studies: Humanities ............................................................. 46
Special Programs in Liberal Studies: Integrated Science .................................................. 0
Special Programs in Liberal Studies: International and Global Affairs and Development ... 5
Special Programs in Liberal Studies: International and Global Arts and Belief Systems ...... 3
Special Programs in Liberal Studies: International and Global Human Rights ............... 9
Special Programs in Liberal Studies: Latin American and Caribbean Studies ................ 0
Special Programs in Liberal Studies: Linguistics ................................................................ 1
Special Programs in Liberal Studies: Russian Studies ..................................................... 1
Special Programs in Liberal Studies: Social Sciences ....................................................... 24
Student-Designed Interdisciplinary Major ...................................................................... 0
Sustainable Tourism and Hospitality ................................................................................. 23
Women’s and Gender Studies ......................................................................................... 4

Bachelor of Science ........................................................................................................... 1,379
Accounting ......................................................................................................................... 49
Biochemistry ....................................................................................................................... 24
Biology ............................................................................................................................... 85
Business Administration ................................................................................................. 292
Chemistry .......................................................................................................................... 11
Computer Science ............................................................................................................ 45
Consumer, Apparel, and Retail Studies ......................................................................... 54
Economics ......................................................................................................................... 18
Elementary Education ..................................................................................................... 67
Entrepreneurship ............................................................................................................. 19
Finance .............................................................................................................................. 33
Human Development and Family Studies ....................................................................... 131
Information Systems and Supply Chain Management .................................................. 60
Interior Architecture ....................................................................................................... 0
<table>
<thead>
<tr>
<th>Academic Reference</th>
<th>Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Business Studies</td>
<td>21</td>
</tr>
<tr>
<td>Kinesiology</td>
<td>135</td>
</tr>
<tr>
<td>Marketing</td>
<td>49</td>
</tr>
<tr>
<td>Mathematics</td>
<td>11</td>
</tr>
<tr>
<td>Middle Grades Education</td>
<td>17</td>
</tr>
<tr>
<td>Nutrition</td>
<td>64</td>
</tr>
<tr>
<td>Physics</td>
<td>3</td>
</tr>
<tr>
<td>Professions in Deafness</td>
<td>19</td>
</tr>
<tr>
<td>Public Health Education</td>
<td>70</td>
</tr>
<tr>
<td>Recreation and Parks Management</td>
<td>50</td>
</tr>
<tr>
<td>Special Education</td>
<td>17</td>
</tr>
<tr>
<td>Special Education and Elementary Education Dual Major</td>
<td>9</td>
</tr>
<tr>
<td>Speech Pathology and Audiology</td>
<td>26</td>
</tr>
<tr>
<td>Bachelor of Fine Arts</td>
<td>142</td>
</tr>
<tr>
<td>Art</td>
<td>80</td>
</tr>
<tr>
<td>Dance</td>
<td>10</td>
</tr>
<tr>
<td>Drama</td>
<td>27</td>
</tr>
<tr>
<td>Interior Architecture</td>
<td>25</td>
</tr>
<tr>
<td>Bachelor of Music</td>
<td>54</td>
</tr>
<tr>
<td>Bachelor of Science in Medical Technology</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor of Science in Nursing</td>
<td>189</td>
</tr>
<tr>
<td>Bachelor of Social Work</td>
<td>83</td>
</tr>
<tr>
<td>Total Baccalaureate Degrees</td>
<td>2,905</td>
</tr>
<tr>
<td>Total Earned Degrees</td>
<td>3,950</td>
</tr>
</tbody>
</table>
## Academic Undergraduate Program Inventory

The following is compiled from the UNC General Administration Intranet Portal at http://www.northcarolina.edu/?q=content/intranet-portal.

<table>
<thead>
<tr>
<th>CIP Code</th>
<th>Program Title</th>
<th>Degree</th>
<th>CIP Code</th>
<th>Program Title</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>52.0301</td>
<td>Accounting</td>
<td>BS</td>
<td>5.0201</td>
<td>Women's and Gender Studies</td>
<td>BA</td>
</tr>
<tr>
<td>5.0201</td>
<td>African American and African Diaspora Studies</td>
<td>BA</td>
<td>45.0201</td>
<td>Anthropology</td>
<td>BA</td>
</tr>
<tr>
<td>50.0701</td>
<td>Art</td>
<td>BA</td>
<td>31.0505</td>
<td>Kinesiology</td>
<td>BS</td>
</tr>
<tr>
<td>9.0101</td>
<td>Communication Studies</td>
<td>BA</td>
<td>16.0101</td>
<td>Languages, Literatures, and Cultures</td>
<td>BA</td>
</tr>
<tr>
<td>13.1202</td>
<td>Art Education (K-12)</td>
<td>BFA</td>
<td>52.0201</td>
<td>Marketing</td>
<td>BS</td>
</tr>
<tr>
<td>50.1002</td>
<td>Arts Administration</td>
<td>BA</td>
<td>27.0101</td>
<td>Mathematics</td>
<td>BA</td>
</tr>
<tr>
<td>26.0202</td>
<td>Biochemistry</td>
<td>BS</td>
<td>27.0101</td>
<td>Mathematics</td>
<td>BS</td>
</tr>
<tr>
<td>26.0101</td>
<td>Biology</td>
<td>BA</td>
<td>9.0102</td>
<td>Media Studies</td>
<td>BA</td>
</tr>
<tr>
<td>26.0101</td>
<td>Biology</td>
<td>BS</td>
<td>52.0201</td>
<td>Middle Grades Education</td>
<td>BA</td>
</tr>
<tr>
<td>13.121</td>
<td>Birth through Kindergarten Teacher Education</td>
<td>BS</td>
<td>50.0901</td>
<td>Music</td>
<td>BA</td>
</tr>
<tr>
<td>52.0201</td>
<td>Business Administration</td>
<td>BS</td>
<td>13.1312</td>
<td>Music Education</td>
<td>BM</td>
</tr>
<tr>
<td>40.0501</td>
<td>Chemistry</td>
<td>BA</td>
<td>51.3801</td>
<td>Nursing</td>
<td>BA</td>
</tr>
<tr>
<td>40.0501</td>
<td>Chemistry</td>
<td>BS</td>
<td>30.1901</td>
<td>Nutrition</td>
<td>BS</td>
</tr>
<tr>
<td>16.12</td>
<td>Classical Studies</td>
<td>BA</td>
<td>30.0501</td>
<td>Peace and Conflict Studies</td>
<td>BA</td>
</tr>
<tr>
<td>11.0701</td>
<td>Computer Science</td>
<td>BS</td>
<td>50.0903</td>
<td>Performance</td>
<td>BM</td>
</tr>
<tr>
<td>19.0901</td>
<td>Consumer, Apparel, and Retail Studies</td>
<td>BS</td>
<td>38.0101</td>
<td>Philosophy</td>
<td>BA</td>
</tr>
<tr>
<td>50.0301</td>
<td>Dance (Choreography and Performance)</td>
<td>BFA</td>
<td>31.0101</td>
<td>Physical Education, Teacher Education (K-12)</td>
<td>BA</td>
</tr>
<tr>
<td>50.0301</td>
<td>Dance Studies</td>
<td>BA</td>
<td>40.0801</td>
<td>Physical</td>
<td>BA</td>
</tr>
<tr>
<td>50.0501</td>
<td>Drama</td>
<td>BA</td>
<td>40.0801</td>
<td>Political Science</td>
<td>BA</td>
</tr>
<tr>
<td>50.0501</td>
<td>Drama</td>
<td>BFA</td>
<td>45.1001</td>
<td>Political Science, Secondary Education</td>
<td>BA</td>
</tr>
<tr>
<td>45.0601</td>
<td>Economics</td>
<td>BA</td>
<td>42.0101</td>
<td>Political Science, Secondary Education</td>
<td>BA</td>
</tr>
<tr>
<td>52.0601</td>
<td>Economics</td>
<td>BS</td>
<td>42.0101</td>
<td>Political Science, Secondary Education</td>
<td>BS</td>
</tr>
<tr>
<td>13.1202</td>
<td>Elementary Education (K-6)</td>
<td>BS</td>
<td>13.1317</td>
<td>Psychology, Secondary Education</td>
<td>BA</td>
</tr>
<tr>
<td>23.0101</td>
<td>English</td>
<td>BA</td>
<td>13.1103</td>
<td>Professions in Deafness</td>
<td>BS</td>
</tr>
<tr>
<td>13.1305</td>
<td>English, Secondary Education</td>
<td>BA</td>
<td>42.0101</td>
<td>Psychology</td>
<td>BA</td>
</tr>
<tr>
<td>52.0701</td>
<td>Entrepreneurship</td>
<td>BS</td>
<td>42.0101</td>
<td>Psychology, Secondary Education</td>
<td>BS</td>
</tr>
<tr>
<td>52.0801</td>
<td>Finance</td>
<td>BS</td>
<td>13.1317</td>
<td>Public Health Education</td>
<td>BS</td>
</tr>
<tr>
<td>45.0701</td>
<td>Geography</td>
<td>BA</td>
<td>38.0201</td>
<td>Recreation and Parks Management</td>
<td>BA</td>
</tr>
<tr>
<td>13.1317</td>
<td>Geography, Secondary Education</td>
<td>BA</td>
<td>31.0101</td>
<td>Religious Studies</td>
<td>BA</td>
</tr>
<tr>
<td>54.0101</td>
<td>History</td>
<td>BA</td>
<td>44.0701</td>
<td>Social Work</td>
<td>BSW</td>
</tr>
<tr>
<td>13.1318</td>
<td>History, Secondary Education</td>
<td>BA</td>
<td>45.1101</td>
<td>Sociology</td>
<td>BA</td>
</tr>
<tr>
<td>19.0701</td>
<td>Human Development and Family Studies</td>
<td>BS</td>
<td>13.1317</td>
<td>Sociology, Secondary Education</td>
<td>BA</td>
</tr>
<tr>
<td>11.0901</td>
<td>Information Systems and Supply Chain Management</td>
<td>BS</td>
<td>16.0905</td>
<td>Spanish</td>
<td>BA</td>
</tr>
<tr>
<td>50.0408</td>
<td>Interior Architecture</td>
<td>BFA</td>
<td>13.1001</td>
<td>Special Education: General Curriculum</td>
<td>BS</td>
</tr>
<tr>
<td>52.1101</td>
<td>International Business Studies</td>
<td>BS</td>
<td>52.1101</td>
<td>Special Programs in Liberal Studies</td>
<td>BS</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 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.

#### Inactivated AOS Codes

The following undergraduate AOS codes have been inactivated (no longer available for new students) effective Fall 2017.

<table>
<thead>
<tr>
<th>AOS Code</th>
<th>Type</th>
<th>School</th>
<th>Department or Program</th>
<th>Degree</th>
<th>Major Name</th>
<th>Major Code</th>
<th>Hours Req</th>
<th>Area of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>U224</td>
<td>TRAD</td>
<td>AS</td>
<td>Sociology</td>
<td>B.A.</td>
<td>Sociology</td>
<td>SOCI</td>
<td>122</td>
<td>Social Problems in a Global Society [Not accepting new students; moratorium: Fall 2015–Fall 2017]</td>
</tr>
<tr>
<td>U930</td>
<td>TRAD</td>
<td>ED</td>
<td>Specialized Education Services</td>
<td>B.S.</td>
<td>Professions in Deafness</td>
<td>PRDF</td>
<td>20</td>
<td>American Sign Language/Deaf Studies Minor</td>
</tr>
</tbody>
</table>

#### Active AOS Codes

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 detailed in the Licensure column. Programs that can be taken only as a second major are identified as such in the Degree column. Codes that are newly created for the upcoming academic year are indicated with an asterisk before the code.

Types of AOS codes are as follows:

- **Traditional (TRAD):** These AOS codes are for use only by traditional undergraduates.
- **2Plus:** These AOS codes are for use only by undergraduates admitted under one of the 2Plus articulation agreements.
- **Interdisciplinary (INTRDS):** These AOS codes are for use only by undergraduates pursuing approved Plan II major or Special Programs in Liberal Studies Major: Student-Designed Interdisciplinary Concentration.
- **Pre-Major (PRE):** These AOS codes are for use only by undergraduates pursuing formal admission to a particular program.
- **Preprofessional Programs (PREPROF):** These AOS codes are for use only by undergraduates planning post-baccalaureate work at a professional school.
- **Standard Professional I Teacher Licensure (SPTL):** These AOS codes are for use only by post baccalaureate students seeking Standard Professional I teacher licensure.
- **Undecided (UND):** These AOS codes are for use by undergraduates who are undecided on their area of study.

<table>
<thead>
<tr>
<th>AOS Code</th>
<th>Type</th>
<th>School</th>
<th>Department or Program</th>
<th>Degree</th>
<th>Major Name</th>
<th>Major Code</th>
<th>Hours Req</th>
<th>Area of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>U301</td>
<td>TRAD</td>
<td>BE</td>
<td>Accounting and Finance</td>
<td>B.S.</td>
<td>Accounting</td>
<td>ACCT</td>
<td>122</td>
<td>Accounting</td>
</tr>
<tr>
<td>U360</td>
<td>TRAD</td>
<td>BE</td>
<td>Accounting and Finance</td>
<td>B.S.</td>
<td>Finance</td>
<td>FINC</td>
<td>122</td>
<td>Finance</td>
</tr>
<tr>
<td>U361</td>
<td>2Plus</td>
<td>BE</td>
<td>Accounting and Finance</td>
<td>B.S.</td>
<td>Finance</td>
<td>FINC</td>
<td>—</td>
<td>Finance 2Plus</td>
</tr>
<tr>
<td>U713</td>
<td>2Plus</td>
<td>BE</td>
<td>Accounting and Finance</td>
<td>B.S.</td>
<td>Accounting</td>
<td>ACCT</td>
<td>—</td>
<td>Accounting 2Plus</td>
</tr>
<tr>
<td>U719</td>
<td>TRAD</td>
<td>BE</td>
<td>Accounting and Finance</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>15</td>
<td>Accounting</td>
</tr>
<tr>
<td>U803</td>
<td>TRAD</td>
<td>AS</td>
<td>African American and African Diaspora Studies</td>
<td>B.A.</td>
<td>African American and African Diaspora Studies</td>
<td>AADS</td>
<td>122</td>
<td>African American and African Diaspora Studies</td>
</tr>
</tbody>
</table>
## Academic References

<table>
<thead>
<tr>
<th>AOS Code</th>
<th>Type</th>
<th>School</th>
<th>Department or Program</th>
<th>Degree</th>
<th>Major Name</th>
<th>Major Code</th>
<th>Hours Req</th>
<th>Area of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>U815</td>
<td>TRAD</td>
<td>AS</td>
<td>African American and African Diaspora Studies</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>18</td>
<td>African American Studies</td>
</tr>
<tr>
<td>U865</td>
<td>TRAD</td>
<td>AS</td>
<td>African American and African Diaspora Studies</td>
<td>B.A.</td>
<td>African American and African Diaspora Studies</td>
<td>AADS</td>
<td>122</td>
<td>Cultural Arts</td>
</tr>
<tr>
<td>U101</td>
<td>TRAD</td>
<td>AS</td>
<td>Anthropology</td>
<td>B.A.</td>
<td>Anthropology</td>
<td>ANTH</td>
<td>122</td>
<td>Anthropology</td>
</tr>
<tr>
<td>U102</td>
<td>TRAD</td>
<td>AS</td>
<td>Anthropology</td>
<td>Minor</td>
<td>Anthropology</td>
<td>ANTH</td>
<td>15</td>
<td>Anthropology</td>
</tr>
<tr>
<td>U808</td>
<td>TRAD</td>
<td>AS</td>
<td>Archaeology</td>
<td>B.A.</td>
<td>Special Programs in Liberal Studies</td>
<td>SPLS</td>
<td>122</td>
<td>Archaeology</td>
</tr>
<tr>
<td>U103</td>
<td>TRAD</td>
<td>VP</td>
<td>Art</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>18</td>
<td>Art History</td>
</tr>
<tr>
<td>U105</td>
<td>TRAD</td>
<td>VP</td>
<td>Art</td>
<td>B.A.</td>
<td>Art</td>
<td>ART</td>
<td>122</td>
<td>Studio Art</td>
</tr>
<tr>
<td>U108</td>
<td>TRAD</td>
<td>VP</td>
<td>Art</td>
<td>B.F.A.</td>
<td>Art</td>
<td>ART</td>
<td>128</td>
<td>Art Education (K–12 Teaching)</td>
</tr>
<tr>
<td>U110</td>
<td>TRAD</td>
<td>VP</td>
<td>Art</td>
<td>B.A.</td>
<td>Art</td>
<td>ART</td>
<td>122</td>
<td>Art History</td>
</tr>
<tr>
<td>U112</td>
<td>TRAD</td>
<td>VP</td>
<td>Art</td>
<td>B.F.A.</td>
<td>Art</td>
<td>ART</td>
<td>128</td>
<td>New Media and Design</td>
</tr>
<tr>
<td>U113</td>
<td>TRAD</td>
<td>VP</td>
<td>Art</td>
<td>B.F.A.</td>
<td>Art</td>
<td>ART</td>
<td>128</td>
<td>Painting</td>
</tr>
<tr>
<td>U115</td>
<td>TRAD</td>
<td>VP</td>
<td>Art</td>
<td>B.F.A.</td>
<td>Art</td>
<td>ART</td>
<td>128</td>
<td>Sculpture and Ceramics</td>
</tr>
<tr>
<td>U128</td>
<td>TRAD</td>
<td>VP</td>
<td>Art</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>15</td>
<td>Art History for Artists</td>
</tr>
<tr>
<td>U156</td>
<td>TRAD</td>
<td>VP</td>
<td>Art</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>15</td>
<td>New Media and Design</td>
</tr>
<tr>
<td>U158</td>
<td>TRAD</td>
<td>VP</td>
<td>Art</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>15</td>
<td>Painting</td>
</tr>
<tr>
<td>U166</td>
<td>TRAD</td>
<td>VP</td>
<td>Art</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>15</td>
<td>Photography</td>
</tr>
<tr>
<td>U170</td>
<td>TRAD</td>
<td>VP</td>
<td>Art</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>15</td>
<td>Printmaking and Drawing</td>
</tr>
<tr>
<td>U174</td>
<td>TRAD</td>
<td>VP</td>
<td>Art</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>15</td>
<td>Sculpture and Ceramics</td>
</tr>
<tr>
<td>U886</td>
<td>TRAD</td>
<td>VP</td>
<td>Art</td>
<td>B.F.A.</td>
<td>Art</td>
<td>ART</td>
<td>128</td>
<td>Photography</td>
</tr>
<tr>
<td>U887</td>
<td>TRAD</td>
<td>VP</td>
<td>Art</td>
<td>B.F.A.</td>
<td>Art</td>
<td>ART</td>
<td>128</td>
<td>Printmaking and Drawing</td>
</tr>
<tr>
<td>UL01</td>
<td>SPTL</td>
<td>VP</td>
<td>Art</td>
<td>Standard Professional I</td>
<td>Art</td>
<td>ART</td>
<td>—</td>
<td>Art Licensure (Standard Professional I)</td>
</tr>
<tr>
<td>U807</td>
<td>SPLS</td>
<td>AS</td>
<td>Arts and Sciences, College of</td>
<td>B.A.</td>
<td>Special Programs in Liberal Studies</td>
<td>SPLS</td>
<td>—</td>
<td>Student-Designed Interdisciplinary</td>
</tr>
<tr>
<td>U249</td>
<td>UND</td>
<td>AS</td>
<td>Arts and Sciences, College of</td>
<td>—</td>
<td>Undecided</td>
<td>UNDC</td>
<td>—</td>
<td>Arts and Sciences Undecided</td>
</tr>
<tr>
<td>U800</td>
<td>UND</td>
<td>AS</td>
<td>Arts and Sciences, College of</td>
<td>—</td>
<td>Undecided</td>
<td>UNDC</td>
<td>—</td>
<td>Interdepartmental Studies Undecided</td>
</tr>
<tr>
<td>U820</td>
<td>TRAD</td>
<td>AS</td>
<td>Bachelor of Arts in Liberal Studies</td>
<td>B.A.</td>
<td>Special Programs in Liberal Studies</td>
<td>SPLS</td>
<td>122</td>
<td>Humanities</td>
</tr>
<tr>
<td>U862</td>
<td>TRAD</td>
<td>AS</td>
<td>Bachelor of Arts in Liberal Studies</td>
<td>B.A.</td>
<td>Special Programs in Liberal Studies</td>
<td>SPLS</td>
<td>122</td>
<td>Social Sciences</td>
</tr>
<tr>
<td>U873</td>
<td>TRAD</td>
<td>AS</td>
<td>Bachelor of Arts in Liberal Studies</td>
<td>B.A.</td>
<td>Special Programs in Liberal Studies</td>
<td>SPLS</td>
<td>122</td>
<td>Professional Studies</td>
</tr>
<tr>
<td>U114</td>
<td>2Plus</td>
<td>AS</td>
<td>Biology</td>
<td>B.S.</td>
<td>Biology</td>
<td>BIOL</td>
<td>—</td>
<td>Biology 2Plus</td>
</tr>
<tr>
<td>U116</td>
<td>TRAD</td>
<td>AS</td>
<td>Biology</td>
<td>B.S.</td>
<td>Biology</td>
<td>BIOL</td>
<td>122</td>
<td>Biology</td>
</tr>
<tr>
<td>AOS Code</td>
<td>Type</td>
<td>School</td>
<td>Department or Program</td>
<td>Degree</td>
<td>Major Name</td>
<td>Major Code</td>
<td>Hours Req</td>
<td>Area of Study</td>
</tr>
<tr>
<td>----------</td>
<td>----------</td>
<td>--------</td>
<td>----------------------------------------</td>
<td>--------</td>
<td>-----------------</td>
<td>------------</td>
<td>----------</td>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td>U117</td>
<td>TRAD</td>
<td>AS</td>
<td>Biology</td>
<td>B.A.</td>
<td>Biology</td>
<td>BIOL</td>
<td>122</td>
<td>Biology</td>
</tr>
<tr>
<td>U117</td>
<td>TRAD</td>
<td>AS</td>
<td>Biology</td>
<td>Minor</td>
<td>Biology</td>
<td>BIOL</td>
<td>17</td>
<td>Biology</td>
</tr>
<tr>
<td>U118</td>
<td>TRAD</td>
<td>AS</td>
<td>Biology</td>
<td>B.S.</td>
<td>Biology</td>
<td>BIOL</td>
<td>122</td>
<td>Environmental Biology</td>
</tr>
<tr>
<td>U119</td>
<td>TRAD</td>
<td>AS</td>
<td>Biology</td>
<td>B.A.</td>
<td>Biology</td>
<td>BIOL</td>
<td>122</td>
<td>Comprehensive Science (High School Teaching Licensure)</td>
</tr>
<tr>
<td>U201</td>
<td>PRE-PROF</td>
<td>AS</td>
<td>Biology</td>
<td>Second Major Only</td>
<td>Pre Medicine</td>
<td>PREM</td>
<td>—</td>
<td>Pre Medicine</td>
</tr>
<tr>
<td>U203</td>
<td>PRE-PROF</td>
<td>AS</td>
<td>Biology</td>
<td>Second Major Only</td>
<td>Pre Physical Therapy</td>
<td>PHYT</td>
<td>—</td>
<td>Pre Physical Therapy</td>
</tr>
<tr>
<td>U209</td>
<td>PRE-PROF</td>
<td>AS</td>
<td>Biology</td>
<td>Second Major Only</td>
<td>Pre Dentistry</td>
<td>PRED</td>
<td>—</td>
<td>Pre Dentistry</td>
</tr>
<tr>
<td>U213</td>
<td>PRE-PROF</td>
<td>AS</td>
<td>Biology</td>
<td>Second Major Only</td>
<td>Pre Veterinary</td>
<td>PVET</td>
<td>—</td>
<td>Pre Veterinary</td>
</tr>
<tr>
<td>U214</td>
<td>TRAD</td>
<td>AS</td>
<td>Biology</td>
<td>B.S.</td>
<td>Biology</td>
<td>BIOL</td>
<td>122</td>
<td>Biotechnology</td>
</tr>
<tr>
<td>U218</td>
<td>TRAD</td>
<td>AS</td>
<td>Biology</td>
<td>B.S.</td>
<td>Biology</td>
<td>BIOL</td>
<td>122</td>
<td>Comprehensive Science (High School Teaching Licensure)</td>
</tr>
<tr>
<td>U220</td>
<td>2Plus</td>
<td>AS</td>
<td>Biology</td>
<td>B.A.</td>
<td>Biology</td>
<td>BIOL</td>
<td>—</td>
<td>Biology 2Plus</td>
</tr>
<tr>
<td>U703</td>
<td>2Plus</td>
<td>AS</td>
<td>Biology</td>
<td>B.S.</td>
<td>Biology</td>
<td>BIOL</td>
<td>—</td>
<td>Biotechnology 2Plus</td>
</tr>
<tr>
<td>U863</td>
<td>TRAD</td>
<td>AS</td>
<td>Biology</td>
<td>B.S.</td>
<td>Biology</td>
<td>BIOL</td>
<td>122</td>
<td>Human Biology</td>
</tr>
<tr>
<td>U322</td>
<td>UND</td>
<td>BE</td>
<td>Bryan School of Business and Economics</td>
<td>—</td>
<td>Undecided</td>
<td>UNDC</td>
<td>—</td>
<td>Information Systems and Supply Chain Management Undecided</td>
</tr>
<tr>
<td>U398</td>
<td>TRAD</td>
<td>BE</td>
<td>Bryan School of Business and Economics</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>21</td>
<td>Business</td>
</tr>
<tr>
<td>U399</td>
<td>UND</td>
<td>BE</td>
<td>Bryan School of Business and Economics</td>
<td>—</td>
<td>Undecided</td>
<td>UNDC</td>
<td>—</td>
<td>Business Major Undecided</td>
</tr>
<tr>
<td>U121</td>
<td>TRAD</td>
<td>AS</td>
<td>Chemistry and Biochemistry</td>
<td>B.A.</td>
<td>Chemistry</td>
<td>CHEM</td>
<td>122</td>
<td>Chemistry</td>
</tr>
<tr>
<td>U121</td>
<td>TRAD</td>
<td>AS</td>
<td>Chemistry and Biochemistry</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>19</td>
<td>Chemistry</td>
</tr>
<tr>
<td>U123</td>
<td>TRAD</td>
<td>AS</td>
<td>Chemistry and Biochemistry</td>
<td>B.S.</td>
<td>Chemistry</td>
<td>CHEM</td>
<td>122</td>
<td>Chemistry</td>
</tr>
<tr>
<td>U124</td>
<td>TRAD</td>
<td>AS</td>
<td>Chemistry and Biochemistry</td>
<td>B.S.</td>
<td>Chemistry</td>
<td>CHEM</td>
<td>122</td>
<td>Biochemistry</td>
</tr>
<tr>
<td>U125</td>
<td>TRAD</td>
<td>AS</td>
<td>Chemistry and Biochemistry</td>
<td>B.A.</td>
<td>Chemistry</td>
<td>CHEM</td>
<td>122</td>
<td>Chemistry (High School Teaching Licensure)</td>
</tr>
<tr>
<td>U126</td>
<td>TRAD</td>
<td>AS</td>
<td>Chemistry and Biochemistry</td>
<td>B.S.</td>
<td>Chemistry</td>
<td>CHEM</td>
<td>122</td>
<td>Chemistry (High School Teaching Licensure)</td>
</tr>
<tr>
<td>U168</td>
<td>TRAD</td>
<td>AS</td>
<td>Chemistry and Biochemistry</td>
<td>B.S.</td>
<td>Chemistry</td>
<td>CHEM</td>
<td>122</td>
<td>Chemistry Research</td>
</tr>
<tr>
<td>U211</td>
<td>PRE-PROF</td>
<td>AS</td>
<td>Chemistry and Biochemistry</td>
<td>Second Major Only</td>
<td>Pre Pharmacy</td>
<td>PREP</td>
<td>—</td>
<td>Pre Pharmacy</td>
</tr>
<tr>
<td>AOS Code</td>
<td>Type</td>
<td>School</td>
<td>Department or Program</td>
<td>Degree</td>
<td>Major Name</td>
<td>Major Code</td>
<td>Hours Req</td>
<td>Area of Study</td>
</tr>
<tr>
<td>----------</td>
<td>----------</td>
<td>--------</td>
<td>---------------------------------------------</td>
<td>-------------</td>
<td>-----------------------</td>
<td>------------</td>
<td>-----------</td>
<td>------------------------</td>
</tr>
<tr>
<td>U860</td>
<td>TRAD</td>
<td>AS</td>
<td>Chemistry and Biochemistry</td>
<td>B.S.</td>
<td>Biochemistry</td>
<td>BCHE</td>
<td>122</td>
<td>Biochemistry</td>
</tr>
<tr>
<td>UL02</td>
<td>SPTL</td>
<td>AS</td>
<td>Chemistry and Biochemistry</td>
<td>Standard Professional I</td>
<td>Chemistry</td>
<td>CHEM</td>
<td>—</td>
<td>Chemistry Licensure</td>
</tr>
<tr>
<td>U129</td>
<td>TRAD</td>
<td>AS</td>
<td>Classical Studies</td>
<td>B.A.</td>
<td>Classical Studies</td>
<td>CLAS</td>
<td>122</td>
<td>Latin (High School Teaching Licensure)</td>
</tr>
<tr>
<td>U130</td>
<td>TRAD</td>
<td>AS</td>
<td>Classical Studies</td>
<td>SAC</td>
<td>—</td>
<td>—</td>
<td>18</td>
<td>Classical Studies (second academic concentration)</td>
</tr>
<tr>
<td>U350</td>
<td>TRAD</td>
<td>AS</td>
<td>Classical Studies</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>15</td>
<td>Classical Studies</td>
</tr>
<tr>
<td>U352</td>
<td>TRAD</td>
<td>AS</td>
<td>Classical Studies</td>
<td>B.A.</td>
<td>Classical Studies</td>
<td>CLAS</td>
<td>122</td>
<td>Classical Archaeology</td>
</tr>
<tr>
<td>U354</td>
<td>TRAD</td>
<td>AS</td>
<td>Classical Studies</td>
<td>B.A.</td>
<td>Classical Studies</td>
<td>CLAS</td>
<td>122</td>
<td>Classical Civilization</td>
</tr>
<tr>
<td>U357</td>
<td>TRAD</td>
<td>AS</td>
<td>Classical Studies</td>
<td>B.A.</td>
<td>Classical Studies</td>
<td>CLAS</td>
<td>122</td>
<td>Classical Language and Literature</td>
</tr>
<tr>
<td>UL03</td>
<td>SPTL</td>
<td>AS</td>
<td>Classical Studies</td>
<td>Standard Professional I</td>
<td>Classical Studies</td>
<td>CLAS</td>
<td>—</td>
<td>Latin Licensure</td>
</tr>
<tr>
<td>U143</td>
<td>TRAD</td>
<td>HH</td>
<td>Communication Sciences and Disorders</td>
<td>B.S.</td>
<td>Speech Pathology and Audiology</td>
<td>SPAU</td>
<td>122</td>
<td>Speech Pathology and Audiology</td>
</tr>
<tr>
<td>U137</td>
<td>TRAD</td>
<td>AS</td>
<td>Communication Studies</td>
<td>B.A.</td>
<td>Communication Studies</td>
<td>CMST</td>
<td>122</td>
<td>Communication Studies</td>
</tr>
<tr>
<td>U137</td>
<td>TRAD</td>
<td>AS</td>
<td>Communication Studies</td>
<td>Minor</td>
<td>Communication Studies</td>
<td>CMST</td>
<td>18</td>
<td>Communication Studies</td>
</tr>
<tr>
<td>U206</td>
<td>PRE-PROF</td>
<td>HH</td>
<td>Community and Therapeutic Recreation</td>
<td>Second Major Only</td>
<td>Pre Occupational Therapy</td>
<td>PROT</td>
<td>—</td>
<td>Pre Occupational Therapy</td>
</tr>
<tr>
<td>U413</td>
<td>TRAD</td>
<td>HH</td>
<td>Community and Therapeutic Recreation</td>
<td>B.S.</td>
<td>Recreation and Parks Management</td>
<td>RPMT</td>
<td>122</td>
<td>Therapeutic Recreation</td>
</tr>
<tr>
<td>U441</td>
<td>TRAD</td>
<td>HH</td>
<td>Community and Therapeutic Recreation</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>15</td>
<td>Community and Therapeutic Recreation</td>
</tr>
<tr>
<td>U442</td>
<td>TRAD</td>
<td>HH</td>
<td>Community and Therapeutic Recreation</td>
<td>B.S.</td>
<td>Recreation and Parks Management</td>
<td>RPMT</td>
<td>122</td>
<td>Community Recreation and Event Planning</td>
</tr>
<tr>
<td>U180</td>
<td>TRAD</td>
<td>AS</td>
<td>Computer Science</td>
<td>B.S.</td>
<td>Computer Science</td>
<td>CMPS</td>
<td>122</td>
<td>Computer Science</td>
</tr>
<tr>
<td>U180</td>
<td>TRAD</td>
<td>AS</td>
<td>Computer Science</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>15</td>
<td>Computer Science</td>
</tr>
<tr>
<td>U539</td>
<td>TRAD</td>
<td>BE</td>
<td>Consumer, Apparel, and Retail Studies</td>
<td>B.S.</td>
<td>Consumer, Apparel, and Retail Studies</td>
<td>CARS</td>
<td>122</td>
<td>Retailing and Consumer Studies</td>
</tr>
<tr>
<td>U539</td>
<td>TRAD</td>
<td>BE</td>
<td>Consumer, Apparel, and Retail Studies</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>15</td>
<td>Retailing and Consumer Studies</td>
</tr>
<tr>
<td>U545</td>
<td>TRAD</td>
<td>BE</td>
<td>Consumer, Apparel, and Retail Studies</td>
<td>B.S.</td>
<td>Consumer, Apparel, and Retail Studies</td>
<td>CARS</td>
<td>122</td>
<td>Apparel Design</td>
</tr>
<tr>
<td>AOS Code</td>
<td>Type</td>
<td>School</td>
<td>Department or Program</td>
<td>Degree</td>
<td>Major Name</td>
<td>Major Code</td>
<td>Hours Req</td>
<td>Area of Study</td>
</tr>
<tr>
<td>---------</td>
<td>------</td>
<td>--------</td>
<td>-----------------------</td>
<td>--------</td>
<td>------------</td>
<td>-----------</td>
<td>----------</td>
<td>------------------------------------</td>
</tr>
<tr>
<td>U864</td>
<td>TRAD</td>
<td>BE</td>
<td>Consumer, Apparel, and Retail Studies</td>
<td>B.S.</td>
<td>Consumer, Apparel, and Retail Studies</td>
<td>CARS</td>
<td>122</td>
<td>Global Apparel and Related Industries</td>
</tr>
<tr>
<td>U406</td>
<td>TRAD</td>
<td>VP</td>
<td>Dance</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>15</td>
<td>Dance</td>
</tr>
<tr>
<td>U435</td>
<td>TRAD</td>
<td>VP</td>
<td>Dance</td>
<td>B.A.</td>
<td>Dance</td>
<td>DANC</td>
<td>122</td>
<td>Dance Studies</td>
</tr>
<tr>
<td>U437</td>
<td>TRAD</td>
<td>VP</td>
<td>Dance</td>
<td>B.A.</td>
<td>Dance</td>
<td>DANC</td>
<td>122</td>
<td>Dance Studies (K–12 Licensure)</td>
</tr>
<tr>
<td>U458</td>
<td>TRAD</td>
<td>VP</td>
<td>Dance</td>
<td>B.F.A.</td>
<td>Dance</td>
<td>DANC</td>
<td>128</td>
<td>Dance B.F.A.</td>
</tr>
<tr>
<td>U305</td>
<td>TRAD</td>
<td>BE</td>
<td>Economics</td>
<td>B.A.</td>
<td>Economics</td>
<td>ECON</td>
<td>122</td>
<td>Economics</td>
</tr>
<tr>
<td>U305</td>
<td>TRAD</td>
<td>BE</td>
<td>Economics</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>18</td>
<td>Economics</td>
</tr>
<tr>
<td>U716</td>
<td>2Plus</td>
<td>BE</td>
<td>Economics</td>
<td>B.S.</td>
<td>Economics</td>
<td>ECON</td>
<td>—</td>
<td>Economics 2Plus</td>
</tr>
<tr>
<td>U717</td>
<td>TRAD</td>
<td>BE</td>
<td>Economics</td>
<td>B.S.</td>
<td>Economics</td>
<td>ECON</td>
<td>122</td>
<td>Economics</td>
</tr>
<tr>
<td>U777</td>
<td>2Plus</td>
<td>BE</td>
<td>Economics</td>
<td>B.A.</td>
<td>Economics</td>
<td>ECON</td>
<td>—</td>
<td>Economics 2Plus</td>
</tr>
<tr>
<td>U155</td>
<td>TRAD</td>
<td>AS</td>
<td>English</td>
<td>B.A.</td>
<td>English</td>
<td>ENGL</td>
<td>122</td>
<td>English</td>
</tr>
<tr>
<td>U155</td>
<td>TRAD</td>
<td>AS</td>
<td>English</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>18</td>
<td>English</td>
</tr>
<tr>
<td>U157</td>
<td>TRAD</td>
<td>AS</td>
<td>English</td>
<td>B.A.</td>
<td>English</td>
<td>ENGL</td>
<td>122</td>
<td>English (Secondary Education Licensure)</td>
</tr>
<tr>
<td>U825</td>
<td>TRAD</td>
<td>AS</td>
<td>Environmental &amp; Sustainability Studies</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>21</td>
<td>Environmental Studies</td>
</tr>
<tr>
<td>U868</td>
<td>TRAD</td>
<td>AS</td>
<td>Environmental &amp; Sustainability Studies</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>18</td>
<td>Sustainability Studies</td>
</tr>
<tr>
<td>U879</td>
<td>TRAD</td>
<td>AS</td>
<td>Environmental &amp; Sustainability Studies</td>
<td>B.A.</td>
<td>Special Programs in Liberal Studies</td>
<td>SPLS</td>
<td>122</td>
<td>Environmental Studies</td>
</tr>
<tr>
<td>* U874</td>
<td>TRAD</td>
<td>AS</td>
<td>Environmental &amp; Sustainability Studies</td>
<td>B.A.</td>
<td>Special Programs in Liberal Studies</td>
<td>SPLS</td>
<td>122</td>
<td>Sustainability Studies</td>
</tr>
<tr>
<td>* U876</td>
<td>TRAD</td>
<td>AS</td>
<td>Environmental &amp; Sustainability Studies</td>
<td>B.A.</td>
<td>Special Programs in Liberal Studies</td>
<td>SPLS</td>
<td>122</td>
<td>Environmental &amp; Sustainability Studies</td>
</tr>
<tr>
<td>U163</td>
<td>TRAD</td>
<td>AS</td>
<td>Geography</td>
<td>B.A.</td>
<td>Geography</td>
<td>GEOG</td>
<td>122</td>
<td>Geography</td>
</tr>
<tr>
<td>U163</td>
<td>TRAD</td>
<td>AS</td>
<td>Geography</td>
<td>Minor</td>
<td>Geography</td>
<td>GEOG</td>
<td>18</td>
<td>Geography</td>
</tr>
<tr>
<td>U164</td>
<td>TRAD</td>
<td>AS</td>
<td>Geography</td>
<td>B.A.</td>
<td>Geography</td>
<td>GEOG</td>
<td>122</td>
<td>Geographic Information Science</td>
</tr>
<tr>
<td>U165</td>
<td>TRAD</td>
<td>AS</td>
<td>Geography</td>
<td>B.A.</td>
<td>Geography</td>
<td>GEOG</td>
<td>122</td>
<td>Urban Planning</td>
</tr>
<tr>
<td>U167</td>
<td>TRAD</td>
<td>AS</td>
<td>Geography</td>
<td>B.A.</td>
<td>Geography</td>
<td>GEOG</td>
<td>122</td>
<td>Earth Science/ Environmental Studies</td>
</tr>
<tr>
<td>U169</td>
<td>TRAD</td>
<td>AS</td>
<td>Geography</td>
<td>B.A.</td>
<td>Geography</td>
<td>GEOG</td>
<td>122</td>
<td>Geography (Secondary Education Licensure)</td>
</tr>
<tr>
<td>U240</td>
<td>TRAD</td>
<td>HH</td>
<td>Health and Human Sciences, School of</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>15</td>
<td>Gerontology</td>
</tr>
<tr>
<td>U446</td>
<td>PRE</td>
<td>HH</td>
<td>Health and Human Sciences, School of</td>
<td>B.S.</td>
<td>—</td>
<td>PHLT</td>
<td>—</td>
<td>Pre-Health Studies and/ or Sciences</td>
</tr>
<tr>
<td>AOS Code</td>
<td>Type</td>
<td>School</td>
<td>Department or Program</td>
<td>Degree</td>
<td>Major Name</td>
<td>Major Code</td>
<td>Hours Req</td>
<td>Area of Study</td>
</tr>
<tr>
<td>---------</td>
<td>------</td>
<td>--------</td>
<td>-----------------------------------------------------------</td>
<td>--------</td>
<td>--------------------</td>
<td>------------</td>
<td>----------</td>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td>U456</td>
<td>PRE</td>
<td>HH</td>
<td>Health and Human Sciences, School of</td>
<td>B.S.</td>
<td>—</td>
<td>PHLT</td>
<td>—</td>
<td>Pre-Nursing Interest</td>
</tr>
<tr>
<td>U499</td>
<td>UND</td>
<td>HH</td>
<td>Health and Human Sciences, School of</td>
<td>—</td>
<td>Undecided</td>
<td>UNDC</td>
<td>—</td>
<td>Health and Human Sciences Undecided</td>
</tr>
<tr>
<td>U175</td>
<td>TRAD</td>
<td>AS</td>
<td>History</td>
<td>B.A.</td>
<td>History</td>
<td>HIST</td>
<td>122</td>
<td>History</td>
</tr>
<tr>
<td>U175</td>
<td>TRAD</td>
<td>AS</td>
<td>History</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>15</td>
<td>History</td>
</tr>
<tr>
<td>U177</td>
<td>TRAD</td>
<td>AS</td>
<td>History</td>
<td>B.A.</td>
<td>History</td>
<td>HIST</td>
<td>—</td>
<td>History (Secondary Education Licensure)</td>
</tr>
<tr>
<td>U513</td>
<td>TRAD</td>
<td>HH</td>
<td>Human Development and Family Studies</td>
<td>B.S.</td>
<td>Human Development</td>
<td>HDFS</td>
<td>122</td>
<td>Child, Youth, and Family Development</td>
</tr>
<tr>
<td>U514</td>
<td>TRAD</td>
<td>HH</td>
<td>Human Development and Family Studies</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>18</td>
<td>Human Development and Family Studies</td>
</tr>
<tr>
<td>U526</td>
<td>TRAD</td>
<td>HH</td>
<td>Human Development and Family Studies</td>
<td>B.S.</td>
<td>Human Development</td>
<td>HDFS</td>
<td>122</td>
<td>Birth thru Kindergarten Teacher Licensure</td>
</tr>
<tr>
<td>U531</td>
<td>TRAD</td>
<td>HH</td>
<td>Human Development and Family Studies</td>
<td>B.S.</td>
<td>Human Development</td>
<td>HDFS</td>
<td>122</td>
<td>Early Care and Education</td>
</tr>
<tr>
<td>U532</td>
<td>TRAD</td>
<td>HH</td>
<td>Human Development and Family Studies</td>
<td>B.S.</td>
<td>Human Development</td>
<td>HDFS</td>
<td>122</td>
<td>Early Care and Education (2Plus)</td>
</tr>
<tr>
<td>U532</td>
<td>2Plus</td>
<td>HH</td>
<td>Human Development and Family Studies</td>
<td>B.S.</td>
<td>Human Development</td>
<td>HDFS</td>
<td>—</td>
<td>Early Care and Education 2Plus</td>
</tr>
<tr>
<td>U535</td>
<td>TRAD</td>
<td>HH</td>
<td>Human Development and Family Studies</td>
<td>B.S.</td>
<td>Human Development</td>
<td>HDFS</td>
<td>122</td>
<td>Early Care and Education Wake County</td>
</tr>
<tr>
<td>U543</td>
<td>2Plus</td>
<td>HH</td>
<td>Human Development and Family Studies</td>
<td>B.S.</td>
<td>Human Development</td>
<td>HDFS</td>
<td>—</td>
<td>Birth through Kindergarten Teacher Licensure Online 2Plus</td>
</tr>
<tr>
<td>U544</td>
<td>2Plus</td>
<td>HH</td>
<td>Human Development and Family Studies</td>
<td>B.S.</td>
<td>Human Development</td>
<td>HDFS</td>
<td>—</td>
<td>Early Care and Education Online 2Plus</td>
</tr>
<tr>
<td>U746</td>
<td>2Plus</td>
<td>HH</td>
<td>Human Development and Family Studies</td>
<td>B.S.</td>
<td>Human Development</td>
<td>HDFS</td>
<td>—</td>
<td>Birth through Kindergarten Teacher Licensure 2Plus</td>
</tr>
<tr>
<td>U313</td>
<td>TRAD</td>
<td>BE</td>
<td>Information Systems and Supply Chain Management</td>
<td>B.S.</td>
<td>Information Systems and Supply Chain Management</td>
<td>ISSC</td>
<td>122</td>
<td>Information Systems</td>
</tr>
<tr>
<td>U318</td>
<td>TRAD</td>
<td>BE</td>
<td>Information Systems and Supply Chain Management</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>15</td>
<td>Information Technology</td>
</tr>
<tr>
<td>AOS Code</td>
<td>Type</td>
<td>School</td>
<td>Department or Program</td>
<td>Degree</td>
<td>Major Name</td>
<td>Major Code</td>
<td>Hours Req</td>
<td>Area of Study</td>
</tr>
<tr>
<td>----------</td>
<td>------</td>
<td>--------</td>
<td>-----------------------</td>
<td>--------</td>
<td>------------</td>
<td>------------</td>
<td>-----------</td>
<td>--------------</td>
</tr>
<tr>
<td>U339</td>
<td>TRAD</td>
<td>BE</td>
<td>Information Systems and Supply Chain Management</td>
<td>B.S.</td>
<td>Information Systems and Supply Chain Management</td>
<td>ISSC</td>
<td>122</td>
<td>Supply Chain Management</td>
</tr>
<tr>
<td>U779</td>
<td>2Plus</td>
<td>BE</td>
<td>Information Systems and Supply Chain Management</td>
<td>B.S.</td>
<td>Information Systems and Supply Chain Management</td>
<td>ISSC</td>
<td>—</td>
<td>Information Systems 2Plus</td>
</tr>
<tr>
<td>U786</td>
<td>2Plus</td>
<td>BE</td>
<td>Information Systems and Supply Chain Management</td>
<td>B.S.</td>
<td>Information Systems and Supply Chain Management</td>
<td>ISSC</td>
<td>—</td>
<td>Supply Chain Management 2Plus</td>
</tr>
<tr>
<td>* U890</td>
<td>TRAD</td>
<td>HH</td>
<td>Integrated Professional Studies</td>
<td>B.S.</td>
<td>Integrated Professional Studies Online</td>
<td>BIPS</td>
<td>122</td>
<td>Integrated Professional Studies Online</td>
</tr>
<tr>
<td>U834</td>
<td>TRAD</td>
<td>AS</td>
<td>Integrated Science</td>
<td>B.A.</td>
<td>Special Programs in Liberal Studies</td>
<td>SPLS</td>
<td>122</td>
<td>Integrated Science</td>
</tr>
<tr>
<td>U837</td>
<td>TRAD</td>
<td>AS</td>
<td>Integrated Science</td>
<td>B.A.</td>
<td>Special Programs in Liberal Studies</td>
<td>SPLS</td>
<td>122</td>
<td>Integrated Science (Secondary Science License)</td>
</tr>
<tr>
<td>U547</td>
<td>TRAD</td>
<td>AS</td>
<td>Interior Architecture</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>18</td>
<td>Interior Architecture</td>
</tr>
<tr>
<td>U802</td>
<td>TRAD</td>
<td>AS</td>
<td>International and Global Studies</td>
<td>B.A.</td>
<td>Special Programs in Liberal Studies</td>
<td>SPLS</td>
<td>122</td>
<td>Russian Studies</td>
</tr>
<tr>
<td>U818</td>
<td>TRAD</td>
<td>AS</td>
<td>International and Global Studies</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>18</td>
<td>African Studies</td>
</tr>
<tr>
<td>U819</td>
<td>TRAD</td>
<td>AS</td>
<td>International and Global Studies</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>18</td>
<td>Asian Studies</td>
</tr>
<tr>
<td>U821</td>
<td>TRAD</td>
<td>AS</td>
<td>International and Global Studies</td>
<td>B.A.</td>
<td>Special Programs in Liberal Studies</td>
<td>SPLS</td>
<td>122</td>
<td>International and Global Affairs and Development</td>
</tr>
<tr>
<td>U822</td>
<td>TRAD</td>
<td>AS</td>
<td>International and Global Studies</td>
<td>B.A.</td>
<td>Special Programs in Liberal Studies</td>
<td>SPLS</td>
<td>122</td>
<td>International and Global Arts and Belief Systems</td>
</tr>
<tr>
<td>U823</td>
<td>TRAD</td>
<td>AS</td>
<td>International and Global Studies</td>
<td>B.A.</td>
<td>Special Programs in Liberal Studies</td>
<td>SPLS</td>
<td>122</td>
<td>Latin American and Caribbean Studies</td>
</tr>
<tr>
<td>U824</td>
<td>TRAD</td>
<td>AS</td>
<td>International and Global Studies</td>
<td>B.A.</td>
<td>Special Programs in Liberal Studies</td>
<td>SPLS</td>
<td>122</td>
<td>Asian Studies</td>
</tr>
<tr>
<td>U826</td>
<td>TRAD</td>
<td>AS</td>
<td>International and Global Studies</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>18</td>
<td>European Studies</td>
</tr>
<tr>
<td>U827</td>
<td>TRAD</td>
<td>AS</td>
<td>International and Global Studies</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>18</td>
<td>Russian Studies</td>
</tr>
<tr>
<td>U828</td>
<td>TRAD</td>
<td>AS</td>
<td>International and Global Studies</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>18</td>
<td>Latin American and Caribbean Studies</td>
</tr>
<tr>
<td>U829</td>
<td>TRAD</td>
<td>AS</td>
<td>International and Global Studies</td>
<td>B.A.</td>
<td>Special Programs in Liberal Studies</td>
<td>SPLS</td>
<td>122</td>
<td>International and Global Human Rights</td>
</tr>
<tr>
<td>U861</td>
<td>TRAD</td>
<td>AS</td>
<td>International and Global Studies</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>18</td>
<td>International and Global Studies</td>
</tr>
<tr>
<td>AOS Code</td>
<td>Type</td>
<td>School</td>
<td>Department or Program</td>
<td>Degree</td>
<td>Major Name</td>
<td>Major Code</td>
<td>Hours Req</td>
<td>Area of Study</td>
</tr>
<tr>
<td>----------</td>
<td>------</td>
<td>--------</td>
<td>-----------------------</td>
<td>--------</td>
<td>------------</td>
<td>-----------</td>
<td>----------</td>
<td>--------------</td>
</tr>
<tr>
<td>U409</td>
<td>TRAD</td>
<td>HH</td>
<td>Kinesiology</td>
<td>B.S.</td>
<td>Kinesiology</td>
<td>KINE</td>
<td>128</td>
<td>Physical Education and Health Teacher Education (K–12 Dual Licensure)</td>
</tr>
<tr>
<td>U410</td>
<td>TRAD</td>
<td>HH</td>
<td>Kinesiology</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>21</td>
<td>Sport Coaching</td>
</tr>
<tr>
<td>U443</td>
<td>TRAD</td>
<td>HH</td>
<td>Kinesiology</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>21</td>
<td>Community Youth Sport Development</td>
</tr>
<tr>
<td>U460</td>
<td>TRAD</td>
<td>HH</td>
<td>Kinesiology</td>
<td>B.S.</td>
<td>Kinesiology</td>
<td>KINE</td>
<td>122</td>
<td>Kinesiology</td>
</tr>
<tr>
<td>UL18</td>
<td>SPTL</td>
<td>HH</td>
<td>Kinesiology</td>
<td>Standard Professional I</td>
<td>Kinesiology</td>
<td>KINE</td>
<td>—</td>
<td>Physical Education Licensure</td>
</tr>
<tr>
<td>U160</td>
<td>TRAD</td>
<td>AS</td>
<td>Languages, Literature, and Cultures</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>15</td>
<td>Russian</td>
</tr>
<tr>
<td>U172</td>
<td>TRAD</td>
<td>AS</td>
<td>Languages, Literature, and Cultures</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>15</td>
<td>German Online</td>
</tr>
<tr>
<td>U227</td>
<td>TRAD</td>
<td>AS</td>
<td>Languages, Literature, and Cultures</td>
<td>B.A.</td>
<td>Spanish</td>
<td>SPAN</td>
<td>122</td>
<td>Spanish</td>
</tr>
<tr>
<td>U227</td>
<td>TRAD</td>
<td>AS</td>
<td>Languages, Literature, and Cultures</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>15–21</td>
<td>Spanish</td>
</tr>
<tr>
<td>U380</td>
<td>TRAD</td>
<td>AS</td>
<td>Languages, Literature, and Cultures</td>
<td>B.A.</td>
<td>Languages, Literature, and Cultures</td>
<td>LLCU</td>
<td>122</td>
<td>Global Languages and Communities</td>
</tr>
<tr>
<td>U381</td>
<td>TRAD</td>
<td>AS</td>
<td>Languages, Literature, and Cultures</td>
<td>B.A.</td>
<td>Languages, Literature, and Cultures</td>
<td>LLCU</td>
<td>122</td>
<td>Applied Languages: French K–12 Teaching Licensure</td>
</tr>
<tr>
<td>U382</td>
<td>TRAD</td>
<td>AS</td>
<td>Languages, Literature, and Cultures</td>
<td>B.A.</td>
<td>Languages, Literature, and Cultures</td>
<td>LLCU</td>
<td>122</td>
<td>German Studies</td>
</tr>
<tr>
<td>U382</td>
<td>TRAD</td>
<td>AS</td>
<td>Languages, Literature, and Cultures</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>15</td>
<td>German</td>
</tr>
<tr>
<td>U383</td>
<td>TRAD</td>
<td>AS</td>
<td>Languages, Literature, and Cultures</td>
<td>B.A.</td>
<td>Languages, Literature, and Cultures</td>
<td>LLCU</td>
<td>122</td>
<td>French and Francophone Studies</td>
</tr>
<tr>
<td>U383</td>
<td>TRAD</td>
<td>AS</td>
<td>Languages, Literature, and Cultures</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>15–21</td>
<td>French and Francophone Studies</td>
</tr>
<tr>
<td>U384</td>
<td>TRAD</td>
<td>AS</td>
<td>Languages, Literature, and Cultures</td>
<td>B.A.</td>
<td>Languages, Literature, and Cultures</td>
<td>LLCU</td>
<td>122</td>
<td>Applied Languages: Spanish K–12 Teaching Licensure</td>
</tr>
<tr>
<td>U867</td>
<td>TRAD</td>
<td>AS</td>
<td>Languages, Literature, and Cultures</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>15</td>
<td>Chinese</td>
</tr>
<tr>
<td>* U385</td>
<td>TRAD</td>
<td>AS</td>
<td>Languages, Literature, and Cultures</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>15</td>
<td>American Sign Language</td>
</tr>
<tr>
<td>U807</td>
<td>INTRDS</td>
<td>HN</td>
<td>Lloyd International Honors College</td>
<td>B.A.</td>
<td>Special Programs in Liberal Studies</td>
<td>SPLS</td>
<td>—</td>
<td>Student-Designed Interdisciplinary</td>
</tr>
<tr>
<td>AOS Code</td>
<td>Type</td>
<td>School</td>
<td>Department or Program</td>
<td>Degree</td>
<td>Major Name</td>
<td>Major Code</td>
<td>Hours Req</td>
<td>Area of Study</td>
</tr>
<tr>
<td>----------</td>
<td>------</td>
<td>--------</td>
<td>-----------------------</td>
<td>--------</td>
<td>------------</td>
<td>------------</td>
<td>-----------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>U326</td>
<td>TRAD</td>
<td>BE</td>
<td>Management</td>
<td>B.S.</td>
<td>Business Administration</td>
<td>BADM</td>
<td>122</td>
<td>Human Resources</td>
</tr>
<tr>
<td>U331</td>
<td>TRAD</td>
<td>BE</td>
<td>Management</td>
<td>B.S.</td>
<td>Business Administration</td>
<td>BADM</td>
<td>122</td>
<td>Business Studies</td>
</tr>
<tr>
<td>U338</td>
<td>TRAD</td>
<td>BE</td>
<td>Management</td>
<td>B.S.</td>
<td>Business Administration</td>
<td>BADM</td>
<td>122</td>
<td>Business Studies Online</td>
</tr>
<tr>
<td>U704</td>
<td>2Plus</td>
<td>BE</td>
<td>Management</td>
<td>B.S.</td>
<td>Business Administration</td>
<td>BADM</td>
<td>—</td>
<td>Business Studies 2Plus</td>
</tr>
<tr>
<td>U705</td>
<td>2Plus</td>
<td>BE</td>
<td>Management</td>
<td>B.S.</td>
<td>Business Administration</td>
<td>BADM</td>
<td>—</td>
<td>Human Resources 2Plus</td>
</tr>
<tr>
<td>U722</td>
<td>2Plus</td>
<td>BE</td>
<td>Management</td>
<td>B.S.</td>
<td>Business Administration</td>
<td>BADM</td>
<td>—</td>
<td>Business Studies Online 2Plus</td>
</tr>
<tr>
<td>U830</td>
<td>TRAD</td>
<td>BE</td>
<td>Management</td>
<td>B.S.</td>
<td>International Business Studies</td>
<td>INTB</td>
<td>122</td>
<td>International Business Studies</td>
</tr>
<tr>
<td>U831</td>
<td>2Plus</td>
<td>BE</td>
<td>Management</td>
<td>B.S.</td>
<td>International Business Studies</td>
<td>INTB</td>
<td>—</td>
<td>International Business 2Plus</td>
</tr>
<tr>
<td>UL12</td>
<td>SPTL</td>
<td>BE</td>
<td>Management</td>
<td>Standard Professional I</td>
<td>Business Administration</td>
<td>BADM</td>
<td>—</td>
<td>Business Education Licensure</td>
</tr>
<tr>
<td>* U304</td>
<td>TRAD</td>
<td>BE</td>
<td>Management</td>
<td>B.S.</td>
<td>Business Administration</td>
<td>BADM</td>
<td>122</td>
<td>Management</td>
</tr>
<tr>
<td>U327</td>
<td>TRAD</td>
<td>BE</td>
<td>Marketing, Entrepreneurship, and Hospitality &amp; Tourism</td>
<td>B.S.</td>
<td>Marketing</td>
<td>MKTG</td>
<td>122</td>
<td>Marketing</td>
</tr>
<tr>
<td>U457</td>
<td>TRAD</td>
<td>BE</td>
<td>Marketing, Entrepreneurship, and Hospitality &amp; Tourism</td>
<td>B.A.</td>
<td>Sustainable Tourism and Hospitality</td>
<td>STHP</td>
<td>122</td>
<td>Sustainable Tourism and Hospitality</td>
</tr>
<tr>
<td>U707</td>
<td>2Plus</td>
<td>BE</td>
<td>Marketing, Entrepreneurship, and Hospitality &amp; Tourism</td>
<td>B.S.</td>
<td>Marketing</td>
<td>MKTG</td>
<td>—</td>
<td>Marketing 2Plus</td>
</tr>
<tr>
<td>U718</td>
<td>TRAD</td>
<td>BE</td>
<td>Marketing, Entrepreneurship, and Hospitality &amp; Tourism</td>
<td>B.S.</td>
<td>Entrepreneurship</td>
<td>ENTR</td>
<td>122</td>
<td>Entrepreneurship</td>
</tr>
<tr>
<td>U832</td>
<td>TRAD</td>
<td>BE</td>
<td>Marketing, Entrepreneurship, and Hospitality &amp; Tourism</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>15</td>
<td>Entrepreneurship</td>
</tr>
<tr>
<td>U866</td>
<td>2Plus</td>
<td>BE</td>
<td>Marketing, Entrepreneurship, and Hospitality &amp; Tourism</td>
<td>B.S.</td>
<td>Entrepreneurship</td>
<td>ENTR</td>
<td>—</td>
<td>Entrepreneurship 2Plus</td>
</tr>
<tr>
<td>UL13</td>
<td>SPTL</td>
<td>BE</td>
<td>Marketing, Entrepreneurship, and Hospitality &amp; Tourism</td>
<td>Standard Professional I</td>
<td>Marketing</td>
<td>MKTG</td>
<td>—</td>
<td>Marketing Education Licensure</td>
</tr>
<tr>
<td>* U346</td>
<td>TRAD</td>
<td>BE</td>
<td>Marketing, Entrepreneurship, and Hospitality &amp; Tourism</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>15</td>
<td>Professional Selling</td>
</tr>
</tbody>
</table>
### Academic References

<table>
<thead>
<tr>
<th>AOS Code</th>
<th>Type</th>
<th>School</th>
<th>Department or Program</th>
<th>Degree</th>
<th>Major Name</th>
<th>Major Code</th>
<th>Hours Req</th>
<th>Area of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>U179</td>
<td>TRAD</td>
<td>AS</td>
<td>Mathematics and Statistics</td>
<td>B.A.</td>
<td>Mathematics</td>
<td>MATH</td>
<td>122</td>
<td>Mathematics</td>
</tr>
<tr>
<td>U179</td>
<td>TRAD</td>
<td>AS</td>
<td>Mathematics and Statistics</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>15</td>
<td>Mathematics</td>
</tr>
<tr>
<td>U181</td>
<td>TRAD</td>
<td>AS</td>
<td>Mathematics and Statistics</td>
<td>B.S.</td>
<td>Mathematics</td>
<td>MATH</td>
<td>122</td>
<td>Mathematics</td>
</tr>
<tr>
<td>U183</td>
<td>TRAD</td>
<td>AS</td>
<td>Mathematics and Statistics</td>
<td>B.A.</td>
<td>Mathematics</td>
<td>MATH</td>
<td>122</td>
<td>Mathematics (High School Teaching Licensure)</td>
</tr>
<tr>
<td>U184</td>
<td>TRAD</td>
<td>AS</td>
<td>Mathematics and Statistics</td>
<td>B.S.</td>
<td>Mathematics</td>
<td>MATH</td>
<td>122</td>
<td>Statistics</td>
</tr>
<tr>
<td>U192</td>
<td>TRAD</td>
<td>AS</td>
<td>Mathematics and Statistics</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>15</td>
<td>Statistics</td>
</tr>
<tr>
<td>U134</td>
<td>TRAD</td>
<td>AS</td>
<td>Media Studies</td>
<td>B.A.</td>
<td>Media Studies</td>
<td>MDST</td>
<td>122</td>
<td>Media Studies</td>
</tr>
<tr>
<td>U848</td>
<td>TRAD</td>
<td>AS</td>
<td>Media Studies</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>18</td>
<td>Radio</td>
</tr>
<tr>
<td>U849</td>
<td>TRAD</td>
<td>AS</td>
<td>Media Studies</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>18</td>
<td>Media Studies</td>
</tr>
<tr>
<td>U429</td>
<td>TRAD</td>
<td>VP</td>
<td>Music</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>18</td>
<td>Music</td>
</tr>
<tr>
<td>U602</td>
<td>TRAD</td>
<td>VP</td>
<td>Music</td>
<td>B.A.</td>
<td>Music</td>
<td>MUSI</td>
<td>123</td>
<td>General Music</td>
</tr>
<tr>
<td>U607</td>
<td>TRAD</td>
<td>VP</td>
<td>Music</td>
<td>B.M.</td>
<td>Performance</td>
<td>PRFM</td>
<td>128</td>
<td>Composition</td>
</tr>
<tr>
<td>U618</td>
<td>TRAD</td>
<td>VP</td>
<td>Music</td>
<td>B.M.</td>
<td>Performance</td>
<td>PRFM</td>
<td>123</td>
<td>Jazz Performance</td>
</tr>
<tr>
<td>U626</td>
<td>TRAD</td>
<td>VP</td>
<td>Music</td>
<td>B.M.</td>
<td>Music Education</td>
<td>MEDU</td>
<td>125</td>
<td>Choral and General Music Education (Special Subject Area Licensure)</td>
</tr>
<tr>
<td>U629</td>
<td>TRAD</td>
<td>VP</td>
<td>Music</td>
<td>B.M.</td>
<td>Music Education</td>
<td>MEDU</td>
<td>125</td>
<td>Instrumental and General Music Education (Special Subject Area Licensure)</td>
</tr>
<tr>
<td>U635</td>
<td>TRAD</td>
<td>VP</td>
<td>Music</td>
<td>B.M.</td>
<td>Performance</td>
<td>PRFM</td>
<td>128</td>
<td>Voice Performance</td>
</tr>
<tr>
<td>U636</td>
<td>TRAD</td>
<td>VP</td>
<td>Music</td>
<td>B.M.</td>
<td>Performance</td>
<td>PRFM</td>
<td>123</td>
<td>Keyboard Performance</td>
</tr>
<tr>
<td>U637</td>
<td>TRAD</td>
<td>VP</td>
<td>Music</td>
<td>B.M.</td>
<td>Performance</td>
<td>PRFM</td>
<td>123</td>
<td>Brass and Percussion</td>
</tr>
<tr>
<td>U638</td>
<td>TRAD</td>
<td>VP</td>
<td>Music</td>
<td>B.M.</td>
<td>Performance</td>
<td>PRFM</td>
<td>128</td>
<td>Strings</td>
</tr>
<tr>
<td>U639</td>
<td>TRAD</td>
<td>VP</td>
<td>Music</td>
<td>B.M.</td>
<td>Performance</td>
<td>PRFM</td>
<td>123</td>
<td>Woodwinds</td>
</tr>
<tr>
<td>U699</td>
<td>TRAD</td>
<td>VP</td>
<td>Music</td>
<td>B.A.</td>
<td>Music</td>
<td>MUSI</td>
<td>—</td>
<td>Music Undecided</td>
</tr>
<tr>
<td>UL21</td>
<td>SPTL</td>
<td>VP</td>
<td>Music</td>
<td>Standard Professional I</td>
<td>Music Education</td>
<td>MEDU</td>
<td>—</td>
<td>Music Educ Licensure</td>
</tr>
<tr>
<td>U701</td>
<td>TRAD</td>
<td>NU</td>
<td>Nursing</td>
<td>B.S.N.</td>
<td>Nursing</td>
<td>NURS</td>
<td>122</td>
<td>Nursing</td>
</tr>
<tr>
<td>U702</td>
<td>TRAD</td>
<td>NU</td>
<td>Nursing</td>
<td>B.S.N.</td>
<td>Nursing</td>
<td>NURS</td>
<td>122</td>
<td>RN to B.S.N.</td>
</tr>
<tr>
<td>U710</td>
<td>TRAD</td>
<td>NU</td>
<td>Nursing</td>
<td>B.S.N.</td>
<td>Nursing</td>
<td>NURS</td>
<td>—</td>
<td>RN 2Plus Program</td>
</tr>
<tr>
<td>U770</td>
<td>TRAD</td>
<td>NU</td>
<td>Nursing</td>
<td>B.S.N.</td>
<td>Nursing</td>
<td>NURS</td>
<td>—</td>
<td>RN ROTC 2Plus Program</td>
</tr>
<tr>
<td>U533</td>
<td>TRAD</td>
<td>HH</td>
<td>Nutrition</td>
<td>B.S.</td>
<td>Nutrition</td>
<td>NUTR</td>
<td>122</td>
<td>Nutrition and Wellness</td>
</tr>
<tr>
<td>U550</td>
<td>TRAD</td>
<td>HH</td>
<td>Nutrition</td>
<td>B.S.</td>
<td>Nutrition</td>
<td>NUTR</td>
<td>122</td>
<td>Nutrition Science</td>
</tr>
<tr>
<td>U552</td>
<td>TRAD</td>
<td>HH</td>
<td>Nutrition</td>
<td>B.S.</td>
<td>Nutrition</td>
<td>NUTR</td>
<td>122</td>
<td>Human Nutrition and Dietetics</td>
</tr>
<tr>
<td>U553</td>
<td>TRAD</td>
<td>HH</td>
<td>Nutrition</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>18</td>
<td>Nutrition</td>
</tr>
<tr>
<td>U560</td>
<td>TRAD</td>
<td>HH</td>
<td>Peace and Conflict Studies</td>
<td>B.A.</td>
<td>Peace and Conflict Studies</td>
<td>PCST</td>
<td>122</td>
<td>Peace and Conflict Studies</td>
</tr>
<tr>
<td>U562</td>
<td>TRAD</td>
<td>HH</td>
<td>Peace and Conflict Studies</td>
<td>B.A.</td>
<td>Peace and Conflict Studies</td>
<td>OPCS</td>
<td>122</td>
<td>Peace and Conflict Studies Online</td>
</tr>
<tr>
<td>AOS Code</td>
<td>Type</td>
<td>School</td>
<td>Department or Program</td>
<td>Degree</td>
<td>Major Name</td>
<td>Major Code</td>
<td>Hours Req</td>
<td>Area of Study</td>
</tr>
<tr>
<td>----------</td>
<td>------</td>
<td>--------</td>
<td>-----------------------</td>
<td>--------</td>
<td>------------</td>
<td>-----------</td>
<td>----------</td>
<td>--------------</td>
</tr>
<tr>
<td>U569</td>
<td>TRAD</td>
<td>HH</td>
<td>Peace and Conflict Studies</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>15</td>
<td>Peace and Conflict Studies</td>
</tr>
<tr>
<td>U189</td>
<td>TRAD</td>
<td>AS</td>
<td>Philosophy</td>
<td>B.A.</td>
<td>Philosophy</td>
<td>PHIL</td>
<td>122</td>
<td>Philosophy</td>
</tr>
<tr>
<td>U189</td>
<td>TRAD</td>
<td>AS</td>
<td>Philosophy</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>18</td>
<td>Philosophy</td>
</tr>
<tr>
<td>U190</td>
<td>TRAD</td>
<td>AS</td>
<td>Philosophy</td>
<td>B.A.</td>
<td>Philosophy</td>
<td>PHIL</td>
<td>122</td>
<td>Philosophy Prelaw</td>
</tr>
<tr>
<td>U194</td>
<td>TRAD</td>
<td>AS</td>
<td>Philosophy</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>18</td>
<td>Philosophical Ethics</td>
</tr>
<tr>
<td>U245</td>
<td>TRAD</td>
<td>AS</td>
<td>Philosophy</td>
<td>B.A.</td>
<td>Philosophy</td>
<td>PHIL</td>
<td>122</td>
<td>Philosophy Online</td>
</tr>
<tr>
<td>* U246</td>
<td>TRAD</td>
<td>AS</td>
<td>Philosophy</td>
<td>B.A.</td>
<td>Philosophy</td>
<td>PHIL</td>
<td>122</td>
<td>Philosophy Prelaw Online</td>
</tr>
<tr>
<td>U191</td>
<td>TRAD</td>
<td>AS</td>
<td>Physics and Astronomy</td>
<td>B.A.</td>
<td>Physics</td>
<td>PHYS</td>
<td>122</td>
<td>Physics</td>
</tr>
<tr>
<td>U191</td>
<td>TRAD</td>
<td>AS</td>
<td>Physics and Astronomy</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>15</td>
<td>Physics</td>
</tr>
<tr>
<td>U193</td>
<td>TRAD</td>
<td>AS</td>
<td>Physics and Astronomy</td>
<td>B.S.</td>
<td>Physics</td>
<td>PHYS</td>
<td>122</td>
<td>Physics</td>
</tr>
<tr>
<td>U195</td>
<td>TRAD</td>
<td>AS</td>
<td>Physics and Astronomy</td>
<td>B.A.</td>
<td>Physics</td>
<td>PHYS</td>
<td>122</td>
<td>Physics (High School Teaching Licensure)</td>
</tr>
<tr>
<td>U196</td>
<td>TRAD</td>
<td>AS</td>
<td>Physics and Astronomy</td>
<td>B.S.</td>
<td>Physics</td>
<td>PHYS</td>
<td>122</td>
<td>Physics (High School Teaching Licensure)</td>
</tr>
<tr>
<td>U205</td>
<td>PRE-PROF</td>
<td>AS</td>
<td>Physics and Astronomy</td>
<td>Second Major Only</td>
<td>Pre Engineering</td>
<td>PREN</td>
<td>—</td>
<td>Pre Engineering</td>
</tr>
<tr>
<td>U901</td>
<td>Plan II</td>
<td>UV</td>
<td>Plan II</td>
<td>B.A.</td>
<td>Plan II</td>
<td>PLII</td>
<td>—</td>
<td>Plan II Program</td>
</tr>
<tr>
<td>U903</td>
<td>Plan II</td>
<td>UV</td>
<td>Plan II</td>
<td>B.S.</td>
<td>Plan II</td>
<td>PLII</td>
<td>—</td>
<td>Plan II Program</td>
</tr>
<tr>
<td>U905</td>
<td>Plan II</td>
<td>UV</td>
<td>Plan II</td>
<td>B.F.A.</td>
<td>Plan II</td>
<td>PLII</td>
<td>—</td>
<td>Plan II Program</td>
</tr>
<tr>
<td>U197</td>
<td>TRAD</td>
<td>AS</td>
<td>Political Science</td>
<td>B.A.</td>
<td>Political Science</td>
<td>PSCI</td>
<td>122</td>
<td>Political Science</td>
</tr>
<tr>
<td>U197</td>
<td>TRAD</td>
<td>AS</td>
<td>Political Science</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>15</td>
<td>Political Science</td>
</tr>
<tr>
<td>U198</td>
<td>TRAD</td>
<td>AS</td>
<td>Political Science</td>
<td>B.A.</td>
<td>Political Science</td>
<td>PSCI</td>
<td>122</td>
<td>Prelaw</td>
</tr>
<tr>
<td>U199</td>
<td>TRAD</td>
<td>AS</td>
<td>Political Science</td>
<td>B.A.</td>
<td>Political Science</td>
<td>PSCI</td>
<td>122</td>
<td>Political Science (Secondary Education Licensure)</td>
</tr>
<tr>
<td>U207</td>
<td>PRE-PROF</td>
<td>AS</td>
<td>Political Science</td>
<td>Second Major Only</td>
<td>Prelaw</td>
<td>PREL</td>
<td>—</td>
<td>Prelaw</td>
</tr>
<tr>
<td>* U235</td>
<td>TRAD</td>
<td>AS</td>
<td>Political Science</td>
<td>B.A.</td>
<td>Political Science</td>
<td>PSCI</td>
<td>122</td>
<td>American Politics</td>
</tr>
<tr>
<td>* U236</td>
<td>TRAD</td>
<td>AS</td>
<td>Political Science</td>
<td>B.A.</td>
<td>Political Science</td>
<td>PSCI</td>
<td>122</td>
<td>Global Politics</td>
</tr>
<tr>
<td>* U237</td>
<td>TRAD</td>
<td>AS</td>
<td>Political Science</td>
<td>B.A.</td>
<td>Political Science</td>
<td>PSCI</td>
<td>122</td>
<td>Public Affairs</td>
</tr>
<tr>
<td>U215</td>
<td>TRAD</td>
<td>AS</td>
<td>Psychology</td>
<td>B.A.</td>
<td>Psychology</td>
<td>PSYC</td>
<td>122</td>
<td>Psychology</td>
</tr>
<tr>
<td>U215</td>
<td>TRAD</td>
<td>AS</td>
<td>Psychology</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>18-19</td>
<td>Psychology</td>
</tr>
<tr>
<td>U217</td>
<td>TRAD</td>
<td>AS</td>
<td>Psychology</td>
<td>B.A.</td>
<td>Psychology</td>
<td>PSYC</td>
<td>122</td>
<td>Psychology (Secondary Education Licensure)</td>
</tr>
<tr>
<td>U230</td>
<td>TRAD</td>
<td>AS</td>
<td>Psychology</td>
<td>B.S.</td>
<td>Psychology</td>
<td>PSYC</td>
<td>122</td>
<td>Psychology</td>
</tr>
<tr>
<td>U407</td>
<td>TRAD</td>
<td>HH</td>
<td>Public Health Education</td>
<td>B.S.</td>
<td>Public Health Education</td>
<td>PHTH</td>
<td>122</td>
<td>Community Health Education</td>
</tr>
<tr>
<td>U415</td>
<td>TRAD</td>
<td>HH</td>
<td>Public Health Education</td>
<td>B.S.</td>
<td>Public Health Education</td>
<td>PHTH</td>
<td>122</td>
<td>Health Studies Online</td>
</tr>
<tr>
<td>U789</td>
<td>2Plus</td>
<td>HH</td>
<td>Public Health Education</td>
<td>B.S.</td>
<td>Public Health Education</td>
<td>PHTH</td>
<td>—</td>
<td>Community Health Education 2Plus</td>
</tr>
<tr>
<td>AOS Code</td>
<td>Type</td>
<td>School</td>
<td>Department or Program</td>
<td>Degree</td>
<td>Major Name</td>
<td>Major Code</td>
<td>Hours Req</td>
<td>Area of Study</td>
</tr>
<tr>
<td>----------</td>
<td>------</td>
<td>--------</td>
<td>-----------------------</td>
<td>--------</td>
<td>------------</td>
<td>------------</td>
<td>----------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>U894</td>
<td>TRAD</td>
<td>HH</td>
<td>Social Work</td>
<td>B.S.W.</td>
<td>Social Work</td>
<td>SOWK</td>
<td>122</td>
<td>Social Work</td>
</tr>
<tr>
<td>U894</td>
<td>TRAD</td>
<td>HH</td>
<td>Social Work</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>15</td>
<td>Social Work</td>
</tr>
<tr>
<td>U221</td>
<td>TRAD</td>
<td>AS</td>
<td>Sociology</td>
<td>B.A.</td>
<td>Sociology</td>
<td>SOCI</td>
<td>122</td>
<td>Sociology</td>
</tr>
<tr>
<td>U221</td>
<td>TRAD</td>
<td>AS</td>
<td>Sociology</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>15</td>
<td>Sociology</td>
</tr>
<tr>
<td>U222</td>
<td>TRAD</td>
<td>AS</td>
<td>Sociology</td>
<td>B.A.</td>
<td>Sociology</td>
<td>SOCI</td>
<td>122</td>
<td>Criminology</td>
</tr>
<tr>
<td>U223</td>
<td>TRAD</td>
<td>AS</td>
<td>Sociology</td>
<td>B.A.</td>
<td>Sociology</td>
<td>SOCI</td>
<td>122</td>
<td>Sociology (Secondary Education Licensure)</td>
</tr>
<tr>
<td>U162</td>
<td>TRAD</td>
<td>ED</td>
<td>Specialized Education Services</td>
<td>B.S.</td>
<td>Professions in Deafness</td>
<td>PRDF</td>
<td>127</td>
<td>K–12 Deaf and Hard of Hearing (K–12 Licensure)</td>
</tr>
<tr>
<td>U265</td>
<td>TRAD</td>
<td>ED</td>
<td>Specialized Education Services</td>
<td>B.S.</td>
<td>Special Education: General Curriculum</td>
<td>SPED</td>
<td>127</td>
<td>Special Education (K–12 Licensure)</td>
</tr>
<tr>
<td>U785</td>
<td>2Plus</td>
<td>ED</td>
<td>Specialized Education Services</td>
<td>B.S.</td>
<td>Special Education: General Curriculum</td>
<td>SPED</td>
<td>—</td>
<td>Special Education: General Curriculum Teacher Licensure 2Plus</td>
</tr>
<tr>
<td>U931</td>
<td>TRAD</td>
<td>ED</td>
<td>Specialized Education Services</td>
<td>B.S.</td>
<td>Professions in Deafness</td>
<td>PRDF</td>
<td>124</td>
<td>Advocacy and Services for the Deaf</td>
</tr>
<tr>
<td>U932</td>
<td>TRAD</td>
<td>ED</td>
<td>Specialized Education Services</td>
<td>B.S.</td>
<td>Professions in Deafness</td>
<td>PRDF</td>
<td>125</td>
<td>Interpreter Preparation</td>
</tr>
<tr>
<td>U251</td>
<td>TRAD</td>
<td>ED</td>
<td>Teacher Education and Higher Education</td>
<td>B.S.</td>
<td>Elementary Education</td>
<td>ELED</td>
<td>122</td>
<td>Elementary Education (K–6 Licensure)</td>
</tr>
<tr>
<td>U256</td>
<td>TRAD</td>
<td>ED</td>
<td>Teacher Education and Higher Education</td>
<td>B.S.</td>
<td>Middle Grades Education</td>
<td>MDED</td>
<td>124–128</td>
<td>Language Arts (6–9 Licensure)</td>
</tr>
<tr>
<td>U257</td>
<td>TRAD</td>
<td>ED</td>
<td>Teacher Education and Higher Education</td>
<td>B.S.</td>
<td>Middle Grades Education</td>
<td>MDED</td>
<td>124–128</td>
<td>Math (6–9 Licensure)</td>
</tr>
<tr>
<td>U258</td>
<td>TRAD</td>
<td>ED</td>
<td>Teacher Education and Higher Education</td>
<td>B.S.</td>
<td>Middle Grades Education</td>
<td>MDED</td>
<td>124–128</td>
<td>Science (6–9 Licensure)</td>
</tr>
<tr>
<td>U259</td>
<td>TRAD</td>
<td>ED</td>
<td>Teacher Education and Higher Education</td>
<td>B.S.</td>
<td>Middle Grades Education</td>
<td>MDED</td>
<td>124–128</td>
<td>Social Studies (6–9 Licensure)</td>
</tr>
<tr>
<td>U788</td>
<td>2Plus</td>
<td>ED</td>
<td>Teacher Education and Higher Education</td>
<td>B.S.</td>
<td>Elementary Education</td>
<td>ELED</td>
<td>—</td>
<td>Elementary Education 2Plus (K–6 Licensure)</td>
</tr>
<tr>
<td>UL10</td>
<td>SPTL</td>
<td>ED</td>
<td>Teacher Education and Higher Education</td>
<td>Standard Professional I</td>
<td>French</td>
<td>FREN</td>
<td>—</td>
<td>French Licensure</td>
</tr>
<tr>
<td>UL11</td>
<td>SPTL</td>
<td>ED</td>
<td>Teacher Education and Higher Education</td>
<td>Standard Professional I</td>
<td>Spanish</td>
<td>SPAN</td>
<td>—</td>
<td>Spanish Licensure</td>
</tr>
<tr>
<td>AOS Code</td>
<td>Type</td>
<td>School</td>
<td>Department or Program</td>
<td>Degree</td>
<td>Major Name</td>
<td>Major Code</td>
<td>Hours Req</td>
<td>Area of Study</td>
</tr>
<tr>
<td>----------</td>
<td>--------</td>
<td>--------</td>
<td>-----------------------</td>
<td>--------</td>
<td>------------------------------------</td>
<td>------------</td>
<td>----------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>U252</td>
<td>TRAD</td>
<td>ED</td>
<td>Teacher Education and Higher Education and Specialized Education Services</td>
<td>B.S.</td>
<td>Elementary Education and Special Education: General Curriculum Dual Major</td>
<td>SPEL</td>
<td>127</td>
<td>Elementary Education and Special Education</td>
</tr>
<tr>
<td>U147</td>
<td>TRAD</td>
<td>VP</td>
<td>Theatre</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>18</td>
<td>Drama</td>
</tr>
<tr>
<td>U880</td>
<td>TRAD</td>
<td>VP</td>
<td>Theatre</td>
<td>B.A.</td>
<td>Drama</td>
<td>DRAM</td>
<td>122</td>
<td>Drama</td>
</tr>
<tr>
<td>U881</td>
<td>TRAD</td>
<td>VP</td>
<td>Theatre</td>
<td>B.F.A.</td>
<td>Drama</td>
<td>DRAM</td>
<td>124</td>
<td>Acting</td>
</tr>
<tr>
<td>U883</td>
<td>TRAD</td>
<td>VP</td>
<td>Theatre</td>
<td>B.F.A.</td>
<td>Drama</td>
<td>DRAM</td>
<td>128</td>
<td>Theatre Education (K–12 Licensure)</td>
</tr>
<tr>
<td>U884</td>
<td>TRAD</td>
<td>VP</td>
<td>Theatre</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>18</td>
<td>Technical Theatre</td>
</tr>
<tr>
<td>U888</td>
<td>TRAD</td>
<td>VP</td>
<td>Theatre</td>
<td>B.F.A.</td>
<td>Drama</td>
<td>DRAM</td>
<td>124</td>
<td>Design and Technical Production</td>
</tr>
<tr>
<td>UL04</td>
<td>SPTL</td>
<td>VP</td>
<td>Theatre</td>
<td>Standard Professional I</td>
<td>Drama</td>
<td>DRAM</td>
<td>—</td>
<td>Theatre Education</td>
</tr>
<tr>
<td>U999</td>
<td>UND</td>
<td>UN</td>
<td>Undecided</td>
<td>—</td>
<td>Undecided</td>
<td>UNDC</td>
<td>—</td>
<td>Undecided on Major</td>
</tr>
<tr>
<td>U640</td>
<td>TRAD</td>
<td>VP</td>
<td>Visual and Performing Arts, College of</td>
<td>B.A.</td>
<td>Arts Administration</td>
<td>ARAD</td>
<td>122</td>
<td>Arts Administration</td>
</tr>
<tr>
<td>U877</td>
<td>TRAD</td>
<td>VP</td>
<td>Visual and Performing Arts, College of</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>15</td>
<td>Musical Theatre</td>
</tr>
<tr>
<td>U878</td>
<td>TRAD</td>
<td>VP</td>
<td>Visual and Performing Arts, College of</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>18</td>
<td>Arts Administration</td>
</tr>
<tr>
<td>U871</td>
<td>TRAD</td>
<td>AS</td>
<td>Women’s and Gender Studies</td>
<td>B.A.</td>
<td>Women’s and Gender Studies</td>
<td>WGST</td>
<td>122</td>
<td>Women’s and Gender Studies</td>
</tr>
<tr>
<td>U871</td>
<td>TRAD</td>
<td>AS</td>
<td>Women’s and Gender Studies</td>
<td>Minor</td>
<td>—</td>
<td>—</td>
<td>18</td>
<td>Women’s and Gender Studies</td>
</tr>
</tbody>
</table>
# Undergraduate Major Codes

The following is a list of current undergraduate major codes:

<table>
<thead>
<tr>
<th>Code</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>AADS</td>
<td>African American and African Diaspora Studies</td>
</tr>
<tr>
<td>ACCT</td>
<td>Accounting</td>
</tr>
<tr>
<td>ANTH</td>
<td>Anthropology</td>
</tr>
<tr>
<td>ARAD</td>
<td>Arts Administration</td>
</tr>
<tr>
<td>ART</td>
<td>Art</td>
</tr>
<tr>
<td>BADM</td>
<td>Business Administration</td>
</tr>
<tr>
<td>BCHE</td>
<td>Biochemistry</td>
</tr>
<tr>
<td>BIOL</td>
<td>Biology</td>
</tr>
<tr>
<td>CARS</td>
<td>Consumer, Apparel, and Retail Studies</td>
</tr>
<tr>
<td>CHEM</td>
<td>Chemistry</td>
</tr>
<tr>
<td>CLAS</td>
<td>Classical Studies</td>
</tr>
<tr>
<td>CMPS</td>
<td>Computer Science</td>
</tr>
<tr>
<td>CMST</td>
<td>Communication Studies</td>
</tr>
<tr>
<td>DANC</td>
<td>Dance</td>
</tr>
<tr>
<td>DRAM</td>
<td>Drama</td>
</tr>
<tr>
<td>ECON</td>
<td>Economics</td>
</tr>
<tr>
<td>ELED</td>
<td>Elementary Education (K–6)</td>
</tr>
<tr>
<td>ENGL</td>
<td>English</td>
</tr>
<tr>
<td>ENTR</td>
<td>Entrepreneurship</td>
</tr>
<tr>
<td>FINC</td>
<td>Finance</td>
</tr>
<tr>
<td>GEOG</td>
<td>Geography</td>
</tr>
<tr>
<td>GERM</td>
<td>German</td>
</tr>
<tr>
<td>HDFS</td>
<td>Human Development and Family Studies</td>
</tr>
<tr>
<td>HIST</td>
<td>History</td>
</tr>
<tr>
<td>INTB</td>
<td>International Business</td>
</tr>
<tr>
<td>IARC</td>
<td>Interior Architecture</td>
</tr>
<tr>
<td>ISSC</td>
<td>Information Systems and Supply Chain Management</td>
</tr>
<tr>
<td>KINE</td>
<td>Kinesiology</td>
</tr>
<tr>
<td>LLCU</td>
<td>Languages, Literatures, and Cultures</td>
</tr>
<tr>
<td>MATH</td>
<td>Mathematics</td>
</tr>
<tr>
<td>MDED</td>
<td>Middle Grades Education</td>
</tr>
<tr>
<td>MDST</td>
<td>Media Studies</td>
</tr>
<tr>
<td>MEDU</td>
<td>Music Education</td>
</tr>
<tr>
<td>MKTG</td>
<td>Marketing</td>
</tr>
<tr>
<td>MUSI</td>
<td>Music (General)</td>
</tr>
<tr>
<td>NONE</td>
<td>No Major</td>
</tr>
<tr>
<td>NURS</td>
<td>Nursing</td>
</tr>
<tr>
<td>NUTR</td>
<td>Nutrition</td>
</tr>
<tr>
<td>OCPS</td>
<td>Peace and Conflict Studies Online</td>
</tr>
<tr>
<td>PCST</td>
<td>Peace and Conflict Studies</td>
</tr>
<tr>
<td>PHIL</td>
<td>Philosophy</td>
</tr>
<tr>
<td>PHTH</td>
<td>Public Health</td>
</tr>
<tr>
<td>PHYS</td>
<td>Physics</td>
</tr>
<tr>
<td>PLII</td>
<td>Plan II</td>
</tr>
<tr>
<td>PRDF</td>
<td>Professions in Deafness</td>
</tr>
<tr>
<td>PRFM</td>
<td>Performance</td>
</tr>
<tr>
<td>PSCI</td>
<td>Political Science</td>
</tr>
<tr>
<td>PSYC</td>
<td>Psychology</td>
</tr>
<tr>
<td>RPMT</td>
<td>Recreation and Parks Management</td>
</tr>
<tr>
<td>RELS</td>
<td>Religious Studies</td>
</tr>
<tr>
<td>SOCI</td>
<td>Sociology</td>
</tr>
<tr>
<td>SOCS</td>
<td>Social Studies</td>
</tr>
<tr>
<td>SOWK</td>
<td>Social Work</td>
</tr>
<tr>
<td>SPAN</td>
<td>Spanish</td>
</tr>
<tr>
<td>SPAU</td>
<td>Speech Pathology and Audiology</td>
</tr>
<tr>
<td>SPED</td>
<td>Special Education</td>
</tr>
<tr>
<td>SPEL</td>
<td>Elementary Education and Special Education</td>
</tr>
<tr>
<td>SPLS</td>
<td>Special Programs in Liberal Studies</td>
</tr>
<tr>
<td>STHP</td>
<td>Sustainable Tourism and Hospitality</td>
</tr>
<tr>
<td>UNDC</td>
<td>Undecided on Major</td>
</tr>
<tr>
<td>WGST</td>
<td>Women's and Gender Studies</td>
</tr>
</tbody>
</table>

The codes listed below are used for second majors only.

<table>
<thead>
<tr>
<th>Code</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYT</td>
<td>Pre Physical Therapy</td>
</tr>
<tr>
<td>PRED</td>
<td>Pre Dental</td>
</tr>
<tr>
<td>PREL</td>
<td>Prelaw</td>
</tr>
<tr>
<td>PREM</td>
<td>Pre Medical</td>
</tr>
<tr>
<td>PREN</td>
<td>Pre Engineering</td>
</tr>
<tr>
<td>PREP</td>
<td>Pre Pharmacy</td>
</tr>
<tr>
<td>PROT</td>
<td>Pre Occupational Therapy</td>
</tr>
<tr>
<td>PVET</td>
<td>Pre Veterinary</td>
</tr>
</tbody>
</table>

The codes listed below are used for preadmission coding only.

<table>
<thead>
<tr>
<th>Code</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSP</td>
<td>Pre-Music</td>
</tr>
<tr>
<td>PDNC</td>
<td>Pre-Dance</td>
</tr>
<tr>
<td>PELM</td>
<td>Pre-Elementary Education</td>
</tr>
<tr>
<td>PHDF</td>
<td>Pre-Human Development and Family Studies</td>
</tr>
<tr>
<td>PHLT</td>
<td>Pre-Health Studies and/or Sciences or Pre-Nursing Interest</td>
</tr>
<tr>
<td>PIAR</td>
<td>Pre-Interior Architecture</td>
</tr>
<tr>
<td>PKIN</td>
<td>Pre-Kinesiology</td>
</tr>
<tr>
<td>PMDE</td>
<td>Pre-Middle Grades Education</td>
</tr>
<tr>
<td>PNUR</td>
<td>Pre-Nursing</td>
</tr>
<tr>
<td>PPHE</td>
<td>Pre-Public Health</td>
</tr>
<tr>
<td>PSPA</td>
<td>Pre-Speech Pathology and Audiology</td>
</tr>
<tr>
<td>PSPD</td>
<td>Pre-Specialized Education</td>
</tr>
<tr>
<td>PSPE</td>
<td>Pre-Specialized Education/Elementary Education</td>
</tr>
<tr>
<td>PSPL</td>
<td>Pre-Liberal Studies, Humanities</td>
</tr>
<tr>
<td>PSWK</td>
<td>Pre-Social Work</td>
</tr>
</tbody>
</table>

2017–18 UNCG Undergraduate Bulletin